

Simply Good Eating



For Seniors

MI-08021
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2006

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Simply Good Eating for Seniors

Authors: Mary Darling, PhD, RD, Jill Gromberg, MS, RD, and Dana Wells
Project Coordinator: Jill Gromberg, MS, RD

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*For additional information on how to use this curriculum,
please refer to the **Simply Good Eating User’s Guide***

Simply Good Eating for Seniors: Working with Older Adults

By Mary Darling, PhD, RD Extension Nutrition Specialist (retired)
University of Minnesota Extension Service

Welcome to *Simply Good Eating For Seniors!* You'll find this material useful for teaching older adults about nutrition. The design is intended for use in small group settings. It would not be possible or wise to try to teach all the contents or use all the materials for each topic. Instead, choose strategies that are relevant to your specific audience. If you can, assess the participants' interests and needs before you begin.

Always congratulate participants on their efforts and encourage all of them to try the new ideas. After the first session, start each topic with a brief review of the previous topic. Ask participants if they have tried any new ideas, skills, or behavior since the previous class. Follow this by briefly explaining the purpose of the new topic and some of the activities. In other words, tell them what you have planned for the topic, do it, and when the topic is finished, tell them what was done.

Contact is important, and can be a meaningful gesture. Shake hands or touch people appropriately if you are comfortable doing so, and you feel that they are comfortable with your touch.

Use an audience-centered approach

As you begin to work with an older adult audience, get acquainted with them. Ask them about community activities, families, and living arrangements. What expertise in food and nutrition do they bring? What cooking do they do? Are they watching television programs on cooking and health? Have they read magazine articles or books? Learn about their health concerns. Ask about their perspectives of the cost of food or eating at restaurants. Older adults already have a lifetime of information about food and health. They and their friends may be very well informed. Others may be interested in learning, but too much information can overwhelm them and they may lose interest.

The ability to make new friends and maintain social contacts with all age groups is a very important skill to practice and cultivate. Try to remember participants' names. Use their names so others can hear the names. Help them get to know each other by using nametags or name tents on the tables.

People are often preoccupied with other things, and it is important to understand their priorities. Sometimes they are worried about the weather, transportation, or being on time for their next appointment. Be aware of unspoken or spoken concerns and let them know you understand.

Adapt this curriculum to the local and personal interests of the participants. Use the quizzes and guessing games to allow the participants to assess their own knowledge and skills, as well as to help you evaluate their knowledge and skills and plan programs. Encourage exchanges of mutually beneficial information about personal experiences and knowledge of local resources.

Identify target subgroups

Women and members of ethnic minorities make up large subgroups of low-income elderly persons. Be sensitive to the food and health interests and practices of these and other subgroups. Are there religious practices associated with food, such as giving up a food or fasting in preparation for a holy day? Are there beliefs about food being healthful or harmful during an illness or creating an imbalance in the body? Usually these beliefs and practices are not harmful and should be acknowledged by the nutrition educator.

Some older adults have emigrated from other countries. English is often their second language. Determine the ability of the participants to read and write English or other languages by observing their ability to read bulletin board announcements, menus, and newspapers.

Use known motivators

Motivators vary with each person. Identify and use motivators that are meaningful to your participants. The most obvious motivator is to get something good to eat. Some other motivators are:

- Having a good time or being entertained
- Maintaining health and feeling good
- Saving money; being thrifty
- Learning practical solutions to problems; learning relevant information
- Finding someone to talk to; meaningful friendships; social interaction
- Being a winner; being a participant; being recognized

Use active learning techniques

Education is a partnership between the teacher and the learner. Teachers can ask learners to make decisions about topics and food preparation. Teachers can allow time for activity and open discussions. Teachers can plan for the participants to use as many senses as possible: sight, sound, smell, taste, and touch.

Participants can help gather equipment and distribute handouts. They can prepare reports or assignments, create promotional material, and invite others to join the group.

Encourage and reinforce behavior change instead of emphasizing facts

In food and nutrition education, we have a long history of trying to explain the “whys” or the science that we know. Most people do not want to know the “whys.” It is important that we spend less time on simply teaching knowledge or information and more time emphasizing what people need to do. For example, instead of emphasizing that fruits and vegetables are good sources of vitamins, minerals, and fiber, help participants identify ways they can fit more fruits and vegetables into their diets. Emphasize their existing positive behaviors, and support plans for appropriate changes.

Research indicates that it takes three to six months of practice for people to start a new behavior pattern. For some behaviors, several years of a cycle of practicing, relapsing, and trying again may be necessary before a behavior becomes permanent.

Be sensitive to age-related or health-related changes

Living a long time means that a person has had more life experiences. These experiences may include hunger, illnesses, accidents, bad health habits, or perhaps taking medication for several decades. Each one deals with these experiences in different ways, responding to these stresses with their personal resources and genetic potential.

A common change is hearing loss; 70% of the population lose some ability to hear. Some lose strength in their hands and legs; many have changes in their vision and short-term memory. By age 65, about half of the adults have modified their food intake for health reasons.

Take every precaution to reduce the possibility of causing food-borne illness among older adults. The immune system is not as efficient as it was at a younger age, and it takes longer for the body to replace worn-out cells, overcome infections, and repair wounds. The body takes longer to return to recover after an illness, surgery, or an accident. This is the primary reason that older adults are at greater risk for food-borne illnesses and why safe food handling practices and nourishing foods are essential.

One thing that does not change very much is the ability to learn, although, because of impairments in hearing and sight, older adults need more time and individual attention to learn.

Adapt teaching resources for older adults

To make the best use of resources and maximize the effectiveness of teaching, consider the following ideas.

Reading material and visuals

Legible handouts are important; they allow the participants to review the material and to share the information with their families and others. Remember that writing may be difficult, and it may be hard for persons whose hands are arthritic or who have had a stroke to hold onto papers.

Make sure handouts and visuals are easy to read. Vision problems, such as macular degeneration, mean that some older people can see well enough to get around, but they can't see to read or write. They cannot see what is directly in front of them. Although it may be poorly focused, they can see around the edges of the fuzzy spot in the center of their vision.

Use large print. Use type fonts that are 14-point or larger. Limit transparencies or slides to 6 to 8 lines using fewer than 15 to 20 words. A letter on a screen or a poster must be at least 1 inch high if it is to be read 30 feet away.

Use letters with serifs. Fonts such as Century Schoolbook, Times New Roman, or Garamond are easier to read than block letter fonts such as Futura or Helvetica.

Use uppercase and lowercase letters. For example, use "Simply Good Eating," not "SIMPLY GOOD EATING."

Include a lot of "white" space. Limit lines to 70 characters. Avoid long lines of type. Use wide margins or a column format, such as a newspaper. Columns are easier to read.

The following list of color choices is in order of ease in reading:

- Black on yellow or beige
- Red on white
- Black on white
- Green on white
- Blue on white
- Yellow on black

Lighting

Have plenty of "good light," and avoid "bad light" or glare. Do not stand in front of windows or mirrors; the daylight or the glare from the glass can be very hard for participants to look at.

The glare of slick, shiny paper used for some restaurant menus, brochures, and magazines can make them difficult to read. Bright, shiny floors that reflect light can be barriers to people who have difficulty seeing and walking.

Avoid sudden changes in lighting. Always have some lights on so people can see to move around.

Avoid wide seating angles relative to the screen or speaker. Try to have the people sit in front of the screen or speaker. When you talk, face the people so they can see your face, and, if they need to, read your lips. Don't walk into the audience or pace back and forth like some television talk show hosts. If you do not have a relevant visual aid, turn off the projector or cover the lens. That way, people do not have to look at a shiny, blank screen while you talk.

Sound

Use a low-pitched voice, projecting from your diaphragm. Speak clearly and enunciate carefully. Slowing your rate of speech may be helpful, but clear enunciation is essential.

A loud voice may not be necessary if pronunciation is clear and the pitch is low.

Keep your hands away from your face as you talk, in case people are lip-reading. Do not exaggerate your mouth movements.

Use a microphone, if it is available. Some speakers start with a strong voice, but their voices fade in a few minutes.

Eliminate or reduce background noises, such as fans or equipment from nearby kitchens. If other people are talking, politely ask them to step outside the room.

Use visuals that have the same message as your comments. Do not leave a visual on the screen when you are talking about something else; this may confuse the listeners. Turn off the projector or cover the lens.

Strength and stamina

As you work with older adults, remember that . . .

- Opening jars or milk cartons can be hard on arthritic hands. You may want to open these ahead of time.
- Grasping utensils with small handles, such as paring knives, may be difficult. You may want to have larger-handled or “adaptive” utensils available.
- Redistribute the contents of bags or boxes of groceries or other supplies to reduce weight. Although it takes time, it is better to make more trips than to try to move heavy loads.
- Plan activities so participants won’t need to lift hot casserole dishes or heavy pots of water from the oven. This may be difficult and even dangerous.
- Consider table heights, counter heights, and chairs for people who need to sit or are in wheelchairs while involved in an activity. Identify places for people to hang their walking canes or put their walkers.
- Make sure that hand-washing and rest room facilities are readily available, so people can wash their hands or go to the bathroom without walking a distance.

Consider the nutritional status of older adults

As more Americans live longer, there is increasing concern about maintaining the quality of their lives through healthy habits or lifestyle practices. Eating habits are important for long- and short-term health. For example, *Nutrition 2000: Plan for Community Nutrition Services for Older Persons in Minnesota*, published by the Minnesota Board on Aging (1996), describes the nutritional needs of older persons, including the results of screenings of senior nutrition program participants in Minnesota. The report suggests that at least 150,000 Minnesotans over age 60 (20.5%) are at high risk nutritionally. This means they are getting too little or too much energy (calories) or other nutrients such as calcium or protein. Another 300,000 people (40.2%) are at moderate nutrition risk.

Studies elsewhere have found that some older adults eat less food than required to meet energy and nutrient recommendations. Intakes of vitamins A and D, thiamin, riboflavin, folic acid, calcium, and zinc are low. Calcium and vitamin D intakes are important for reducing the risk of osteoporosis.

Good nutrition is key to good health. Congregate dining or senior nutrition programs, home-delivered meals, and other food assistance programs, such as food stamps, provide older adults access to nourishing food. Some older people do not participate in these programs although they are eligible. Encourage them to enroll, because such programs help expand their often limited resources to help pay for housing, heat, transportation, and medication.

Older adults often view the food budget as a place where they can save money, but that is only true to a point. Malnutrition can occur relatively quickly when the variety of food becomes very limited, or the amount of food is inadequate, or regular meals are not eaten because of lack of appetite or illness. Eating healthfully is a good investment of their money.

Consider other characteristics of aging

The ability to learn decreases only slightly as we age. Everyone changes some of their habits as they get older, and we all need information and skills so that we are informed when we make the changes. As in all groups of people, some older persons will resist change more than others. People often respond to our expectations of them, so expect the best!

Hearing loss is very common, with progressive loss of ability to hear high-frequency tones, like birdsong. Loss of the ability to hear softer tones interferes with conversation, causing people to be left out (or feel socially isolated) because they do not know what is going on. No one, including the individual with the hearing loss, realizes that they did not hear what was being said. Hearing loss increases the challenge of staying in touch with family and friends and making new friends.

Vision is reduced because of changes in the eye. There may be cataracts, yellowing of the lens of the eye, “floaters,” fuzziness, or blurring. The lack of tears or excessive tearing may be problems. Diabetes is the primary cause of loss of vision in older adults.

Body weight increases and then starts decreasing around ages 75 to 80. Height diminishes. The skin becomes thinner, wrinkled, less elastic, and drier. Blemishes or spots appear on the skin. The hair thins and turns gray.

The appetite may decrease, and the risk of malnutrition is greater. The senses of smell and taste may diminish. This may be caused by illness or medication, as well as by the aging process. Some people forget to eat; some people do not feel like eating when they are alone.

The strength or activity of digestive juices and enzymes decreases with age. Some people eat small meals or limit the variety of food they eat because of heartburn or gastric discomfort. Chewing food, eating slowly, eating small and frequent meals, walking, or sitting upright after a meal may help reduce indigestion. Some may eat larger meals early in the day and have a light evening meal.

The flow of saliva decreases, especially because of certain medications or illnesses. This makes it very difficult to moisten the food and swallow it. A source of liquid, such as water, broth, soups, or juices, should be available so people enjoy tasting food.

Some people who have had strokes may have difficulty swallowing unless the food is moist. They may also have difficulty with liquids. Because the muscles of the throat are not working properly, food easily slides into their lungs, causing them to choke or to get pneumonia.

Dentures are not as common as they used to be. If people do have dentures or partial dental plates, it is important that they fit properly. They may need to be adjusted every year or two as bone loss from the jaw or weight changes alter the fit. Improperly fitting dentures can create sores, and chewing becomes very painful. In addition to chewing, healthy teeth and gums are important for clear speech and a smile.

Seniors may lose their sense of thirst and may not drink enough water. This results in dehydration, which causes the body to function less efficiently and medications to work less effectively. Encourage participants to drink plenty of water. Remind them that alcoholic beverages have diuretic properties, causing the kidneys to remove water from the body. At the same time, older adults—both men and women—can experience urinary incontinence, and drinking more water results in having to go to the bathroom more often. Easy and quick access to rest rooms is necessary.

Exercise is beneficial, but needs to be adapted to each person’s capabilities. Aging brings changes in weight and fat distribution that exercise may not counteract. It is still important to use the muscles of the body and to stay fit, even if one doesn’t have the figure of a younger adult. Encourage participants to talk with their health care providers about increasing their physical activity.

Adjusting to the physical changes of aging, as well as reduced income and changing social roles, can be hard work. Growing old can be tough! Encourage older people to be independent and interdependent as they learn new ways of living and maintaining the quality of their lives.



Simply Good Eating for Seniors
Boning Up on Calcium



Simply Good Eating for Seniors

Boning Up on Calcium

The goal of this lesson is to help participants identify good sources of foods that contain calcium naturally, such as dairy products and certain vegetables, and foods that have been fortified with calcium, such as orange juice, and to help them plan ways to increase calcium intake.

Basics of Boning Up on Calcium

As we grow older, we lose some of the minerals in our bones: this decreases the density (or hardness) of our bones. It is a complex process that is affected by genetics, alcohol use, smoking, medications, and physical activity, as well as nutrition.

Osteoporosis, or “thinning bones,” occurs most often in women after menopause (around age 50), but both men and women lose calcium from their bones, and both may suffer from osteoporosis. Osteoporosis can be painful and debilitating, and can lead to crushed vertebrae and broken bones, especially broken hips.

Adults over age 50 should consume 1200 milligrams or more of calcium a day to slow down the loss of calcium from their bones. (2500 milligrams is considered the upper tolerable limit for calcium intake.) The food label’s Percent Daily Value for calcium is based on 1000 milligrams, so instead of 100 percent of the daily value for calcium, older adults need to eat about 120 percent each day (1200 milligrams).

On average, adults eat about half the amount of calcium they really need, or about 600 milligrams of calcium each day. Twelve hundred milligrams is the amount of calcium one can get in about four cups of milk. Other sources of calcium may include yogurt, cheese and other dairy food, some vegetables, and foods that are fortified with calcium, such as orange juice or cereal. In some cases, your doctor may prescribe calcium supplements or medications that help to absorb or retain calcium in the body.

People with lactose intolerance tend to experience stomach pain, bloating, gas, and diarrhea within a few hours after eating foods that contain lactose, the naturally occurring carbohydrate in milk. In spite of this, they may still be able to tolerate small amounts of milk, or they may be able to eat other dairy products that contain lower amounts of lactose. Lactose intolerance is not the same as a milk allergy, which is a reaction to the protein in milk. People with milk allergy must avoid all milk products. If you suspect that you are either lactose intolerant or have a milk allergy, ask your doctor, to ensure an accurate diagnosis.

Learning Objectives

After completing this lesson, participants will be able to:

1. Name foods that naturally contain or are fortified with calcium.
2. Assess their own eating habits to determine whether they are getting enough calcium.
3. Plan ways to increase calcium intake by increasing serving sizes or frequency of eating sources of calcium-containing foods.

Instructional Activities

The following activities can be used with either individuals or groups, as noted. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Calcium Treasure Chest
2. Am I Getting enough Calcium?
3. Lactose Intolerance: “I Like Milk, but Does Milk Like Me?”
4. Cooking Demonstrations

Conclusions

See individual activities for specific topics.

Use the handout, “Tips for Boning up on Calcium” to help summarize the lesson.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.



Introduction: **Background on Boning Up on Calcium**

You (the facilitator) may use the following as an opening “script” to introduce this topic to participants (see “Basics of Boning up on Calcium,” at the beginning of this section).

Let’s take a moment to think about some of your relatives or friends. Have any of them become shorter as they have aged? Can you think of someone who has broken his or her hip? Why do you think that happened?

As we grow older, we lose some of the minerals from our bones. This decreases the density (or hardness) of our bones and can make them more likely to break. This process of “thinning bones” is called osteoporosis. Osteoporosis is more common in women, although it can happen in men, too. In addition to broken hips, osteoporosis can lead to crushed bones in the spine, which can cause us to become shorter as we age. It can also cause other broken bones and can slow down the healing process once a bone is broken.

Several factors affect whether we might develop osteoporosis, including:

- Genetics (traits we inherit from our parents and grandparents)
- Food choices
- Physical activity levels
- Medications we take
- Alcohol use
- Smoking or use of other tobacco products

Today, we will focus on our food choices and how they affect our risk for developing osteoporosis.

Ask the participants: Can you tell me what nutrients in food help to build bones? Calcium and vitamin D are the main nutrients involved in bone building.

Ask: What does calcium do? Calcium gives hardness to bones. Our bodies also use small amounts of calcium to help muscles work and to keep our hearts beating. If we don’t get enough calcium in our diets, our bodies take calcium from our bones to make sure we have enough calcium for these other important needs.

Ask: What does vitamin D do? Vitamin D is important for healthy bones, because it helps calcium to be absorbed. If we don’t get enough vitamin D, our bodies cannot use a lot of the calcium we eat. We can get vitamin D in two ways. Vitamin D is made in the skin when it is exposed to sunlight, and we can also get vitamin D through food. As we grow older, our bodies are less efficient at making vitamin D in the skin, so food sources are very important. Food sources of vitamin D include fortified milk, soy milk, breakfast cereals, egg yolks, and fatty fish. Many dairy products such as yogurt, cheese, and ice cream are not usually fortified with vitamin D. Vitamin D can be harmful in large amounts, so check with your doctor before taking a vitamin D supplement.

Adults over age 50 need at least 1200 milligrams (mg) of calcium each day to prevent the loss of calcium from their bones. This amount of calcium is found in four servings of calcium-rich foods, such as milk, yogurt, and cheese, or fortified foods, such as orange juice or cereal. Some vegetables also contain calcium, but one must usually eat larger servings to get the amount of calcium found in one dairy serving. On average, adults eat about half of the calcium they need.

References and Resources

(1) *Osteoporosis Prevention, Diagnosis, and Therapy Consensus Statement*; (2) *Prevention: Calcium and Vitamin D*; (3) *American Dietetic Association website*; (4) *Osteoporosis Awareness Program (Massachusetts Health Promotion Clearinghouse)*; (5) *Midwest Dairy Council website*.

