

Maine-ly Teachers

Special
Edition



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Special "Teacher Training" Edition

Why are We Here?

Although there are many reasons teachers and school nurses attend trainings, the ultimate reason is their students. We know many children come to school without breakfast, with poor eating habits, overweight or at risk for being overweight, and lacking adequate physical activity. The typical American child spends 44.5 hours per week (equivalent to a full time job!)



Children are using media at much younger ages!

using various forms of the media **outside** of the classroom. In addition to spending a significant amount of time being inactive, eating out is another factor contributing to the expanding waistlines of our children. Children who eat out consume nearly twice as many calories as they do when eating a meal at home. Over the past twenty

years a significant rise in the frequency of obesity among adults has taken place. Children reflect this trend and research is showing that overweight children tend to become overweight adults. The best way to approach this problem is to be a role model and "walk the talk". This can be accomplished by incorporating the Coordinated School Health approach into the classroom and making real world connections.



Eating Disorders: The Other End of the Spectrum

With so much focus on obesity, eating disorders are sometimes overlooked. The media surrounding children today is filled with images of thin, nearly starved-looking individuals. Although this is viewed as attractive, there are real dangers present with this point of view. Some shocking statistics were presented at the training including:



- 42% of 1-3 grade girls want to be thinner
- 81% of 10 year olds are afraid of being fat
- 51% of 9 and 10 year old girls feel better about themselves if they are on a diet
- In a recent survey, young girls indicated they would rather have cancer, lose both parents, or live through a nuclear holocaust than be fat!



What can we do?

- Promote healthy eating behaviors to students as well as positive self esteem
- Educate students to be critical of media messages

FMI check out: <http://www.maine-nutrition.org/Projects/MNTeacherTrainings.htm>

Unable to attend any of the Teacher Trainings this year?

You are in luck! Handouts and recipes from all the teacher trainings are available on our website at:

www.maine-nutrition.org

“NEW”trition

Whole Grains and Fiber, Trans Fat and Food Labels

Whole grains are an essential part of a healthy diet but often we are unaware of which foods to eat to get the best bang for our buck when it comes to whole grain. Here are some tips:

Phrases that Do NOT Mean Whole Grain:

- 100% Wheat—the only grain the product contains is wheat
- Multigrain— there is more than one kind of grain in the food
- Stone Ground— the grain is coarsely ground
- Pumpernickel— coarse dark bread made with rye and wheat flours

Look at the ingredients label and make sure the first grain ingredient listed has the word “whole” in front of the grain

Some Common Whole Grains:

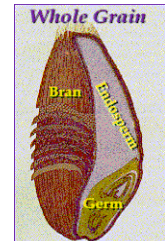
- Oatmeal
- Brown Rice (regular and quick)
- Pearl barley
- Popcorn
- Wild Rice

The *2005 Dietary Guidelines for Americans* recommends a minimum of 3 servings of whole grain per day. Even choosing one serving per day can benefit the heart and circulatory system. Whole grains can also reduce the risk of certain cancers, high blood pressure, type two diabetes, obesity, and bowel disorders— so eat up!

Fiber

Fiber is another great addition to the diet and may help lower cholesterol, dilute or bind cancer-causing materials in the body, and reduce the body’s need for insulin. People eat less food after increasing their intake of fiber because fiber causes a feeling of fullness

Whole grain products are a great source of fiber, but may have less or more, depending on the amount of bran they include. For example, shredded wheat has less fiber than a bran cereal like “All Bran.” Added sugar in a sweetened cereal reduces the space available for the for the grain. If there is less grain, then there is less fiber.



Trans Fat



What is it? A type of fat produced by adding hydrogen to unsaturated fats in order to yield a product with a high smoke point, spreadable consistency, and long shelf life.

Where is it? Most trans fat is found in commercially prepared desserts, crackers, margarine, and any fried foods.

Why should I avoid it? Research has shown that trans fat can have similar health-related effects as saturated fat including increased risk for heart disease. Trans fat raises LDL cholesterol (bad cholesterol) and lowers HDL cholesterol (good cholesterol).

Watch Out!

Zero trans fat may be misleading —trans fat does not need to be listed on the nutrition facts panel if there is less than .5 grams per serving. If you eat more than one serving you may be consuming substantial amounts of trans fats. Look for “**hydrogenated oils**” and “**shortening**” in the ingredients list to determine if there is trans fat in the food product.

