



Volume VIII Issue III

Winter 2009

Teens get a great start...

Inside this issue:

Take Another Look: Guide to MyPyramid portions, recommendations from USDA FNS Team Nutrition

Benefits of cooking with children

Results of taking "junk food" out of school cafeterias: a report.

Link to video on **weight myths & prejudice**

...creating an information bridge that allows educators easy access to ready to use, research based nutrition information.

University of California and U.S. Department of Agriculture cooperating

1432 Abbott Street • Salinas, CA 93901

phone 831.759.7350
fax 831.758.3018

<http://cemonterey.ucdavis.edu>



... from health classes in Salinas Union High School District.

Teaching health in middle and high school is a serious responsibility- it's the "last chance" to impart important life skills before these students venture out into independent life.

The State of California expects that high school graduates will understand health information, be able to analyze outside influences, access valid information, be able to successfully communicate health issues and make decisions regarding health.

Parents, teachers and community members agree. We plan for graduates to be able to set goals for their own health, practice health-enhancing behaviors and promote all that they have learned to family, friends and others in their environment. We expect all this - and rightly so- for these are the skills they will need to build fit and healthy lives of their own.

In order to accomplish these goals, middle and high school faculty teach about *nutrition and physical activity; growth, development and sexual health; injury prevention and safety; alcohol, tobacco and other drugs; mental, emotional and social health* and personal and community health. (Did you guess that the *italicized* content areas are those of most interest to students themselves? You are right- and their interest is avid).

Teachers present content and provide opportunities to answer questions and for students to practice emerging skills in health-enhancing behaviors.

Kudos to Salinas Union High School District for taking this challenge seriously, and providing a comprehensive course of health study to all their students.

Teen Health and the Media: <http://depts.washington.edu/thmedia/>

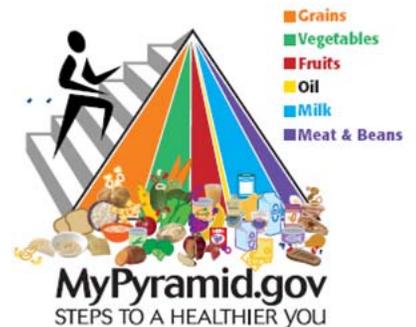
Students present their ideas about health: <http://ucce.ucdavis.edu/files/filelibrary/1598/25372.pdf>

Fast Food Facts - a Guide for Teens: http://www.youngwomenshealth.org/fast_food.html

Take a Closer Look

- Look closely at your Food Diary. How does it stack up against MyPyramid?
- What food groups, if any, came up short?
- Do you need to make some changes?
- List two small changes you can make today to eat in a healthier way.
- Keep a Food Diary for another day – since what you eat over several days is what counts, not just what you eat in a single day.
- Share your Food Diary with your family.
- Together, think of ways you can strengthen your personal Pyramid.
- Make a list of foods you'd like to try. Volunteer to add them to the family shopping list.
- Go online to find out more at <http://www.mypyramid.gov/mypyramid/index.aspx>

Eat to Grow Healthy MyPyramid can help you judge your food choices for the day. For good health try to eat at least the minimum number of daily servings from all five major food groups. For some food groups you need more servings than others.



Follow MyPyramid on



The amount of food you need is based on your gender, age and activity level. An inactive 13 yr. old girl would choose the smallest amount, and a very active 17 yr old boy would choose the most. This information can help you decide if you are getting enough of a variety of foods.

Eat Plenty –

the top section shows 1-oz servings, the bottom sections are 2-ounces or more.

Grain Group

½-cup oatmeal, ½-cup brown rice, 3-cups popped corn, ½-cup whole wheat cereal, 1 slice whole wheat bread, 5 small woven wheat crackers, 1-cup cornflakes.

1 (2½" x 2½") piece corn bread, 1 (8" diameter) corn tortilla, 1 (3½") Kaiser roll, 1-cup white rice

5-10 oz

Eat More –

the top sections show ½-cup servings, the bottom sections show 1-cup servings

Vegetable Group

4 tomato wedges, 1 small yam, 8 slices zucchini, 40 pcs green beans, 5 broccoli florets, 20 'baby' carrots, 4 leaves Romaine

1-small baked potato

2-4-cups

Fruit Group

5 strawberries, ¼-cup raisins (this is not a joke), ½ large peach, 1 small orange, ½ grapefruit, ½ -cup juice

2 lg plums, 1 med. mango, small bunch grapes, 1 banana, 1 apple

1½ -2½ cups

Eat Less

Oils & Sugars

5-11 tsp. oil (butter, etc) a day . All extras (fat & sugar) no MORE than 130 – 650 calories/day

Eat enough –

the dairy section shows what counts as a cup, the beans/ meat section shows what ounces look like

Milk Group

8-oz yogurt, 8-oz milk both equal 1-cup. ½-cup pudding or frozen yogurt equal ½-cup (ice cream too- but it has lots of fat). 1/3- cup grated cheddar cheese or 2 slices Swiss cheese count as 1-cup

3-cups

Beans/Meat Group

9 walnut halves, 13 cashews, 25 almonds, ½ -cup cooked beans (black, pinto, kidney), 7 medium shrimp and 6 thin ham slices all count as 2-ounces. So does 1-oz of mixed nuts! Go figure. ½ small chicken breast = 3 oz, 1 small pork chop = 4-oz, 1 (4"x3"x2") beef steak = 5-oz, and 8-oz salmon =8-oz (a relief)

5-7 oz

The muffins being made to the right are rich in green and orange vegetables.

