Lesson 1:

Fill up on Fiber!

Goal:
To educate CSFP participants with an overview of fiber, the importance of fiber in our diet and common sources of high fiber foods.

Objectives:
CSFP Participants will:

- Become familiar with the term fiber and the health benefits of fiber
- Identify foods that are naturally high in fiber
- Identify ways to increase fiber in the diet

Materials Need for Lessons Only:
Food Guide Pyramid (FGP) Poster
FGP Handouts
Materials Needed for Activities
Photocopied label packets
Scratch paper (1-2 pieces only) and Pen (1)

Welcome the participants to the CSFP Nutritional Education Workshop. Introduce instructor and/or voulenteers. Give a description of the North Texas Food Bank and how we are involved. Describe the content of the lesson. Pass out FGP handout. Ask participanta to please raise their hands during the class when they would like to answer your questions.

<u>Introduction</u>

Instructor:
Q. Has everyone heard the word "fiber"? Can someone tell me what fiber is?
A. Dietary fiber is the portion of plant food that our body cannot digest.

Q. Why is everyone always talking about the importance of fiber?
Fiber is important because of the health benefits it provides

1. It protects against certain types of cancer, particularly colorectal cancer
2. It protects against heart disease by lowering the LDL or "bad cholesterol" and total cholesterol
3. It protects against and helps treat diabetes
4. It protects against diverticulitis by keeping food traveling smoothly and regularly throughout the intestinal track. In fact, that is probably the most popular reason people eat fiber!

5. It helps weight loss by promoting a feeling of “fullness”; there by allowing the person to eat less overall.

Q. How much fiber should we eat each day? Do you think you get enough fiber daily?

A. 25 grams of fiber per day for adults and “Age plus Five” for kids

Take your child’s age and add 5l that is the amount of fiber needed.

10 year old by plus 5 is 15 grams of fiber per day

Q. How do we know if a food is high in fiber or not?

A. Look for foods with at least 2.5-5 grams of fiber per serving.

Q. Who can tell me what types of foods have a high fiber content?

A. 1. Whole grain foods. Be sure to check the label to make sure it says “WHOLE” wheat or “WHOLE” grain. If these ingredients are not the first or second listed on the ingredient list, the product won’t have much fiber. Whole grains include whole wheat flower and whole wheat flower products, brown rice, oatmeal, oats, wheat germ and barley.

A. 2. Dried or canned beans, peas and lentils also known as legumes.

A. 3. Fruits and vegetables. Whole fruits and vegetables have more fiber than juices. Much of the fiber found in fruits and vegetables are in the peel!

Optional activities:

#1 Take a Look at the Label

#2 Brainstorm

Conclusion:

Instructor

We’ve reviewed what fiber is, the health benefits of fiber, where we can find fiber in the foods we eat and how to get more fiber in your diet. By making just a few small changes in your eating habits, it will be easy for you to hit that 25 gram per day mark. Remember that small changes in your eating behavior result in big changes in our health and our lives in the long run!

And don’t forget to increase your water intake as you increase your fiber intake to help your digestive system process all of the extra fiber you’ll be eating.

Are there any questions?

Thank you for participating today!

Lesson 2:
Calcium Counts!

Goal:
To educate CSFP participants with an overview of calcium, the importance of calcium in the diet with regard to osteoporosis and common sources of high calcium foods.

Objectives:
CSFP Participants will:

- Become familiar with the role of calcium in the bone health and osteoporosis
- Learning the amount of calcium need by different age groups
- Identify foods that are naturally high in calcium
- List non-dairy items that are high in calcium

Materials Needed for Lesson Only:
Food Guide Pyramid (FGP) Poster
FGP Handouts (if available)
Measuring spoons and coups
Materials Need for Activities:
Photocopied label packets
Scratch paper (1-2 pieces only) and Pen (1)

Welcome to the participants to the CSFP Nutrition Education Workshop. Introduce instructor and/or volunteers. Give a description of the North Texas Food Bank and how we are involved. Describe the content of the lesson. Ask participants to please raise their hands during the class when they would like to answer your questions.

<u>Introduction</u>
Instructor:

1. Have you or any of your friends or relatives ever broken any bones? Chances are that one or someone of those breaks were due to osteoporosis, or porous bones.
2. Osteoporosis is a disease that causes bones to become weak and brittle. In some cases, the bones can become so brittle that simple activities like lifting a vacuum or coughing can cause a fracture.
3. The statistics about osteoporosis are alarming:
    a. 25 million Americans are affected by Osteoporosis, 80% of which are women
    b. One out of every two women and one in five men suffer from an Osteoporosis related fracture
    c. 40% of all women will have at least one spinal fracture by the time they are 80 years old.

    d. One in five persons with a hip fracture will not live more than one year
4. In most cases, bone weaken when you have low levels of calcium, phosphorous and other minerals in your bones.
5. Your risk of developing osteoporosis depends on how strong your bones became when you were between 25 and 35 years old and how quickly you lose it later.