Activity 1

Calcium Treasure Chest

Purpose:	To help participants compare the calcium content of familiar or frequently consumed foods.
Materials needed:	Selected <i>Dairy Council Food Models</i> ; packages or labels from foods that contain calcium, including calcium-fortified foods (see the list in “Before the Session” below); box or bag decorated as treasure chest; handout: “Sources of Calcium”; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 minutes

Before the Session

Select a wide variety of calcium-containing foods. Select: 1) dairy foods that are good sources of calcium (milk, cheese, yogurt); 2) mixed food dishes that contain sources of calcium (tacos, macaroni and cheese); 3) dairy products that are not good sources of calcium (sour cream, cream cheese, cottage cheese, butter); 4) non-dairy sources of calcium (canned salmon or sardines, collard greens, or broccoli); and 5) foods that are fortified with calcium (orange juice, hot cocoa mix, ready-to-eat cereal and tofu, if it has been processed with calcium). Place the food models, packages or labels in a box or bag that has been decorated as a “treasure chest.”

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Alternative 1

1. **Ask participants** to select one item from the grocery bag “treasure chest” and to say which item they have chosen, going around the group until all the food models have been selected.
2. On the back of each food model (or on the food label), ask the participants to find Percent (%) Daily Value for calcium.

Tell participants:

The food label’s % Daily Value for calcium is based on 1000 milligrams.

One cup of milk contains 300 milligrams of calcium. To learn what percentage 300 is of 1000, we take 300 and divide it by 1000, which gives us .30 or 30 percent as a result. This means that, on the food label, the % Daily Value will read “30%” (as 300 milligrams is 30 percent of the general guideline of 1000).

Adults over 50 years old should consume 1200 milligrams or more of calcium each day to slow down the loss of calcium from their bones. So instead of 100 percent of the Daily Value for calcium, adults over 50 need to eat about 120 percent each day (1200 milligrams). On average, adults take in about half the amount of calcium they really need, or about 600 milligrams of calcium each day. We should try to increase that amount to 1200 milligrams—the amount of calcium found in about four servings of calcium-rich foods.

Also explain that it is possible to get too much calcium. This usually doesn't happen if one is getting their calcium from foods alone, but it can happen if someone is taking calcium supplements. Taking more than 2500 milligrams of calcium (from food or supplements) may be harmful. If you are taking supplements, it's important to check with your doctor about the amount you should take.



3. **Ask participants** if they know of other calcium sources besides milk, cheese, and other dairy products. Distribute the “Sources of Calcium” handout and review with the participants.

Note: *Other sources of calcium besides dairy products may include fish with bones (such as sardines or salmon – but you may need to watch the sodium), calcium-fortified foods (such as juices or cereals), green leafy vegetables, dry beans, and tofu, if processed with calcium. Keep in mind, however, that vegetables and beans contain smaller amounts of calcium than other calcium sources such as dairy foods, and the calcium from vegetables and beans may be more difficult to absorb.*

4. Ask each participant to determine the highest and lowest sources of calcium on the foods he/she selected, and compare the amounts of calcium found in the rest of the food models they have.

Alternative 2 **(may work better with a large group)**

1. Give each participant one of the *Dairy Council Food Models*.
2. On the back of each food model (or on the food label), ask the participants to find Percent (%) Daily Value for calcium and to remember that number.
3. Ask all participants to hold their food model up in the air.
4. **Tell participants:** If your food has a % Daily Value for calcium that is between zero and five percent, put your hand down. **Ask:** If you just put your hand down, what foods are you holding? Each of these foods would be considered “low” in calcium because the % Daily Value is five percent or less.
5. **Tell participants:** If your food has a % Daily Value for calcium that is between 6 and 10 percent, put your hand down. **Ask:** If you just put your hand down, what foods are you holding? Each of these foods have a little more calcium per serving, but they are still not considered good sources of calcium, unless, perhaps, you eat a larger serving than that listed on the label. We will talk about “good” sources of calcium next.
6. **Tell participants:** If your food has a % Daily Value for calcium that is between 10 and 19 percent, put your hand down. **Ask:** If you just put your hand down, what foods are you holding? Each of these foods would be considered “good” sources of calcium because the % Daily Value is between 10 and 19 percent.

7. **Tell participants:** If your food has a % Daily Value for calcium that is greater than 20 percent, put your hand down. **Ask:** If you just put your hand down, what foods are you holding? Each of these foods would be considered “excellent” sources of calcium because the % Daily Value is more than 20 percent.

Conclusions

Tell the participants: On average, adults take in about half the amount of calcium they really need. However, there are ways we can increase the amount of calcium we eat. Food labels can help us choose foods that are higher in calcium and keep track of the amount of calcium we eat each day. Knowing about foods that are high in calcium can help us to use these foods in meals and snacks. Many dairy products, mixed dishes, fortified foods, and a few non-dairy foods are good sources of calcium. Plan to eat some calcium-rich foods each day.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How many servings of calcium-rich foods does an adult over age 50 need to take in every day? (*Four servings, to equal 1200 milligrams or more*)
2. How many calcium-rich foods do you think that you eat per day?
3. Do you currently eat many foods that are fortified with calcium? What fortified foods would you consider adding to your diet? (*Cereal, juice, or tofu—if it has been processed with calcium*)

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Dietary Reference Intake Tables: Elements Table*; (2) *Dairy Council Food Models*.

Activity 2

Am I Getting Enough Calcium?

Purpose:	To help participants determine if they are getting enough calcium daily.
Materials needed:	Handouts: “Bone Builder Word Search,” “Bone Builder Word Search Solution,” “Calcium Calculator”; paper and pens; flipchart or writing board; pens/markers or chalk.
Estimated time:	10-15 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Distribute copies of the “Bone Builder Word Search” handout and ask participants to complete. Then, distribute the “Bone Builder Word Search Solution” and review with participants.
2. Distribute the “Calcium Calculator” handout. Tell participants that the handout shows dairy foods, non-dairy foods, mixed dishes, and fortified items that are good sources of calcium. A few dairy foods that are not good sources of calcium are also listed on the handout (butter, sour cream, cream cheese). Participants will use the handout to estimate how much calcium they eat in a typical day.
3. Ask participants to think about what they ate for breakfast, lunch, dinner, and snacks the previous day. Instruct participants to circle the stars beside foods they ate the previous day. Ask participants to think about how much of each food they ate, since the number of stars beside each food is based on the serving sizes shown on the handout. If participants ate more of a food than the serving size on the handout, instruct them to draw extra stars beside that food. If they ate less than the amount listed, they should circle only a portion of the stars beside the food. For example, one ounce of cheese is worth two stars, but if they ate $\frac{1}{2}$ ounce, they should circle only one star. If they ate two ounces of cheese, they should draw two extra stars for a total of four stars.
4. Tell participants that each star equals approximately 100 milligrams. Ask them to count the number of stars they circled and drew in the “Extra Stars” column. Tell participants to use the results key to estimate how much calcium they ate.

Conclusions

Tell participants: The purpose of this activity was to help you find out how much calcium you eat in a usual day. If you think you are not taking in enough calcium, plan to eat a few more servings of calcium-rich foods every day. Use the handout to help you identify some of these foods. Planning ahead to eat certain foods during meals and snacks can help us get enough calcium.

Check for Understanding and Behavior Change

Ask participants to state one idea that they have learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How many servings of foods containing calcium do you think you get in a typical day?
2. What changes can you make to your meals to add more calcium-rich foods to your diet?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Bowes and Church's Food Values of Portions Commonly Used*; (2) USDA National Nutrient Database for Standard Reference, Release 18 website.

Activity 3

Lactose Intolerance: "I Like Milk, but Does Milk Like Me?"

Purpose:	To help participants identify and compare foods that may provide sources of calcium for someone who is lactose intolerant.
Materials needed:	Handouts: "Hangman Game: Milk and Me," "Tips for Tolerating Dairy Foods," "Calcium Food Labels," "Sources of Calcium"; flipchart or writing board; pens/markers or chalk.
Estimated time:	25 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Explain that you will be playing a game like "Hangman". Ask participants if everyone is familiar with that game; if not, explain briefly that the goal of the game is for participants to guess the letters of hidden words. Individuals take turns in choosing a letter that might be contained in the word. If the word contains the letter, the letter is recorded in the appropriate blank. To avoid duplication, list on the flipchart all the letters that have been guessed, but are not contained in the word.
2. Distribute the "Hangman Game: Milk and Me" handout. On the flipchart, record the first set of blanks listed on the handout. Tell participants that they will solve one set of words at a time and discuss it before going on to the next. Ask them to take turns guessing letters. As letters are filled in on the flipchart, participants can complete the corresponding letters on their handouts. After they have solved one set of letters and you have discussed the word using the information below, go on to the next word. Participants can form teams to play the game, with the team that guesses a word receiving a point.



Note: The answers to the game are: “lactose intolerance,” “milk,” “yogurt,” and “fortified orange juice.” Use the “Calcium Food Labels” handout for examples of food labels for milk, yogurt, calcium-fortified orange juice, calcium-fortified cereal, calcium-fortified soy milk, broccoli, dry beans, almonds, and tofu when you discuss these foods.

Lactose intolerance: Ask participants:

Has anyone ever heard the term, “lactose intolerance”?
Do you know anyone who experiences lactose intolerance?

Describe lactose intolerance, using the following information. Lactose is a carbohydrate that is found in milk. People with lactose intolerance make too little lactase, an enzyme found in the intestine that helps to break down lactose so we can digest it. People with lactose intolerance tend to experience stomach pain, bloating, gas, and diarrhea within a few hours after eating foods that contain lactose. The severity of the symptoms of lactose intolerance can vary from person to person.

Milk: Tell participants that foods containing lactose include milk and foods made from milk, such as yogurt, ice cream, and cheese. Show participants the sample food label for milk, and point out where the % Daily Value for calcium can be found on the label.

Ask: How might people with lactose intolerance still be able to eat dairy products?

Hand out “Tips for Tolerating Dairy Foods” and explain that in spite of lactose intolerance, some people may still be able to have small amounts of milk, or they may be able to eat other dairy products that contain lower amounts of lactose, such as cheese. To tolerate milk better, a person may drink smaller amounts more often. For example, while someone may not be able to tolerate one cup of milk, they might be able to drink $\frac{1}{2}$ cup of milk. For people who find they are extremely sensitive to lactose and cannot tolerate even small amounts of milk, lactose-free milk may be available at some grocery stores. Review the tips provided on the handout.

Yogurt: Explain that yogurt is one example of a cultured dairy food. Another example is cheese. These foods are referred to as “fermented” dairy foods, because healthy bacteria are used to develop, or “culture,” the food to its final form. People with lactose intolerance may better tolerate fermented dairy foods.

Show participants the sample food label for yogurt, and point out where the % Daily Value for calcium can be found on the label. Compare the amount of calcium in a serving of yogurt to that found in a serving of milk.

Fortified orange juice: Tell participants that some types of orange juice are fortified with calcium.

Ask: Do you know of any other foods that are fortified with calcium? Have you tried any foods fortified with calcium?

Explain that calcium-fortified foods, such as calcium-fortified orange juice or cereal, may help you meet your calcium needs. Milk made from soy or rice is also available in many grocery stores, but check labels to ensure that it contains calcium. Tofu may also be a source of calcium, if it has been processed with calcium.





Show participants the sample food labels for calcium-fortified orange juice, calcium-fortified cereal, and calcium-fortified soy milk. Demonstrate where the % Daily Value for calcium can be found on each label, and how their calcium amounts compare to that found in milk. Remind participants to look for “calcium-fortified” soy milk, as some are not fortified with calcium.

3. Distribute the “Sources of Calcium” handout (or ask participants to refer to this handout, if they received it in an earlier activity). Discuss the following additional information.

Nondairy sources of calcium: Tell participants that other sources of calcium besides dairy products may include fish with bones (such as canned sardines or salmon—but you may need to watch the sodium), calcium-fortified foods (such as juices or cereals), green leafy vegetables, dry beans, and tofu, if processed with calcium. Keep in mind, however, that vegetables and beans contain smaller amounts of calcium, and the calcium from these foods may be more difficult to absorb.

Show participants the sample food labels for broccoli, dry beans, almonds, and tofu. Demonstrate where the % Daily Value for calcium can be found on each label, and how their calcium amounts compare to that found in milk. Tell participants that one usually must eat a larger serving of non-dairy sources of calcium to obtain the amount of calcium one gets in a glass of milk. For example, one would need to eat 3 cups of cooked broccoli, or 2½ cups of cooked dry beans or peas, or 4 ounces (about ¾ cup) of almonds, or about ⅔ cup tofu (that has been processed with calcium) to obtain the amount of calcium available in one glass of milk.

Calcium supplements: **Tell participants:** If you are not able to eat four calcium-rich foods each day, you may need to ask your doctor if you should take calcium supplements. Do not take these on your own, however, because too much calcium can harm your system. Your doctor may want to consider other factors such as your health history and current medications before recommending that you start taking a supplement, or may want you to take a particular calcium supplement.

Lactose intolerance vs. milk allergy: Tell participants that lactose intolerance is not the same as a milk allergy (a reaction to the protein in milk). People with milk allergy must avoid all milk products. People who suspect that they have either lactose intolerance or a milk allergy should talk with their doctor to ensure an accurate diagnosis.

Conclusions

Tell the participants:

It is important for adults over age fifty to consume enough calcium. This may be especially challenging for people with lactose intolerance, because they may experience difficulty eating some dairy foods. However, there are many ways people with lactose intolerance can eat enough calcium. They may be able to tolerate small amounts of milk or other dairy products. Foods fortified with calcium or non-dairy calcium-rich foods may help lactose-intolerant people meet their calcium needs.

People who are extremely sensitive to lactose may look for lactose-free milk or lactose enzyme drops (to add to milk) or tablets (to take before eating foods that contain lactose).

Check for Understanding and Behavior Change

Ask participants to state one idea that they have learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants to name two foods that are good sources of calcium that someone with lactose intolerance can eat.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

American Dietetic Association Complete Food and Nutrition Guide.

Activity 4

Cooking Demonstrations

Purpose:	To help participants become familiar with economical, calcium-rich recipes.
Materials needed:	<i>Simply Good Eating for Seniors Recipe Cards</i> : “‘Boning Up on Calcium’: Easy Calcium-Rich Recipes” (MI-08022); other materials vary with recipes selected for demonstration (listed below).
Estimated time:	15-20 minutes or more

Note: *The 13 recipes for this activity are found in the **Simply Good Eating for Seniors Recipe Cards** set. They are excellent sources of calcium. Most provide about 20 percent of the Daily Value of calcium (200 mg) per serving, assuming that people eat the suggested serving size. Some can be prepared without any cooking appliances; some require a microwave oven, an electric fry pan; or a blender or food processor. Some could be made ahead of time.*

The first three recipes are dry mixes that can be prepared in advance:

- Cream Soup Mix with Variations
- Hot Chocolate Mix
- Magic Mix for Pumpkin Pudding

Divide the mixture into three or four sealed packages (plastic bags). You might want to use the sealed packages of mix as door prizes.

Note: *The following 10 recipes are for foods that can be prepared during the lesson.*

- Skillet Lasagna
- Microwave Melted Cheese Sandwich
- Personal Pizzas
- Southwest Layered Dip
- Vegetable Stir Fry (This recipe contains foods that are non-dairy sources of calcium.)
- Salmon Patties
- Shakes to Sip: Tropical Fruit Shake, Berry Shake
- Shakes to Sip: Banana Shake, Orange/Apple Smoothie

Select a recipe to prepare, based on cooking facilities you have available.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. First, ask if anyone is lactose intolerant. Suggest that anyone with lactose intolerance may be able to use cheese-based recipes and substitute calcium-fortified rice milk or soy milk for other milk in the recipes.
2. Tell participants that the recipes in this lesson are easy to prepare.
3. Distribute copies of the recipe handout and explain that these recipes are for economical foods that provide calcium. Tell participants which recipe you will be preparing, so they can follow along in the handout.
4. Explain that the first three recipes use nonfat dry milk:
 - Cream Soup Mix
 - Hot Chocolate Mix
 - Magic Mix for Pumpkin Pudding (recipes for both the Magic Mix and Pumpkin Pudding are included)

Each soup recipe contains from 200 to 350 milligrams of calcium, depending upon the amounts of other ingredients that might be added.

Show participants the packages of dry mix that you have prepared, and tell them that it is important to use airtight packaging or containers to maintain quality and prevent rodents or insects from getting into food.

5. **Tell the participants** that other recipes containing good sources of calcium are also provided in the handout. For the recipes containing cheese, you can use processed cheese food that has been fortified with calcium. Explain that this may double the amount of calcium in the recipe
6. Prepare one of the following 10 recipes. Discuss the ingredients containing calcium as you add them to the recipe.
 - Skillet Lasagna
 - Microwave Melted Cheese Sandwich
 - Personal Pizza
 - Southwest Layered Dip
 - Vegetable Stir Fry
 - Salmon Patties
 - Shakes to Sip: Tropical Fruit Shake, Berry Shake
 - Shakes to Sip: Banana Shake, Orange/Apple Smoothie

Conclusions

Tell the participants: Each day, adults over age 50 need to eat about four servings of foods that are good sources of calcium. Calcium-rich foods can be included as ingredients in recipes. Many recipes are easy to prepare, low in cost, and excellent sources of calcium. Using recipes adds variety to meals and snacks and can help us consume enough calcium every day.

Check for Understanding and Behavior Change

Review the procedures of the recipe you just demonstrated, or ask participants to summarize for the group. Ask if there are any questions.

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance. Distribute the packages of dry mix as door prizes.

References and Resources

(1) *Nutritionist Pro* nutrition analysis software; (2) *Bowes and Church's Food Values of Portions Commonly Used*; (3) *Simply Good Eating for Seniors Recipe Cards*: “‘Bonning Up on Calcium’: Easy Calcium-Rich Recipes.”

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

General

Handout:

Tips for Eating for Bonning Up on Calcium

Introduction

American Dietetic Association website: <http://eatright.org> [accessed November 15, 2005].

Massachusetts Department of Public Health, Massachusetts Health Promotion Clearinghouse. Osteoporosis Awareness Program. Online: <http://www.maclearinghouse.com> [accessed November 15, 2005].

Midwest Dairy Council website: <http://www.midwestdairy.com> [accessed November 15, 2005].

National Osteoporosis Foundation. *Prevention: Calcium & Vitamin D*. Online: <http://www.nof.org/prevention/calcium.htm> [accessed February 18, 2006].

United States Department of Health and Human Services, National Institutes of Health. *Osteoporosis Prevention, Diagnosis, and Therapy Consensus Statement*. Online: <http://consensus.nih.gov/2000/2000Osteoporosis111html.htm> [accessed February 18, 2006].

Activity 1: Calcium Treasure Chest

Institute of Medicine of the National Academies of Sciences. *Dietary Reference Intake Tables: Elements Table*. Online: <http://www.iom.edu/?id=8470> [February 18, 2006].

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

Handout:
Sources of Calcium

Activity 2: Am I Getting Enough Calcium?

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

United States Department of Agriculture. USDA National Nutrient Database for Standard Reference, Release 18. Online: <http://www.nal.usda.gov/fnic/foodcomp/Data/SR18/sr18.html> [accessed December 21, 2005].

