



Fuel Their Minds

Ideas for Better Eating and Active Play with Children



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Eat Smart to Play Hard



Active kids need fuel for sports, school, and everyday health, as well as normal growth and development. When children are involved in competitive athletics, their need for powerful fueling foods and fluids is higher than usual.

Power Foods

Athletes need nutritious foods with lots of nutrients and minimal amounts of fat and added sugar. Nutrient-dense foods such as those from whole grains, fruits, vegetables, dairy, and protein are essential in the diet. These foods provide children the extra energy they need for their sport's practices and games.

- * **Serve Breakfast.** Focus on making this meal the champion of the day! Offer whole grain cereal or whole grain muffins spread with peanut butter, topped with berries, bananas, and raisins. Create an instant yogurt parfait with layers of low-fat Greek or plain flavored yogurt, whole grain cereal or granola, and top with chopped nuts.
- * **Pack Breakfast to Go & Snack Bags.** When morning practices, games, or road trips make sit-down breakfast or meals difficult, pack nutritious foods that are easy to prep. Pack fruit, string cheese, yogurt cups, 100% juice boxes, granola, cereal trail mix, peanut butter sandwiches, nuts, jerky, or low-fat milk.

Power Fluids

Like athletes of any age, children need plenty of refreshing fluids to stay well hydrated. Fluids play a critical part in removing wastes produced by the body, and it helps replenish the body after a moderate to vigorous workout. Being even slightly dehydrated can affect athletic performance.

- ✓ **Teach Children to Monitor Fluid Intake with a Quick Urine Check.** Regular trips to the bathroom with basically clear, nearly odorless urine indicate good hydration. Not having to urinate or producing dark-yellow, strong-smelling urine means it's time to drink more.
- ✓ **Make Sure Supply Keeps Up with Demand.** Children need to drink about 48 ounces of water per day. Drink additional water if your child is involved in strenuous activities. Give kids a personalized water bottle to carry on the go and at sporting events.
- ✓ **Choose Beverages Wisely.** Water is always a great, low-cost choice. For the majority of activities performed, water is optimal. However, new research shows chocolate low-fat milk may be an effective beverage for muscle recovery after intense activities, and works even better than sports drinks. Which have limited nutrients and loads of sugar.

5 Ways Breakfast Helps Children Thrive

1. Provides fuel for brains & muscles: Children's brains need a lot of energy. Kids have small muscles that aren't able to store much energy. In addition, kids sleep long hours so it helps break the overnight fast.

2. Breakfast helps children control food intake: Eating breakfast consistently protects against excess weight gain. Growth is the body's priority. When meals are skipped the body will signal hunger, and overeating may be likely to occur.

3. Breakfast helps children perform better in school: Breakfast skipping negatively impacts a child's ability to learn. Children who eat breakfast do better when it comes to memory, attention and test scores, and also have better school attendance. They also have fewer behavioral problems.



4. Breakfast teaches children that food is a priority: Children are learning important habits that will last a lifetime. Kids may go through stages of not wanting to eat in the morning and that's okay. But if

parents stay true to this ritual, it is extremely likely their child will grow into an adult who plans and eats a well-balanced breakfast.

5. Breakfast improves daily nutrition: Children who eat breakfast have better intakes of key vitamins and minerals than breakfast skippers. There are many nutritious foods that are served at breakfast, such as whole grains, fruit, dairy and protein sources like eggs. It's also a key opportunity for parents to positively influence their child's diet.

For more information on school breakfast program, please visit www.healthyeating.org

Science Day, MAY 8TH

Attention teachers! The University of California is conducting three citizen science projects on **May 8, 2014** and **we need your help** collecting data! Please join the University of California in a one-day science project (described below) and tell us what you see and do in your community! Your answers will help build a healthier future for you and your community.

Featured science projects you can choose from to explore:

Pollinators



Food depends on pollinators. For three minutes, **count how many you see in your school's garden.**

Water Conservation



In this record drought, UC has committed to reducing its water consumption by 20%. **How are you conserving?**

Food Production



Where is food grown in your community? Fill out the California food map.

To learn more about how you can participate and record your answers, visit <http://beascientist.ucanr.edu/>
For additional project lesson plans, visit http://ucanr.edu/sites/100brand/Day_of_Science_and_Service/

Handwashing Quiz

Answer these questions to find out if your students are hand washing champs!