Q. What is the best thing we can do to help prevent osteoporosis?
A. Calcium, calcium, calcium!

Instructor: Pass out Food Guide Pyramid handouts. Use food models (if available) and measuring spoons and coups as visual guides.

Instructor: Take a look at the food guide pyramid. Since we primarily find calcium in the milk, yogurt and cheese group, let's review what a serving is from this group.

8 ounces or 1 cup milk
8 ounces or 1 coup yogurt
2 ounces processed cheese
1 ½ ounces natural cheese
4 ounces or ½ cup frozen yogurt or ice cream

Remember that low fat dairy choices are always the best choices.

Optional activities:
#1 Take a Look at the Label
#2 Meal Planning
#3 Brainstorm

Conclusion:

Instructor:
Calcium intake is more important than ever as you can see by the statistics on osteoporosis. In addition to osteoporosis studies have shown that calcium intake has had a positive effect on reducing high blood pressure and helping to maintain a healthy weight. Having a glass or low fat or skim milk and adding a leafy green vegetable to our day is easy considering the benefits that we will reap in the long run!

Any questions?

Thank you for participating!

Suggested activities for Lesson 2 – Calcium Counts!

Activity #1 Take a Look at the Label

Instructor: Pass out food label packets.
Participants: Consult food label packet

Q. Where is calcium located on the label?
A. On the bottom portion of the label

Q. The calcium is listed in a % format. How do I tell if this is a good source of calcium?
A. This is the percent of daily value for calcium. If a label states that the product provides 20% daily value (DV), the food is high in calcium. If the label states that the product is 10-19% DV, it's a good source of calcium.

Q. Does anyone have a product with 20% DV of calcium? What is the product?
Q. Does anyone have a product with 10-19% DV of calcium? What is the product?

Q. how many servings of dairy products do we need to meet our calcium needs?
A. 4-8 year olds need 3 servings
9-18 year olds need 4 servings
19-50 year olds need 3-4 servings
50 plus need 4 servings

Q. What if I'm lactose intolerant or I can't tolerate dairy products.
A. Try lactose free milk products (like soy milk), lactose tablets that breakdown the milk sugar lactose or try foods with lactose in small, consistent doses. You just might be able to break yourself of the intolerance. Or, get your calcium from non-dairy foods.

Q. We know that calcium is prevalent in dairy foods. Where else can we find calcium?
A.

1. Calcium fortified orange juice
2. Almonds
3. Corn tortillas
4. Figs
5. Mustard and turnip greens, broccoli
6. Sardines and canned salmon with bones
7. Tofu and other soy products
8. sesame seeds
9. beans and legumes

Activity #2 Meal Planning

Instructor:
Now that we know how much calcium we need and where to find calcium, we are going to build a meal plan that gives us the servings we need.
Q. Let's say we are going to make calcium rich meal plan for a 55 year old woman. What is for breakfast? Lunch? Snack? Dinner?

A. Here are some suggestions:
Breakfast: 8 ounces of low fat yogurt or 6 ounces of calcium fortified orange juice
Lunch: 1 ½ ounces cheese on salad or melted on a sandwich
Snack: Handful of almonds
Dinner: ½ cup cooked collard greens
Dessert: ½ cup of low fat ice cream

Activity #3 Brainstorm

Instructor: Select a volunteer to write down the answers to the following activity:

Let's brainstorm on some ideas for getting more calcium into our diet and our children's and grandchildren's diets.

Here are some suggestions:

- ✓ Add flavorings to milk
- ✓ Make fruit smoothies with vanilla yogurt and your favorite fresh ripe fruits.
- ✓ Add powdered milk to baked products: use 2 tablespoons of powdered milk for each cup of flower
- ✓ Cook with milk instead of water when making soups, cereal and pancakes
- ✓ Add powdered milk to meatloaves and casseroles
- ✓ Make and/or serve calcium rich desserts like puddings, custard, frozen yogurt and low fat ice cream
- ✓ Add dark green leafy vegetables to casseroles like lasagna, and salads.
- ✓ Make your own salad dressing from soft tofu
- ✓ Use low fat cheese sauces on potatoes and vegetables
- ✓ Sprinkle grated cheese on eggs and in salads
- ✓ Keep low fat cheese snacks on hand like string cheese
- ✓ Only allow low fat or skim milk at meals

Instructor: Ask volunteer to read the list aloud. Thank the volunteer and ask them to return to their seat.