Handouts:
Bone Builder Word Search
Bone Builder Word Search Solution
Calcium Calculator

Activity 3: Lactose Intolerance: "I Like Milk, but Does Milk Like Me?"

Duyff, Roberta Larson, Ms., RD, FADA, CFCS. *American Dietetic Association Complete Food and Nutrition Guide*. The American Dietetic Association, 2002. ISBN: 0471441449.

Handouts:
Hangman Game: Milk and Me
Tips for Tolerating Dairy Foods
Calcium Food Labels
Sources of Calcium

Activity 4: Cooking Demonstrations

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to: <http://www.nutritionistpro.com/>

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

University of Minnesota Extension Service. "Boning Up on Calcium": Easy Calcium-Rich Recipes." *Simply Good Eating for Seniors Recipe Cards*. Item MI-08022. Created 2004. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08022), or call toll free at 1-800-876-8636.



Simply Good Eating for Seniors
Eating for a Healthy Heart



Simply Good Eating for Seniors Eating for a Healthy Heart

The goal of this lesson is to help participants understand the relationship between a healthy heart and the food we eat, and to learn how to choose and prepare food with less fat and salt in our daily meals.

Note: Before beginning this lesson, read in full first, to get all the facts. Some seniors will have one or more risk factors for heart disease. This chapter also may be adapted for adults and teens.

Basics of Eating for a Healthy Heart

Some risk factors for heart disease, such as age, family history, or racial background, can't be controlled, but others, such as diet and activity levels, can be modified to reduce one's risk for heart disease.

We can change cooking methods to reduce fat content and keep flavors.

When we modify recipes to reduce fat and sodium, flavors can be enhanced with herbs, spices, and other ingredients.

When eating at restaurants, we can find words on menus that indicate how a food is prepared, and we can ask for foods to be prepared with less fat and salt.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify two sources of fat in their diets that they can eat less frequently.
2. Identify two sources of sodium in their diets that they can reduce or eat less frequently.
3. Identify seasonings other than salt that can be used in preparing food.
4. Make simple changes in preparing food to decrease fat in cooking.
5. Recognize higher-fat food descriptors on menus, when eating out.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Heart Disease: What Are the Risks?
2. Good Fat, Bad Fat
3. Eating to Prevent High Blood Pressure
4. Let's Get Sodium Savvy!
5. Cooking with Flavor
6. Eating Out: Choosing Less Fat

Note: Other lessons can be used to support this topic. For example, see **Simply Good Eating: Now You're Cooking!** curriculum: "Old Favorites, New Ways – Easy Recipe Changes for Less Fat."



Conclusions and Goal Setting

See individual activities for specific topics.

Use the handout, “Tips for Eating for a Healthy Heart” to help summarize the lesson.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for the introductory section above and for each activity are listed at the back of this unit.

Introduction:

Background on the need for attention to sodium and fat.

You (the facilitator) may use the following as an opening “script” to introduce this topic to participants.

Today, I would like to share some information to help you make informed choices about the foods you eat and your risk for developing heart disease. We will talk about general healthy eating guidelines to help prevent the development of heart disease or high blood pressure. *Since I am not a doctor or health care professional (e.g., dietitian, nurse, etc.), I will not be able to give you medical advice. You will still need to ask your own doctor or health professional specific questions about how food and medications affect your own cholesterol or blood pressure levels.*

If your doctor and health care team have told you that you have high cholesterol, high blood pressure, or other risk factors for heart disease, you need to continue to work with them and carefully follow their advice. If you have a history of heart disease in your family but have not seen a doctor in some time, I encourage you to make an appointment to talk with your doctor about whether you are also at risk for heart disease. If your doctor or dietitian gives you some advice on what to eat, follow their recommendations.

Activity 1

Heart Disease: What Are the Risks?

Purpose:	To teach participants about the risk factors associated with heart disease.
Materials:	Alternative A: Handouts: “Heart Bingo Cards,” “Heart Bingo Clues”; markers for bingo cards (suggestions: colored paper cut into small squares, dry beans, etc.); small container for numbers. Alternative B: Handouts: “Healthy Heart Crossword,” “Healthy Heart Crossword Answer Key.” Both alternatives: flipchart or writing board; pens/markers or chalk.
Estimated time:	30 minutes

Before the Session

Two alternatives are offered for this activity: Heart Bingo and Healthy Heart Crossword. Decide which alternative you want to use and prepare materials as needed.
(See “Before the Session” before each alternative.)

Begin the Session

(1) Catch up from last session; briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: Briefly explain its purpose and some of the activities.

1. **Tell participants:** Today, we are going to talk about risk factors associated with heart disease. Ask participants if they can name any of these risk factors. Write them on the flipchart or writing board. Include the following points in the discussion.
 - A. Several “risk factors” can increase your chances for developing heart disease. The more risk factors you have, the greater the chance that you could have a heart attack or stroke. Some of the risks can be reduced with better eating and activity habits, but others can not. Identify and manage as many of these risk factors as possible to keep your heart healthy.
 - B. Several risk factors for heart disease cannot be changed. These risk factors include:
 - Increasing age:**

As we get older, our risk for heart disease increases.
 - Male gender:**

Men are more likely to have heart attacks than women, and they have attacks earlier in life. Even after menopause, when women’s risk for heart disease increases, the risk is not as great as for men.
 - Heredity (including racial background):**

If one or both of your parents had heart disease, you will have a greater risk of developing heart disease. African Americans have more severe high blood pressure than white people, so their risk is greater.
 - C. Other factors that increase our risk for heart disease can be modified with changes in lifestyle habits. These include:
 - Smoking:**

Smokers’ risk for heart attack is more than twice that of nonsmokers. Even if you don’t smoke, regular exposure to tobacco smoke from others (“secondhand smoke”) can increase your risk for heart disease.
 - High blood cholesterol levels:**

The higher your cholesterol level, the greater your risk for heart disease and stroke.
 - High blood pressure:**

High blood pressure forces the heart to work too hard. This can cause the heart to weaken over time. You can’t “feel” high blood pressure. The only way to know if you have high blood pressure is to get it checked.
 - Physical inactivity:**

Regular brisk activity can help prevent heart disease. Talk with your doctor about activities that are right for you.
 - Obesity and being overweight:**

People who have too much body fat are more likely to develop heart disease and stroke, even if they have no other risk factors. Losing as little as 10 to 20 pounds can help lower your risk for heart disease.
 - Diabetes:**

If you develop diabetes, your risk for heart disease also increases.

What about stress?

Stress can add to the risk for heart disease, especially if we respond to stress in unhealthy ways. For example, people under stress may overeat, start or continue smoking, or become less active.

2. Tell participants that some risk factors can be modified with changes in lifestyle, but others cannot.

Alternative A: Heart Bingo

Before the Session

Five different bingo cards are included, numbered 1-5. Make copies of the individual bingo cards so that different cards can be used during a cycle of the game.

Write the numbers 1-24 on small pieces of paper and place them in a small container. Use the numbers to decide the order in which to read clues.

During the game, draw a number from the container. Then, read the clue corresponding to that number from the “Heart Bingo Clues” handout.

Distribute the “Heart Bingo Cards” and Bingo markers. Ask participants if they are familiar with the game “Bingo.” Explain that you will be playing a game very similar to Bingo. Tell participants that you will read a clue and then they will find the word(s) on the Bingo card that describes the clue. They will then place a Bingo marker on top of the square containing the clue, to mark the answer. The heart in the middle of the card is a “free” space. (Alternatively, a pen or pencil can be used to circle answers. However, multiple copies of the Bingo cards will be needed if this procedure is used.) Instruct participants to say “HEART!” when they have five answers in a straight line. Review answers with participants to reinforce concepts. The game can be repeated several times.

Alternative B: Healthy Heart Crossword

Before the Session

Make as many copies of the “Healthy Heart Crossword” and “Healthy Heart Crossword Answer Key” as you think you will need.

1. **Begin the Session:** Distribute the copies of the crossword. Ask participants if they are familiar with crossword puzzles. If participants are not familiar with crosswords, use the following explanation. Crossword puzzles include a list of clues that match hidden words in a grid. There are clues for words that go across as well as down the page. For each clue, try to guess the word that is described. Find the numbered square in the grid that matches the number beside the clue. Check to see if the word you guessed will fit in the grid, having one letter in each square. If the word fits, write it in the grid. Then, go to the next clue. Ask participants to take 5-10 minutes to fill out the crossword.
2. Ask participants if everyone is finished. Distribute the answer key and review with participants, to reinforce what was learned.

Conclusions

Tell participants: Some risk factors for heart disease cannot be changed. However, many risks can be reduced, by changing one’s lifestyle. Choosing foods with less fat and salt, staying physically active, avoiding smoking, and maintaining a healthy body weight can benefit heart health.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What actions can you take to keep your heart healthy?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) American Heart Association website; (2) *Healthy Lifestyle: The Cholesterol Low Down*; (3) *Your Guide to Lowering High Blood Pressure: Prevention*; (4) *Facts about the DASH Eating Plan*.

Activity 2 Good Fat, Bad Fat

Purpose: To teach participants to identify foods that contain fats that could raise cholesterol levels and other foods that contain fats that do not raise cholesterol levels (and are heart healthy).

Materials: A model of an artery that is partially blocked with cholesterol deposits (if available; see References and Resources below); pictures of foods that contain fat, including butter, margarine, vegetable oils, salad dressings, bacon, meat with a thick “rind” of fat, hot dog, nuts, whole milk, skim milk, cheese, ice cream, frozen yogurt, a doughnut, cake with frosting, snack chips, snack crackers, French fries, fried chicken, etc. The *Dairy Council Food Models* contain a number of food pictures that could be used for this activity.

Optional: You can also bring food labels for various foods, such as butter, margarine, vegetable oils (corn or soybean oil to represent oils that mostly contain polyunsaturated fats, and olive or canola oil to represent oils with mostly monounsaturated fats), milk, cheese, ice cream, frozen yogurt, snack foods, etc.); flipchart or writing board; pens/markers or chalk.

Estimated time: 30 minutes

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Tell participants:** Let’s talk about some foods that could affect one’s cholesterol level, one of the risk factors for heart disease. We know certain types of fats can raise one’s cholesterol levels. Eating less of these fats can help to reduce one’s risk for high blood cholesterol levels.

2. Ask participants if they have heard the term “cholesterol” before. What have they heard about it? Can someone describe what cholesterol is? Why should we be concerned about cholesterol? Refer to the information in Activity 1 about risk factors. Mention that cholesterol is a waxy substance that performs some important functions in the body. For example, cholesterol is used to make cell membranes (the structural part of the cells that make up muscles, organs, and other body tissues), and cholesterol is used to make hormones—chemicals in our bodies that regulate various bodily functions. However, too much cholesterol can collect in arteries and add to blockages that could lead to a heart attack or stroke. Show the model of an artery that is partially blocked with cholesterol deposits (if you have one available).
3. **Tell participants:** High cholesterol in the blood is one of the major risk factors for developing heart disease. If one’s cholesterol is too high, excess cholesterol can add to blockages in the blood vessels, and could lead to a heart attack or stroke. Several factors could cause us to develop high cholesterol:
 - We can inherit a tendency to have high cholesterol.
 - If we eat foods that are high in certain kinds of fat, our cholesterol levels could also increase.
4. Spread all of the food pictures face up on the table or floor. Ask participants to select a picture (or several pictures, depending on the size of the group). Ask each person to tell the group what their picture is.
5. **Tell participants: Animal fats** tend to raise one’s cholesterol level because they contain something called **saturated fat**. Most fat found in meats, including beef, pork, chicken, and turkey, is saturated. Most fat in dairy products, like butter, cream, milk, cheeses, and ice cream, is also saturated. Some vegetable fats also contain saturated fat, but we will discuss those fats in a moment. Ask participants to look again at their pictures and show the group any pictures of foods that contain animal fat.

Ask participants: How could we still eat some of these foods but get less saturated fat? Here are some points that you could include in the discussion:

- Some of these foods have less total and saturated fat than other foods, so they are less likely to raise cholesterol than other foods. For example, chicken and turkey have less fat than hamburger, especially if you remove the skin before eating them.
- If you are making a sandwich, roast beef, turkey, and ham all have less fat than bologna or salami.
- You can get less fat from dairy products if you drink skim or 1% milk rather than whole milk, choose reduced-fat ice cream rather than the regular version, or eat lower-fat cheeses, such as mozzarella, string cheese, or reduced-fat versions of cheddar, American or Swiss.
- Possible suggestions for reducing total fat and saturated fat
 - ✓ Trim fats from meat.
 - ✓ Rinse and drain cooked ground meat.
 - ✓ Eat a smaller portion of meat, such as one pork chop or one hamburger.
 - ✓ Drink skim or 1% milk.
 - ✓ Eat margarine instead of butter (tub margarines have less saturated fat than stick margarines). Use low- or reduced-fat cheese, sour cream, and ice cream.

6. **Tell participants:** Most **vegetable fats** are **unsaturated**. They tend not to raise cholesterol, and may even help lower cholesterol if eaten as part of a low saturated fat diet.

Tell participants: Vegetable fats include oils, such as soybean, corn, sunflower, and canola oils. Vegetable fats also include foods made from these oils, like salad dressings, mayonnaise, and margarine. Other foods that contain heart-healthy fats include nut butters, like peanut butter, and avocados. Ask participants to show the group any pictures that contain vegetable fats. Ask if they can name some examples of vegetable fats (did some of the pictures they were holding include foods with vegetable fats?).

Tell participants: There are two types of unsaturated fats. These types include **polyunsaturated fats** and **monounsaturated fats**. Polyunsaturated fats are found in larger amounts in the oils processed from safflower, sunflower, and sesame seeds, and from corn and soybeans. Foods like olives, peanuts, and avocados are higher in monounsaturated fats. Canola, olive, and peanut oils are also higher in monounsaturated fats.

Both polyunsaturated and monounsaturated fats tend to lower blood cholesterol when used in place of saturated fats in one's diet. Use polyunsaturated or monounsaturated oils (and margarines and spreads made from them) instead of butter, lard, or other animal fats. Keep in mind that eating smaller amounts of all types of fat is best.

While most vegetable fats won't raise cholesterol and are healthy for one's heart, some vegetable fats can actually raise one's cholesterol level:

- Coconut milk, often used in Asian cooking, contains higher amounts of saturated fat and can raise cholesterol levels.
- Palm oil, often used in African cooking, may also raise cholesterol levels.

During food processing, some vegetable fats are put through a chemical process called hydrogenation. This is done to create a solid fat from a liquid oil. This is how shortening and margarines are made. Food manufacturers also find that using solid fats rather than liquid oils helps them create foods that will stay fresh on the shelf longer. Unfortunately, hydrogenated fats are more saturated than the oils they were made from and can raise blood cholesterol levels. The saturated fat in hydrogenated fats is sometimes referred to as "trans fatty acids," or "trans fat." On the food label, these fats will often be listed as "shortening" or as "hydrogenated" or "partially hydrogenated" oils.

Ask participants if they can think of any foods that would have hydrogenated fat or shortening in them. Examples include bakery foods (cake, frosting, doughnuts, cookies), fried foods (French fries, fried chicken, and other fried meats), snack crackers, and snack chips. (Show the participants pictures of these foods.)

As of January 2006, food companies are required to provide information on the amounts of trans fats found in their products. To use trans fat information found on the Nutrition Facts label, add the grams of trans fat to the grams of saturated fat listed on the label. Compare individual foods, and try to choose foods with smaller combined amounts of trans and saturated fats most often. Over a period of time (such as several days, a week or longer), the average total amount of trans fat and saturated fat together should not exceed 10 percent of calories eaten. For example, a person who needs 2000 calories per day should strive to average no more than about 22 grams per day of saturated and trans fats combined.

Ask participants: How could someone reduce their intake of hydrogenated or “trans fats?” Ways to limit the amount of hydrogenated fat one eats include the following:

- Choose soft tub or liquid margarines rather than stick margarines (the softer the margarine, the less hydrogenated fat it contains).
- Eat cakes, cookies, doughnuts, fried foods, and snack chips less often. Choose lower-fat snacks made from grains, such as bagels, breadsticks, graham crackers, or baked snack chips, more often.
- Read labels to select snack foods with less total fat.

Tell participants: While unsaturated fats may help to lower cholesterol levels, eating smaller amounts of all types of fat is best if you are trying to watch your weight. Even when using unsaturated oils—and dressings, margarines, or spreads made from them—use them in smaller amounts. One gram of fat, whether it comes from butter or oil, has the same amount of calories.

Conclusions

Tell participants: Some kinds of fat, especially saturated fats, can increase one’s risk for heart disease by raising blood cholesterol levels. Limiting how much fat and saturated fat we eat is an important part of a heart healthy diet. If one is trying to manage weight, use all added fats in smaller amounts and strive to eat higher-fat foods such as fried foods, higher-fat snack foods, and rich desserts in smaller portions less often.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name a lower-fat meat or dairy product that you could substitute for a higher-fat one that you currently eat.
2. Give an example of a food prepared in a way that makes it higher in fat. How could you change the preparation method to reduce the amount of fat?

Note: For additional information and activities on low-fat cooking methods, see **Simply Good Eating: Now You’re Cooking!** curriculum: “Substitutions: Old Favorites, New Ways.”

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) NASCO Artery Models; (2) Dairy Council Food Models; (3) American Heart Association website; (4) *Healthy Lifestyle: The Cholesterol Low Down*; (5) *Your Guide to Lowering High Blood Pressure: Prevention*; (6) *Facts About the DASH Eating Plan*; (7) *Trans Fat now Listed With Saturated Fat and Cholesterol on the Nutrition Facts Label*; (8) *Simply Good Eating: Now You’re Cooking!* “Substitutions: Old Favorites, New Ways.”

Activity 3

Eating to Prevent High Blood Pressure

Purpose: To teach participants about: (1) the risk of developing high blood pressure as one gets older; and (2) how to prevent high blood pressure through lifestyle changes, including diet.

Materials: Alternative A: *NASCO Life/form® Food Replicas* or *Dairy Council Food Models*; handout: “MyPyramid and DASH: How Do They Compare?”
Alternative B: Handouts: “MyPyramid Poster,” “MyPyramid and DASH: How Do They Compare?”; *Simply Good Eating Food Stickers* (MI-07777, self-adhesive stickers, or MI-07739, gummed or “lick-and-stick” stickers).
Alternative C: Handout: “The DASH Eating Plan”; Food Models or “MyPyramid Poster” handout and *Simply Good Eating Food Stickers*.
Alternatives A, B and C: flipchart or writing board; pens/markers or chalk.

Estimated time: 30 minutes

Note: For more information and activities about label reading, refer to the **Simply Good Eating for Health** curriculum: “Unlocking the Secrets of Food Labels.”

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Introduce the Topic: Tell participants:** Today we are going to talk about what we can do to prevent high blood pressure. **Ask:** Have you heard the term “high blood pressure” before? What can you tell me about it?

High blood pressure has no symptoms; this means that we can’t “feel” high blood pressure. In spite of this, high blood pressure can harm your heart, blood vessels, kidneys, and eyes. It can increase one’s risk for a heart attack, stroke, and kidney failure. Since it has no symptoms, high blood pressure is often called the “silent killer.”

