Summer 2008

Time to Spring into Active Living

Winter is over and gone with it should be the excuses for not being physically active. The warm weather and the blooming daffodils just beckon us outside. There are a variety of activities the entire family can do to meet daily activity needs.

Before you head out the door, you may wonder how much activity is enough. For adults, 30 to 60 minutes of moderate physical activity is recommended most days of the week. Moderate means you should be able to feel you are doing some physical activity. It would be the equivalent of walking two miles in 30 minutes. If you don’t have 30 minutes, you can do your physical activity in three ten minute bouts but that ten minutes needs to be moderate exercise. While all activity is good, if you are getting moderate exercise in less than 10 minute bouts, those minutes don’t count toward your 30-60 minutes per day. Children need at least 60 minutes of physical activity most days of the week.

If you haven’t been active all winter, start slowly and gradually work your way up to 30-60 minutes per day. That will give your body time to adjust and will help prevent soreness and injury.

If you have children, make it a point to exercise or be active with them. Children of parents who exercise are more likely to lead physically active lives than children of parents who do not regularly exercise. Keep in mind that things they like to do are good for both of you. Try taking a long bicycle ride, a hike in the woods or go swimming at the pool.

There are many benefits to be gained from getting regular exercise. One benefit is that it is easier to maintain a healthy weight when you are exercising. People who lead active lifestyles can help lower risk factors for heart disease, high blood pressure, diabetes and some types of cancers. Weight bearing exercise such as walking, running and weight lifting can help make bones stronger and strength training can help make muscles stronger. Many people who exercise regularly say they sleep better and feel less stress when they are exercising.

Your body benefits in the long run when you develop regular exercise habits. Some people feel like they just don’t have time to work exercise in to their daily routine. Keep in mind that exercise helps you to have more energy. So, after you exercise, you’ll be rejuvenated to finish your other tasks.

Source: Tammy Roberts, MS, RD, LD, Nutrition and Health Education Specialist, University of Missouri Extension
Aiming for a healthier diet? Your favorite foods can still have a place in it

Eating a healthier diet doesn’t mean depriving yourself of favorite foods. By adjusting some ingredients and reducing portions sizes, you can make positive changes.

Start out by making substitutions. For example, there are many lower fat dairy options. Milk with 1-percent butterfat has less fat and fewer calories than whole milk. (As a bonus, it also costs less than whole milk.) Use 1-percent milk for cooking, and introduce it to your family gradually by switching to 2-percent milk first for drinking.

Lower fat cheese choices are available, too. Use mozzarella cheese for snacking or in cooked dishes in place of Swiss cheese. This part-skim milk cheese is lower in fat. Ricotta and cottage cheese also are available in lower fat versions.

There are also other lower fat dairy products to substitute. Try yogurt in place of sour cream for dips and on baked potatoes. Frozen yogurt may have fewer calories than higher fat ice cream. Compare nutrient information on labels.

Look for other healthy substitutes. For example, buy lower calorie salad dressing. Choose fruit for dessert—either raw or canned in juice rather than in syrup. Tuna canned in water instead of oil is a lower fat option.

Next, add healthful ingredients to recipes. Fruits and vegetables are low-fat, low-calorie options that are good additions. Add black beans to chili, chopped carrots to meat loaf, or blanched broccoli or red peppers to macaroni and cheese. Try adding raisins to banana bread.

Whole grains can also make recipes healthier. Add barley to beef stew or oats to meat loaf. Serve brown rice or whole-grain pasta. Whole-grain flour can be substituted for one-quarter to one-half of white flour in baked products such as bread.

By serving smaller portions, you can cut calories. For example, combine a small serving of lasagna with salad and some steamed vegetables.

It may not be possible to modify some favorite foods without changing the flavor and texture. Indulge in them less often and in smaller portions.

The key thing to keep in mind is that small changes can make a healthier difference.

Source: Carolyn Raab, Extension food and nutrition specialist, Oregon State University

Get Well Soon Nancy, we all miss you…..

Nancy Kershaw was hospitalized after a car accident March 22nd on Highway 6 just outside Tillamook. She was taken by ambulance to the Tillamook Hospital and then transferred to Legacy Emanuel in Portland. After 10 days at Emanuel, she moved to the Salem Regional Rehab Center. Nancy is now recuperating at home.

