

Middle/High
School
Edition

Winter
2006

Maine-ly Teachers

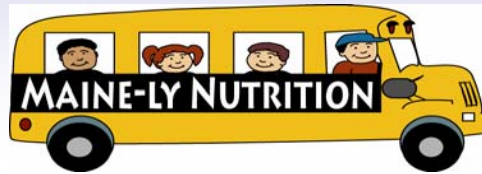


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News and Ideas for Maine-ly Nutrition Teachers



The Maine-ly Nutrition Listserv is Up and Running!

We have finished entering email addresses for all of our Maine-ly Nutrition teachers who indicated that they wanted to be contacted via email.

We have sent several messages out on the listserv with information that we felt would be useful to you in providing nutrition education. If you have not received these messages, it is likely that yours is one of the email addresses that bounced back to us. In this case you should have received a postcard asking you to correct your email address. Please email that information to us at mbennett@usm.maine.edu so we can add you to the listserv.

Our purpose for implementing this Listserv is twofold.

1. We want to have a convenient and speedy method for sending important announcements and updates to teachers and others.
2. We want a vehicle that allows Maine-ly Nutrition teachers to communicate with each other.

When we look at our evaluations from our teacher trainings, one comment we frequently notice is the fact that teachers really appreciate the chance to network and share with other teachers. The Listserv can facilitate communication not only with Maine-ly Nutrition staff but also between all the members of the Listserv.

Here is How:

1. If a teacher has a question on how to teach nutrition during a math class, the best person to answer that question is another teacher who has had success in integrating nutrition within a math lesson. The question could be posed on the Listserv, and then any teacher with experience in integrating nutrition education into math class would “reply to all” and give an example or two of successful integration in his or her classroom. When you “reply to all,” everyone on the Listserv benefits from your answers.
2. When you are deciding how best to spend your money on resources for your classroom, you might want to send a message out to the Listserv asking for ideas on good nutrition education resources for a specific grade level. Other listserv members may have some good suggestions to share.
3. Teachers and others can share good ideas for schoolwide events and TakeTime! activities as well.

Periodically, the staff here at the Maine Nutrition Network are notified of grant opportunities for schools in the areas on nutrition education and physical activity. The listserv is a fast and convenient method for getting that information out to everyone.

As you begin to use the Listserv more frequently, we would appreciate feedback on how you think it is working and any suggestions you might have to make it better.



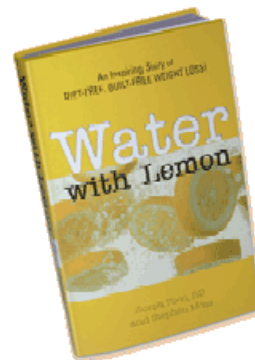
Book Review

Water with Lemon

by Zonya Foco, RD and Stephen Moss. (ZHI publishing, 2006 ISBN 1-890926-10-8. novel. Grades 9+

A new genre is born with the release of this “health novel.” *Water with Lemon* is the inspiring story of diet-free, guilt-free weight loss.

60 extra pounds —An unhappy marriage —Food for comfort. Karen’s life is falling apart until she meets an unlikely neighbor who reveals how a series of simple choices have the power to shape the life we have into the life we want. Karen’s story of weight loss and personal transformation will touch your heart and open your eyes! It will reveal how eight powerful, core habits, when mastered one at a time, create an invisible force that will literally — change your life.



Zonya Foco, a registered dietitian, has counseled clients on weight loss for many years. She has developed “eight healthy eating habits for life.” Many of her clients have maintained their weight loss after adopting these habits. However, instead of writing yet another weight loss book, Zonya teamed up with novelist Stephen Moss to create a health novel. In this novel, the main character discovers, through trial and error, how the power of even one good habit can change your life. The book is written in an entertaining manner that catches the reader’s attention and educates while providing an interesting plot. This novel would be most appropriate for high school girls and adults, but some eighth grade girls might find it interesting as well.

Ask a Dietitian

Coffee causes no harm to Heart?



Written by Gloria Tsang RD
May 2006

Study showed heavy coffee drinking did not increase the risk of heart disease

Researchers from the Harvard Medical School headed by a Spanish scientist investigated data of over 120,000 participants from two large-scale studies: the Health Professionals Study and the Nurses' Health Study. Coffee consumption, cholesterol levels and heart disease incidences were analyzed. After making a long list of adjustments, researchers found that coffee drinkers did not have a higher risk of heart disease, even among the heavy consumers who drank more than 6 cups daily. The results of this study were published in the *Circulation* journal in May 2006.