Material created by Robin Plotkin, RD, LD for the North Texas Food Bank 5/04.

Lesson 3:
Take "Portion" Control

Goal:
To educate CSFP Participants with an overview of portion control and how it relates to the obesity and diabetes epidemic in our country.

Objectives:
CSFP Participants will:

- Become familiar with the obesity and diabetic statistics in our country.
- Learn how to properly read the serving size on labels.
- Identify the proper tools needed to maintain portion control.

Materials Needed for Lessons Only:

- New Food Guide Pyramid (FGP) Poster
- New FGP Handouts

Materials Needed for Activities:

- Photocopied label packets
- Measuring tools/models

Introduction:

- Welcome the participants to the CSFP Nutrition Education Workshop.
- Introduce yourself or volunteer instructor
- Give a description of the North Texas Food Bank and how we are involved
- Give an overview of the lesson/ what you will cover.
- Ask participants to raise their hands during the class when they would like to ask a question or make a comment.

Lesson:

- Fun facts on portion control
    - Behavior and environment play a large role causing people to be overweight and obese. These are the greatest areas for prevention and treatment actions.
    - 20 years ago, a typical blueberry muffin weighed 1.5 oz and had 210 calories today's average blueberry muffin weighs a whopping 5 oz and packs almost 500 calories.
    - 20 years ago a 6.5 oz soda had 85 calories, today a typical size soda is at least 20 oz, which has 250 calories. You'd have to work in the garden for 35 minutes to burn off those extra 165 calories.
    - The more overweight a person is, the more likely that person is to have health problems. Studies show that if a person is overweight or obese, reducing body weight by 5 to 10 percent can improve one's health.

- The safest and most effective way to lose weight is to reduce calories and increase physical activity.

- 3 P's of weight management: pre-plan, plate it & portion control!
  - Eat from a plate or bowl – not from a bag or box at the kitchen counter. Portion your meals at the stove, not at the dinner table. Use smaller plates.
  - What is portion control? We've all heard of "Supersizing," right?
    - Portion Control is the ability to consume an appropriate amount of food based on daily recommendations suggested on the Food Pyramid. Your portion size determines the number of calories you consume. Even low fat foods like pasta, rice, beans & potatoes can add up to a hefty calorie count when portions get too big.
    - The new pyramid doesn't recommend eating standard amounts (servings) at any one time, like the old pyramid did, but you still need to watch your portions (the amount of food consumed at one meal) so it doesn't add up to be more than you need for the whole day.
  - Often we "supersize" our meal without even realizing it. Consistently eating too much can lead to weight gain and possibly obesity.
    - Extra calories may not be coming from a verity of healthy foods that the body needs nutrients from.
    - Obesity linked to diabetes, heart disease and certain cancers ….
    - It's important to know how much of each food is recommended for you to eat each day.
    - Not sure about your own portion sizes? To get an idea, serve yourself like you normally would and then get out some measuring cups and physically measure it out. Then compare your portions to the daily recommended amounts on the Food Pyramid. You might be surprised that your portions are adding up to be more or less than you think.

- Pass out New Food Guide Pyramid Handouts and explain using the FGP poster.

*Note: See Portion Control Hand out to explain new guidelines regarding:

1. Amount to eat per day from each group
2. How to measure foods to get (or "spend") the appropriate amount.

  - We now have a general idea of:
    - How much to eat per day of each food group to get all the nutrients our bodies need
    - How to keep track of your "food-group spending" each day
  - Also, you must be diligent about reading the label on the food product itself as serving sizes vary by food.

        - 1 oz of dry cereal = one serving
        - One cup of Raisin Bran = one serving
        - 2/3 Great Grains, granola-type cereal = one serving
    - It's important to look for foods that "per serving" are:
        - Low in fat (less than 3g)
        - Low in sugar (not one of the first 3 ingredients)
        - Low in sodium (less than 140 mg)
        - High in fiber (greater than 3g)
- **Optional activities:**
    - Take a look at the Label
    - Serving Sizes
- **Conclusion**
    - The number of Americans who are overweight or obese today is an alarming number.
        - As these numbers continue to rise, we will be looking at a nation full of heart disease, cancer, diabetes and other debilitating and life threatening illnesses.
            - Watch our portion sizes closely. Think twice befor going for a second helping. Are you really still hungry?
            - Remember the 3 P's to prevent weight gain in ourselves and our children.
        - Remember that all foods can fit into a healthy lifestyle, it's just the amount of those foods we must keep in check.
        - Are there any questions?
        - Thank you for participating today!