For a protein-rich dish that students love to make and eat, see this recipe from UCCE Placer County



Egg Salad in a Bag

1. Into a re-closable plastic bag, put -

- *1 hd-cooked egg (cut in half)
- *1-tsp low-fat mayo
- *dash garlic salt

2. Seal bag and give to child. Child can mash egg with fingers through the bag until it is "salad"

3. Cut off 1 corner of the bag with clean scissors.

4. Child or adult can squeeze egg salad onto whole wheat crackers and eat.

3



Teachers, take note: even very young children find benefits in food preparation ~ experiential learning really make a lasting impression and builds valuable skills in many areas. Here are Noah, Lillie and Liam, working with preschool teacher and mom Cristine Kelsey.

Cooking with children?

It's easy to see why it is worth the time and effort.



Each takes a turn: sifting, seasoning (what fun to shake in drifts of cinnamon!)



...and stirring in pureed vegetables – while the others watch and wait their turns. That *does* make it fair for everyone.



What's in it for your students? Cooking:

1. Helps them learn to follow directions.
2. Improves eye/hand skills and coordination
3. Improves concentration
4. Helps them share to share and take turns
5. Helps them learn to wait longer periods of time for successful results
6. Encourages children to eat and accept new foods (like the pureed spinach and pumpkin in these muffins)



The muffins are finished. We can tell they are very healthful – and they are yummy, as all agree.

Drink water... 'mo bettah!



Let's Check Our Attitudes...

"It seems like a no-brainer, and it is: Take the junk food out of school vending machines and cafeterias, and kids will eat less junk food, according to a new study that took place in Connecticut.

Surprisingly, "we found that when you take sugared beverages and high-fat snacks out of schools, students did not compensate at home. Instead, they ate better at school and no worse at home," said lead study author Marlene Schwartz, Ph.D., deputy director at the Rudd Center for Food Policy and Obesity at Yale University.

Schwartz explained that financial pressure from both the food industry, looking to build brand loyalty, and the schools, which get a cut of the profits from vending machines, is the main reason there is opposition to removing sugared drinks and junk foods.

The study, published in the December issue of the journal *Health Education & Behavior*, looked at six middle schools over two years." from *Rudd Center Health Digest, January 2010*

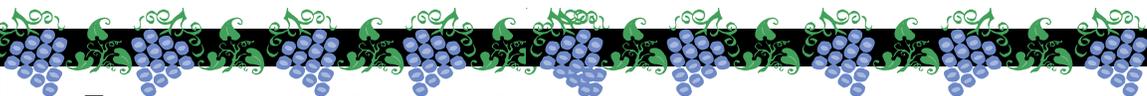
"The Rudd Center has released a new educational video (link below) and discussion guide highlighting the issue of weight bias among children and teens.

Designed to initiate and support discussion of weight prejudice in middle school, high school, and other youth group settings, this 17-minute video is a must-see and must-share for parents and educators.

"Weight Prejudice: Myths & Facts" features Bene, a camcorder-toting teen who turns a class biology project into an important lesson about the impact and myths of weight prejudice. She brings key issues out into the open, helping kids and teens realize that weight prejudice is wrong.

Viewers will also learn how to help themselves and their classmates increase awareness and cope with weight-based teasing."

<http://www.youtube.com/watch?v=92rWQ-O1b1Y>



The University of California Cooperative Extension's Youth Nutrition Education Program is for teachers, youth program coordinators, staff and counselors working with students at schools with 50% or more participation in the Free and Reduced School Meal Plan, in Monterey and Santa Cruz Counties. Our goal is to encourage students to try many different foods, eat plenty of nutritious fruits and vegetables and enjoy appetizing and nutritious snacks, especially whole grain snacks that they can prepare themselves.

UCCE offers free on-site workshops, for teachers or staff, free ongoing program support and free curriculum - choose from a variety of educator-developed selections geared toward helping your class to achieve AYP standards. Partner with Youth FSNEP to practice math and language skills for testing using activities with nutrition content.

For more information call Kathleen at 831.759.7373.



**BUILDING
HEALTHY
COMMUNITIES**
EAST SALINAS



OUR NEW ALISAL
by José Ortíz

In 2010, The California Endowment will embark on a new, 10-year strategic initiative, Building Healthy Communities, with the goal of supporting neighborhoods where kids and youth are healthy, safe and ready to learn. The California Endowment recently identified fourteen communities throughout California with which they will partner with to achieve the goals outlined in this 10-year strategic investment. Among the fourteen communities is our own East Salinas (Alisal).

Do you teach in Alisal? Do you want to help? For more information, call 375-9712

