



EDUCATOR NUTRITION NEWSLETTER

Produce Items of the Month are **APPLES** and **BROCCOLI**

SEPTEMBER
2016
EDITION

HEALTHY MINDS = HEALTHY BODIES = HEALTHY STUDENTS

At St. Vincent we believe in treating the mind, body and spirit. Therefore, you will find that these newsletters do the same thing...you'll be offered information addressing all three of these aspects. This newsletter strives to make a connection between the classroom, cafeteria, home and community to motivate and support students in making healthy decisions.

Peyton Manning Children's Hospital at St. Vincent is here to help you, your school and your students reach whatever health and wellness goals you have. Please don't hesitate to let us know how we can help. For information or resources, contact Karen Terrell, School Wellness Coordinator at kterrel@stvincent.org or 317.338.2336.

We hope you enjoy the newsletters and that you find them useful for your students and their families (and you, too!). Thank you for reading!

HEALTHY BODY FOCUS: National Suicide Prevention Week, September 5-11, 2016

Myth: Suicidal teens overreact to life events.

Fact: Problems that may not seem like a big deal to one person may be causing a great deal of stress to a suicidal teen. Perceived crises are just as concerning and predictive of suicidal behavior as actual crises.

Myth: Suicides happen without warning.

Fact: Most teens who attempt or die by suicide have communicated their stress or plans to at least one other person. These communications are not always direct, so it's important to know some of the key warning signs of suicide.

A Young Person is at Critical Risk of Suicide if He or She:

- Threatens to hurt or kill him or herself; or talks of wanting to hurt or kill him or herself; and/or
- Looks for ways to kill him or herself by seeking access to firearms, pills or other means; and/or
- Talks or writes about death, dying or suicide, when these actions are out of the ordinary. If your friend somehow indicates or communicates suicidal thoughts, get help immediately from a mental health professional or a professional in a hospital emergency department, or call 9-1-1.

If a youth shows or expresses any of the following behaviors or symptoms, they may signal a suicidal crisis. An evaluation by a mental health professional is essential to rule out the possibility of suicide and/or to initiate appropriate treatment.

- Feelings of **Hopelessness**
- **Anxiety**, agitation, trouble sleeping or sleeping all of the time
- Expressions of having no reason for living; no sense of **purpose** in life
- Feelings of being **trapped** - like there's no way out
- Increase **alcohol and/or drug use**
- **Withdrawal** from friends, family and community
- Rage, uncontrolled **anger**, expressions of wanting or seeking revenge
- **Reckless** behavior or more risky activities, seemingly without thinking
- Dramatic **mood changes**
- **Giving away** prized possessions

The American Association of Suicidology (AAS) is a non-profit organization made up of mental health and public health professionals, researchers, suicide prevention and crisis intervention centers, school districts, crisis center volunteers, survivors of suicide loss, attempt survivors, and a variety of lay persons who have an interest in suicide prevention. For more information, visit their web site at <http://www.suicidology.org>.



PRODUCE SELECTION

Apples:

- Check the apple's firmness – it should be firm to the touch and not mushy.
- Give your apple a good smell – a fresh, good quality apple should have a pleasant smell.
- Storing apples – if you're planning to eat your apple raw, refrigerate it for up to three days. If you plan to use the apples for baking, you can leave them out of the fridge, but use them within a couple days after purchase.

Broccoli:

- When choosing broccoli, make sure the heads feel heavy and have tight, green florets and firm stalks.
- Avoid broccoli with yellowing florets or browning, dried-out ends of the stalks.
- Storing broccoli – place it unwashed in an open plastic bag in the fridge, where it should last a week to 10 days.

GETTING PHYSICAL

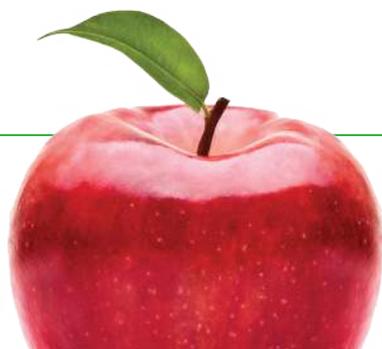
We all know that encouraging physical activity throughout the school day can lead to students who are more aware and therefore better able to learn what you're trying to teach them. However, introducing physical activity into the classroom can be a bit daunting to some teachers. So, this month we thought we'd help you out with some ideas to increase or introduce physical activity throughout the day to your students.

A few months ago, I bought a Brain Break Bucket from a website called www.TeachersPayTeachers.com. The bucket's creator is a woman who calls herself "3rd Grade Thoughts." The activities that she includes in the bucket are excellent and I'd like to share a few of them with you throughout the year. These simple, easy activities can be a great way to "wake up" your students' brains.

LION BREATH: Inhale through the nose, exhale with a loud breath, sticking out your tongue and looking up toward the ceiling (no voices needed, just breath noise). Repeat 4-5 times.



