

Cooking with School-Age Children to Promote Development

Cooking is not just a fun activity for students, it helps prepare them for the future. Teaching students cooking skills may improve their health as well as their understanding of abstract academic concepts. Teachers should integrate cooking and food preparation into their lesson plans as much as possible to promote student development and well-being!

Here are a few reasons **why you should incorporate cooking in your classroom:**

- **Promote healthy eating!** — Kids are much more likely to eat what they make. Cooking creates a sense of ownership. When kids help prepare food there is more willingness to try healthy foods, including fruits and vegetables! While learning to cook they can pick up important nutrition information and skills, like where food comes from and how they can prepare it at home.
- **Boost their confidence!** — Kids thrive on feeling accomplished. Cooking is an ideal way to boost self-worth and teach responsibility. Recipes teach children to follow directions and problem solve.
- **Make math concrete!** — Whether you're cutting a whole recipe in half or just measuring out cups of flour, cooking is a great way to help your students apply their math skills in the real world!
- **Scaffold learning to other subjects!** — Science, language, sequencing, sharing, teamwork, fine motor skills, and cultural traditions- to name a few!

Tips for Cooking with School-age Students:

- Review behavioral expectations and what the recipe entails before starting.
- Teach with smaller groups of children to give students one-on-one attention. Enlist the help of class aids or parent volunteers.
- Let students show a little creativity. Following the recipe is important but allow kids to add their own twist on their dish or sample.
- Taste what you create together as a group. Encourage them to at least try what was made, but never force or belittle. Keep it positive!
- Teach students to clean up. Responsibility is a learned trait.
- There is a fine line between instructing and hands-on learning. Make sure your students understand the recipe and what they are to do, but also try to step back and let them figure things out themselves.



Adapted from www.childdevelopmentinfo.com & www.kids-cooking-activities.com

Food Policy for Classroom Parties & Fundraising

It is the California Area School Districts' goal to teach and support healthy eating of students in order to promote their physical well-being, growth, development, and readiness to learn. Below is a reminder of your local nutrition policies related to foods used for classroom fundraising and parties.

Classroom fundraising and parties shall support your food service department and take place only after the last lunch. Food items shall not be available before or during meal times. This ensures that students will eat school breakfast and school lunches.

Fundraising:

Food sold for fundraising shall not take place until after the last lunch as stated in agreement with the Department of Education through the National School Breakfast and National School Lunch Program. All food items sold as fundraisers during the school day will follow the standards listed below:

- Packages will be in single serving sizes.
- Foods will not contain added sugar as the first ingredient.
- Foods will not be fried.
- Provide minimal to no trans fatty acids.

*An elementary school may permit the sale of foods that do not comply with the regulations above if the sale of those items takes place at least one-half hour after the end of the school day or off of school premises.

Classroom Parties:

- Classroom parties will incorporate fresh fruits and vegetables, water, and 100% fruit juice or milk.
- Parties will offer minimal amounts of foods (maximum 2-3 items) that contain added sugar as the first ingredient.



****Faculty are encouraged to set the example** for students. They are more likely to believe that nutrition policies are beneficial if they see faculty following them as well!

Adapted from www.calsd.org

Tips for Classroom Management

Chaotic classroom environments are a large issue for teachers and can contribute to high teacher burnout rates. Therefore, it is important to use effective classroom management strategies that serve as both prevention and intervention methods that promote positive outcomes for students.

Effective classroom management establishes and sustains an orderly environment in the classroom, increases meaningful academic learning, facilitates social and emotional growth, and decreases negative behaviors.

Classroom management strategies are most effective when they adhere to three basic principles:

1. Emphasize student expectations for behavior and learning.
2. Promote active learning and student involvement.
3. Identify important student behaviors for success.

Tips for teachers:

- Do not use vague rules.
- Do not have rules that you are unwilling to enforce.
- Do not ignore student behaviors that violate school or classroom rules (they will not go away).
- Do not engage in ambiguous or inconsistent treatment of misbehavior.
- Do not use overly harsh or embarrassing punishments or punishments delivered without accompanying support.
- Avoid out-of-school suspension whenever possible.
- Do not try to solve problems alone if you have serious concerns about a student (Refer to your school psychologist or special education professional).



Adapted from www.apa.org



For 30 years, Kaiser Permanente's Educational Theatre has inspired children to healthier lives by offering free live theatre programs to schools and communities. Performances feature humor and dialogue loaded with age-appropriate health information.

This spring Kaiser Permanente's Educational Theatre is coming to Yolo County and will be performing 'Nightmare on Puberty St.' for 6-8th grade audiences!

Growing up might seem tough...but it doesn't have to be a nightmare! Follow Jerry, Malika, Natalie, and Nick as they navigate the rollercoaster of adolescence and wrestle with the age-old question, "Am I normal?" This fast-paced show features current music and dance, and encourages students to talk about critical health issues and ask questions.