If you would like to send get well wishes, please mail to: Tillamook Extension Service 2204 Fourth Street, Tillamook, OR 97141
Elderly are at Risk for Vitamin B-12 Deficiency

Up to 30% of the population over 50 years of age is at risk for developing a vitamin B-12 deficiency because of changes that occur in the digestive tract.

According to the National Institutes of Health Office of Dietary Supplements, vitamin B-12 helps maintain healthy nerve cells and red blood cells.

Vitamin B-12 is contained within the protein in food. Hydrochloric acid in the stomach allows the vitamin B-12 in food to be released so that it can combine with a substance called intrinsic factor. Once combined with intrinsic factor, vitamin B-12 can be absorbed by the intestinal tract and used in the body.

Up to 30% of adults over the age of 50 do not produce enough hydrochloric acid or intrinsic factor to be able to utilize vitamin B-12. For this reason, a supplement is recommended. The body is able to absorb synthetic vitamin B-12 that is added to fortified foods such as cereal and in vitamin supplements without the aid of hydrochloric acid.

The Recommended Dietary Allowance (RDA) for vitamin B-12 is 2.4 micrograms per day for adult men and women. For someone who has adequate hydrochloric acid in the stomach, it is easy to get the required amount of vitamin B12. Three ounces of cooked salmon provides 3 micrograms of B-12; 3 oz of lean beef tenderloin provides 2.3 micrograms; one cup of fat-free yogurt provides 1.4 micrograms and one cup of milk provides 0.9 micrograms of vitamin B 12. Cereals fortified with vitamin B 12 contain 1.5-6 micrograms per ¾ cup.

Some signs and symptoms of a vitamin B-12 deficiency include anemia, tiredness, weakness, constipation, loss of appetite and weight loss. A person could also experience numbness and tingling in the hands and feet and have difficulty maintaining balance. Other symptoms include depression, confusion, dementia, poor memory or a soreness of the mouth or tongue.

If you think it is possible you have a vitamin B-12 deficiency, consult with your physician. If he or she recommends a supplement, look for the word “cyanocobalamin” on the label. This is the crystalline form of vitamin B-12 that is more easily absorbed by people over the age of 50.

Source: Tammy Roberts, MS, RD, LD, Nutrition and Health Education Specialist, University of Missouri Extension

Design a plan for building a stronger family

Building a strong family involves communicating effectively with one another, caring about the needs and feelings of others, solving problems that challenge family members, and balancing individual interests with time together. Here are a few ways to build family strengths:

- Teach preschoolers communication rules such as taking turns versus interrupting and making requests rather than demands.
- Plan family nights with special events (games, cooking, skits, favorite movie).
- Working together on projects around your home, including routine chores.
- Plan family outings to enjoy free time together.
- Read together.
- Create special family crafts or recipes for holidays.
- Work together to plan road trips to museums, concerts, rodeos, or fishing, hiking, or camping adventures.
- Set aside time for community service or assistance to neighbors in need.
- Take timeouts to reduce tensions and consider another’s viewpoint rather than continuing to argue.


Source: Denise Rennekamp, Extension associate, Oregon State University
Effective and Successful Parenting

Making mistakes is part of parenting, but we have to learn from them to become successful parents. Research suggests that being a successful parent means being effective, consistent, active and attentive. As an effective parent, your words and actions influence your child the way you want them to. A consistent parent is one that follows similar principles in words and actions. An active parent participates in the life of his or her child, and an attentive parent pays attention to his/her child’s life to know what is going on. Parents have to respond, prevent, monitor, mentor, and model behaviors to become successful parents.

**Parental Responsiveness.** It means not only giving your child attention, but ensuring that you are responding to your child, not reacting; and that your response is appropriate to the child’s age, the situation, physical and emotional needs of the child, and not too late. To respond appropriately means that you take some time to think through things before you speak, do anything, or make a decision.

Build a strong but flexible bond of trust between you and your child; one that can stand up to difficult times, but flexible enough to survive changes. As a parent, ask yourself do my words get across what I am trying to say? Do my actions match my words? Do I know the reasons for my child’s actions or behavior? Am I being a consistent parent?