Suggested Activities for – Take "Portion" Control

Activity #1 Take a Look at the label

- Pass out food label packets
- Consult a food label from a CSFP Food Box
- Have participants consult a food label packet
- Notice the serving size on the top bar of the food label packet
- "Servings per container" are the number of servings based on the serving size that you will get out of an entire package.
- Find the serving size on your label.
- Can everyone find a serving size on their label?
- Notice you may normally eat more than one serving per meal.
- Here is an example. A serving size of meat is generally about 2-3 ounces.
- If you have 1 pound (16 oz) of ground beef, there should be approximately 5 servings.
- How many people can get 5 servings out of 16 ounces or 1 pound of ground meat?

- You can stretch it further than you think!
- Some more examples. A serving of processed cheese is 2 ounces.
- There should be 8 servings of cheese in one pound block of American cheese.
- How many servings do you think there are in a 2 Liter bottle of Coke?
- 8Ounces is in one serving of Coke.
- You should be able to get 8 servings out of a 2 Liter bottle.

Activity #2 Serving Sizes

- Use measuring Tools
    - A ½ coup portion of cooked pasta is equal to 1 ounce (hold up the ½ cup portion).
    - Take a look at the ½ coup portion.
    - If you are allotted a total of 6 ounces of grains per day, and you had tw at breakfast, two at lunch and you have two left – at dinner you may choose to have either ½ cup of pasta and a slice of bread, or 1 coup of pasta to count as 2 ounces.
- How many of us go out for meals and are confused on what a serving size is at a restaurant? Everyday items can help us keep portion sizes under control.
- Ask for a volunteer from the audience and ask them to demonstrate the serving sizes with their hands and fingers.
- An easy way to remember what serving sizes look like without your measuring cups and spoons is to use this rule of thumb:
    - Your fist or cupped hand = 1 cup
    - Your thumb = 1 ounce of cheese
    - Your thumb tip = 1 teaspoon
    - Your thumb tip 3 times = 1 tablespoon
    - Tip of your index finger = ½ teaspoon
    - A handful = 1 or 2 ounces of snack food
    - Your palm = 3 ounces of meat
    - A tennis ball = 1 serving of fruit

Developed by Robin Plotkin Rd, LD, Amy Lopez, RD, and Megan Tucker, Nutritionist for the North Texas Food Bank, Updated 1/06

Have a "Healthy" Heart

Goal:
To educate CSFP Participants with an overview of heart disease, the importance of following a heart healthy diet including how to select healthy choices and how to incorporate healthy cooking techniques to accomplish this goal.

Objectives:
CSFP Participants will:

- Become familiar with the statistics of heart disease in America
- Learn the difference between "good" and "bad" cholesterol in the blood and in food
- Identify foods that are considered heart healthy
- List lean cuts of beef and 3 healthy cooking techniques

Materials Needed for Lessons Only:
Food Guide Pyramid (FGP) Poster
FGP Handouts
Materials Needed for Activities:
Photocopied label packets

Welcome the participants to the CSFP Nutritional Education Workshop. Introduce instructor and/or volunteers. Give a description of the North Texas Food Bank and how we are involved. Describe the content of the lesson. Ask participants to please raise their hands during the class when they would like to answer your questions.

Introduction:
Instructor:

Q. What do you think the number one killer of Americans is today? Let me give you some choices: Cancer, accidents, cardiovascular or heart disease, HIV Aids, or Alzheimer's Disease.

A. Cardiovascular or heart disease.

How many of us either have heart disease ourselves or know of someone who does? What is cardiovascular disease? High blood pressure, coronary heart disease (heart attack and angina), congestive heart failure, stroke and heart defects that you are born with.

a. In 2001, heart disease killed 931,108 people.
b. Heart disease accounts for one in five women's deaths.
c. Stroke is the third leading cause of death in the US.

d. Strokes are becoming increasingly high in African Americans between the ages of 35-65.
e. In 2001, 184,757 people died from heart attacks.

Q. What are the risks for heart disease?
A. High blood pressure, obesity, smoking, diabetes and high cholesterol

Q. Okay, what is cholesterol?
A. Cholesterol is a fat like substance and is part of everybody cell and some hormones. Our bodies make all the cholesterol we need, so we don't have to get any from our food. There are two types of cholesterol, the good and the bad. An easy way to think of the good and bad cholesterol is to imagine that they are two buses that transport cholesterol around the body.

The "bad" LDL (low density lipoprotein) cholesterol is like a one way bus. It carries cholesterol from the liver (where cholesterol is made and recycled) and deposits in the arteries where it can cause blockage that leads to heart disease.

The "good" HDL (high density lipoprotein) cholesterol is like a second one way bus. It picks up cholesterol from the arteries and brings it back to the liver so the cholesterol does not harm arteries.

