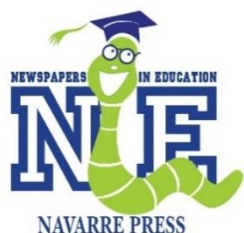


National Nutrition Month



Celebrating National Nutrition Month

By Jodi Pushkin, President Florida Press Educational Services

Florida Press Educational Services (FPES) is proud to commemorate National Nutrition Month and encourages teachers, parents and students to read the newspaper daily in school and at home to enrich their lives. FPES and its member Newspaper in Education programs have provided some activities focusing on nutrition for lesson plans during this month.

Reading every day is imperative for all people, especially children. Reading increases vocabulary, writing skills and knowledge of the world around us. What better way to increase knowledge about the world than by reading the local newspaper?

Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." The goal of NIE is to engage and develop that resource.

The No. 1 reason to use newspapers in education at school and at home is the newspaper provides readers with a living textbook. The newspaper is an opportunity and a resource for students to practice higher-order comprehension skills. It is the job of NIE programs across the Florida to not only provide that resource, but also to encourage active teacher and student engagement of resource.

Using newspapers as a teaching tool can improve reading skills and student performance on standardized tests. In addition, reading the newspaper at school and home helps young people learn about the world around them.

Teachers utilize newspaper activities to promote learning, support Florida Standard benchmarks and expectations, plus have fun interpreting photos, advertisements, cartoons and headlines. Newspapers add dynamic dimensions to all subjects, from Language Arts to business to science and everything in between.

NIE programs around Florida partner local businesses and government organizations to promote community engagement, awareness and encourage real-world education lessons that combine educational marketing goals of the businesses with the needs of the schools.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at **fpesnie.org**.

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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: <http://www.cpalms.org>.

The activities in this packet applies to the following Florida Standards for grades four through twelve.

Health: HE.412.B.3.1; HE.412.B.3.3; HE.412.B.4.1; HE.412.B.4.2; HE.412.B.4.3; HE.412.B.5.2; HE.412.B.6.3; HE.412.C.1.8; HE.412.C.2.1; HE.412.C.2.2; HE.412.C.2.3; HE.412.C.2.4; HE.412.C.2.5; HE.412.C.2.7; HE.412.C.2.8; HE.412.P.8.1; HE.6- 8.P.8.3; HE.412.P.8.4 **Language Arts:** LAFS.412.L.1.1; LAFS.412.L.1.2; LAFS.412.L.2.3; LAFS.412.L.3.4; LAFS.412.L.3.6; LAFS.412.RI.1.1; LAFS.412. RI.1.2; LAFS.412.RI.1.3; LAFS.412.RI.2.4; LAFS.412.RI.3.7; LAFS.412.SL.1.1; LAFS.412.SL.1.2; LAFS.6 8.SL.1.3; LAFS.412. SL.2.4; LAFS.412.SL.2.5; LAFS.412.SL.2.6; LAFS.412.W.1.1; LAFS.412.W.1.2; LAFS.412.W.1.3; LAFS.412.W.2.4; LAFS.412.W.2.5; LAFS.412.W.2.6; LAFS.412.W.3.7; LAFS.412.W.3.8; LAFS.412.W.3.9 **B.E.S.T:** ELA.412.EE.5.1; ELA.412.EE.6.1; ELA.412.R.2.1; ELA.412.R.2.2; ELA.412.R.2.3; ELA.412.R.2.4; ELA.412.R.3.2; ELA.412.R.3.4; ELA.412.C.1.3 ; ELA.412.C.1.4; ELA.412.C.2.1; ELA.412.C.4.1; ELA.412.V.1.1; ELA.412.V.1.3;

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@flpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Multimedia activities

❖ Fighting with Food: Discovering how lead gets into water

The contamination of city drinking water with lead in Flint, Michigan has been an ongoing news story and has resulted in greater interest nationwide about exposure to lead in the environment. In a new lesson from the Fighting with Food project (from the Center for Chemistry Education at Miami University Ohio), middle and high school students learn how metals like lead or iron can be present in water. The lesson begins with an “inquiry story” in graphic novel style to get students engaged with the question and to model the science inquiry process. Students continue the lesson by posing their own testable questions and designing experiments to answer those questions by selecting from a set of teacher-provided materials. Everything comes together in a final magazine-style reading covering the Flint story; the toxicity of lead, the chemistry of how metals get into water, and nutrition to help combat lead exposure. A teacher guide to the lesson and close reading questions for students complete the lesson materials. Fighting with Food is a partnership between Miami University, the University of Cincinnati, and the University of Kentucky and is funded through the National Center for Research Resources and the Division of Program Coordination, Planning, and Strategic Initiatives of the National Institutes of Health through Grant Number R25 ODO01190-02. The Fighting with Food project director is Dr. Susan Hershberger, Director, Center for Chemistry Education, hershbs@muohio.edu.

