Harvest of the Month™

2015-2016

6th Grade Workbook

Teacher’s Guide
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.


Here you will find supplemental materials that may be useful in your classroom instead the 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.

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**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

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*I Pledge Allegiance to My Health* created by Mandy Richardson, Teacher, Foothome School District
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.
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.
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.

Extensions and Extras

- For detailed information on what counts as a cup, visit: [http://www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)
- Fruit: [http://www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)
- Vegetables: [http://www.choosemyplate.gov/vegetables](http://www.choosemyplate.gov/vegetables)
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.

### 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.

<table>
<thead>
<tr>
<th>Fruit or Vegetable</th>
<th>I don’t like it</th>
<th>I like it</th>
<th>I will try this again</th>
<th>I am not sure if I like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peppers</td>
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<tr>
<td>Grapes</td>
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<tr>
<td>Root Vegetables</td>
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<td>Apples</td>
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<tr>
<td>Salad Greens</td>
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<tr>
<td>Citrus Fruits</td>
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<tr>
<td>Cooked Greens</td>
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</tr>
<tr>
<td>Cucumbers</td>
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<tr>
<td>Strawberries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stone Fruits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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.
- Analyze and report the differences between three Nutrition Facts labels of similar food products.

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.cdph.ca.gov/Pages/Downloads.aspx to view it online.

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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

http://bit.ly/1CyP1kb

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October

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 are 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

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serving Size:</strong> Macaroni and Cheese</td>
</tr>
<tr>
<td><strong>Servings Per Container:</strong> 2</td>
</tr>
<tr>
<td><strong>% Daily Value:</strong></td>
</tr>
<tr>
<td><strong>Total Carbohydrate:</strong> 31g (10% of Daily Value)</td>
</tr>
<tr>
<td><strong>Dietary Fiber:</strong> 1g</td>
</tr>
<tr>
<td>** Sugars:** 4g</td>
</tr>
</tbody>
</table>


Scavenger Hunt!

- Think about a food you would like to analyze. Find three different types of this food and collect the Nutrition Facts labels. You can collect these in different ways like bring the labels in from home, or visit a website and print them out. This can be done as a class, in a group, or individually.
- Transfer the information to the blank food labels below. Using evidence from your reading and the video, decide which is the best choice for you and explain why you choose that food. Based on this information, what changes would you make, if any, to the foods you buy? Why or why not? Orally present your choice to the class or your group.

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.
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.
- Recognize the importance of eating whole foods.
- Identify foods that have been processed and foods that have not been processed.

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.

Preparation

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

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.

Nutrition Facts

- 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 *Let's Eat Real* activity.

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**Let’s Eat Real!**

Eating whole foods from plants and animals—fruits, vegetables, whole grains, legumes, lean meats, poultry, fish and low-fat dairy products—is so important. They are packed with the nutrients our bodies need. Some foods are processed foods. Although processed foods start out with ingredients from plants and animals, they are changed, sometimes a little and sometimes a lot, from how nature made them. Foods like sweetened beverages, chips, and candy that are processed a lot don’t have very many nutrients and are loaded with fat, salt, and sugar.

Eating real is also good for the earth. Foods that are whole, or close to whole, use less energy because they are not processed a lot and often have little or no packaging.

<table>
<thead>
<tr>
<th>Whole Foods</th>
<th>Minimally Processed (changed a little)</th>
<th>Processed (changed a lot)</th>
</tr>
</thead>
<tbody>
<tr>
<td>These foods are whole, real foods that help our body and the earth.</td>
<td>Many of these foods have fat, sugar, and/or salt added to them. Some of the nutrients are taken out during processing.</td>
<td>These foods have a lot of fat, sugar and/or salt added to them and many or all of the nutrients are removed during processing.</td>
</tr>
<tr>
<td>(Images of whole foods: green pepper, grilled chicken, orange, brown rice)</td>
<td>(Images of processed foods: soda can, cereal box, fruit juice, fried chicken)</td>
<td></td>
</tr>
</tbody>
</table>

You have just learned why it is important to eat real. Eating real means eating whole foods from plants and animals and not eating too much processed foods. When you eat real, you are helping your body be the best it can be, and you are also taking care of the earth.