Q. Do we want to have LDL or HDL cholesterol in our bodies?
A. More HDL and less LDL lowers our risk for heart disease

Q. How do we get more HDL and less LDL cholesterol?
A. To increase HDL, stay active by exercising and trim away excess pounds if necessary. To decrease LDL, eat more foods with fiber and eat foods that are low in fat and cholesterol.

Q. Does that mean that you should never have any fat in your diet?
A. No. The body needs fat just like it needs every nutrient. It's important to watch the kinds of fat and the amount of fat that we eat through. Unsaturated fat is a healthier fat, because it comes from plant sources (olive oil and canola oil) while saturated fat is less healthy because it comes from animal products (butter and lard). Remember that anything we eat in excess will turn to excess weight in our bodies.

Instructor: Pass out Food Guide Pyramid handouts

Take a look at the food guide pyramid. Where do we find foods that are low in fat and cholesterol and high in fiber? Today, every food group has low fat and low cholesterol choices. Breads, cereals, etc. are naturally low because they are from plant sources. The dairy group offers low fat and fat free alternatives to their high fat counterparts. Even at the very top of the pyramid, we can find low fat and fat free salad dressings and mayonnaise. However, high fiber foods are found in the fruits and

vegetables, beans and other legumes and rice, cereal, bread and pasta group. Remember to look for foods that have WHOLE GRAIN or WHOLE WHEAT as one of their first ingredients.

Optional Activities:

#1 Take a Look at the Label

Conclusion:

Instructor:

Heart disease is a serious problem in the United States. We all know someone who has been affected by this disease. The great news is that many of the risk factors that are known to contribute to the disease are controllable by our diets. By making a few changes in the types of foods we eat, the way we prepare them and the amounts that we eat, we can significantly decrease our chances of developing heart disease.

Any Questions?

Thank you for participating today!

Suggested Activities for Lesson 4-Have a "Healthy" Heart

Activity #1 Take a Look at the Label

Instructor: Pass out food label packets.

Instructor: Consult a food label form a CSFP Food Box.
Participants: Consult food label packet.

Q. Where are total fat, cholesterol and fiber listed on your food label?
A. Fat is located near the top, cholesterol is listed right after fat and fiber is listed under carbohydrates

Q. To be considered a low fat product, how many grams per serving does it need to have?
A. 3 grams or less

To be considered a fat free product, the serving must have 0.5 grams of fat or less.

Q. To be considered a low cholesterol product, how many milligrams per serving does it have to have?
A. 20 milligrams or less

To be considered cholesterol free, the product must have 2 mg of cholesterol or less.

Q. how many grams of fiber per serving are we looking for to be considered a good source of fiber?
A. 2.5-5 grams per serving to be a good source of fiber.

Q. Do any of you have a high fiber, low fat or low cholesterol product?
A. Answers will very (beans, oatmeal, peas, some fruits and vegetables, whole grain products)

We said that all of the food groups have low fat, low cholesterol products. How about the animal proteins that are the meat, poultry, fish, beans, egg, nuts group? Can animal products be low in fat and cholesterol? Yes! It all depends on the types of meat that we choose. And remember, a serving of meat, poultry or fish is 3 ounces about the size of your palm.

Q. The skinless chicken breast is a good choice, but what about beef? What are the best cuts to buy?
A. Look for the word "round" or "loin" such as to p sirloin, top round, ground round, or tenderloin. Be sure trim off all visible fat before cooking.

Q. What are low-fat cooking methods or techniques?
A. Roasting, broiling and grilling are great ways to cook food without added fat, cholesterol or calories. Stay away from sautéing any types of food in butter.

Lesson 5

Shaking your Salt Habit

Goal: To educate CSFP participants with an overview of blood pressure and stroke statistics, the role of salt/sodium and blood pressure and how to reduce salt/sodium in the diet to decrease the chance of stroke and heart disease.

Objectives:
CSFP Participants will:

- Become familiar will the salt/sodium and blood pressure connection and how it relates to stroke
- Identify the amounts of salt/sodium needed for normal body function
- List high salt/sodium foods that are found in the diet
- Learn ways to decrease salt/sodium in the diet

Materials Needed for Lessons Only:
Measuring spoons
Materials Needed for Activities:
Photocopied label packets
Photocopied spice charts

Welcome the participants to the CSFP Nutrition Education Workshop. Introduce instructor and/or volunteers. Give a description of the North Texas Food Bank and how we are involved. Describe the content of the lesson. Ask participants to please raise their hands during the class when they would like to answer your questions.

<u>Instruction</u>
Instructor:
Last time, we talked about the number one killer in America. Do you remember what it was? Heart disease. We talked about the diseases that make up heart disease, which include high blood pressure, coronary heart disease (heart attacks and angina), congestive heart failure, stroke and heart defects that you are born with. Today, we are going to really focus on high blood pressure and strokes. How many of you have been told that you have high blood pressure?