High blood pressure affects one in four American adults, although nearly one-third of these people don’t know they have high blood pressure. Many people have high blood pressure for years without knowing it. The only way to tell if you have high blood pressure is to have your blood pressure checked.

2. **Tell participants:** Several lifestyle changes can reduce one’s risk for developing high blood pressure. These include:
 - Maintain a healthy weight. For overweight people, reducing one’s weight can improve high blood pressure.
 - Be physically active.
 - Follow a healthy eating plan that emphasizes fruits, vegetables, and low-fat dairy foods.
 - Choose and prepare foods with less salt and sodium. (Table salt contains sodium. Sodium can affect blood pressure levels.)
 - If you drink alcoholic beverages, drink in moderation.



3. We now know that following a healthy eating plan can reduce the risk of developing high blood pressure, as well as lower an already elevated blood pressure. Eating less salt (which also may be found on ingredient labels as “sodium”), along with eating more fruits and vegetables and more low-fat dairy products, has also been found to help reduce one’s risk for high blood pressure, heart disease, and stroke.
4. **Explain:** The eating plan to prevent high blood pressure has been called the DASH eating plan. DASH stands for “Dietary Approaches to Stop Hypertension.” “Hypertension” is the medical word for high blood pressure.
5. Give participants the handout, “MyPyramid and DASH: How Do They Compare?” (notes to help you use the handout are included after the activity steps below for reference).

Tell participants: Let’s compare MyPyramid to the DASH eating plan. What is similar between the two? What seems different?

Note: *At this time, you may use food models to demonstrate foods from the MyPyramid and DASH eating plan food groupings. Use the food models to show which foods are emphasized in the DASH eating plan, such as lean meat choices, whole grain foods, and low-fat and skim milk dairy products, as described in the following activity.*

Alternative A

1. Spread the food models out on a table.
2. Starting with the Grain Group, ask participants to choose a food model that shows a food in this group.
3. When participants have selected all of the foods that would fit into the Grain Group, ask participants which foods would be emphasized on the DASH eating plan (*Answer: Whole grain bread and cereal products and foods prepared with minimal salt, such as unsalted pretzels, are emphasized on the DASH eating plan*).
4. Repeat the activity with the Vegetable Group (*emphasize vegetables prepared with minimal salt*) and the Fruit Group. **Ask participants:** When you compare the amounts of foods from vegetables and fruits recommended for both MyPyramid and DASH, how do the portions compare? (*Answer: The daily portions recommended by MyPyramid and DASH are similar, in that they each add up to about two and one-half to three cups per day for vegetables and about two cups per day for fruit.*)
5. Repeat the activity with the Milk, Yogurt, and Cheese Group (*will be referred to in later activities as the Milk Group*). Ask participants to point out the low-fat and skim milk products for the DASH eating plan.
6. Repeat the activity for the Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (*will be referred to in later activities as the Meat & Beans Group*). Ask participants to point out the lean meat, poultry, and fish choices for the DASH eating plan. Mention that processed meats such as ham and processed turkey for sandwiches tend to be low in fat, but are higher in salt, so one may want to eat them less often. Suggest that one could substitute fresh cooked chicken, turkey, or roast beef for choices that are low in fat and salt. The total daily portions for meat are similar for MyPyramid and DASH.

7. Ask participants if they noticed that the DASH eating plan has placed Nuts, Seeds, and Dry Beans into a separate category. Why do they think this was done? *(Answer: Nuts, Seeds, and Dry Beans were placed into a separate group in the DASH eating plan to emphasize some of their important nutrients that help us maintain a healthy blood pressure level. Like other foods in MyPyramid's Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group, nuts, seeds, and dry beans provide protein, but they are also very low in saturated fat, which is healthier for blood vessels. They also contain nutrients that may be helpful in preventing high blood pressure, such as potassium and magnesium, and they are a good source of fiber.)*
8. Ask participants to look for fats, oils, and sweets on MyPyramid. **Ask:** What is similar about the Oils Group from MyPyramid and the Fats and Oils group from DASH? *(Answer: The foods for each are similar, as each emphasizes soft margarine, oils, and low-fat mayonnaise and salad dressings).* DASH also encourages eating low-fat sweets, such as sherbet and sorbet, jelly beans, jam or honey, and lemonade and other sweetened beverages in moderate amounts. Up to five servings per week are recommended as a way to limit excess calories and help one avoid gaining weight. MyPyramid includes sweets and solid fats (like butter) as “discretionary calories.” Someone who needs 2000 calories per day is encouraged to limit their intake of these to about 265 calories per day as added foods, such as jelly, jam, or sherbet, or as the extra fat or sugar calories found in other foods that we eat, such as the extra sugar and fat found in a muffin or doughnut or in ice cream.

Comparing the Food Guide Pyramid to the DASH Eating Plan



MyPyramid: Food categories and number of daily portions recommended for the 2000 calorie level	DASH Eating Plan: Food categories and number of servings recommended (provides about 2000 calories)
Grain Group, 6 ounces Examples of portions equal to 1 ounce: <ul style="list-style-type: none"> • 1 slice of bread, 1/2 English muffin • 1 ounce dry, ready-to-eat cereal (usually 2/3 to 1 cup) • 1/2 cup cooked rice, pasta, or cereal (or 1 ounce dry) 	Grains and grain products, 7-8 servings Examples of servings: <ul style="list-style-type: none"> • 1 slice of bread, • 1 ounce dry cereal • 1/2 cup cooked rice, pasta, or cereal Eat more often: Whole grain breads and cereals and unsalted snacks, such as unsalted pretzels
Vegetable Group, 2 1/2 cups Examples of portions equal to 1/2 cup: <ul style="list-style-type: none"> • 1/2 cup cut-up fresh, cooked, or canned vegetables • 1/2 cup vegetable juice • 1/2 cup cooked legumes • 1 cup raw leafy vegetables 	Vegetables, 4-5 servings Examples of servings: <ul style="list-style-type: none"> • 1 cup raw leafy vegetable • 1/2 cup cooked vegetable • 6 ounces vegetable juice
Fruit Group, 2 cups Examples of portions equal to 1/2 cup: <ul style="list-style-type: none"> • 1/2 cup fresh, cooked or canned fruit • 1 small fresh fruit • 1/2 cup fruit juice • 1/4 cup dried fruit 	Fruits, 4-5 servings Examples of servings: <ul style="list-style-type: none"> • 6 ounces fruit juice • 1 medium fresh fruit • 1/4 cup dried fruit • 1/2 cup fresh, frozen or canned fruit

<p>Milk, Yogurt, and Cheese Group, 3 cups per day Examples of portions equal to 1 cup of milk:</p> <ul style="list-style-type: none"> • 1 cup milk (skim or low-fat) • 1 cup yogurt • 1½ oz. of natural cheese (such as Swiss, cheddar, mozzarella) • 2 oz. processed cheese (such as American) 	<p>Low-Fat or Fat-Free Dairy Foods, 2-3 servings Examples of servings:</p> <ul style="list-style-type: none"> • 8 ounces milk • 1 cup yogurt • 1½ ounces cheese <p>Eat more often: Skim or low-fat milk, cheese, and other dairy products</p>
<p>Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group, 5½ ounces Examples of portions equal to 1 ounce:</p> <ul style="list-style-type: none"> • 1 oz. cooked meat, poultry or fish • 1 egg • ¼ cup of cooked dry beans (legumes) or tofu • 1 tbs. peanut butter • ½ oz. nuts 	<p>Meats, Poultry, and Fish, up to 2 servings Examples of servings:</p> <ul style="list-style-type: none"> • 3 ounces cooked meats, poultry, or fish <p>Eat more often: Lean meats prepared by boiling, broiling, or roasting; avoid frying; remove skin from poultry</p> <p>Nuts, Seeds, and Dry Beans, 4-5 servings per week Examples of servings:</p> <ul style="list-style-type: none"> • ⅓ cup or 1½ ounces nuts • 2 tablespoons or ½ ounce seeds • ½ cup cooked dry beans or peas
<p>Oils, 6 portions Examples of portion sizes:</p> <ul style="list-style-type: none"> • 1 tsp. vegetable oil • 1 tsp soft margarine • 1 tbs. low-fat mayonnaise • 2 tbs. light salad dressing <p>Solid Fats and Sugars: Limit intake to about 265 calories per day</p> <p>Keep in mind that some of these solid fats and sugars may be found in food choices you have made from other groups (such as additional fat and sugar found in a muffin or in ice cream), or they may be added fats (such as added butter or jelly to toast).</p>	<p>Fats and Oils, 2-3 servings Examples of servings:</p> <ul style="list-style-type: none"> • 1 tsp. vegetable oil • 1 tsp soft margarine • 1 tbs. low-fat mayonnaise • 2 tbs. light salad dressing <p>Eat more often: Soft margarine, vegetable oils, and low-fat mayonnaise and dressings</p> <p>Sweets, 5 servings per week Examples of servings:</p> <ul style="list-style-type: none"> • 1 tablespoon sugar • 1 tablespoon jelly or jam • ½ ounce jelly beans • 8 ounces lemonade <p>Eat more often: Low-fat sweets, such as sherbet and sorbet</p>

As we have seen with this activity, the types of foods recommended on MyPyramid are very similar to those recommended on the DASH eating plan, except that the DASH eating plan places even more emphasis on the MyPyramid choices that are lower in fat and higher in fiber. Fruits and vegetables, whole grain foods, and lower-fat dairy and meats are encouraged by both eating plans. Choosing these MyPyramid foods, which are also recommended by DASH guidelines, will help one eat foods with more potassium, magnesium, and calcium—nutrients that help to keep blood pressure lower.

DASH is also similar to MyPyramid in that one is not expected to strictly follow the number of servings listed on the DASH eating plan. They are provided only as a guide to show what servings could be eaten to obtain 2000 calories per day—a typical calorie need for healthy adults with light to moderate activity levels. Your own needs may be different if you are taller or shorter, or if you are more or less active, or if you are younger or older. As we get older, our calorie needs tend to decrease.

Alternative B

Before the Session



Print and laminate the “MyPyramid Poster” found in the “Handouts” section of this book. Sort and set aside stickers that represent foods in each food group that are appropriate for the DASH eating plan. For example, in the Grain Group, set aside stickers for whole grain foods such as whole wheat bread, wild rice, popcorn, and oatmeal (use the food sticker for “hot cereal”).

For the Milk, Yogurt, and Cheese Group (*will be referred to in later activities as the Milk Group*), set aside stickers for low- and non-fat dairy foods, such as skim milk and frozen yogurt. For the Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (*will be referred to in later activities as the Meat & Beans Group*), include lean choices that are unsalted, such as chicken, roast beef, and roast pork. Also set aside stickers for beans and nuts. For Oils and Solid Fats and Sweets (discretionary calories), include examples of vegetable fats, such as vegetable oil, margarine, mayonnaise, and salad dressing. Include stickers for lower-fat dessert choices, such as frozen twin pops, flavored gelatin, rolled fruit snacks, honey, and jam.

Note: Depending on the size of your group, you may want to prepare several posters and sets of stickers that participants could use to work together to complete this activity.

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Show participants the assembled “MyPyramid Poster” and ask them to name what the Pyramid is (“MyPyramid”). Ask participants to divide into small groups of three or four, and distribute a laminated “MyPyramid Poster” and a set of stickers to each group.
2. Review each food group, asking participants for examples of foods that fit the DASH eating plan guidelines.
3. Distribute copies of the handout “MyPyramid and DASH: How Do They Compare?” to participants.
4. Starting again with the Grain Group, discuss each food group with participants, and **ask:** What choices could one make from this food group to help prevent high blood pressure? (Use the information provided in Alternative A to help you explain the food choices that are recommended as part of the DASH eating plan.) As participants mention foods, ask them to affix the appropriate food stickers to the “MyPyramid Poster.”
5. Continue the activity by discussing the Vegetable Group, the Fruit Group, the Milk Group, the Meat & Beans Group, the Oils Group, and Solid Fats and Sweets (discretionary calories).

Alternative C



For some groups, you may choose to teach about the DASH Eating Plan without comparing it to MyPyramid. If you choose to do this, use “The DASH Eating Plan” handout and food models or *Simply Good Eating Food Stickers* to demonstrate food choices as described in Alternatives A and B.

Conclusions

Tell participants: Eating certain foods can actually help prevent the development of high blood pressure.

Ask: From what you have learned today, what do you think you might try?

Ask participants to offer suggestions, and write them on the flipchart or writing board. Ideas may include the following:

- Eat more whole grain foods, and choose lower fat, lower-salt snacks such as pretzels most often.
- Eat more fruits and vegetables.
- Choose low and non-fat dairy product more often.
- Choose lean meats and choose salty, processed meats less often.
- Eat dried beans and nuts more often.
- Choose vegetable fats more often, such as margarine, mayonnaise, and vegetable oils, but still use them in small amounts if trying to manage weight.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name one or two foods you could eat more often that can help prevent high blood pressure.
2. Describe one way you could reduce the amount of sodium you eat.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *NASCO Life/form® Food Replicas* or *Dairy Council Food Models*; (2) *Facts About the DASH Eating Plan*; (3) MyPyramid.gov website; (4) MyPyramid: Tips and Resources at MyPyramid.gov website; (5) *MyPyramid Mini Poster*; (6) *Simply Good Eating for Health: “Unlocking the Secrets of Food Labels.”*

Activity 4

Let's Get Sodium Savvy!

Purpose: To teach participants about the amount of salt added to food in processing, during cooking, and at the table.

Materials: Part A: Let's Get Sodium Savvy! Handouts: "Sodium Savvy Quiz," "Sodium Savvy Quiz Answer Sheet," "Checking Food Labels for Sodium"; *NASCO Life/form® Food Replicas* (or food packages or labels).
Part B: How Much is in a "Shake of Salt?" Several small paper plates; several sheets of folded waxed paper; shaker with salt.
Parts A and B: flipchart or writing board; pens/markers or chalk.

Estimated time: 30 minutes

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

Introduce the topic: Tell participants: One's risk for developing high blood pressure is increased by several factors. Some people increase their risk for developing high blood pressure by eating too much salt or sodium. With this activity, we will talk about where we find sodium in our diets, and how seasonings like salt can increase the amount of sodium we eat.

Background information

Sodium Facts

Note: *This chart provides a summary of important points about salt and sodium that have been pulled from the lesson. Refer to this chart when answering participant questions about salt and sodium.*

- Eating less salt or sodium is one way that many people can reduce their risk for developing high blood pressure.
- The ingredient in salt that can raise blood pressure is sodium. All forms of salt—table salt, kosher salt, sea salt, pickling salt, or seasoned salt—contain high amounts of sodium.
- A teaspoon of table salt contains about 2300 milligrams of sodium.
- While some foods, like milk or celery, contain sodium naturally, the amount of sodium that these foods contain naturally is relatively small.
- Most of the sodium we eat has been added to food during processing or as food is being prepared at home or in a restaurant.
- Foods in their fresh state, such as fresh fruits and vegetables, milk, and fresh meats, tend to be low in sodium naturally.

- Foods are often canned or processed to extend their shelf life or keeping quality, or to make them easier or faster to prepare. Sodium is often added as foods are canned or processed. Examples of these foods include canned meats and vegetables, frozen and other prepared entrees, pickled foods, cured foods, canned and frozen soups, side dishes and complete dinners, and snack crackers and chips.
- Some processed foods have lower salt alternatives available, such as low-salt versions of cheeses, roasted nuts, canned vegetables, soups, broth, ready-to-eat cereals, tuna, and bacon or other processed meats.
- Many sauces and seasonings are higher in sodium, such as soy sauce, MSG (monosodium glutamate, used in some flavor enhancers) and bouillon, fish sauce, poultry seasoning, lemon pepper, sweet and sour sauce, and barbecue sauce.

Part A: Let's Get Sodium Savvy!

Note: The “Sodium Savvy Quiz” contains foods not always used by some multicultural audiences. You may modify this activity by using food labels and showing examples of higher-sodium foods along with lower-sodium choices that your audience would consume.

1. **Ask participants:** “Are any of you concerned about the amount of sodium in your diets? What foods do you think are high in sodium?” (Write responses on the flipchart or writing board, if desired.)
2. Give participants the “Sodium Savvy Quiz” and ask them to fill it out individually. Explain that some of the choices may be difficult to guess, as some foods are higher in sodium than one might expect. Discuss participants’ answers as a group (refer to the “Sodium Savvy Quiz Answer Key” provided).
3. **Tell participants:** Many people can reduce their risk for developing high blood pressure by eating less salt. The ingredient in salt that can raise blood pressure is sodium. You may have heard that some foods, like milk or celery, contain sodium naturally. While that is true, the amount of sodium that these foods contain naturally is small. Most of the sodium we eat has been added to food during processing or as food is being prepared at home or in a restaurant.
4. **Tell participants:** Foods in their fresh state tend to be low in sodium naturally, such as fresh fruits and vegetables, milk, and fresh meats. But foods are often canned or processed to extend their shelf life or keeping quality, or to make them easier or faster to prepare. Sodium is often added as foods are canned or processed. Examples of these foods include canned meats and vegetables, frozen and other prepared entrees, pickled foods, cured foods, canned and frozen soups, side dishes and complete dinners, and snack crackers and chips. Some processed foods have lower-salt alternatives available, such as low-salt versions of cheeses, roasted nuts, canned vegetables, soups, broth, ready-to-eat cereals, tuna, and bacon or other processed meats. Many sauces and seasonings (such as soy sauce, MSG [monosodium glutamate, found in several flavor enhancers] and bouillon, fish sauce, poultry seasoning, lemon pepper, sweet and sour sauce, and barbecue sauce) tend to be high in sodium.





5. Distribute copies of the “Checking Food Labels for Sodium” handout. Tell participants that sodium in foods is measured in milligrams (mg) per serving. The amount shown on a label includes sodium that is naturally present in the food’s ingredients in addition to sodium that has been added during processing.
6. Using the sample Nutrition Facts label provided on the handout, ask participants to find information on the amount of sodium (in milligrams) that the food contains.
7. **Tell participants:** The Percent (%) Daily Value lets you quickly assess how a food’s nutrients are contributing to your diet. This information is based on the total amount of a nutrient recommended for an entire day, also referred to as the Daily Reference Values, or DRVs.
8. **Tell participants:** The bottom half of the label shows the Daily Reference Values (DRVs) for major nutrients, including sodium. It shows that the DRV for sodium is 2400 milligrams. This means that we should try to get no more than 2400 milligrams of sodium each day.
9. Then ask participants to find the % Daily Value for sodium for this food. Tell participants that the information found in the % Daily Value column is based on the nutrients contained in a single serving of the food.
10. Tell participants that one can quickly interpret the % Daily Value information this way:
 - A % Daily Value level of 20 percent or more means that this food is “high” in the nutrient in question.
 - A % Daily Value level between 10 and 19 percent means that this food is a “good” source of the nutrient.
 - If the % Daily Value is 5 percent or less, the food is “low” in that particular nutrient.
11. **Tell participants:** We want larger amounts of certain nutrients in the foods we eat, such as fiber and vitamins and minerals. We want smaller amounts of other nutrients in foods, such as fat, saturated fat, and sodium.
12. **Ask participants:**
 - What is the % Daily Value for sodium for the food shown on the handout?
 - What is the serving size for the food?
 - How would the % Daily Value be affected if you ate two servings of the food?
(*Answer: The % Daily Value would double. Instead of having 26 percent of your recommended sodium for the day, you would have 52 percent.*)
13. Review the handout information about ingredient listing. Ask participants to find words in the list of ingredients that indicate sodium. Tell participants that several different sodium compounds may be added to prepared and prepackaged foods. The words *salt*, *sodium*, and *soda* on labels show that sodium has been added. Some ingredients are also higher in sodium, such as soy sauce and other sauces.
14. Using food labels as visuals, ask participants to compare the sodium content of several pairs of foods listed on the “Sodium Savvy Quiz.” Discuss how having a larger or smaller serving of the food would affect one’s sodium intake.