Now it’s your turn: think of a whole food that is minimally processed and then processed. Draw a diagram illustrating this process. You can use the same format as shown above. Then, think about how you can eat more whole foods instead of processed foods. What processed food do you currently eat that you can change to a whole food? Share your diagram and thoughts with the class or a group.
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.
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.

Brain Breaks!

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

- 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](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>
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<tbody>
<tr>
<td>Video Number:</td>
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</table>
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.
■ Compare and create healthy breakfast menus.

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://harvestofthemonth.cdph.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.

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://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

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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.

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.

<table>
<thead>
<tr>
<th>Breakfast Today</th>
<th>Healthy Breakfast</th>
<th>How does the breakfast you ate this morning compare to a healthy breakfast?</th>
</tr>
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<tbody>
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</tbody>
</table>
### February

#### 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.cdph.ca.gov/Pages/Downloads.aspx](http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx) to view it online.

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![March Newsletter](MarchNewsletter.png)

**March Newsletter**

- The *March Newsletter* features a fun fact about mandarins, a nutrient found in citrus fruits.
- The newsletter includes a recipe for *Sunny Breeze*, a healthy drink option.
- A nutrition fact is highlighted to encourage students to drink more water.

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**Nutrition Facts**

- **Mandarins**: 1% cup of mandarin orange sections is a source of potassium.
- **Citrus Fruits**: There is no waste in the processing of citrus fruits. The juice is used for fresh juice and refined into vinegars and syrups; the peel is used to make oils, marmalade, pectin, and citric acid. Seeds are used to make oils.
- **Clementine Mandarins**: Available from November to January leading to their nickname as “Christmas Oranges.”
- **Watch this video and learn about a citrus farmer!** [http://bit.ly/1Dap8U8](http://bit.ly/1Dap8U8)

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**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.

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**Activity**

Visit [http://bit.ly/1DorHJU](http://bit.ly/1DorHJU) and, as a class or in groups, decide what this poster is trying to communicate and then discuss the following questions:

- 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? __________________________

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**Health Ed Standards**

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.
March

Learning Objectives

- Name a nutrient found in bok choy.
- Recall a greens fun fact.
- Describe how greens grow.
- Identify ways to include more cooked greens into meals.
- Create an advertisement showing the importance of drinking 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.cdphe.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.

March - Cooked Greens

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: ½ cup cooked bok choy (55g)</th>
<th>Calories: 10</th>
<th>Calories from Fat: 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbohydrate: 0g</td>
<td>Total Fat: 0g</td>
<td>Protein: 1g</td>
</tr>
<tr>
<td>Fiber: 0g</td>
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</tr>
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<td>Trans Fat: 0g</td>
<td>Vitamin C: 37%</td>
</tr>
<tr>
<td>Total Carbohydrate: 0g</td>
<td>Cholesterol: 0mg</td>
<td>Iron: 5%</td>
</tr>
<tr>
<td>Sugars: 0g</td>
<td>Wt. %: 11%</td>
<td></td>
</tr>
</tbody>
</table>
| Protein: 1g                             | Source: www.pyt.edu/Kale/Kale/Kale.html |}

- A ½ cup of bok choy is a source of calcium.
- Some greens like bok choy and kale can be eaten cooked or raw.
- Although it looks like romaine lettuce or celery stalks, bok choy is actually a type of cabbage. Bok choy, collards, kale, mustard greens, and turnip greens are part of the cabbage family.
- Collard, mustard, and turnip greens are commonly known as “Southern greens.”

- Watch this video and learn about a farmer who grows greens! http://bit.ly/1xAMx72

Activity

- On a separate piece of paper, explain how the Ikeca family farm was affected by World War II. How can war affect people who are not directly involved? What do you think would have happened to the family farm if their friends did not help them?
- What is your favorite cooked green? How can you include more cooked greens into the meals or snacks you eat? Write your ideas below and share with a group or the class.

Krazy Kale Salad

http://bit.ly/1Tm30i8

March

Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about a farmer.
- Complete the discussion about the Ikeda family and how to incorporate more cooked greens into meals.
- Complete the Water is the Way to Go activity.