❖ Cheeseburger Chemistry

NBC Learn, the educational arm of NBC News, has teamed up with the National Science Foundation (NSF) and the National Science Teachers Association (NSTA) to produce Cheeseburger Chemistry, a weekly, online, video series.

❖ Mega-food trend

Check out this Front Page Talking Points lesson from 2010, *Mega-food trend continues with the debut of a foot-long cheeseburger*. In addition to having your students read the story, watch the video and complete the activities, have students discuss whether fast food chains have changed their policies since 2010. Have students support their arguments with specific evidence they find in the newspaper, on the Internet and through personal experiences.

❖ Cartoons for the Classroom

Is junk science fooling food junkies? This Cartoons for the Classroom activity focuses on analyzing cartoons as informational text. Students determine the meaning of political cartoons through the analysis of their literal, symbolic and figurative meanings of the elements the artist used and their effect. Students are asked to describe the overall effect of the cartoon, and how the artist’s choices combine to create that effect. Finally, students determine the purpose of the cartoon and how it relates to current issues through discussion questions. In addition, you can download a two-page [Cartoon Evaluation Worksheet](#) for use by your students in class.

Using the News

- Knowing how to live healthier is vital because chronic diseases, including heart disease, cancer and stroke, are the leading causes of death. The good news is that most of the risk factors associated with these diseases, such as tobacco use, alcohol intake, poor nutrition and physical inactivity, may be controlled with changes in behaviors. Changing behaviors when you are young will lead to long-term good health. Good nutrition and regular physical activity are the twin defenses against obesity and its health risks, including heart disease, diabetes, certain cancers and stroke. Using the newspaper and the Internet as sources, research health or policy issues related to unhealthy lifestyles. What is the government's approach for shaping up American citizens? What strategies are fast food chains, restaurants and grocery stores using to attract customers who are health conscious? Compile the information you find into a report to share with your class and family.
- Though many of us know the difference between healthy and unhealthy food choices, we are often convinced by highly effective advertising to make poor eating choices. Look at the advertisements in the newspaper and select several examples of ads for foods and beverages that you think are nutritionally poor. Analyze your selections carefully, making brief notes on the arguments or techniques used to sell each of the foods of low nutritional value. In a small group, discuss your findings. On a piece of construction paper or poster board, create an ad for a low-nutrition food that might convince the best-informed of readers to make this food choice. Next, create an ad for a high-nutrition food that might convince readers to make this food choice.
- Obesity, just like bulimia and anorexia, is a serious eating disorder. According to Parade magazine, anorexia and bulimia affect approximately 1 million men and 10 million women, primarily teens and young people. Another 25 million suffer from binge eating. Do people with eating disorders usually recognize that they have a problem? What can you do if you have a friend with an eating disorder or if you suspect that you may have a problem yourself? Do media images reflect what ordinary people look like? Do these images contribute to eating disorders? What might be some other causes? Have your teacher split your class into small groups. Discuss these ideas with your group members. Look in the newspaper for images in advertisements or pictures that glorify thinness. With your group, compile a list of movies and television shows that glorify thinness. Make a separate list of movies and television shows that celebrate body diversity. Look for ads and photos in the newspaper that celebrate body diversity. Write an editorial based on your findings.
- Look through the articles and recipes in the food section of the newspaper. Find a recipe that sounds good to you, and split apart the ingredients according to the food pyramid. Place each ingredient in a section of the pyramid. Do you have a well-rounded meal? If not, what do you need to add to enhance the nutritional value? Are there high calorie or high-fat ingredients in the recipe? How can you modify the recipe to be more healthful?

- Your friends don't always eat healthy meals. You need to design an ad to convince your friends to eat a healthy but unpopular food (pick one). What information will you use to persuade your audience? Use the ads in the newspaper as models for your ads. Share your finished ad with your class.
- It is time to use your critical thinking skills. Review the articles and ads in the newspaper for a one week. Save all articles that focus on health, fitness, food and cooking. Write down the main points for each article. Be sure to comment on whether the article is focusing on positive or negative choices. Choose one of the points represented in one of the articles to write a research paper. You can focus your research and paper on any aspect of the article. After your paper is written, create an oral presentation for your class. Explain whether the information you found is positive, negative, helpful or harmful. Be sure to use specific examples from the article and your research in your paper and presentation.
- Food advertisements often are carefully constructed to entice people to buy certain types of food. Look in the newspaper for advertisements or articles that feature food. How is the food presented? Is it being presented as nourishment, as a reward or as a way to impress someone? Discuss the messages about food conveyed by the advertisements with your classmates. Do the ads make you want to buy the food? Why or why not? Write a fully developed paragraph explaining your views. Be sure to use specific examples from the article or advertisement to support your ideas.
- Plan a healthy eating week at your school to increase awareness of good nutrition. Talk to the head of your school cafeteria to find out how meals are planned and write an article for your school newspaper based on your findings. Use the articles in the food section of the newspaper to help with suggestions for healthy eating. With a partner, create a plan for the healthy eating week. Use the ads and articles in the newspaper to assist you. Create a graphic organizer with the information and share it with your class.

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