Part B: How Much is in a “Shake of Salt”?

1. Select food models that represent foods to which one might add salt. Examples could include meat, potatoes, vegetables, corn on the cob, oatmeal, pasta, or rice.
2. Ask each participant to select a food to which they would usually add salt.
3. Crease a sheet of waxed paper and place it on an individual paper plate (to cover the plate). Place a food model on the waxed paper. Ask participants to shake a salt shaker over their “food.” Fold the waxed paper to collect the salt in a fold.
4. Ask participants to estimate the amount. One-half teaspoon of salt contains about 1200 milligrams of sodium.
5. Ask the participants to measure out $\frac{1}{2}$ teaspoon of salt and place it on the waxed paper, next to the amount collected from their “food.” Compare the two amounts.

Conclusions

Tell participants: We can cut back on the amounts of salt and sodium that we eat in a number of ways.

Ask: From what you have learned today, what do you think you might try?

Ask participants to offer suggestions, and write them on the flipchart or writing board. Ideas may include the following:

- Reduce the amount of salt or other seasonings high in sodium that we add during cooking or at the table.
- Limit or avoid packaged, canned, or frozen foods that are high in sodium.
- Eat in restaurants less often, or ask that no salt to be added to your food.
- Look for snack foods that have less salt, and choose fresh fruits and vegetables for snacks more often.
- Eat fresh meats most often; choose cured meats and other meats that have been processed with salt less often.

Tell the participants: In addition, make reading food labels a habit. They can help us choose foods more wisely.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name two or more foods that you eat regularly that are high in sodium.
2. Describe one way you could reduce the amount of sodium you eat.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *NASCO Life/form® Food Replicas* (2) *How to Understand and Use the Nutrition Facts Label*;
- (3) “‘Daily Values’ Encourage Healthy Diet.” (4) “The Food Label”; (5) *Healthy Lifestyle: High Blood Pressure*.

Activity 5

Cooking with Flavor

Purpose:	To introduce alternatives to salt that enhance food flavors.
Materials needed:	Handout: “Cooking with Flavor: Herbs and Spices”; <i>Simply Good Eating for Seniors Recipe Cards</i> : “‘Eating for a Healthy Heart’ Recipes” (MI-08022); samples of the selected recipes or other seasonings; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Before the Session

Select recipes to discuss. Prepare samples from the handout of the selected recipes or other seasonings to pass around to participants.

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Ask participants** to name any seasonings other than salt that could be used to flavor food. Write these on the flip chart or writing board. Some suggestions might include using fruit juice, vinegar (or wine), or adding sugar to season food.
2. Distribute “Cooking with Flavor: Herbs and Spices” handout on seasonings and recipes. Discuss the variety of seasonings that can add flavor without adding sodium to food. Ask about other advantages to these alternatives: new, appetizing flavors and aromas, etc.
3. Distribute “Recipes for Easy Herb/Spice Flavor Mixes” handout. Pass around the samples so participants can see and smell the various flavors in each recipe. Recipes include:

All-purpose Spice Blend
Herb Seasoning Blend
Southwestern Seasoning Mix

Tell participants: Some herb or seasoning blends are available in grocery stores. Note that some commercial blends, such as lemon pepper, do include sodium; be sure to check labels.

Conclusions

Tell participants: Many of us automatically add salt to foods for flavor. Experimenting with other herbs and spices can entice our taste buds with new flavors. Using the right herbs and spices can often bring out the natural flavor of a food.

Ask: Are there any spices or other seasonings that you heard about today that you think you might try? Write people’s responses on the flipchart or writing board.



Tell participants: If you would like to try a salt substitute as part of your efforts to reduce your use of table salt, check with your doctor and health care team first. Salt substitutes are okay for some people to use, but may not be okay for others, depending on health concerns they may have.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Explain a way to have flavorful foods without using salt.
2. Name a new herb or spice you plan to try.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *High Blood Pressure: Healthy Food Choices: Use Seasonings Instead of Table Salt*;
- (2) *Simply Good Eating for Seniors Recipe Cards: “Eating for a Healthy Heart’ Recipes”*;
- (3) The American Spice Trade Association.

Activity 6

Eating Out: Choosing Less Fat

Purpose:	To teach participants to identify words on restaurant or fast food menus that indicate higher-fat foods.
Materials:	Handouts: “SGE Café Menu,” “Tips for Eating Out,” “Making Healthy Choices: Fast Food and Fat”; nutrition information from fast food restaurants (optional; see websites listed in “References and Resources” at the end of the chapter); flipchart or writing board; pens/markers or chalk, extra pencils; highlighter pens (optional).
Estimated time:	30 minutes

Note: *As an alternative to this lesson, consider collecting menus or nutritional information from fast food restaurants (see websites listed in “References and Resources” at the end of the chapter) and review lower-fat/lower-calorie food choices with participant, or conduct an activity similar to this lesson, such as “Fast Foods: Your Health and Your Weight” in the **Simply Good Eating for Health** curriculum.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try the new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Introduce the topic:** Ask participants how frequently they eat out at restaurants or other places. Ask them to name some examples of restaurant or fast food items that they think

would be high in fat. Write them on the flipchart or writing board. Tell participants that when we don't prepare our own food, we have less choice about the amount of fat that we eat.



2. Distribute copies of the “SGE Café Menu” and explain that we can make healthy choices by knowing what the descriptions mean. Ask participants to circle words or foods on the menu that might indicate a high fat content (give pencils to those who need them).



3. Distribute “Tips for Eating Out” and “Making Healthy Choices: Fast Food and Fat” handouts, and discuss the characteristics of the fat content of the choices available. Identify and show words on menus that indicate methods of preparation (“grilled”) or ingredients known to contain fat (“creamed”). Refer to the list on the board as well.



4. Ask participants to go back to their menus and to choose a meal, based on the information you have just discussed with them. Give them a few minutes to make their choices. (If desired, allow participants to use highlighter pens to designate their new choices.) Some participants will choose what they actually would request, while others might try to make healthier choices than they would usually choose from the menu.

Tell participants that fat and salt often go together in restaurants. **Ask:** How can one limit salt when eating out? Tell them that controlling both the fat and sodium content in a restaurant meal can be a bit more challenging, but careful ordering can help. When you order, let the wait staff know that you want your food prepared without added salt. Then, avoid using the salt shaker at the table. Try pepper instead, and ask for a few lemon wedges to add flavor to foods like fish and vegetables. Keep in mind, too, that your efforts to limit the amount of salt and sodium in foods at other meals during the day can offset the extra sodium you might have in the restaurant meal.

Tell participants that the menu has been left vague for a reason. Many menus omit a lot of information, so customers need to ask for clarification and make requests. Recognizing one's power as a customer is important. Tell participants to use the motto, “When in doubt, ask.”

Conclusions

Tell participants: When you make careful choices from fast food and restaurant menus, you can watch the amount of fat you eat, yet still enjoy dining out. If lower-fat choices aren't listed clearly on the menu, or if the food preparation methods seem unclear, ask your waiter to help you understand how the food is prepared or how the preparation method could be changed to meet your needs.

What if you are also watching the amount of sodium you eat? Since many restaurant foods tend to be salty, it can be challenging to limit the amount of salt you eat at a restaurant. Order your food without added salt, and try to avoid foods that are obviously salty, such as ham and other processed meats. Don't add any salt at the table. Also, try eating less salt in other meals during the day to offset the extra sodium you might have in a restaurant meal.

Ask: What ideas do you think you might try to reduce fat or sodium the next time you eat at a restaurant? List responses on the flipchart or writing board.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants to describe two or more choices from restaurant or fast food menus that appear to be lower in fat.

Note: For examples of ways to reduce fat in recipes, see the **Simply Good Eating: Now You're Cooking!** curriculum, "Substitutions: Old Favorites, New Ways"

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) Nutrition information from fast food restaurants (optional; see websites listed in "References and Resources" at the end of the chapter); (2) *Simply Good Eating for Health: "Fast Foods: Your Health and Your Weight"*; (3) *Simply Good Eating: Now You're Cooking! "Substitutions: Old Favorites, New Ways."*

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

General

Handout:

Tips for Eating for a Healthy Heart

Activity 1: Heart Disease: What Are the Risks?

American Heart Association website. Online: <http://www.americanheart.org> [accessed November 15, 2005].

American Heart Association. *Healthy Lifestyle: The Cholesterol Low Down*. Online: <http://www.s2mw.com/cholesterollowdown/index.html> [accessed January 20, 2006].

United States Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute. *Facts About The DASH Eating Plan*. NIH Publication No. 03-4082 (24 pages). Updated November 2005. Online: <http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/> [accessed January 20, 2006]. Publication can be downloaded or ordered from the website.

United States Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. *Your Guide to Lowering High Blood Pressure: Prevention*. Online: <http://www.nhlbi.nih.gov/hbp/prevent/prevent.htm> [accessed November 15, 2005].

Handouts:

Heart Bingo Cards
Heart Bingo Clues
Healthy Heart Crossword
Healthy Heart Crossword Answer Key

Activity 2: Good Fat, Bad Fat

American Heart Association website. Online: <http://www.americanheart.org> [accessed November 15, 2005].

American Heart Association. *Healthy Lifestyle: The Cholesterol Low Down*. Online: <http://www.s2mw.com/cholesterollowdown/index.html> [accessed January 20, 2006].

NASCO Artery Models. NASCO, 901 Janesville Avenue, PO Box 901, Fort Atkinson, Wisconsin 53538-0901. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595 or online at <http://www.eNASCO.com>

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute. *Facts About The DASH Eating Plan*. NIH Publication No. 03-4082 (24 pages). Updated November 2005. Online: <http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/> [accessed January 20, 2006]. Publication can be downloaded or ordered from the website.

United States Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. *Your Guide to Lowering High Blood Pressure: Prevention*. Online: <http://www.nhlbi.nih.gov/hbp/prevent/prevent.htm> [accessed November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition, Office of Nutritional Products, Labeling, and Dietary Supplements. *Trans Fat Now Listed With Saturated Fat and Cholesterol on the Nutrition Facts Label*. January 16, 2004; updated January 1, 2006. Online: <http://www.cfsan.fda.gov/~dms/transfat.html> [accessed January 30, 2006].

University of Minnesota Extension Service. "Substitutions: Old Favorites, New Ways." *Simply Good Eating: Now You're Cooking!* Revised 2006. Item MI-08024. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08024), or call toll free at 1-800-876-8636.

Activity 3: Eating to Prevent High Blood Pressure

NASCO Life/form® Food Replicas. NASCO, 901 Janesville Avenue, PO Box 901, Fort Atkinson, Wisconsin 53538-0901. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595 or online at <http://www.eNASCO.com>

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>.

United States Department of Agriculture. MyPyramid.gov website. Online: <http://www.mypyramid.gov/> [accessed December 15, 2005].

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: Tips and Resources. Online: http://www.mypyramid.gov/tips_resources/index.html [accessed December 15, 2005].

United States Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute. *Facts About The DASH Eating Plan*. NIH Publication No. 03-4082 (24 pages). Updated November 2005. Online: <http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/> [accessed January 20, 2006]. Publication can be downloaded or ordered from the website.

University of Minnesota Extension Service. “Unlocking the Secrets of Food Labels.” *Simply Good Eating for Health*. Revised 2006. Item MI-08023. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08023), or call toll free at 1-800-876-8636.

Handout:

MyPyramid and DASH: How Do They Compare?
The DASH Eating Plan
MyPyramid Poster

Activity 4: Let's Get Sodium Savvy!

American Heart Association. *Healthy Lifestyle: High Blood Pressure*. Online: <http://www.americanheart.org/presenter.jhtml?identifier=2114> [accessed January 20, 2006].

NASCO Life/form® Food Replicas. NASCO, 901 Janesville Avenue, PO Box 901, Fort Atkinson, Wisconsin 53538-0901. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595 or online at <http://www.eNASCO.com>

United States Food and Drug Administration. “‘Daily Values’ Encourage Healthy Diet.” *FDA Consumer*, Special Issue: Focus on Food Labeling. May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/dvs.html> [accessed November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *How to Understand and Use the Nutrition Facts Label*. June 2000; updated November 2004. Online: <http://www.cfsan.fda.gov/~dms/foodlab.html> [accessed January 20, 2006].

United States Food and Drug Administration. “The Food Label.” *FDA Backgrounder*. May 1999. Online: <http://www.cfsan.fda.gov/~dms/fdnewlab.html> [accessed January 20, 2006].

Handouts:

Sodium Savvy Quiz
Sodium Savvy Quiz Answer Sheet
Checking Food Labels for Sodium

Activity 5: Cooking with Flavor

American Heart Association. *High Blood Pressure: Healthy Food Choices: Use Seasonings Instead of Table Salt*. Online: <http://www.americanheart.org/presenter.jhtml?identifier=585> [accessed January 30, 2006].

American Spice Trade Association has several pamphlets available (for a small charge) that contain information on buying and using spices. Titles include “Low-Sodium Seasoning Chart,” “Low Sodium Spice Tips,” and “Spice and Diet Cookbook.” Contact the association at: 2025 M Street, NW, Suite 800, Washington, DC 20036; Phone: 202-367-1127; Fax: 202-367-2127. Online: <http://www.astaspice.org> [accessed February 5, 2006].

University of Minnesota Extension Service. “‘Eating for a Healthy Heart’ Recipes.” *Simply Good Eating for Seniors Recipe Cards*. Item MI-08022. Created 2004. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08022), or call toll free at 1-800-876-8636.

Handout:

Cooking with Flavor: Herbs and Spices

Activity 6: Eating Out

Nutrition Information from Fast Food Corporations:

Burger King Corporation. *Complete Nutrition, Ingredient and Allergen Information for Core Menu Items Brochure*. Online: <http://www.bk.com/Food/Nutrition/downloads.aspx>
The main website can be accessed at: <http://www.bk.com/>

Domino’s Pizza LLC. *Nutritional Information*. Online: <http://www.dominos.com/Public-EN/Site+Content/Primary/See+the+Menu/> (click on “Nutritional Info PDF”). The main website can be accessed at: <http://www.dominos.com>

Hardee’s Food Systems, Inc. *Nutrition Guide*. Online: <http://www.hardees.com/nutrition/> (click on “Download PDF”). The main website can be accessed at: <http://www.hardees.com>

International Dairy Queen, Inc. Nutrition Charts. Online: <http://www.dairyqueen.com/en-US/Menus+and+Nutrition/default.htm> The main website can be accessed at: <http://www.dairyqueen.com/en-US/default.htm>

KFC Corporation. *KFC Nutrition Guide*. Online: http://www.yum.com/nutrition/documents/kfc_nutrition.pdf or <http://www.kfc.com/kitchen/nutrition.htm> The main website can be accessed at: <http://www.kfc.com>

McDonald’s Corporation. *McDonald’s USA Nutrition Facts for Popular Menu Items*. Online: http://www.mcdonalds.com/usa/eat/nutrition_info.html or http://www.mcdonalds.com/app_controller.nutrition.index1.html The main website can be accessed at: <http://www.mcdonalds.com/>

Pizza Hut, Inc. *Printable Nutrition Guide*. Online:
<http://www.pizzahut.com/menu/nutritioninfo.asp> or
http://www.yum.com/nutrition/documents/ph_nutrition.pdf The main website can be
accessed at: <http://www.pizzahut.com>

Taco Bell Corporation. *Printer-Friendly Nutrition Guide*. Online:
http://www.yum.com/nutrition/menu.asp?brandID_Abbr=5_TB (click on “Printer-
Friendly Nutrition Guide” in the upper right corner). The main website can be accessed
at: <http://www.tacobell.com>

Wendy’s International, Inc. *Complete Nutrition Guide*. Online:
<http://www.wendys.com/food/index.jsp?country=US&lang=EN> (click on “Complete
Nutrition Guide” in the middle of the page). The main website can be accessed at:
<http://www.wendys.com>

University of Minnesota Extension Service. “Fast Foods: Your Health and Your Weight.” *Simply Good Eating for Health*. Revised 2006. Item MI-08023. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08023), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. “Substitutions: Old Favorites, New Ways.” *Simply Good Eating: Now You’re Cooking!* Revised 2006. Item MI-08024. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08024), or call toll free at 1-800-876-8636.

Handouts:

- SGE Café Menu
- Tips for Eating Out
- Making Healthy Choices: Fast Food and Fat



Simply Good Eating for Seniors
Shopping and Cooking
for One or Two



Simply Good Eating for Seniors

Shopping and Cooking for One or Two

The goal of this lesson is to teach older adults who are living alone or with another person to make changes in their shopping and cooking skills and to improve their economic, health, and social situations.

Basics of Shopping and Cooking for One or Two

- To save money, plan before shopping and follow the plan as closely as possible.
- To save money, minimize food waste by carefully storing and using leftovers.
- To reduce monotony, freeze “planned-overs” (meals or portions of meals) to use several days or weeks later.
- To make meal planning easier, keep staple items on hand that are easy to prepare.
- To ensure good nutrition, plan meals before shopping.

Learning Objectives

After completing this lesson, participants will be able to:

1. Select economical food based on nutrient content.
2. Prepare simple recipes in small portions.
3. Store leftovers safely.
4. Practice food safety.
5. Cook easy, attractive, and tasty foods for themselves and for others.
6. Eat meals and snacks regularly.

Note: For more information on ways to save money when grocery shopping, refer to the “Shop and Save” chapter in the **Simply Good Eating: Now You’re Cooking!** curriculum.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Introducing Shopping and Cooking for One or Two
2. Convenience and Cost
3. “5 to 9 A Day” Made Easy for One or Two
4. Making It Easy
5. Cooking demonstrations

Conclusions

See individual activities for specific topics.
Use the handout, “Tips for Shopping and Cooking for One or Two” to help summarize the lesson.



Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the end of this unit.

Introduction: Background on Shopping and Cooking for One or Two

You (the facilitator) may use the following as an opening “script” to introduce this topic to participants (see “Basics of Shopping and Cooking for One or Two,” at the beginning of this section).

As our lives change, we often find that our food shopping and preparation habits must change, too. For example, how many of you have fewer people sitting around the dinner table now than you had in the past? Have you needed to adjust how much food you buy in recent years? What kinds of changes have you made to cook for one or two people?

Note: *Allow participants to discuss these questions for a short time.*

Even if you have always cooked for one or two rather than a crowd, many foods and preparation methods have changed in recent years. We have many more convenience foods that are ready to eat with little or no additional preparation, but these are sometimes more expensive than preparing the same foods from original ingredients (often referred to as preparing foods from “scratch”). Microwave ovens are used much more in cooking now, but we might lack cooking instructions to help us make some of our old favorite foods.