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Water is the Way to Go

It is important that children drink water daily for good health. If your body doesn’t have water, it can stop working properly. This may be surprising, but there is no magic number of cups of water that kids need to drink every day. You can get water from the foods you eat, especially fruits and vegetables, and other sources of fluid such as milk. There are times when you will need to drink more water than you normally do. When it’s sunny and warm, keep a water bottle on your desk. If you’re going to play a sport or be physically active, you will need to drink water before, during, and after playing. It is necessary to replace the water that leaves your body in the form of sweat. 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 would like to be. Dehydration can even make you feel sick. Water is the best drink for active kids your age. Water doesn’t have calories or artificial sweeteners and you don’t need the extra sugar that sports drinks have. By drinking enough water, your body will be able to do all of its wonderful jobs and you’ll feel great!

- Using the information above and what you learned last month, work in groups to create an advertisement that shows why it is important to drink water. Within your group, decide on one message that you want to advertise to your classmates. Next, decide how you would like to share this message, by using a poster, a presentation, a poem, a song, an image, a video or any other form of communication. Use the space below to write down your ideas or plan.

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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.
- Locate places around school and the community where students get food and play.

Preparation

- Review both pages of activities for April.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.
- Prepare the tool you will use to map the community.

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](http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx) to view it online.

Nutrition Facts

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Serving Size</th>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/4 cup cucumbers, sliced</td>
<td>25g</td>
<td>0% Daily Value</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Fat 0g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Trans Fat 0g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cholesterol 0mg</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sodium 0mg</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Carbohydrate 2g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Protein 0g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vitamin A 1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vitamin C 2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other nutrients</td>
</tr>
</tbody>
</table>

A 3/4 cup of sliced cucumbers provides a source of water. The cucumber is 96% water by weight.

The cucumber species is divided into two categories: slicing and pickling. Slicing cucumbers are usually served raw in salads, sandwiches, sushi, and various snacks. Pickling cucumbers are made for the pickling process. They are usually smaller than slicing cucumbers with a thick, bumpy skin.

The inside of a cucumber can be up to 20 degrees cooler than the exterior.

Watch this video to learn what grows in California and how it affects you! [www.learnaboutag.com](http://www.learnaboutag.com) - It’s All About You!

Food and Play Mapping

- Let’s talk about the places in the community where people get food and play. We will start this by becoming familiar with maps. What purpose do maps serve? Maps present information about the world in a visual way.
- You can complete this activity in groups or as a class. Use a large piece of paper, chart paper, or the white board to map your school. You can use an internet tool like Google Maps to get familiar with the area around your school.
- Next, draw in and label the places where people get their food and the places where they get their play or physical activity in the community. You can use the map on the next page as a guide. The symbols on the next page represent only some examples of places where you can get food and play; you can add more if you would like.
- Then, if you are making maps in groups, share your map with the rest of the class.
- Last, discuss the questions listed on the next page.
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.

April

Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about California agriculture.
- Complete the *Food and Play Mapping* activity.

**Extensions and Extras**

- 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.

**Food and Play Mapping**

**Discussion Questions**

After completing your map, discuss the following questions.

- What places are close for you to buy food?
- What kinds of food do they sell?
- What places are close for you to play or be physically active? Is it safe?
- Next month, this discussion will include more detail about how our environment (the area where we live), can affect our health. Keep the map handy!
May

Learning Objectives

■ Name a nutrient found in strawberries.
■ Recall a strawberry fun fact.
■ Describe how strawberries grow.
■ Calculate the diverse cultural background of California strawberry farmers.
■ Identify barriers and opportunities for eating healthy and being physically active in the community.
■ Recognize that environment can affect health.

Preparation

■ Review both pages of activities for May.
■ My Community, My Health is a continuation of April’s mapping activity. Prepare to use the map(s) created last month.
■ 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.

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### Nutrition Facts

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
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<td></td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>1mg</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>2g</td>
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<td>Dietary Fiber</td>
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<td>Sugars</td>
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</tr>
<tr>
<td>Protein</td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

A ½ cup of sliced strawberries provides more than 80% of the recommended Daily Value of vitamin C.
Strawberries are usually the first fruit to ripen in the spring.
On average, there are 200 tiny seeds on every strawberry.
The seeds of the strawberry are really the fruit while the red fleshy part is the part that holds the flower together.