WAITER WALK: Carry a notebook/book/etc. like a waiter would carry a tray full of food around the classroom. Great for transitions.



Apple	
Nutrition Facts	
Serving Size 1 cup, quartered or chopped 125g (125 g)	
Amount Per Serving	
Calories 65	Calories from Fat 2
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 17g	6%
Dietary Fiber 3g	12%
Sugars 13g	
Protein 0g	
Vitamin A 1%	Vitamin C 10%
Calcium 1%	Iron 1%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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Broccoli	
Nutrition Facts	
Serving Size 1 cup flowerets 71g (71 g)	
Amount Per Serving	
Calories 20	Calories from Fat 2
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat	
Cholesterol 0mg	0%
Sodium 19mg	1%
Total Carbohydrate 4g	1%
Dietary Fiber	0%
Sugars	
Protein 2g	
Vitamin A 43%	Vitamin C 110%
Calcium 3%	Iron 3%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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EAT YOUR COLORS!

When eating fruits and vegetables, it's important to remember to encourage children to eat a rainbow of colors.

RED	Help maintain a healthy heart, memory function and urinary tract health	Strawberries, red pears, red grapes, beets and tomatoes
ORANGE YELLOW	Help maintain heart health, healthy vision and healthy immune system	Oranges, tangerines, grapefruit or apricots
TAN WHITE BROWN	Help maintain heart health and cholesterol levels that are already healthy	Squash, garlic, jicama, alfalfa sprouts
GREEN	Help maintain healthy vision and strong bones and teeth	Cabbage, Chinese and savoy cabbages, kale and broccoli
BLUE PURPLE	Help maintain healthy aging, memory function and urinary tract health.	Blueberries, purple and red cabbages, eggplant, dried plums, figs

HOW MUCH DO I NEED?

Recommended Daily Amounts Of Fruits & Vegetables*

Kids, Ages 5-12	2½ - 5 cups per day
Kids, Ages 13-18	3½ - 6½ cups per day
Adults, 19+	3½ - 6½ cups per day

*If you are active, eat the higher number of cups per day.

Visit www.mypyramid.gov to learn more.



HISTORY

Broccoli is native to the Mediterranean. It was engineered from a cabbage relative by the ancient Etruscans, who were considered to be horticultural geniuses. Its English name, broccoli, is derived from the Italian brocco and the Latin brachium meaning arm, branch or shoot. When first introduced in England, broccoli was referred to as “Italian asparagus.” Although commercial cultivation of broccoli dates back to the 1500s, it did not become a popular food in the United States until the early 1920s.

Commercial growth of broccoli in the United States can be traced to the D’Arrigo brothers, Stephano and Andrea, immigrants from Messina, Italy, whose company made some tentative plantings in San Jose, California in 1922. A few crates were initially shipped to Boston where there was a thriving Italian immigrant culture. The broccoli business boomed, with the D’Arrigo’s brand name “Andy Boy” named after Stephano’s 2-year-old son, Andrew.

North American apple harvesting began with the settlers at Jamestown in 1607. They brought with them seeds and cuttings from Europe, and while the original varieties planted were not all suited for cultivation in the New World, their seeds began to produce all-new varieties of American apples. Many of these apples were still fairly bitter, unlike the sweet varieties we enjoy today, but they had an important purpose in colonial society: cider.

Cider had become a popular beverage in England in the wake of the Norman conquest in 1066, after which new apple varieties were introduced from France. The New World settlers brought their taste for cider with them. Most colonists grew their own apples, and due to sanitation concerns, they often served a fermented cider at meals instead of water, including a diluted cider for the children. Cider became so popular that it was sometimes used to pay salaries, and Virginian statesman William Fitzhugh once remarked that the cider produced from his orchard of 2,500 trees was more valuable than 15,000 pounds of tobacco.

LITERATURE LINKS

Elementary: *Apples* by Ken Robbins

Crunchy and tasty, sweet and tart, in colorful shades of red, yellow, and green -- sometimes all three -- everyone loves apples! In this lively and vibrant book, young readers will learn how apples grow, from the planting of a tree, to the pollination of buds by bees, and on to the harvest. And then comes the fun part as apples are used to tease the taste buds in so many ways -- in pies and strudel, in cider and applesauce, but most of all, in that one simple crunch when one bites into an apple’s crisp sweetness. Ken Robbins’s hand-colored photographs will make you want to take a bite yourself!

Middle: *How I Survived Bullies, Broccoli, and Snake Hill* (Middle School series Book 4) by James Patterson

Rafe Khatchadorian, the hero of the bestselling Middle School series, is ready for a fun summer at camp--until he finds out it’s a summer school camp! Luckily, Rafe easily makes friends with his troublemaking cabin mates and bunkmate. This fourth book in the massively popular Middle School series is an unforgettable summer of hi-jinks, new friends and surprises, all told with the hilarity and honesty readers have come to expect from blockbuster author James Patterson.