Shopping and cooking for one or two requires a different set of skills than cooking for a larger group. They also can be just as challenging and require just as much planning.

Today, we’ll talk about some ideas to help us become more skillful at shopping and cooking for one or two. Please feel free to share with the group any tips and suggestions that you have found helpful in your efforts to plan meals, shop, or cook for one or two people.

Activity 1

Introducing Shopping and Cooking for One or Two

Purpose:	To encourage interest in choosing, preparing, and enjoying regular meals and snacks.
Materials:	Materials to “prepare” two meals, one attractive, one plain. Materials could include <i>NASCO Life/form® Food Replicas</i> or <i>Dairy Council Food Models</i> , and, if desired, a place mat and paper plates or other dishes to showcase both meals. For food choices, the <u>plain meal</u> could include all “white” or light-colored foods, such as: <i>sliced chicken or turkey, mashed potatoes or rice, cauliflower, white bread, applesauce</i> . The <u>attractive meal</u> could include foods with a greater variety of colors and textures, such as: <i>roast beef, yams, broccoli or green beans, wheat bread and, plums or strawberries (If you anticipate having a larger group, have several sets of materials like these, so participants can work in small groups or teams); casserole dish that can go from the freezer to oven (optional; 1½ quart size works well for cooking for one or two); recommended containers for food storage; flipchart or writing board; pens/markers or chalk</i> .
Estimated time:	15 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

Tell participants that this activity has two parts, first, making meals attractive, and second, having the right tools for the job. To introduce the following points, you (the facilitator) may use the following as a "script."

Part 1: Making Meals Attractive

1. **Ask participants:** Do you sometimes eat meals alone? What are the drawbacks to eating alone? Are there some benefits to eating alone? What are they? (Write participants' responses on a flipchart or writing board.)

Ask the group what they do to overcome the negative aspects of eating alone. Encourage people to eat at regular times, whether or not they feel like it, because eating at regular times can help keep our energy levels up and can help us feel good and function at our best.

Tell participants: We are going to explore some things we can do to make meals more enjoyable when eating alone.

2. Use the following activity to illustrate the importance of attractive meals, especially when eating alone. Ask the participants to divide into partners or teams of three or four, and give each group a set of food models and table-setting materials to create a meal.

Give one group a combination of food models to create a meal that is "white" or light in color, such as sliced chicken or turkey, mashed potatoes or rice, cauliflower, white bread, and apple sauce. Give the other group a set of foods with a greater variety of colors and textures, such as roast beef with yams, broccoli or green beans, wheat bread, and plums or strawberries.

Ask each group to create a meal with the materials you have given them. Then ask them to compare the two meals. Which one looks more appetizing? Which one would they rather eat? (If they respond that they don't like some of the foods displayed, let them trade the foods they dislike for others that they like better, maintaining the variety of colors and food shapes in the attractive meal.)

3. It has been said that we eat with our eyes as well as our mouths, so our food should both look and taste appetizing. Besides an attractive place setting, how else can we make meals more attractive? Some suggestions:
 - Include some colorful foods (such as green or yellow vegetables, tomatoes, a slice of orange or melon, a few grapes, jellies, or pickles).
 - Include a variety of shapes and textures in foods.
 - Include a variety of tastes and flavors.
 - Include a variety of temperatures—hot and cold foods.

Ask the participants to experiment with other combinations of food models, to demonstrate how having a combination of colors of foods (or shapes and textures of foods) can make meals more attractive.

4. **Ask participants:** In addition to an attractive meal, what else can make meals enjoyable for you? Some suggestions might include:
 - Be sure to include some favorite foods.
 - Have music playing.
 - Sit where you can see interesting scenery—look out a window, or sit in a relaxing part of your home, eat a meal outside in good weather, etc.
 - Invite a neighbor or friend to join you.
 - Participate in senior/congregate dining programs and other community meals.

Part 2: Preparing Meals: Have the Right Tools for the Job

Note: For additional information about safe food preparation and containers that are safe to use in a microwave oven, refer to the **Simply Good Eating: Now You're Cooking!** curriculum: "Don't Be Sorry: Keep Food Safe."

1. **Tell participants:** When you cook, several tools are particularly helpful to prepare the foods efficiently and safely. These include:
 - A timer
 - Pots and pans with lids that fit
 - The right storage containers for leftovers

Tell participants: When cooking, you must carefully monitor foods that are cooking on the stovetop or in the oven. Have you ever had a food burn because you were distracted for a moment and forgot to turn the heat down? I think that has happened to most of us at some time. Time can go by quickly, and oils or other fats cooking on a stovetop can even catch on fire if left unattended while you are doing something else, like reading the paper or talking on the telephone. Stay in the kitchen, and use a timer to remind you that a food is on the stove and needs to be checked. Clip-on timers can help you monitor cooking foods more easily. Check discount and kitchen supply stores for clip-on timers that can be attached to clothing.

Tell participants: Sometimes cooking accidents can happen that can start a fire or cause one to be burned. How can you stay safe while cooking? Suggestions for safety while cooking could include:

- Keep the stove clear of anything that could catch on fire, such as paper, towels, potholders, or food packages.
 - Wear a shirt with short sleeves or snug-fitting long sleeves.
 - Turn pot handles inward so they can't be bumped.
 - Take spoons out of pots when done stirring and place them in a spoon holder or on a plate.
2. Show participants a casserole dish (if one is available) that is safe to go from the freezer to the oven. **Tell participants:** Cooking for one or two is easier if your cooking dishes, pans, or skillets are the correct size and have tight-fitting lids. For example, some baking dishes (and sometimes their lids) can go from the freezer to the oven and to the table.

This can save on dishwashing, and can reduce the need to buy additional serving dishes and storage containers. But remember that many containers we use cannot go from the freezer to the oven to the refrigerator. Check package information before buying to be sure that the dishes can tolerate temperature changes.

Remind seniors that many of the containers they use cannot go from freezer to oven to refrigerator.

3. Show participants examples of containers that are safe for storing leftovers: plastic freezer containers, plastic wrap, one-pint canning jars. **Tell participants:** Containers to store leftovers are important. You can reduce food waste and have safe, tasty food if you refrigerate and/or freeze leftovers promptly. Airtight packaging like some plastic freezer containers and plastic wraps can help keep leftovers fresh for up to three days in the refrigerator. One-pint canning jars also work well for storing leftovers. Be sure to label and date foods before storing in the refrigerator or freezer.

Tips: Use a 6-cup muffin tin to prepare meatloaf and other foods in single servings. Freeze leftover chopped meats, rice, vegetables, gravies, and cream soups using muffin tins and ice cube trays. Once frozen, transfer the foods to plastic freezer bags, then label and date the bags. These leftovers can be used in casseroles, soups, stir fry recipes, and other mixed dishes. Remind participants that some containers are not appropriate for use in the freezer.

Note: Refer to the **Simply Good Eating: Now You're Cooking!** curriculum: "Don't Be Sorry: Keep Food Safe," for more specific information.

4. For many foods, it is best to prepare more than one serving at a time. The "planned-overs" can be eaten the next day, or stored in single portions in a container that can go from the refrigerator or freezer to the microwave. If planned-overs are frozen, they can be eaten a week or so later and will not seem so much like "leftovers." Label and date all planned-overs before refrigerating or freezing.

Note: Refer to the **Simply Good Eating: Now You're Cooking!** curriculum: "Don't Be Sorry: Keep Food Safe," for information on how long meals can be left in the freezer.

Tell participants: A final thought: No matter what tools you use, take time to enjoy the food you prepare. Eating slowly, relaxing, and reflecting on the day's activities may also help you enjoy the meal. Take time to enjoy good food.

Conclusions

Good nutrition doesn't just happen. At every age, what we eat makes a difference for our health. Thoughtful planning and healthy food choices are essential for good health. Even though we may live alone, it's important to take time to prepare attractive and regular meals for ourselves.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What can you do to make meals more attractive?
2. What tools could you use to make your cooking more efficient and safe?
3. What ideas do you have for preparing food and storing leftovers safely to maintain quality, reduce food waste, and also save money?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *NASCO Life/form® Food Replicas* or *Dairy Council Food Models*; (2) *Simply Good Eating: Now You're Cooking!* "Don't Be Sorry: Keep Food Safe."

Activity 2 Convenience and Cost

Purpose:	To discuss differences in price and convenience between home-prepared and convenience foods.
Materials:	Handouts: "Food Prices of the Past," "Food Prices of the Past Answer Key" (for facilitator to use during discussion), "How Much Do the Groceries Cost?" and "Create Your Meal"; grocery bag or small container; pens/pencils; calculators for participants to use, if available; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 minutes

Note: *The first two parts of this activity are to get participants interested through highlighting food prices of the past. This activity uses food prices from 1950, 1975, and 2000. The food items were selected because they are common and were available for each of the years. The prices were taken from Twin Cities newspapers in the summer of the year indicated. The newspapers are archived at the Minnesota History Center in St. Paul. This activity may not work well with participants who are more recent residents of the United States, as they may not be aware of food prices from the past.*

Before the Session

Make a copy of the "Food Prices of the Past" worksheet and cut out the squares. Place the squares in a small container, such as a grocery bag or small box. An answer key for the game is provided.

Begin the Session

Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Pass the container around the audience and ask participants to select one square or multiple squares, depending on the number of participants. Ask participants to read their question aloud and then guess the price for the food mentioned in the question. Ask them to suggest reasons why food prices have changed so much over the years.



Note: The answer key includes prices for all of the foods for all three years. The facilitator can use this information to answer participants' questions from the "Prices of the Past" activity. The facilitator can also use it to create other question-and-answer games for participants. For example, one could create a game modeled after the "Jeopardy" television game show, where each of the years (1950, 1975, and 2000) becomes a category for which to ask questions.

To prepare for the game, create question cards for each of the food items for each year that read, "In 1950 (or 1975, or 2000), this was the price of one dozen eggs (or whatever the food is)." Sort the questions into piles for each of the three years, so you have one pile with questions about prices of foods in 1950, one pile for 1975, and one pile for 2000.

To play the game, divide the participants into two teams. Ask a participant to select one of the years, and ask the question to the whole group. Have each group talk among themselves to develop their "guess," and the team whose guess is closest to the correct price (without exceeding the price) earns a point for answering that question correctly. Someone from the team that answered the last question correctly gets to choose the year from which the next question will be asked.



2. Distribute the "How Much Do the Groceries Cost?" handout. The handout shows food lists and their total prices during the years 1950, 1975, and 2000. Ask participants to guess the purchase price of each list during the year shown.

Note: The totals are approximately ten dollars for all lists.



3. Distribute the "Create Your Meal" handout. The handout shows both convenience and home-prepared foods, along with prices for average serving sizes. Foods are separated into categories to help participants plan a balanced meal.
4. Distribute calculators, if available; ask participants to share, if necessary. Ask if all participants know how to use them; if not, show them how, briefly. Instruct participants to circle foods to plan a meal without going above the budget of \$2.25. Tell participants to choose at least one food from each category to make a balanced meal.
5. Ask participants how closely they were able to stay within the budget.
6. Explain that the list of foods provided contains both convenience and home-prepared foods. Discuss price differences between convenience and home-prepared foods.
7. Ask participants to name some of their favorite convenience foods and then discuss possible options for replacing them with home-prepared foods.
8. Discuss possible benefits of using some convenience foods.

Conclusions

Tell participants: Many convenience foods are available at grocery stores, but sometimes these foods are more expensive than preparing the same foods from original ingredients, or "scratch." Fortunately, many foods can be easily prepared from scratch to serve one or two people. Also, home-prepared foods can provide tasty substitutions for some of our favorite convenience foods. Often, convenience foods are higher in fat, sodium, and/or added sugar. When preparing foods at home, you can control the fat, sodium, and added sugar amounts.

Even though convenience foods are often more expensive, there may be times when these foods are useful. When deciding between convenience foods and home-prepared foods, it is important to consider your specific needs. Weigh the options—convenience versus cost and nutrition—when planning meals and grocery shopping.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What are the advantages and disadvantages of using home-prepared foods?
2. What are the advantages and disadvantages of using convenience foods?

Thank each participant for coming. Ask for final questions and discussion. Collect the calculators and provide some information or teaser about the next session, to encourage attendance.

References and Resources

See handouts listed at the beginning of this activity.

Activity 3

“5 to 9 A Day” Made Easy for One or Two

Purpose:	To identify when various fruits and vegetables are in season and available in grocery stores at lower prices, and to show participants nourishing side-dish ideas.
Materials:	Handouts: “What to Buy When,” “Buying Fruits and Vegetables,” <i>Simply Good Eating for Seniors Recipe Cards</i> : “Easy Vegetables in the Microwave” and “Fruits and Vegetables—On the Side!” (MI-08022); examples of fresh fruits and vegetables that are currently in season (choose a variety of colors); ingredients to prepare one or two recipes from the <i>Simply Good Eating for Seniors Recipe Cards</i> : “Easy Vegetables in the Microwave” and “Fruits and Vegetables—On the Side!” (MI-08022); <i>Dairy Council Food Models</i> (or other food models) (optional); <i>Cultural Food Photos</i> and <i>Guide to Common Cultural Foods</i> , or other resources on foods from various cultures (optional).
Estimated time:	15-20 minutes



Begin the session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Ask participants:** Which fresh fruits and vegetables do you tend to eat most often? (Have food models of fruits and vegetables visible, to trigger responses.)

Which fresh fruits or vegetables can you currently find in the grocery store? Are there some that are not available at this time of year?

Is it ever hard for you to find good-quality fresh fruits and vegetables at the grocery store? Which ones are the hardest for you to find?

2.  Distribute the “What to Buy When: Seasonal Buys in Fruits and Vegetables” handout. Talk with participants about fruits and vegetables that are currently in season. Ask them to name several favorite fruits or vegetables that are not in season now, and have them use the handout to learn when they would most likely be available in the grocery store and at a moderate price. Ask participants to name a fruit or vegetable from the list that currently is not in season. Ask if they have recently noticed this fruit or vegetable in the store, and what the price was.
3.  Distribute the “Buying Fruits and Vegetables” handout. Ask participants to find a tip for buying a fresh fruit or vegetable that they think they could use, and share this tip with the group. Show examples of fresh fruits and vegetables to demonstrate some of the tips from the handout, such as crisp greens that are not wilted or yellowed, and fresh fruits or vegetables with good color and unblemished flesh, without signs of mold or decay.
4. **Ask participants:** Are there any fruits or vegetables that you prefer to buy canned rather than fresh? Which ones? Why? Reassure participants that the nutrient content of a canned fruit or vegetable is similar to its fresh state. Ask participants to look at the “Buying Fruits and Vegetables” handout, and find a tip for buying a canned fruit or vegetable that they think they could use, and share this tip with the group.
5. Show participants the “Easy Vegetables in the Microwave” in the *Simply Good Eating for Seniors Recipe Cards*. Ask participants if they use a microwave oven to prepare vegetables very often. Ask them to review the handout and find a new way they could prepare a favorite vegetable.
6. Show participants the “Fruits and Vegetables—On the Side!” recipes in the *Simply Good Eating for Seniors Recipe Cards*. These recipes contain many colorful ideas for improving nutrients in meals by adding fruits or vegetables as side dishes. Ask participants to review the recipes and look for a new way they could prepare a favorite fruit or vegetable. If possible, demonstrate one or two of the recipes so participants can taste the results. Try to choose recipes with fruits and vegetables that participants are less likely to have eaten in the past, or in combinations that they may not have tried.

Note: *The publications **Cultural Food Photos** and **Guide to Common Cultural Foods** are no longer available for purchase, but if you already have these, or other resources on foods from diverse cultures, they are a useful resource for information on fruits and vegetables eaten by various cultural groups.*

Conclusions

Besides being an important source of nutrients, fresh, canned, and frozen fruits and vegetables can add color and flavor to meals.

Check for Understanding and Behavior Change

Ask participants to state one idea that they have learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name a fruit or vegetable that you will now try to eat more often.
2. Describe a new way to prepare a fruit or vegetable that you will likely make at home.
3. Describe one way you could save money when buying fresh fruits or vegetables.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Dairy Council Food Models* (optional); (2) *Cultural Food Photos* (optional); (3) *Guide to Common Cultural Foods* (optional); (4) *Simply Good Eating for Seniors Recipe Cards*: “Easy Vegetables in the Microwave” and “Fruits and Vegetables—On the Side!”; (5) *5 A Day the Color Way: Your Guide to the Health Benefits of Colorful Fruits & Vegetables*.

Activity 4

Making it Easy

Purpose: (1) To describe preparation of quick, easy menus that can be made from staple foods on hand; (2) To use MyPyramid to evaluate the variety of foods on menus; (3) To review how the menus fit into MyPyramid.

Materials: Handouts: “Making it Easy Meals,” “Making it Easy Meals Answer Key,” *MyPyramid Mini Poster* (USDA publication from http://www.mypyramid.gov/gobal_nav/order.html), “Foods to Have on Hand”; package labels from five or six frozen dinners; flipchart or writing board; pens/markers or chalk.

Estimated time: 30 minutes

Note: Information related to this topic is also covered in the **Simply Good Eating for Health curriculum**: “Good Nutrition: As Easy as 1, 2, 3” and the **Simply Good Eating: Now You’re Cooking! curriculum**: “Quick Meals from Foods on Hand.”

Before the session

Download the United States Department of Agriculture (USDA) *My Pyramid Mini Poster* (online: http://www.mypyramid.gov/global_nav/order.html) and make copies for participants, or obtain preprinted copies from the USDA.

Begin the session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Note: Select several of the menus on the handout “Making It Easy Meals” for this activity. When the activity is completed, encourage the participants to use the menus to help with quick and easy meal planning.



1. **Tell participants:** For our next activity, we are going to use the handouts, “Making It Easy Meals” and the *MyPyramid Mini Poster* to talk about quick, easy meals. We will then look at food labels from several frozen dinners to see how we can plan meals around them. We will compare the menus and the frozen dinners to the servings (or portions) needed from MyPyramid. We’ll also talk about planning meals using foods that are easy to keep in your cupboard for days when you may not be able to shop.
2. **Continue:** Let’s look at the first menu, which includes vegetable beef soup, cheese on toast, and applesauce. In which food groups do these foods fit? Use your copy of the *MyPyramid Mini Poster* to help you fit the foods into groups. Are any food groups missing from this menu? If so, what could we add so that all the food groups are included?



Note: Continue this activity, using other menus on the handout. Use the “Making It Easy Meals Answer Key” to guide participants’ responses.

3. **Continue:** Now, let’s look at some examples of frozen dinners and compare them to MyPyramid. What foods does this frozen dinner contain? In which food groups do these foods fit? Use your copy of *MyPyramid Mini Poster* to help you fit the foods into groups.

Ask: Are any food groups missing from this frozen dinner? If so, what could we add so that all the food groups are included?

Tell participants: Frozen dinners tend to be high in salt, so if you are trying to watch the amount of salt you eat, you may want to look for dinners with less sodium, or eat frozen dinners only very occasionally.

4. **Ask:** Have you ever had times when you couldn’t get to a grocery store for a few days? What are some examples of times when that has happened to you? What were you able to make for meals during that time?