Visit this website to learn about California strawberry farmers. Click on Meet the Growers: A Diverse Heritage. [http://bit.ly/1qacEnt](http://bit.ly/1qacEnt)

### Activity

Using information from the video, what percent of California strawberry farmers are Mexican-American? _______
What percent of California strawberry farmers are Japanese-American? _______
If there are 500 California strawberry farmers, then:
How many are Mexican-American? _______ How many are Japanese-American? _______
Use the space below to show your work.

### Strawberry Shortcake

[http://bit.ly/1WmEo0d](http://bit.ly/1WmEo0d)

Adapted from CDPH Nutrition Education and Obesity Prevention Branch, Children’s Power Play! Campaign Curriculum

NGSS MS-LS1-5
In order to positively impact the food and physical activity environment in your school or district, consider joining your school or district’s school wellness policy committee.

Overview of Lesson, continued

- Watch the video about strawberry farmers.
- Complete the strawberry farmer math activity.
- Complete the My Community, My Health activity.

My Community, My Health

You may remember talking about barriers and opportunities last year and how it can affect your health. As a reminder, the definitions of barriers and opportunities are below.

**Breaking Down Barriers**
- The word barrier can have many meanings. A barrier is something that prevents you from making progress, going ahead, or taking action. Some types of barriers are easy to see, such as walls, doors, or fences. These barriers put limits on our physical movement. Other types of barriers are harder to see, such as laws and rules, but can still impact our goals or plans (or stand in the way of us achieving a goal).

**Finding Opportunities**
- An opportunity is a chance for something good to happen. Many times reaching our own goals can be because of opportunities or good situations around us. Opportunities for living a healthy life can be found in our home, our schools, and our neighborhoods. Some opportunities are easy to see, while others might take a little longer to find.

Now, let’s think back to the map you created last month that highlighted the places we eat and play. This map can give you an overall picture of what is around you and how that may impact the choices you make. It is important to pay attention to where you get your food, whether healthy or unhealthy. Eating healthy is important, but the place you are living should also support being healthy. Think about these questions and brainstorm with a group or with the class. Use a separate piece of paper to record your ideas if needed.

Using the map as your guide, answer the following questions:

- What barriers do you see to eating healthy and being physically active in your community?
- What opportunities do you see to eating healthy and being physically active in your community?
- What is one way you plan to take advantage of a healthy eating or a physical activity opportunity in your community? Draw yourself taking advantage of a healthy eating or physical activity opportunity in your community.

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.
- Critique advertisements and media that can negatively impact health.

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.
Discuss the impact of advertising when using apps or games. Do students feel persuaded by these? How many advertisements do they encounter on apps or games?

Media and Your Health

What is Media?
Media is a way of communicating or expressing information or ideas to people. Examples of media are: newspapers, radio, books, letters, recorded music, the Internet, television, and telephone calls. All media have a purpose or a reason why they are created.

- TO ENTERTAIN (for example, comic books or movies)
- TO INFORM (for example, TV news or radio news)
- TO PERSUADE (for example, magazine ads, billboards, and TV ads)

Media is all around us. We are bombarded with all kinds of media messages, or advertisements, every day. Understanding media and advertising is an important part of becoming media smart.

Let’s talk more about one of the media purposes mentioned above: to persuade. A main purpose of advertising is to persuade people to buy something—a lot of times it is for candy, sugary cereal, soda, and fast food. If we were always persuaded to buy those foods, we would definitely be eating a lot of food that is high in fat and sugar.

Companies use several techniques to catch our attention so we will buy their product. One example is using a celebrity or athlete to promote their product. Keep in mind, just because a celebrity or athlete says you should buy their product, it doesn’t mean it is good for you!

Think about a TV commercial, radio commercial, magazine ad, billboard, or internet ad that used a celebrity or athlete to advertise a food or drink and answer the following questions:

- Briefly describe the advertisement you saw:

- What type of food or drink was the advertisement for?

- What did you like about the ad? Why was it appealing to you?

- Do you think seeing the advertisement made you want to eat the food or drink?

- Do you think the food or drink is nutritious? Why or why not?
Acknowledgements

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