These performances could be a great possible field trip for your classroom or a suggestion for your students' parents!

Upcoming performances include:

- March 9, 2017, Douglass Middle School - Woodland
- April 28, 2017, Elkhorn Village Elementary - West Sacramento

*To confirm a date or find out show times call 1-877-353-2223

Adapted from www.etnortherncalifornia.kaiserpermanente.org

Bike Helmet Safety: As easy as 1-2-3!

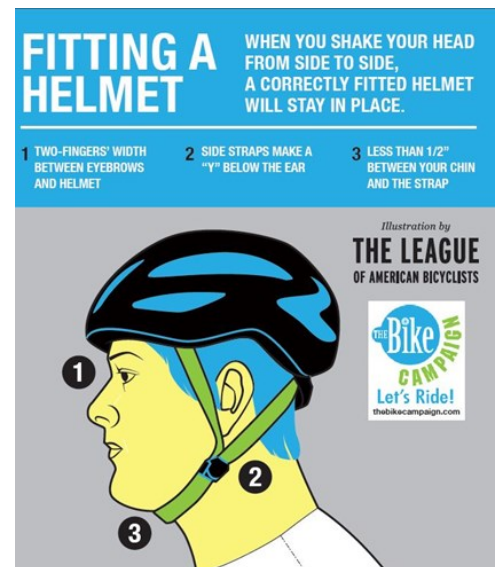
Holidays are a time when many kids receive new bikes and scooters from loved ones. This is a great time to remind parents and kids that wearing a helmet while riding a bike or scooter is not only safe, it's the law for youth ages 18 and under. Although a helmet cannot prevent a fall or crash, a helmet can protect a child's head from injury if they do happen to take a tumble while riding.

Similar to how a kid's bike should be sized for the child, a bike helmet should also fit properly. Helmets are not a 'one size fits all' item. A fitted helmet needs to stay snug on the head in order to prevent injury. If the helmet wobbles on the head even when the chin strap is clasped, it's too big. If the helmet cannot fully cover the top of the head down to the forehead it's too small.

The League of American Bicyclists recommends these **three easy steps for a proper helmet fit:**

1. The helmet should be low on the head with 2 fingers-worth of space between the eyebrows and the helmet.
2. The sides straps should make a "V" under the ears.
3. There should be less than a 1/2-inch gap between the chin and the chin strap when clasped.

*Don't forget to replace helmets after a significant fall, or after a few years of it sitting in the garage. Some helmets even include an expiration date on the inside, so be sure to check!



Adapted from www.yolocounty.org/SRTS

Activity Kits Free From the University of California

You can help impact childhood obesity, fitness, and malnutrition. Local, state, and federal initiatives (and funding) urge a coordinated approach to addressing these issues. The University of California has prepared **activity kits** to help you teach nutrition, health, and physical activity concepts to your children, while integrating math, language, and science concepts that address CDE standards.

These lessons come “ready-made” with all of the materials to teach a fun and interactive lesson. The curriculum was developed by universities throughout the nation.

We will bring the materials to you, free of charge. We can provide trainings and additional resources to increase your confidence in these topics. We can also plan classroom food-themed cooking clubs, special events, and other fun sessions.



"Like" 'UCCE CalFresh Nutrition Education Program Yolo County' on Facebook to receive nutrition and wellness tips for you and your classroom daily!



This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.



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Do you have a question regarding food or nutrition? Ask our Nutrition Educators by emailing ceyolo@ucdavis.edu.



Fuel Their Mind Nutrition Newsletter Enclosed

“Our mandate as a land grant institution 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.”
Funded by USDA’s Supplemental Nutrition Assistance Program and University of California Cooperative Extension. The SNAP program provides nutrition assistance to people with low income. It can help you buy nutritious food for a better diet. To find out more, call 1-877-847-3663.
UNIVERSITY OF CALIFORNIA
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What to Watch?

Screens are everywhere. Cell phones, tablets, televisions, and computers are all screens that are now a part of our daily life. Young children are sensitive to screens and need help and direction to understand what is okay to view. Spending time watching and interacting with screens for long periods is unhealthy. Staying indoors and not playing with other children hurts children's social and emotional development. Too much time spent in front of screens raises a child's risk for obesity, sleep problems, hurts school performance, attention, attendance, and increases risky behaviors.



What is screen time?

- Any time spent in front of, or interacting with, a screen (computer, television, phone).

How much screen time is safe for children?

- No screen time for children 0-2 years of age.
- A maximum of 1 hour of quality programming for children 2-5 years of age.
- A maximum of 2 hours of recreational viewing for children 6 and older.

What can you do?