Here are some statistics on high blood pressure or hypertension:

1. High blood pressure (hypertension)killed 44,619 Americans in 2000 and contributed to the deaths of more than 60,000 others.

2. High blood pressure increases the risk for heart disease and stroke, both leading causes of death in the United States.
3. About 1 in 4 American adults have high blood pressure.
4. High blood pressure affects about 1 in 3 African Americans, 1 in 5 Hispanics and Native Americans, and 1 in 6 Asians/Pacific Islanders.
5. Among people with high blood pressure, 31.6% don't even know they have it.

Here are some stroke statistics:

1. Strokes are becoming increasingly high in African Americans between the ages of 35-65.
2. Each year, about 700,000 people experience a stroke.
3. Strokes accounted for more than one of every 15 deaths in the country in 2001

Q. What causes high blood pressure?
A. The cause of high blood pressure is unknown, but there are certain factors associated with having a high blood pressure, one of them being excessive salt or sodium intake.

Q. What is a stroke?
A. A stroke can injure the brain like a heart attack can injure the heart. When you have diseased blood vessels in the brain a stroke can occur. Strokes cause brain cells to die. This brain damage may cause a person to lose control of certain functions such as speech movement and memory.

Q. We know that excessive salt intake is a risk factor associated with high blood pressure and strokes. How much salt do you think we should have in a day? How much salt do you think we actually consume in a day?
A. The average healthy American should consume 2400 mg or 2.4 grams or less per day. The average healthy American consumer between 6-18 grams a day! A teaspoon per day is all we need.

Hold up the teaspoon measurement to illustrate.

Q. Where do we find all these salty foods that we are eating every day?

A. Smoked, cured, salted and canned meat, fish and poultry
B. Regular hard processed cheeses, regular peanut butter
C. Processed meats such as lunch meat: bacon
D. Crackers , chips, pretzels
E. Regular canned and dehydrated soups, broths and bouillons
F. Regular canned vegetables
G. Most prepared or packaged foods
H. Nuts and seeds
I. Our salt shaker at the table
J. MSG-monosodium glutamate seasoning
K. Baking soda and baking powder

Q. What are some low sodium foods?

A. Fresh fruits and fresh vegetables
B. All fresh or frozen lean meats, poultry, fish shellfish, unsalted lean pork, egg whites, water packed tuna, canned salmon without added salt.
C. Unsalted nuts, seeds, low sodium peanut butter
D. Dried beans, peas and lentils
E. Low fat or fat free milk, low fat yogurts, low sodium cheeses
F. Whole grains or enriched breads and cereals; unsalted crackers, popcorn, bread sticks, pretzels
G. Pepper, spices, flavorings, vinegar, lemon juice, ketchup and mustard with no added salt, lo-sodium pickles, fresh ground horseradish, hot pepper sauce, garlic and onion powders, fruit juices, low sodium commercial salad dressings, homemade salad dressings without added salt, regular margarines or oils
H. Homemade dishes without added salt or vegetables canned without added salt as ingredients; unsalted fat-free broth, low sodium bullion, low-sodium commercial canned soups, homemade soups without added salt or canned vegetables as ingredients.
I. Fresh, frozen or low sodium canned vegetable products, low sodium tomato juice and other low-sodium vegetable juices, unsalted potato chips.

Optional Activities:
#1 Take a look at the Label

Conclusion:

Instructor:
Salt is everywhere we turn and in order to maintain a healthy lifestyle, we have to make choices to lower the amount of salt we are getting every day. By doing this, we will greatly decrease our chances of getting high blood pressure and suffering from strokes and other heart related disease.

Are there any questions?

Thank you for your participation!

Suggested Activities for Lesson 5- Shaking your Salt Habit

Activity #1 Take a Look at the Label

Instructor: Pass out food label packets.

Instructor: Consult a food label from a CSFP Food Box
Participants: Consult a food label packet

Q. How much sodium per serving does a product have to have to be considered low sodium?
A. 140 milligrams to be considered low sodium

Q. Does anyone have a low sodium product?
A. Answers will vary

It seems like it might be tough to reduce the amount of salt we get every day without sacrificing the flavor. After all, that is why we use salt , right? For the flavor. Herbs, spices and other seasonings can replace the salt and add more flavor to your favorite foods.