**Prevention of Problems.** Prevention involves not only saying no or stop, but spotting possible problems before they arise, and knowing how to work through problems. To spot problems you have to be involved in your child’s life. Being involved helps you know how your child usually thinks, feels, and acts and will help you to notice when things begin to change. Also, set realistic limits and enforce them consistently, and create healthy ways for your child to express feelings.

Know how to work through a problem when it arises, and understand that each problem is different, and how you solve them may also differ. If you feel overwhelmed talk to other parents, a friend, or relative. Admit when a problem is more than you can handle alone or requires special expertise, and get outside help.

**Parental Monitoring.** As a monitor you pay attention to your child and his/her surroundings, friends and peers. You also ask questions, make decisions, set limits, and encourage your child’s positive choices when you aren’t there. To be an effective monitor means being able to determine and know who your child is with; where your child is; what your child is doing; when your child will be home, and how your child will get there.

As a monitor, open lines of communication when your child is young and keep them open. Tell your child the thoughts and ideals you value and why. Know what your child is watching, reading, playing, or listening to.

**Parental Mentoring.** A mentor is someone who provides support, guidance, friendship, and respect. As a mentor you help your child learn more about himself, how the world works, her role in that world, and you support your child as he learns.

Be honest about your own strengths and weaknesses; your child can benefit from hearing about your mistakes. Respect your child’s thoughts and opinions without judging. Support your child’s interests and strengths, but don’t force things. Introduce your child to things you like to do. This is a useful way for your child to learn more about you. Also, try not to be judgmental of your child.

**Parental Modeling.** Being a model means that you use your words and actions as examples that show your beliefs, values, and attitudes in action every day. As a model you may want to: "do as you say and say as you do" because children want to act like their role models, not just talk like them.

You also want to show respect for other people, including your child; be honest with your child your feelings; make sure your child knows that being angry does not mean not loving; and pinpoint things that you wouldn’t want your child’s role model to do, and don’t do them. In sum, be sure your words and actions match.

Source: Godwin S. Ashiabi, Ph.D., Human Development Specialist, University of Missouri Extension
Promoting Young Children's Early Literacy

To promote young children's delight in talking, listening, reading, and writing, adults need to provide a variety of interesting language experiences. Children who have reading difficulties in the primary grades often had limited early literacy learning experiences.

Children with reading difficulties have:
- less letter knowledge
- less sensitivity to the notion that the sounds of speech are distinct from their meaning
- less familiarity with the basic purpose and mechanisms of reading
- poorer general language ability

Children who are skilled readers:
- understand the alphabet and letters
- use background knowledge and strategies to obtain meaning from print
- and can easily identify words and read fluently

Activities that prepare young children for learning to read emphasize counting, number concepts, letter names, shapes, and sounds, phonological and phonemic awareness, models of adult interest in literacy, and independent and cooperative literacy activities.

Key Concepts in Children's Early Literacy

**Phonological Awareness**: An appreciation of the sounds and meanings of spoken words. For example, a phonologically aware child can perceive and produce rhyming words, divide words into sounds and/or syllables and put them back together again (e.g., ladybug, butterfly), and recognize that groups of words have the same sound at the start (fish, frog, fruit) or the same sound at the end (dice, mice, ice).

**Phonemic Awareness**: An advanced form of phonological awareness. The awareness that printed symbols, such as letters, systematically represent the component sounds of the language. Children who demonstrate phonemic awareness recognize the sound–symbol relationship. Phonemic awareness allows children to "sound out" words.

To Promote Early Literacy

Be a model of literate behavior for your children: write notes, keep a calendar and daily planner, post lists of food and household needs and children's responsibilities, introduce new vocabulary words during routine conversation and book reading, and subscribe to a local newspaper and magazines the entire family will enjoy.

Sing songs, make up silly rhymes, read books, and play with words and sounds every day. Discuss printed text, words, and sounds as "objects" that can be thought about, manipulated, altered, and explored. Help children build and use their ever-growing vocabulary.

Provide children with the tools of literate behavior (pens, pencils, markers, paper, envelopes, a stapler, paperclips, stamps, a dictionary, an atlas, telephone books, magazines, catalogues, newspapers, junk mail) and engage in daily literacy activities with your children (write thank you notes, mail birthday cards, look up phone numbers, find exotic destinations in an atlas, write lists, read books, visit the library).