1) When you wash your hands, which is best to use

- A. cold water
- B. soap and warm water
- C. soap and cold water

2) When you wash your hands, should the water be

- A. warm
- B. cold

3) How long should you wash your hands?

- A. 5 seconds

- B. 25 seconds
- C. 15 seconds

4) When should you turn the water off?

- A. after drying, using the paper towel
- B. before drying to save water

5) When drying your hands You should use

- A. a clean paper towel
- B. your pants
- C. blower



For more information, please visit www.fightbac.org

Answers 1. B 2. A 3. B 4. B 5. A or C

Cuban Black Bean Soup

This black bean soup with Spanish flavors of cumin, chili, cilantro, and lime is sure to be a favorite in your family.

WHAT YOU NEED:

Large heavy-bottomed pot
Measuring spoons
Cutting board
Sharp knife (adult needed)
Colander
Measuring cup
Wooden spoon or heatproof spatula
Pot holders



INGREDIENTS:

- 2 tablespoons olive oil
- 2 large onions
- 2 carrots
- 2 celery stalks
- 4 garlic cloves
- 1 teaspoon ground cumin
- 1 teaspoon chili powder
- 1 1/2 teaspoon dried oregano
- 1 / 2 teaspoon cayenne pepper
- 5 cups (three 15-ounce cans) black beans
- 8 cups low-sodium chicken or vegetable broth
- 2 tablespoons fresh lime juice
- 2 tablespoons chopped fresh cilantro leaves
- 4 tablespoons plain yogurt

INSTRUCTIONS:

1. Before cooking, wash your hands with soap and warm water.
2. Wash your produce under warm running water before preparing.
3. Peel onions and garlic, and use a peeler to peel carrots.
4. Use a cutting board to chop onions, carrots, celery, cilantro, and garlic.
5. Put the pot on the stove and turn the heat to medium and add oil.
6. Add the onions, carrots, celery, garlic, and spices, cook for 10 to 15 minutes.
7. Drain and rinse the beans and add them with broth, raise the heat to high and bring to a boil.
8. Lower the heat to medium and cook, half covered, for 2 hours, stirring frequently. (If at any point the soup seems too thick, add 1 to 2 cups more broth.)
9. Stir in the lime juice and taste soup. Does it need anything to boost the flavor? More spices? Another squeeze of lime juice? A grinding of black pepper? A pinch of salt? Add whatever you think it needs.
10. Serve, decorated with cilantro and yogurt, or cover and refrigerate for up to 3 days.

See more at www.chopchopmag.org/recipe/cuban-black-bean-

Activity Kits Free From the University of California

The University of California has prepared activity kits to help you teach nutrition and physical activity concepts to your children, while integrating math, language and science. **These lessons come “ready-made”** with all of the materials you need to teach a fun and interactive lesson with your students. The curriculum was developed by the University of California or Scholastic, Inc.

We will bring the materials to your site, free of charge, and we can even provide your staff with trainings and additional resources to increase their confidence in these topics. We can also plan classroom, food-themed parties, special events, and other fun sessions.

If you are interested in signing up to receive these materials, please contact us.

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Our mandate as a land grant institute ties us to the welfare, development, and protection of the state's land, resources, and people. Our mission is to develop and extend the use of research-based knowledge to improve specific practices and technologies.

Fuel Their Mind Nutrition Newsletter Enclosed



530-666-8702

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Fuel Their Minds Parent Corner

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The Division of Responsibility in Feeding Part 2

Last issue, we introduced the Division of Responsibility in Feeding. There are specific roles for children and adults so that everyone knows what they need to do.

The Role of the Child is to Decide:

- *If they will eat*
- *How much they will eat*

The Role of the Parent is to Decide:

- *When food is served (such as at a set time like 6:00 pm).*
- *Where food is served (such as at the dinner table).*
- *What food is served (such as chicken, rice, and salad), but the same meal for all family members.*

If family meals are part of the daily routine but everyone is eating a different meal:

Running a “restaurant” where everyone can order a different meal is a lot of work, takes more time, uses up more food and money, and causes unnecessary stress. Offering only one meal **simplifies** things. Be sure to include at least one food that everyone enjoys. For example, if everyone in the family loves chicken make sure to include chicken in the family meal. The goal of the Division of Responsibility is for everyone in the family to sit down together and all eat the same meal. For example, a roast chicken with rice and green beans or a simple soup and sandwiches can be a family meal. However, do not offer to make a separate meal for fussy eaters. They should choose from the food that is made and served at the table. If they decide to only eat one food item from the table that is okay. Over time, they will come to be more adventurous and curious about trying new foods and wanting to eat a variety of foods offered.