Continue: Let’s look at the “Foods to Have on Hand” handout to talk about planning meals during times when a person cannot go shopping for several days, because of the weather or not feeling well. This handout lists foods that keep well in the cupboard.

Ask: Can someone give me an example of a meal you could make using a few of the foods from this list? What are some other foods that you keep on hand?



Tell participants: Some canned or boxed foods tend to be high in salt or sugar. If you are trying to watch your salt intake, you may want to look for options with less sodium, or eat these foods only occasionally. You may find lower sodium versions of some of these foods, or you can rinse and drain canned vegetables and meats to reduce the salt. If you are trying to cut back on added sugar, buy canned fruit packed in juice, rather than heavy syrup.

Conclusions

Nutritious meals can be prepared from simple menus using foods that are easy to keep on hand, such as canned and packaged foods from the cupboard and frozen dinners. When in a hurry, we can use these foods as the basis for balanced meals and add foods as needed to meet servings from MyPyramid.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Which ones of these examples of quick meals do you think you could make?
2. Which foods will you keep on hand to prepare easy, nourishing meals?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *MyPyramid Mini Poster*; (2) *Simply Good Eating for Health*: “Good Nutrition: As Easy as 1, 2, 3”; (3) *Simply Good Eating: Now You’re Cooking!* “Quick Meals from Foods on Hand.”

Activity 5 Cooking Demonstrations

Purpose:	To review basic food preparation and safety methods for shopping and cooking for one or two.
Materials:	<i>Simply Good Eating for Seniors Recipe Cards</i> : “Shopping and Cooking for One or Two’ Recipes” (MI-08022). Other materials vary with recipes selected for demonstration (listed below); flipchart or writing board; pens/markers or chalk.
Estimated time:	Varies with recipe and equipment available. Some recipes could be prepared ahead of time and used for sampling. Others require 20 minutes to an hour to prepare and cook.

Before the session:

Select one or two of the recipes listed below for demonstration. Check the equipment and ingredient list on each recipe for materials you will need to prepare the recipe.

Begin the session:

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: Briefly explain its purpose and some of the activities.

1. **Tell participants** that the recipes in this lesson are relatively easy to prepare. Ask if any one in the group is cooking for themselves daily for the first time, and encourage them to ask questions about anything they don’t understand.
2. Distribute copies of the recipe handout and explain that these recipes are for economical dishes that can be prepared in the oven or on top of the stove in a pan with a tight-fitting lid, using “planned-overs” from other meals. Tell participants which recipe you will be preparing so they can follow along in the handout.
 - Beef and Vegetable Skillet (using “planned-over” cooked meatloaf, ground beef, or roast)
 - Chicken and Rice Skillet (cooked chicken)
 - Stewed Tomato Rice with Pork skillet (cooked pork chop or steak)
 - Smoked Turkey Ham and Sweet Potato skillet
 - Stuffed Green Peppers (cooked rice)
 - Peanut Butter Dunk

- Veggie Dip
- Fruit Dip
- Bean Dip with Tortilla Chips
- Cashew Turkey Salad (cooked turkey or chicken)
- Tuna Apple Salad with Lemon Soy Dressing
- Curried Rice and Raisins (cooked rice, a side dish for chicken, pork or fish)
- Microwave Fish Fillets

Tell participants: Several recipes have ingredients where only part of the can was used. You (the facilitator) may want to suggest how the remainder of the ingredient could be used, how to store and for how long (this information is included on the recipe), and what other recipes the ingredients could be used in. Always encourage participants to pour the left-over ingredient into another container and store in the refrigerator or freezer (depending on the ingredient in question).

3. Prepare the recipe you have selected and discuss each step with participants. Allow time for questions and discussion.

Conclusions

Review the procedures of the recipe you just demonstrated, or ask participants to summarize for the group. Ask if there are any questions.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Simply Good Eating for Seniors Recipe Cards: “Shopping and Cooking for One or Two’ Recipes.”

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

General

Handout:
Tips for Shopping & Cooking for One or Two

Activity 1: Introducing Shopping and Cooking for One or Two

NASCO Life/form® Food Replicas. NASCO, 901 Janesville Avenue, PO Box 901, Fort Atkinson, Wisconsin 53538-0901. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595 or online at <http://www.eNASCO.com> [accessed November 15, 2005].

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

University of Minnesota Extension Service. “Don’t Be Sorry: Keep Food Safe.” *Simply Good Eating: Now You’re Cooking!* Revised 2006. Item MI-08024. Available from the Extension Store online at <http://shop.extension.umn.edu/> (and search for 08024), or call toll-free at 1-800-876-8636.

Activity 2: Convenience and Cost

Handouts:

- Food Prices of the Past
- Food Prices of the Past Answer Key (for facilitator only)
- How Much Do the Groceries Cost?
- Create Your Meal

Activity 3: “5 to 9 A Day” Made Easy for One or Two

Iowa State University Extension Nutrition Program. *Cultural Food Photos*. May 2001. **Note:** The *Cultural Food Photos* are no longer available for purchase. If you already have the *Cultural Food Photos*, or other images of foods from various cultures, these are a useful resource for this activity.

Iowa State University Extension Nutrition Program. *Guide to Common Cultural Foods*. May 2001. **Note:** The *Guide to Common Cultural Foods* is no longer available for purchase. If you already have the *Guide to Common Cultural Foods*, or another guide to foods from various cultures, it is a useful resource for this activity.

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Health and Human Services, National Institutes of Health, National Cancer Institute and the Produce for Better Health Foundation. *5 A Day the Color Way: Your Guide to the Health Benefits of Colorful Fruits & Vegetables*. Eat 5 to 9 A Day website; select “The Color Guide.” Online: <http://www.5aday.gov/> [accessed February 20, 2006]. Additional information may be found at <http://www.5aday.com/>, which is supported by the Produce for Better Health Foundation.

University of Minnesota Extension Service. “Easy Vegetables in the Microwave” and “Fruits and Vegetables—On the Side!” *Simply Good Eating for Seniors Recipe Cards*. Item MI-08022. Created 2004. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08022), or call toll free at 1-800-876-8636.

Handouts:

- What to Buy When
- Buying Fruits and Vegetables

Activity 4: Making It Easy

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

University of Minnesota Extension Service. “Good Nutrition: As Easy as 1, 2, 3.” *Simply Good Eating for Health*. Revised 2006. Item MI-08023. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08023), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. “Quick Meals from Foods on Hand.” *Simply Good Eating: Now You’re Cooking!* Revised 2006. Item MI-08024. Available from the Extension Store online at <http://shop.extension.umn.edu/> (and search for 08024), or call toll-free at 1-800-876-8636.

Handouts:

Foods to Have on Hand

Making it Easy Meals

Making it Easy Meals Answer Key

Activity 5: Cooking Demonstrations

University of Minnesota Extension Service. “Shopping and Cooking for One or Two’ Recipes.” *Simply Good Eating for Seniors Recipe Cards*. Item MI-08022. Created 2004. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08022), or call toll free at 1-800-876-8636.

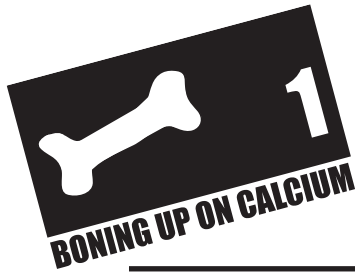
Other References

There are many cookbooks for cooking for one or two; many of the recipes can be made from scratch. Encourage participants to check the public library for cookbooks that they might enjoy reading, as well as finding a new recipe to try. Be careful with cookbooks that have been compiled by local organizations. Some of the recipes, especially recipes for canning, might not be accurate. If in doubt, check with your local Extension office.

If a person has arthritis, encourage them to consider buying some of the special products that may protect the joints in hands. Ergonomic and adaptive tools can be found in stores, but are also available for purchase online from a number of websites. Examples include B-Independent (online: <http://www.bindependent.com/>; click on the “Be Able” tab), Elder Corner (online: <http://www.eldercorner.com/>; click on “Kitchen and Dining” on the left-hand side of the page), or Allegro Medical (online: http://www.allegromedical.com/daily_living_aids).



Simply Good Eating for Seniors
Handouts



Tips for Boning Up on Calcium

Why do older adults need more calcium?

As we grow older, we lose some of the minerals in our bones. This decreases the hardness of our bones and can make them more likely to break.

The process of thinning bones is called osteoporosis. Osteoporosis is most common in women after menopause (around age 50). Men can also suffer from osteoporosis. Osteoporosis can be painful and can lead to broken bones, especially broken hips and crushed bones in the spine.

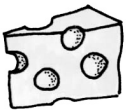


Several factors affect whether we might develop osteoporosis. These factors include genetics, food choices, physical activity level, medications we take, alcohol use, and smoking or use of other tobacco products.

Eating enough calcium can help decrease our risk for developing osteoporosis. Calcium gives hardness to bones, so getting enough each day is very important for older adults.

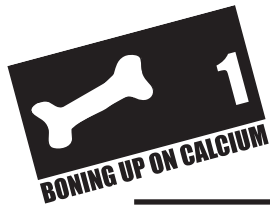
How much calcium do older adults need?

Many adults do not eat enough calcium. On average, adults eat about half of the calcium they need each day.



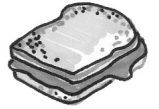
Adults over 50 need at least 1200 milligrams of calcium each day to slow down the loss of calcium from their bones. This amount is found in four servings of calcium-rich foods, such as milk, yogurt, and cheese.

It is also possible to get too much calcium. This usually doesn't happen if one is getting their calcium from foods alone, but it can happen if someone is taking calcium supplements. Eating more than 2500 milligrams each day may be harmful.



Which foods contain calcium?

Dairy foods such as milk, yogurt, and cheese are great sources of calcium. Other dairy foods that contain calcium include ice cream and pudding.



Mixed dishes can be good sources of calcium. Try tacos, pizza, lasagna, waffles, pancakes, and grilled cheese sandwiches.



Non-dairy foods such as fish with bones, beans, some green leafy vegetables, and tofu made with calcium are another way to get calcium.



Fortified foods including calcium-fortified orange juice, soy milk, and cereal are good sources of calcium.

What if I have trouble digesting milk?

Eating enough calcium may be more challenging for people with lactose intolerance, because they may experience stomach discomfort after eating some dairy foods.

There are many ways people with lactose intolerance can eat enough calcium. To tolerate dairy foods better, try the following:

- Drink milk in smaller amounts more often.
- Try other dairy foods such as cheese and yogurt.
- Eat foods fortified with calcium and non-dairy sources of calcium.
- If you are extremely sensitive to lactose, look for lactose-free milk or lactose enzyme drops (to add to milk) or tablets (to take before eating foods that contain lactose).

If you suspect that you are lactose intolerant, ask your doctor, to ensure an accurate diagnosis.

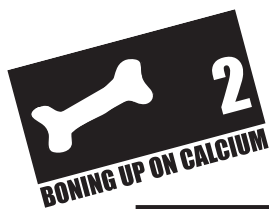


Sources of Calcium

Most adults 50 and older need about 1200 milligrams (mg) of calcium daily. The Percent Daily Value (% DV) is based on 1000 mg, so instead of 100 percent (%) Daily Value for calcium, older adults need about 120 percent each day (1200 mg). A good source contains at least 100 mg (10% DV), and an excellent source contains at least 200 mg (20% DV). There are many foods we can eat to get enough calcium. Plan to eat some of the foods listed below each day.

The list below shows dairy foods, mixed dishes, non-dairy foods, and fortified items that contain calcium. A few dairy foods that are not good sources of calcium are also listed. Foods with three stars are the best sources of calcium, but those with one and two stars are also good sources. **Note:** One star equals about 100 milligrams of calcium.

	<u>Serving Size</u>	<u>Milligrams</u>
<u>Dairy Foods</u>		
★★★ non-fat dry milk, either stirred into food, or reconstituted with water	1/4 cup dry	377
★★★ ricotta cheese, part skim milk	1/2 cup	337
★★★ yogurt	6 ounces	280
★★★ milk shake	10 ounces	320
★★★ milk	1 cup	300
★★★ buttermilk	1 cup	285
★★★ chocolate milk	1 cup	280
★★ natural cheese	1 ounce	200
★★ processed cheese	1-ounce slice	150
★ cottage cheese, 1 percent fat	1/2 cup	69
★ ice cream, soft serve	1/2 cup	125
★ hot cocoa mix (made with water)	3/4 cup	105
★ pudding	4 ounces	102
★ milk, condensed, sweetened, canned	2 tablespoons	100
★ cheese sauce	2 tablespoons	93
★ ice cream	1/2 cup	90
★ milk, evaporated, canned	2 tablespoons	80
cream cheese	2 tablespoons	20
sour cream	1 tablespoon	14
butter	1 tablespoon	2



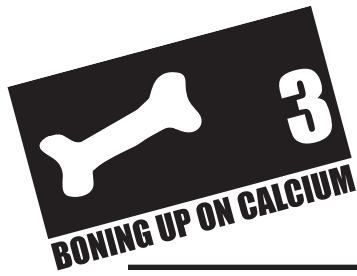
	<u>Serving Size</u>	<u>Milligrams</u>
<u>Mixed Dishes</u>		
★★★ grilled cheese sandwich (2 slices bread and 2 ounces processed American cheese)	1	340
★★ taco with cheese	small, 6 ounces	221
★★ pizza	1/4 of 12 inch	220
★★ enchilada with cheese	1	218
★★ waffle	1	191
★★ cream soup, prepared with milk	1 cup	185
★★ tostada	1	181
★★ lasagna	1 cup	150
★ pancakes	2	128
★ macaroni and cheese	1 cup	120
★ potatoes au gratin	1/2 cup	102
<u>Non-dairy Foods</u>		
★★★ sardines, canned with bones	2 ounces	250
★★ salmon, canned with bones	3 ounces	196
★★ collard greens, frozen, boiled	1/2 cup	179
★★ molasses, blackstrap	1 tablespoon	172
★ tofu made with calcium	1/3 cup	134
★ turnip greens	1/2 cup	125
★ kale, frozen, boiled	1/2 cup	90
★ almonds	1 ounce	79
★ dry beans and dry peas, cooked	1/2 cup	60
★ broccoli, frozen, boiled	1/2 cup	50
<u>Fortified Foods</u>		
★★★ soy/rice beverages, fortified*	1 cup	300
★★★ energy bars*	1	300
★★★ orange juice, fortified	3/4 cup	260
★★★ cereals, fortified	1 serving	250+

* The serving size and milligram information for soy/rice beverages and energy bars is an average of values from several food labels. Amounts can vary, so check food labels for calcium content.

References:

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

United States Department of Agriculture. USDA National Nutrient Database for Standard Reference, Release 18. Online: <http://www.nal.usda.gov/fnic/foodcomp/Data/SR18/sr18.html> [accessed December 21, 2005].



Bone Builder

Word Search

There are 21 words in this puzzle. Can you find them?

F E B D B B S N N E Z B P I T
V O W J O S I F K I O L U O O
Y S R N L M Z A R N O A O S S
O K E T A Y H X E K S R S T K
G S L T I S T B R T Q E M E E
U C I I K F U I R V N N A O L
R V H L M I I E S H C I E P E
T K I E L R N E X N O M R O T
B M L D E G E Y D E E E C R O
W M E I T S N T U J R D J O N
I R H H M Z E P T O U C B S J
S T N E M E L P P U S I I I K
E H O T C O C O A J B O C S B
A W A L K I N G Y R I A D E E
M U I C L A C Y Z G E I Q C H

bone builder
bones
buttermilk
calcium
cheese
cream soup
dairy
density
exercise
fortified juice
hot cocoa

milk
milkshake
mineral
osteoporosis
skeleton
strength
supplements
vitamin
walking
yogurt

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Online: <http://puzzlemaker.school.discovery.com/>

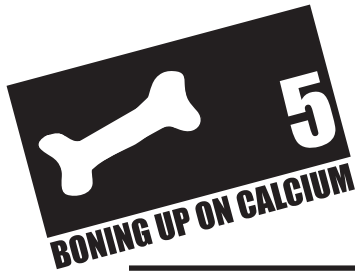


Bone Builder

Word Search Solution

Bone Builder Word Search Solution

F E B D B B S M N E Z B P I T
V O W J O S I F K I O L U G O
Y S R N L M Z A R N O A O S S
O K E T A Y H X E K S R S T K
G S L T I S T B R T Q E M E E
U C I I K F U I R V N N A O I
R V H L M I I E S H C I E E E
T K E L R N E X N O M R O T
B M L D E G E Y D E E E C H O
W M E I T S N T U J P D J O N
I R H M M Z E P T O U C B S J
S T N E M E L P P N S I I I K
E H O T C O C O A J B O C S B
A W A L K I N G Y R I A D E E
M U I C L A C Y Z G E I Q C H

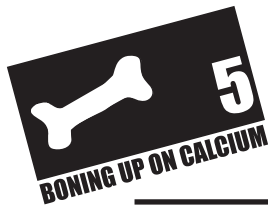


Calcium Calculator

Instructions: Think about what you ate for breakfast, lunch, dinner, and snacks yesterday. Look at the list of foods below. Circle the stars beside foods you ate yesterday (or on a typical day). Be sure to look at the serving size beside the food. If you ate more than the amount listed, draw extra stars in the “Extra Stars” column. If you ate less than the amount listed, do not circle all of the stars beside the food. Next, count the total number of stars you circled and drew in the “Extra Stars” column. Use the key on the third page to check your results.

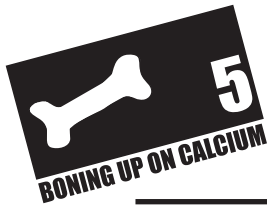
Note: One star equals about 100 milligrams of calcium.

<u>Extra Stars</u>		<u>Serving Size</u>	<u>Milligrams</u>
	<u>Dairy Foods</u>		
_____	★★★ non-fat dry milk, either stirred into food, or reconstituted with water	1/4 cup dry	377
_____	★★★ ricotta cheese, part skim milk	1/2 cup	337
_____	★★★ yogurt	6 ounces	280
_____	★★★ milk shake	10 ounces	320
_____	★★★ milk	1 cup	300
_____	★★★ buttermilk	1 cup	285
_____	★★★ chocolate milk	1 cup	280
_____	★★ natural cheese	1 ounce	200
_____	★★ processed cheese	1-ounce slice	150
_____	★ cottage cheese, 1 percent fat	1/2 cup	69
_____	★ ice cream, soft serve	1/2 cup	125
_____	★ hot cocoa mix (made with water)	3/4 cup	105
_____	★ pudding	4 ounces	102
_____	★ milk, condensed, sweetened, canned	2 tablespoons	100
_____	★ cheese sauce	2 tablespoons	93
_____	★ ice cream	1/2 cup	90
_____	★ milk, evaporated, canned	2 tablespoons	80
_____	cream cheese	2 tablespoons	20
_____	sour cream	1 tablespoon	14
_____	butter	1 tablespoon	2



<u>Extra Stars</u>		<u>Serving Size</u>	<u>Milligrams</u>
	<u>Mixed Dishes</u>		
_____	★★★ grilled cheese sandwich (2 slices bread and 2 ounces processed American cheese)	1	340
_____	★★ taco with cheese	small, 6 ounces	221
_____	★★ pizza	1/4 of 12 inch	220
_____	★★ enchilada with cheese	1	218
_____	★★ waffle	1	191
_____	★★ cream soup, prepared with milk	1 cup	185
_____	★★ tostada	1	181
_____	★★ lasagna	1 cup	150
_____	★ pancakes	2	128
_____	★ macaroni and cheese	1 cup	120
_____	★ potatoes au gratin	1/2 cup	102
	<u>Non-dairy Foods</u>		
_____	★★★ sardines, canned with bones	2 ounces	250
_____	★★ salmon, canned with bones	3 ounces	196
_____	★★ collard greens, frozen, boiled	1/2 cup	179
_____	★★ molasses, blackstrap	1 tablespoon	172
_____	★ tofu made with calcium	1/3 cup	134
_____	★ turnip greens	1/2 cup	125
_____	★ kale, frozen, boiled	1/2 cup	90
_____	★ almonds	1 ounce	79
_____	★ dry beans and dry peas, cooked	1/2 cup	60
_____	★ broccoli, frozen, boiled	1/2 cup	50
	<u>Fortified Foods</u>		
_____	★★★ soy/rice beverages*	1 cup	300
_____	★★★ energy bars*	1	300
_____	★★★ orange juice, fortified	3/4 cup	260
_____	★★★ cereals, fortified	1 serving	250+

* The serving size and milligram information for soy/rice beverages and energy bars is an average of values from several food labels.