A good tool to help teachers and students identify trans fat and other components of food labels is “Labelman” which is found on the FDA’s website. Labelman guides the computer-user through an interactive tutorial which provides step-by-step education on food labels. Additional helpful information and quizzes to test the learner’s knowledge of the subject can also be found. Labelman was not designed specifically for students, but can be a great learning tool for those in upper elementary grades through high school!



Creative Strategies for Teaching Nutrition in the Classroom

Resource Books for Teaching Nutrition In the Classroom:

Activities That Teach, More Activities That Teach, and Still More Activities that Teach by Tom Jackson

Outrageous Teaching Techniques in Health Education by Deborah L. Tackmann, B.S.,M.E.P.H.

Differentiated Instructional Strategies– One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman

How to Survive Teaching Health by Kenneth G. Tillman, Ph.D. and Patricia Rizzo Toner, M.ED.



Classroom Ideas

Lights...Camera...Action!

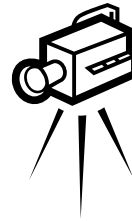
Children are bombarded with advertising media messages and need to learn how to be critical viewers.

- Show a video clip of a TV ad for a food and some magazine ads
- Discuss each ad for target audience, truthfulness, purpose.
- Select an ad for which the students will create a counter ad for the same product that is based on factual information



- Have students present their counter ads and tape to share with another class.

For more media literacy ideas go to www.media-awareness.ca/english/index.cfm



Trade Book Treasures

Use a variety of trade books for read aloud time and as the basis for language arts activities which might include:

- Keeping a journal
- Writing a letter
- Creating a sequel
- Writing a book review
- Having a literature buffet

Remember, many trade books are available for teachers to borrow through the Health Education Resource Collection (HERC) at the University of Maine in Orono. To see a complete listing of titles visit: www.library.umaine.edu/herc/nutrition.htm. You may also use some of your funds from Maine-ly nutrition to purchase these books for a list of suggested titles look at our booklist: www.maine-nutrition.org/Projects/MNbooklist.pdf.



Maine-ly Nutrition Hosts its First Game Show!

This year at teacher training participants got involved in the game of Jeopardy to learn details of the Maine-ly Nutrition Program. Many teachers had a blast asking questions and picking categories, just like in the real game show. The template used to develop the Jeopardy game is free and available to download at: http://www.graves.k12.ky.us/tech/jeopardy_instructions.htm. Later in the year bells were replaced with electronic buzzers to make the game more like the real deal. These were ordered from the following site: <http://www.svbz.com/catalog.html>. Teachers could use this game to teach nutrition in the classroom. This is a fun way to get students involved in learning!



Information from Round Tables at Maine-ly Nutrition Teacher Trainings

There was a wide variety of choices for roundtables this year at training. Here is a sneak peak at some of the topics covered!

- **Mindless Eating**– We make about 200 decisions concerning food each day. However, we are not conscious of about 180 of them. These calories are the “mindless margin”— food or drink we can easily live without. If we learn to “re-engineer” our environment (using smaller plates, serving from the stove rather than the table, etc) then not consuming these extra calories can become as mindless as consuming them used to be. For more information read Brian Wansink’s book “Mindless Eating” or visit his website at www.FoodPsychology.com



- **Bringing Physical Activity into the Classroom**– During this roundtable session, the barriers and solutions to integrating physical activity to the classroom were the focus. There are many ways to incorporate physical activity into the classroom every day. Project specialists from the TakeTime! Physical activity program discussed strategies and shared a video with roundtable participants on how this can be accomplished. Many activities incorporated in TakeTime! Can be found on the Maine Nutrition Network website along with information on how schools can become part of this physical activity program. (<http://www.maine-nutrition.org/Projects/TakeTime.htm>)

- **WinterKids Outdoor Learning Curriculum**– Since winter is winding down, we wanted to remind all teachers who have been lucky enough to get copies of the WinterKids Outdoor Learning Curriculum (OLC) to make good use of them. Filled with standards-based lesson plans that get you and your class moving we encourage you to read it and use it!



Another good reason to read it and use some of the lessons is that in late April you will be receiving, via e-mail, a survey from WinterKids asking for your feedback. WinterKids is really interested in your responses (and they offer some nice prizes, too!). The Maine Department of Education tells us that 20 % of Maine schools use the WinterKids OLC. We would like to get that number to 100%. We want your input on how to meet this goal. Help us make the OLC the best that it can be by responding to our survey. The Outdoor Learning Curriculum was developed by Maine teachers and it continues to benefit from their collective knowledge and ideas for making winter fun and improving the health and academic performance of all our students. For more information or to order a OLC please call 871-5700 x 104 or send an email to gthrop@winterkids.org.



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