<u>Here are some common herbs and spices and ways to use them:</u>

Allspice – Lean ground meats, stews, tomatoes, peaches, applesauce, cranberry sauce, gravies, lean meat
Almond extract – Puddings, fruits,
Basil – Fish , lamb, lean ground meats, stews, salads, soups sauces, fish cocktails
Bay leaves - Lean meats, stew, poultry, soups, tomatoes
Caraway seeds – Lean meats, stews, soups, salads, breads, cabbage, asparagus, noodles
Chives – Salads, sauces, soups, lean meat dishes, vegetables
Cider vinegar – Salads, vegetables, sauces
Cinnamon – Fruits (especially apples), breads, pie crusts
Curry powder - Lean meats (especially lamb), veal, chicken, fish, tomatoes, tomato soup, mayonnaise
Dill – Fish sauces, soups, tomatoes, cabbages, carrots, cauliflower, green beans, cucumbers, potatoes, salads, macaroni, lean beef, lamb, chicken, fish
Garlic (not garlic salt) – Lean meats, fish, soups, salads, vegetables, tomatoes, potatoes
Ginger- Chicken, fruits
Lemon Juice – Lean meats, fish, poultry, salads, vegetables
Mace - Hot breads, apples, fruit salads, carrots, cauliflower, squash, potatoes, veal, lamb
Mustard (dry) - Lean ground meats, lean meats, chicken, fish, salads, asparagus, broccoli, Brussels sprouts, cabbage, mayonnaise, sauces
Nutmeg – Fruits, piecrust, lemonade, potatoes, chicken, fish, lean meat loaf, toast, veal, pudding
Onion (not onion salt) – Lean meats, stews, vegetables, salads, soups
Paprika – Lean meats, fish, soups, salads, sauces, vegetables
Parsley – Lean meats, fish, soups, salads, sauces, vegetables
Peppermint extract - Puddings, fruits
Pimiento – Salads, vegetables, casserole dishes
Rosemary - Chicken, veal, lean meat loaf, lean beef, lean pork, sauces, stuffings, potatoes, peas, lima beans
Sage – Lean meats, stews, biscuits, tomatoes, green beans, fish, lima beans, onions, lean pork

Savory – Salads, lean pork, lean ground meats, soups, green beans, squash, tomatoes, lima beans, peas
Thyme – Lean meats (especially veal and lean pork), sauces, soups, onions, peas, tomatoes, salads
Turmeric – Lean meats, fish, sauces, rice

Lesson 6
5 a Day- The Color Way!

Goal:
To educate CSFP participants on the importance of eating 5 fruits and vegetables a day with regard to reducing the risk of disease and introduce the ways to incorporate them into the diet to ensure optimal consumption.

Objectives:
CSFP Participants will:

- Become familiar with the serving sizes of fruits and vegetables
- Learn about the term "phytochemicals" and its importance in disease prevention
- Identifying fruits and vegetables using the color wheel
- Brainstorm on ideas to get more fruits and vegetables into their diets

Materials Needed for Lesson Only:
Fruit Color Chart
Materials Needed for Activities:
Food Guide Pyramid (FGP) Poster
FGP Handouts
Measuring spoons and cups
Scratch paper and Pen (1)
Scratch paper (5 pieces only) and Pens (5)

Welcome the participants to the CSFP Nutrition Education Workshop. Introduce instructor and/or volunteers. Give a description of the North Texas Food Bank and how we are involved. Describe the content of the lesson. Ask participants to please raise their hands during the class when they would like to answer your questions.

<u>Introduction</u>
Instructor:

1. How many of you eat 5 servings of fruits and vegetables a day? Do you think it's hard to eat that many fruits and veggies every day? Actually, researchers are now telling us to eat 5-9 servings of fruits and veggies every day. It's really easier than you think!
2. It is so important to eat these fruits and veggies every day because research shows that diets containing at least 5 servings of fruits and vegetables a day may prevent cancer, lower the risk of heart disease and diabetes and help maintain weight control

3. Those are pretty compelling reasons to eat fruits and vegetables. I know that all of you have suffered from these illnesses or know someone who has.

Q. Why are fruits and vegetables so good for us?
A. Fruits and vegetables are rich in vitamins, minerals and fiber. Vitamin A and vitamin C are the most prevalent in fruits and vegetables. They are also fat and cholesterol free! They are so packed with phytochemicals and antioxidants.

Q. Why are phytochemicals and antioxidants, chemical compounds in the diet?
A. Phytochemicals and antioxidants, chemical compounds ONLY found in fruits and vegetables, have powerful detoxifying properties. Phytochemicals are the natural plant properties that may provide a variety of health benefits. Many of the bright colors in fruits and vegetables come from phytochemicals. Antioxidants may protect us from unstable molecules in our bodies called "free radicals". Free radical damage may lead to cancer. Antioxidants interact with and stabilize free radicals and may prevent some of the damage free radicals otherwise might cause.