Source: Sara Gable, Ph.D., Human Dev. & Family Studies, College of Human Environmental Sciences, University of Missouri-Columbia
Six simple steps help parents in raising a reader

As a parent, you are your child’s first and most important teacher. A love of learning is one of the greatest gifts any parent can give to his or her children. Long before a child has any idea about the alphabet, you can prepare her to read. Here are simple things you can do to help your children develop a love of learning and a love of reading.

Read yourself. When your kids see you reading the newspaper or curling up with a book, they want to follow your example.

Read aloud to your children. This is one of the most important things you can do to help your children become better readers. Start reading to your children when they are infants. Set aside some time each day for reading aloud. Ask questions about the details in the pictures and stories. Don’t stop reading to your children as they grow older! You’ll both enjoy the chance to do something together.

Make sure your children read every day. Reading is a skill. Like other skills, it gets better with practice. Researchers have found that children who spend 30 minutes a day reading for fun—whether they read books, newspapers, or magazines—develop the skills to be better readers at school.

Get the library habit. Make sure everyone in your family has a library card. Schedule regular trips to the library.

Give books as gifts. Then, find a special place for your children to keep their own libraries.

If you are not a good reader yourself, you still can encourage your children. As your children learn to read, ask them to read to you. Talk with your children about the books they have read.

References:
- Don’t Miss Discovery Point Family Reading. University of Arkansas Cooperative Extension Service.

Source: Denise Rennekamp, Extension associate, Oregon State University

FCE Study Groups Plan Lessons

The May study group lesson for Clatsop County will be a trip to Ilwaco, Washington. Contact the representative below for more information.

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<th>Date</th>
<th>Time</th>
<th>Study Group</th>
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<tr>
<td>1st Wed</td>
<td>10:00 am</td>
<td>Clatsop County</td>
<td>Terry Pellissier</td>
<td>503-717-0751</td>
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Food Preservation Hotline Opens July 15

Contact your local OSU Extension Office for information on safe home food preservation. Tentatively, there will also be a toll-free statewide Food Preservation Hotline available July 15 – October 15, 9 a.m. – 4 p.m., Mondays–Thursdays that will be staffed by Lane County staff and FFE volunteers. Call 1-800-354-7319.

Canning Supplies & Equipment Available

The OSU Extension Office in Tillamook is a source of canning equipment and supplies, including Clear-Jel A (for fruit pie fillings), citric acid (for canned tomatoes), pickling lime, Ball Blue Books and some Presto dial gauges and gaskets. The OSU Extension office also loans pressure canners, electric water bath canners and food dehydrators to the public.

Summer Canning Classes Scheduled

Have you thought about learning to can fish or tomatoes this summer, but don’t know how? Are you an experienced canner who would like an update on the latest USDA recommendations? Then plan to attend one of these canning classes held at the OSU Extension Office in Tillamook. Participants will take home something they have canned. Contact the OSU Extension Office, 2204 Fourth Street, Tillamook, 503-842-3433 for more information or to register.

<table>
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<tr>
<th>Class Date</th>
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<tr>
<td>Monday, July 28</td>
<td>Canning Fish</td>
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<tr>
<td>6 – 9 p.m.</td>
<td>Canning Tomatoes and Salsa</td>
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What should I do with my tax refund?

Financial advisers broadly agree on the three smartest ways to use those income tax refunds that are running 15% higher than last year.

"Number 1, save it," says Jim Horlacher, an independent financial adviser. "The refund would make a useful addition to your emergency cash reserve. You potentially save more cash to meet unplanned expenses than running up expensive credit card debt. Second, pay off your credit cards. Any savings you achieve by reducing typical 18% interest costs probably will be larger than what you could make saving or investing the money. Third, add the money to college or retirement funds. Opening or adding to a Roth IRA could be your most attractive choice."

Wise moves with your tax refund can really help you down the road!

Source: Sandra McKinnon, Consumer & Family Economics Specialist, University of Missouri-Columbia, University Outreach and Extension; Cynthia E. Crawford, Ph.D., Consumer & Family Economics Specialist, University of Missouri-Columbia, University Outreach & Extension