✓ Editor's Note - **Coffee and Heart Disease or other medical conditions: still conflicting!**

This study should not be interpreted as an incentive for increasing coffee consumption. Researchers still do not know for sure how excess coffee consumption can affect other medical conditions such as osteoporosis. Results on coffee and heart disease are still conflicting. In 2005, researchers from the University of Athens found that coffee drinkers had more stiffness of the major blood vessel in the body than non-coffee drinkers. They suggested for people with high blood pressure or other risk factors for heart disease who drink more than 3 cups of coffee a day to cut down.

According to the American Heart Association, whether high caffeine intake increases the risk of heart disease is still under study. Moderate coffee drinking - one to two cups per day - does not seem to be harmful. Therefore, moderation is the key!

Help Your Students Eat Well

Written by Elizabeth Patten, licensed dietitian and
co-author of *Healthy Foods from Healthy Soils*



Eating well is not just something parents or health teachers recommend. It is essential for healthy growth, both in body and mind.

After home, schools are the next logical setting to reinforce messages about healthful food and regular physical activity, since more than 95% of children aged 5-17 spend the bulk of their time in school.

As Katherine Musgrave, Professor Emerita, University of Maine, says "Lunch is the most important subject we teach our kids during the school day. If there's one thing we can be sure they'll be doing the rest of their lives, it's eating."

Schools such as those working with the Maine-ly Nutrition program help students acquire the attitudes, knowledge, and skills they need to adopt healthful behaviors for life.

The Centers for Disease Control finds that school based programs are more effective if they:

- ◆ Help young people learn skills, not just facts
- ◆ Give students repeated opportunities to practice good eating (such as in the lunchroom or with better vending machine choices)
- ◆ Make nutrition education activities fun and experiential
- ◆ Have consistent messages from the family, community members, school administrators
- ◆ ***Involve the students themselves.***

Middle and high school students can help determine what foods and beverages they would prefer to have in school vending machines and as part of sports or fund-raising activities. When students participate in the process and work with administrators, they can help promote the transition from higher fat, sweet and salty foods to healthier choices

For students, the opportunity to plan and create meals is a life skill that is no longer commonly taught. Teachers can provide developmentally appropriate and culturally sensitive classes to ensure that young people know basic skills such as grocery shopping, comparing food labels and preparing a meal.



(They might even make a meal for their families!)

Try Making a Salad Platter

Adapted from Communicating Food from Health November 2006

Americans (that includes your students) are not getting enough fruits and vegetables in their diets. One acceptable choice for many is a salad. Experiment with your students in making a salad the centerpiece of the meal. Make the salad fancier and more enticing by putting it on a big platter. It could be made in the fashion of an Italian antipasto platter.

Items needed for the lesson:

Cutting board	Wet towel to secure cutting board	Toasted almonds
Large pretty platter	Kitchen knife	Red peppers
Hand grater	Paper towels	Dried oregano
Bunch of parsley	Grape tomatoes	
Plates, forks, knives for tasting	Mild hot pepper (like Anaheim or Poblano)	
Bag of ready to-serve lettuce	Carrots	
Cucumbers	Balsamic vinegar	
Red cranberries	Coarsely ground pepper	



Background:

Teach from MyPyramid about serving size for veggies, including why it is important to include many colors. Talk about the importance of blending the flavors of hot, sweet, bitter, and sour along with a variety of textures to make the vegetable dishes more pleasing.

Advance Preparation:

Wash all food items, dry and store in refrigerator or cooler with ice pack. Peel the carrots

Demonstration/Lesson:

Ask your students if they know how many vegetables they should be eating in a day (the answer is about 2 ½ cups). In general, one cup of raw or cooked vegetables or vegetable juice, or two cups of raw leafy greens can be considered as one cup from the vegetable group.

Instruct your students to wash their hands and prepare the Salad Platter.

1. Arrange the salad greens on the platter
2. Chop parsley and arrange on the outside of the lettuce
3. Chop the cucumbers, peppers and hot peppers and sprinkle over the lettuce
4. Grate the carrot over the top
5. Sprinkle the grape tomatoes, cranberries, almonds, oregano and pepper on the top
6. Cover and chill until ready to serve (perhaps the next class period). This salad will last for 2-3 days in the refrigerator so it makes sense to make a big one (longer storage occurs when there is no dressing in the salad).



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Maine-ly Nutrition is a project of the Maine Nutrition Network

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