Does every fruit and vegetable have every vitamin, mineral and phytochemical we need to stay healthy? No. That is why it's important that we eat a variety of fruits and vegetables to ensure that we are getting all of the nutrients we need! An easy way to this is to choose the most colorful fruits and vegetables you can. Take a look at the Rainbow of Color!

Instructor: Challenge the participants to come up with examples of fruits and vegetables from each color group.

Here are some examples of fruits and vegetables by color group.

Blue/Purple: Blueberries, blackberries, plumbs, purple grapes, purple eggplant
Green: Avocados, green melons, green grapes, green beans, broccoli, green peppers, sugar snap peas
Red: Cherries, cranberries, watermelon, tomatoes, red peppers
Yellow/Orange: Apricots, cantaloupe, oranges, pumpkin, grapefruit, papaya, peaches, lemons
White: Bananas, garlic, ginger, cauliflower, brown pears, jicame, white corn

Optional Activities:
#1 Serving Sizes
#2 Brainstorm
#3 Color Groups

Conclusion
Instructor:

We know that fruits and vegetables contain many disease fighting properties and that they are good for us. Sometimes, it's hard to get 5 servings of fruits and vegetables in a day, much less 9 a day! But, with a

little thought, a little preparation and the ability to choose, we can all meet those requirements! Just remember the Color Way!

Are there any questions?

Thank you for participating today!

Suggested Activities for Lesson 6-5 A Day the Color Way!

Activity #1 Serving Sizes

Instructor: Pass out food Guide Pyramid handouts. Consult FGP poster and utilize measuring tools as visual aids.
Participants: Consult FGP handout

Let's review serving sizes of fruit and vegetables.

Q. What is a serving of canned fruit?
A. ½ cup
Remember to drain the syrup from the canned fruits and or buy fruits packed in light syrup or natural juices.

Q. What is a serving of dried fruit?
A. ¼ cup
Hold a ¼ cup measurement. Have you ever eaten apricots or dried bananas?
This all you need for a serving.

Q. What is a serving of leafy green vegetables (spinach, mustard greens)
A. 1 cup

Q. What is a serving of cooked broccoli?
A. ½ cup
Remember this can be canned, frozen or fresh-all are great for you

Q. How many servings is one medium banana?
A. 2

Q. I like orange juice in the morning. How much juice do I need to drink to get a serving?
A. ¾ cup

See? When you think about it, it's really easy to get 5 servings of fruits and vegetables in your diet every day!

Activity #2 Brainstorm

Instructor: Assign a scribe to write down all of the ideas that the group comes up with.

Still think you might have trouble convincing your family? Let's brainstorm on some ways to eat 5-9 servings fruits and vegetables every day!

Here are some ideas:

1. Remember that it doesn't matter if it's fresh, frozen or canned. Shop what's on sale and stock up on fruits and veggies
2. Plant a garden. You don't need a yard! Try container or part gardening. It's fun to do, you gain a sense of accomplishment and it's inexpensive way to eat your 5-9.
3. Add veggies to your pizza. If your family is a meat lover pizza family, tell them to add just 1 veggie that they like to the order.
4. Grill your vegetables! While you have the fire going, throw on onions, zucchini, peppers, squash, eggplant, carrots or whatever you like.
5. Mix a large amount of vegetables and put leftovers in the fridge. Add them the next day to soups, stews, salads and sandwiches.
6. Take fruit "to go". Fruit is nature's best snack because it has its own "coat" and doesn't need to be refrigerated. Keep something in your desk at work or in the car.
7. When you go out to eat, think about how you will get a fruit or vegetable in the meal. Restaurants always have other options than what are listed on the menu!
8. Put fruit into jello. Bananas, cherries, strawberries-pick your favorite.
9. Have fruit for dessert. It provides the sweetness you are looking for from chocolate and has fewer fat, calories and more of the healthy stuff.
10. Expose your children to a variety of fruits and veggies. Remember the color wheel. If you only eat apples, bananas and carrots, your kids will, too.

Activity #3 Color Groups

Instructor: If possible, divide the room into 5 quadrants. Select a "team leader" for each quadrant. Give each team leader a piece of scratch paper and a pen/pencil. Assign each group a color and challenge them to write down as many fruits and vegetables as they can that are that particular color. Give a 5 minute time frame. Once finished, have team leader read the list aloud. The group with the highest number wins.

Assign Group #1 Blue/Purple
Assign Group #2 Green
Assign Group #3 Red
Assign Group #4 Yellow/orange
Assign Group #5 White

Here are some examples of fruits and vegetables by color group. There are many, many more

Blue/Purple: Blueberries, blackberries, plumbs, purple grapes, purple eggplant
Green: Avocados, green melons, green grapes, green beans, broccoli, green peppers, sugar snap peas
Red: Cherries, cranberries, watermelon, tomatoes, red peppers
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