Get children involved in the process:

Children are eager to learn and help. Let children help with family meals, this teaches responsibility and independence. Young children (2-4 years of age) can help set the table, clear and clean the table after meals, wash fruits and vegetables for the meal, or pick out a new fruit or vegetable to try with family meals. Older children (5-7 years of age) can help stir or mix ingredients, help prepare salads, pour milk or water for family members at the table, and help wash or dry dishes.

A few things to remember:

- Be patient; it may take children 10-15 times of seeing, smelling, or tasting the food before they learn to accept and like it.
- Pair new foods with familiar foods; offering a new fruit or vegetable with a food a child knows and likes will be more successful.
- Stay positive; change takes time. Do not give up, if something does not work the first time, keep trying!
- Picky eating is common. The key is to keep offering a variety of foods and not letting the child dictate what foods are eaten repeatedly. The cook (parent) is in charge of preparing the meals!



Article adapted from www.ellynsatterinstitute.org



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La División de Responsabilidad Cuando Comen Parte 2

La vez pasada, introducimos El División de Responsabilidad Cuando Comen. Las responsabilidades de los niños y padres son diferentes.

Las Responsabilidades de los Niños:

- *El niño decide si va comer*
- *El niño decide cuanto va comer*

Las Responsabilidades de los Padres:

- *Los padres deciden cuando van a servir la comida (un tiempo regular como 6:00 pm).*
- *Los padres deciden donde van a servir la comida (como en el comedor).*
- *Los padres deciden cuales tipos de comida van a servir (como pollo, arroz, y ensalada), pero el mismo menú para todos los miembros de la familia.*

Si todos los miembros de su familia comen juntos diario, pero cada miembro tiene un menú diferente:

Trabajando como en un restaurante donde todos pueden escoger lo que quieren es mucho trabajo. Toma mucho tiempo y gasta comida y dinero, además, causa estrés. Ofreciendo solo un menú simplifica las cosas. Debe incluir por lo menos una comida que a todos les gusta. Por ejemplo si a todos les gusta el pollo, incluye pollo. El propósito de la división de responsabilidad es que todos se sientan juntos en la mesa y que comen las mismas comidas. Por ejemplo, caldo de pollo y arroz con frijoles. No debe ofrecer un menú separado para los que son quisquillosos. Los que son quisquillosos deben escoger de la comida ya lista para servir. Si sus niños deciden solo comer uno de las comidas servidas, está bien. No debe preocuparse porque con tiempo, sus niños se harán más curiosos cuando ven comida nueva. Y con más tiempo van a empezar a comer una variedad de comidas.

Deje que sus niños participen en el proceso:

A los niños les encanta ayudar y aprender. Deje que sus niños ayuden con el preparación de la comida, les enseñara responsabilidad y la independencia. Niños jóvenes (2-4 años) pueden preparar la mesa con los platos y tenedores, limpiar la mesa después de comer, lavar frutas y verduras, o escoger un nuevo fruta o verdura para la familia. Niños más grandes (5-7 años) pueden mezclar ingredientes, preparar ensaladas, servir leche o agua a los miembros de la familia, y también ayudar lavar y secar trastes.

Algunas cosas que no debe olvidar:

- Sea paciente; puede tomar 10-15 veces que sus niños ven, huelen, o prueben una comida nueva antes que ellos aprenden aceptar y comérselos.
- Combina nuevas comidas con comidas ya conocidas; ofrece un nuevo fruta o verdura con comidas que sus niños ya conocen y quieren para que sea una transición más fácil.
- Manténgase positivo: el cambio toma tiempo. No debe renunciar su esfuerzo, si algo no trabaja perfecto la primera vez, sigue tratando.
- Ser quisquilloso es común. La clave es a seguir ofreciendo comidas y parrar de dejar que sus niños dicten que comidas ellos van a comer. El chef (el padre) es el que manada en la preparación de comida.



Este artículo fue adaptada de www.ellynsatterinstitute.org