- Check out the programs and shows beforehand to make sure they are right for the age of your child.
- Understand the television rating system and how it applies to children (see below).
- Monitor screen time and set limits.
- Set an alarm or reminder to limit time and set boundaries. If limits and rules are not followed do not allow screens the next day.
- Remove all screens from sleeping areas, this helps to support good sleep.
- Only allow TV for older children when younger children are not home or awake.

Quick Guide by age:

Preschool Age

- Use short shows with positive, social, and educational messages and positive role models that show good behavior.
- Avoid scary shows with strong, negative emotions or suspense. Young children do not understand the difference between reality and fantasy, even if they say they do.
- **TV-Y** safe for all children, not expected to frighten younger children.
- Avoid negative or hurtful language, preschoolers will repeat what they have heard and seen.

Television Ratings for older/ elementary school children:

TV-Y7 Directed to older Children, 7 years and older. Themes and elements may include mild fantasy or comedic violence or may frighten children younger than 7.

TV-Y7-FV Directed to Older Children. Fantasy Violence Same as TV-Y7, but may be more intense than TV-Y7.

TV-G General Audience, most parents may find this program okay for all ages. Little or no violence, no strong language, and little or no sexual language or situations.

TV-PG Parental Guidance Suggested, parents may find material unsuitable for younger children. Contains one or more of the following: moderate violence (V), some sexual situations (S), infrequent coarse language (L), or some suggestive dialogue (D).



Article adapted from www.aap.org, naeyc.org, & ommonsensemedia.org

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Qué Ver?

Las pantallas están en todas partes. Los teléfonos celulares, tabletas, televisores y computadoras son todas las pantallas que ahora forman parte de nuestra vida. Los niños pequeños son sensibles a las pantallas y necesitan ayuda y dirección para comprender lo que es apropiado para ver. No es saludable pasar tiempo observando e interactuando con las pantallas durante largos períodos de tiempo. Permanecer adentro y no jugar con otros niños afecta el desarrollo social y emocional de los niños. Demasiado tiempo frente a las pantallas incrementa el riesgo para la obesidad, añade problemas de sueño, afecta el rendimiento escolar, la atención y también aumenta comportamientos arriesgados.



Que es tiempo de pantalla?

- Tiempo de pantalla es cualquier tiempo invertido en frente de, o interactuando con una pantalla (computadora, televisión, teléfono).

¿Cuánto tiempo de pantalla es seguro para niños?

- No hay tiempo de pantalla para niños de 0-2 años de edad.
- Para niños de 2-5 años de edad, máximo 1 hora de programación de calidad.
- Para niños de 6 años o mayor, máximo de 2 horas de programación recreativa.

Que puede hacer?

- Revise los programas de antemano para asegurarse que la programación es adecuada para la edad de su niño.
- Entienda el sistema de clasificación de la televisión y cómo se aplica a los niños (véase abajo).
- Controle el tiempo de pantalla y establezca límites.
- Ponga una alarma o recordatorio para establecer límite de tiempo y poner límites. Si los límites y las reglas no son seguidas, no permita tiempo de pantallas el día siguiente.
- Retire todas las pantallas de las áreas de dormir, esto ayuda a apoyar el buen sueño.
- Sólo permita la televisión para niños mayores cuando los niños pequeños no estén en casa o despiertos.

Guía Rápida por Edad:

Edad Preescolar

- Utilice programas cortos con mensajes positivos, sociales y educativos y modelos positivos que muestran buen comportamiento.
- Evite programaciones de miedo con emociones fuertes y negativas o suspenso. Los niños pequeños no entienden la diferencia entre realidad y fantasía, aunque dicen que lo hacen.
- **TV-Y** seguro para todos los niños, que no se espera para asustar a los niños más pequeños.
- Evite el lenguaje negativo o hiriente, niños en edad preescolar tienden a repetir lo que han oído y visto.

Clasificaciones de televisión para niños mayores/primaria:

TC-Y7- Dirigido a niños mayores, 7 años de edad. Los temas y elementos pueden incluir suave fantasía o violencia cómica o pueden asustar a niños menores de 7.

TV-Y7-FV- Dirigido a niños mayores. Violencia de fantasía igual que TV-Y7, pero puede ser más intenso que TV-Y7.

TV-G- Audiencia general. La mayoría de los padres pueden encontrar este tipo de programación apropiado para todas las edades. Se ve poca o ninguna violencia, ningún mal lenguaje y poco o ningún lenguaje sexual o situaciones sexuales.

TV-PG- Se recomienda la supervisión paterna, los padres pueden encontrar material inadecuada para menores. Contiene uno o más de los siguientes violencia moderada (V), algunas situaciones sexuales (S), e infrecuentes, lenguaje inapropiado (L), o algunos diálogos provocativos (D).



Artículo adaptada por aap.org, naeyc.org, y commonsensemedia.org