How many stars did you circle? _____

Check your results below:

12 or more stars: You probably ate the recommended amount of calcium yesterday. Keep eating foods that contain calcium for strong bones.

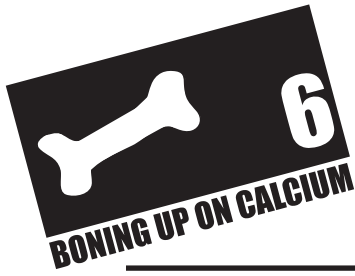
8-11 stars: You ate several foods with calcium yesterday. Eating just one or two more servings of calcium-rich foods each day would be even better.

Fewer than 8 stars: You may not be eating enough calcium. Try to eat a few more servings of calcium-rich foods every day.

References:

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

United States Department of Agriculture. USDA National Nutrient Database for Standard Reference, Release 18. Online: <http://www.nal.usda.gov/fnic/foodcomp/Data/SR18/sr18.html> [accessed December 21, 2005].



Hangman Game

Milk and Me

First words:

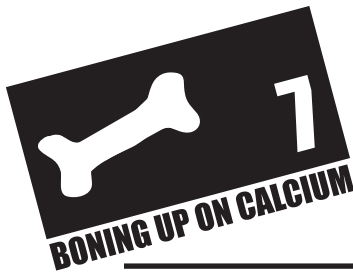
Second word:



Third word:

Fourth words:





Tips for Tolerating Dairy Foods

In spite of lactose intolerance, some people may still be able to have small amounts of milk, or they may be able to eat other dairy products that contain lower amounts of lactose, such as cheese. To tolerate milk better, a person may drink smaller amounts more often. For example, while someone may not be able to tolerate one cup of milk, they might be able to drink $\frac{1}{2}$ cup of milk. For people who find they are extremely sensitive to lactose and cannot tolerate even small amounts of milk, lactose-free milk may be available at some grocery stores.

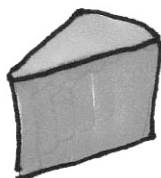
To tolerate dairy foods better, try the following:

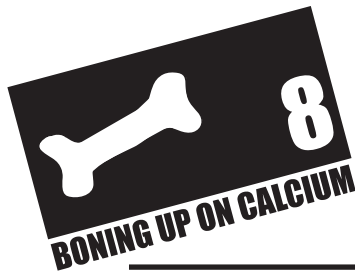
- Drink milk in smaller amounts more often. While you may not be able to drink one cup of milk, you may be able to tolerate $\frac{1}{2}$ cup of milk.
- Try dairy foods that are fermented, such as cheese and yogurt.
- Eat dairy foods as part of a meal, rather than by themselves.
- Use lactase enzyme, available in stores as a liquid or a tablet. Add the liquid drops to milk, or chew the tablets before eating foods that contain dairy products.



If you find that you are extremely sensitive to lactose and cannot tolerate even small amounts of milk:

- Look for lactose-free milk at the grocery store.
- Read labels: look for milk-related words like whey, dry milk solids, or cheese.
- Use lactase enzyme, available in stores as a liquid or tablet. Add the liquid drops to milk, or chew the tables before eating foods that contain dairy products.





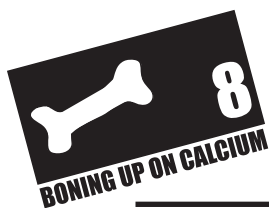
Calcium Food Labels

Whole Milk, 1 cup

Nutrition Facts			
Serving Size 1 cup			
Servings Per Container 16			
Amount Per Serving			
Calories 149	Calories from Fat 73		
% Daily Value*			
Total Fat 8 g			13%
Saturated Fat	5 g	25%	
Cholesterol	34 mg	11%	
Sodium	120 mg	5%	
Total Carbohydrate	11 g	4%	
Dietary Fiber	0 g	0%	
Sugars	12 g		
Protein	8 g		
Vitamin A	6%	Vitamin C	4%
Calcium	29%	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.			
Calories: 2,000 2,500			
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4 Protein 4

Skim Milk, 1 cup

Nutrition Facts			
Serving Size 1 cup			
Servings Per Container 16			
Amount Per Serving			
Calories 86	Calories from Fat 0		
% Daily Value*			
Total Fat 0 g			0%
Saturated Fat	0 g	0%	
Cholesterol	5 mg	2%	
Sodium	127 mg	5%	
Total Carbohydrate	12 g	4%	
Dietary Fiber	0 g	0%	
Sugars	11 g		
Protein	8 g		
Vitamin A	10%	Vitamin C	4%
Calcium	30%	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.			
Calories: 2,000 2,500			
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4 Protein 4

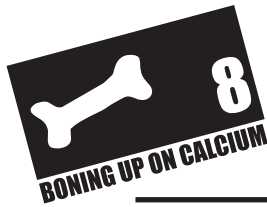


**Yogurt, low-fat, fruit-flavored,
6 ounces**

Nutrition Facts			
Serving Size 6 oz.			
Servings Per Container 1			
Amount Per Serving			
Calories 182		Calories from Fat 23	
		% Daily Value*	
Total Fat	2.5 g		4%
Saturated Fat	1.5g		7%
Cholesterol	10 mg		4%
Sodium	141 mg		6%
Total Carbohydrate	32 g		11%
Dietary Fiber	0 g		0%
Sugars	29 g		
Protein	8 g		
Vitamin A	1%	Vitamin C	1%
Calcium	28%	Iron	0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

**Broccoli, cooked,
1/2 cup**

Nutrition Facts			
Serving Size 1/2 cup			
Servings Per Container 4			
Amount Per Serving			
Calories 26		Calories from Fat 0	
		% Daily Value*	
Total Fat	0 g		0%
Saturated Fat	0 g		0%
Cholesterol	0 mg		0%
Sodium	22 mg		1%
Total Carbohydrate	5 g		2%
Dietary Fiber	3 g		11%
Sugars	1 g		
Protein	3 g		
Vitamin A	35%	Vitamin C	61%
Calcium	5%	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.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

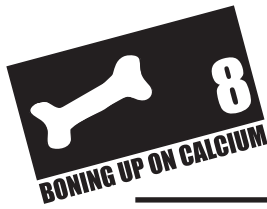


**Beans, cooked, with added salt,
1/2 cup**

Nutrition Facts			
Serving Size 1/2 cup			
Servings Per Container 4			
Amount Per Serving			
Calories 117		Calories from Fat 0	
% Daily Value*			
Total Fat	0 g	0%	
Saturated Fat	0 g	0%	
Cholesterol	0 mg	0%	
Sodium	213 mg	9%	
Total Carbohydrate	21 g	7%	
Dietary Fiber	6 g	24%	
Sugars	2 g		
Protein	7 g		
Vitamin A	0%	Vitamin C	2%
Calcium	6%	Iron	12%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
Protein	4		

**Almonds,
1 ounce**

Nutrition Facts			
Serving Size 1 ounce			
Servings Per Container 16			
Amount Per Serving			
Calories 165		Calories from Fat 131	
% Daily Value*			
Total Fat	15 g	22%	
Saturated Fat	1 g	6%	
Cholesterol	0 mg	0%	
Sodium	2 mg	0%	
Total Carbohydrate	6 g	2%	
Dietary Fiber	3 g	13%	
Sugars	1 g		
Protein	6 g		
Vitamin A	0%	Vitamin C	0%
Calcium	7%	Iron	7%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
Protein	4		

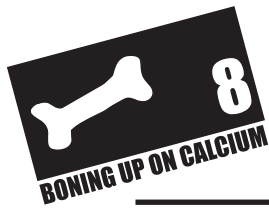


**Orange juice, calcium-fortified,
3/4 cup**

Nutrition Facts			
Serving Size 3/4 cup			
Servings Per Container about 11			
Amount Per Serving			
Calories 83	Calories from Fat 0		
% Daily Value*			
Total Fat 0 g	0%		
Saturated Fat 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 0 mg	0%		
Total Carbohydrate 20 g	7%		
Dietary Fiber 0 g	0%		
Sugars 17 g			
Protein 2 g			
Vitamin A 3%	Vitamin C 98%		
Calcium 26%	Iron 0%		
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9	Carbohydrate 4	Protein 4	

**Soy milk, calcium-fortified,
1 cup**

Nutrition Facts			
Serving Size 1 cup			
Servings Per Container 4			
Amount Per Serving			
Calories 130	Calories from Fat 36		
% Daily Value*			
Total Fat 4 g	6%		
Saturated Fat 0.5 g	3%		
Cholesterol 0 mg	0%		
Sodium 130 mg	5%		
Total Carbohydrate 18 g	6%		
Dietary Fiber 3 g	12%		
Sugars 13 g			
Protein 6 g			
Vitamin A 10%	Vitamin C 0%		
Calcium 30%	Iron 10%		
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9	Carbohydrate 4	Protein 4	



**Tofu, made with calcium,
1/3 cup**

Nutrition Facts			
Serving Size 1/3 cup			
Servings Per Container Variable			
Amount Per Serving			
Calories 64	Calories from Fat 33		
			% Daily Value*
Total Fat 4 g			6%
Saturated Fat 0.5 g			3%
Cholesterol 0 mg			0%
Sodium 7 mg			0%
Total Carbohydrate 3 g			1%
Dietary Fiber 0 g			0%
Sugars 0 g			
Protein 7 g			
Vitamin A 3%		Vitamin C 98%	
Calcium 26%		Iron 0%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9	Carbohydrate 4	Protein 4	

**Ready-to-eat cereal, calcium-
fortified, 1 cup**

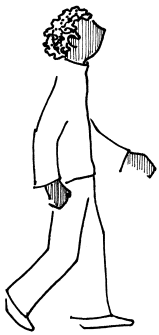
Nutrition Facts			
Serving Size 1 cup			
Servings Per Container 14			
Amount Per Serving			
Calories 150	Calories from Fat 19		
			% Daily Value*
Total Fat 2 g			3%
Saturated Fat 0 g			0%
Cholesterol 0 mg			0%
Sodium 255 mg			11%
Total Carbohydrate 32 g			11%
Dietary Fiber 1.5 g			6%
Sugars 13 g			
Protein 2 g			
Vitamin A 10%		Vitamin C 0%	
Calcium 30%		Iron 10%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9	Carbohydrate 4	Protein 4	



Tips for Eating for a Healthy Heart

General guidelines for preventing heart disease and high blood pressure:

We can reduce our risk for developing heart disease and high blood pressure by changing some lifestyle habits:



- Eat less fat, especially saturated fat.
- Eat less salt or sodium.
- Follow a healthy eating plan that includes plenty of fruits, vegetables, and low-fat dairy products and other calcium-rich foods.
- Be physically active (Talk with your doctor about activities that are right for you).
- Maintain a healthy weight.
- Don't smoke or use other tobacco products.
- If you drink alcoholic beverages, drink in moderation.

Below you will find some specific tips for eating less fat and salt.

Tips for eating less fat:

A heart-healthy diet is lower in fat, especially saturated fat. Try these ideas to reduce the total amount of fat and saturated fat you eat:



- Trim fats from meat.
- Rinse and drain cooked ground meat.
- Eat a smaller portion of meat, such as one pork chop or one hamburger.
- Drink skim or 1% milk.
- Eat margarine instead of butter (tub margarines have less saturated fat than stick margarines).
- Use low- or reduced-fat cheeses, sour cream, and ice cream.



Tips for eating less salt:

Eating less salt or sodium is one way that many people can reduce their risk for developing high blood pressure. To eat less salt, try the tips below:

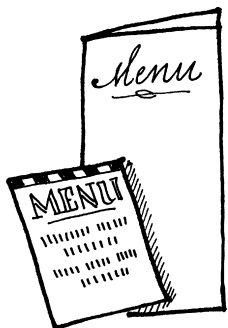


- Reduce the amount of salt added during cooking or at the table.
- Limit or avoid packaged, canned, or frozen foods that are high in sodium. Examples of these foods include canned meats and vegetables, frozen entrees, pickled foods, cured foods, canned and frozen soups, and snack crackers and chips.
- Limit or avoid higher-sodium sauces and seasonings. Examples include soy sauce, MSG (monosodium glutamate, used in some flavor enhancers), bouillon, fish sauce, poultry seasoning, lemon pepper, sweet and sour sauce, and barbecue sauce.
- Eat in restaurants less often, or ask that no salt to be added to your food.



Look for snack foods that have less salt. Choose fresh fruits and vegetables for snacks more often. Eat fresh meats more often than cured meats and other meats that have been made with salt. Try herbs and spices for a variety of flavors without added salt.

Tips for eating out



- Look for words on restaurant menus that describe how a food is prepared: The words “breaded,” “fried,” and “creamed” often describe higher-fat foods. The words “steamed,” “poached,” and “grilled” often describe foods prepared with less fat.
- Limit higher-fat toppings and sauces such as salad dressings, mayonnaise, butter, sour cream, tartar sauce, cheese, and bacon.
- Ask for foods to be prepared with less fat and salt.
- Avoid using the salt shaker at the table. Try pepper instead, and ask for a few lemon wedges to add flavor to foods like fish and vegetables.
- Limit the amount of salt and sodium you eat at other meals during the day. This can make up for the extra sodium you might have in a restaurant meal.



Heart Bingo Clues

1. Eating less _____ may help to lower high blood pressure. (*salt*)
2. These are risk factors for heart disease that we cannot change. (*increasing age, male gender, race, family history*)
3. People who _____ cigarettes are more likely to have heart attacks or strokes. (*smoke*)
4. This substance can build up and clog arteries. (*cholesterol*)
5. Walking, swimming, and gardening are types of this. (*exercise*)
6. For those who are overweight, losing a few _____ can improve health. (*pounds*)
7. This condition often does not make a person feel sick, but it is bad for the heart and blood vessels. (*high blood pressure*)
8. The only way to know if you have high blood pressure is to do this. (*have your blood pressure checked*)
9. People with high blood pressure or high cholesterol should follow the instructions of these people. (*doctor, dietitian, nurse*)
10. Recipes can be changed to reduce fat and sodium. You can enhance the flavor of foods by adding these. (*herbs, spices*)
11. These are seasonings that contain a lot of sodium. (*lemon pepper, seasoned salt, soy sauce*)
12. The amount of sodium in a food is listed here. (*food label*)
13. This disease begins with the letter "D," causes high blood pressure, and increases one's risk for heart disease. (*diabetes*)
14. As we get older, our chances of having heart problems _____. (*increase*)
15. People who smoke these are more likely to have a heart attack. (*cigarettes, pipe, cigars*)
16. Not getting enough exercise is bad for your heart. Health can be improved through activities like bicycling, dancing, or _____. (*walking*)




-
17. When a person has too much body fat, they have this condition. (*being overweight*)
 18. Eating large amounts of this type of fat may cause high cholesterol. (*saturated fat*)
 19. These are heart-healthy dairy foods. (*low-fat milk, low-fat yogurt*)
 20. These meats are low in fat. (*baked chicken, lean pork, lean beef*)
 21. Like other fruits, this fruit is low in sodium. (*apple*)
 22. These foods are high in sodium. (*canned vegetables, processed meats*)
 23. These cooking oils contain unsaturated fats. (*olive, canola, corn*)
 24. These words on a food label show that salt has been added to the food. (*salt, sodium, baking soda*)



Heart Bingo Card #1

H E A R T

Food Label	Lemon Pepper Seasoned Salt Soy Sauce	Low-fat Milk Low-fat Yogurt	Exercise	Diabetes
Cigarettes Pipe Cigars	Doctor Dietitian Nurse	Cholesterol	High Blood Pressure	Olive Canola Corn
Salt Sodium Baking Soda	Herbs Spices		Increase	Canned Vegetables Processed Meats
Apple	Have Your Blood Pressure Checked	Saturated Fat	Smoke	Pounds
Walking	Increasing Age Male Gender Race Family History	Baked Chicken Lean Pork Lean Beef	Salt	Being Overweight



Heart Bingo Card #2

H E A R T

Low-fat Milk Low-fat Yogurt	Increasing Age Male Gender Race Family History	Herbs Spices	Have Your Blood Pressure Checked	Cholesterol
Apple	Being Overweight	Cigarettes Pipe Cigars	Baked Chicken Lean Pork Lean Beef	Saturated Fat
High Blood Pressure	Salt Sodium Baking Soda		Smoke	Lemon Pepper Seasoned Salt Soy Sauce
Food Label	Salt	Increase	Diabetes	Walking
Exercise	Pounds	Olive Canola Corn	Doctor Dietitian Nurse	Canned Vegetables Processed Meats



Heart Bingo Card #3

H E A R T

Pounds	Smoke	Salt Sodium Baking Soda	Being Overweight	Doctor Dietitian Nurse
Herbs Spices	Low-fat Milk Low-fat Yogurt	Baked Chicken Lean Pork Lean Beef	Exercise	Saturated Fat
Diabetes	Walking		Increase	Cholesterol
Lemon Pepper Seasoned Salt Soy Sauce	Increasing Age Male Gender Race Family History	Olive Canola Corn	Have Your Blood Pressure Checked	Food Label
High Blood Pressure	Salt	Apple	Cigarettes Pipe Cigars	Canned Vegetables Processed Meats



Heart Bingo Card #4

H E A R T

Cholesterol	Pounds	Apple	Cigarettes Pipe Cigars	Salt Sodium Baking Soda
Diabetes	Canned Vegetables Processed Meats	Food Label	Walking	Have Your Blood Pressure Checked
Lemon Pepper Seasoned Salt Soy Sauce	Being Overweight		Doctor Dietitian Nurse	Salt
Herbs Spices	Smoke	Olive Canola Corn	Exercise	Increasing Age Male Gender Race Family History
High Blood Pressure	Saturated Fat	Low-fat Milk Low-fat Yogurt	Baked Chicken Lean Pork Lean Beef	Increase



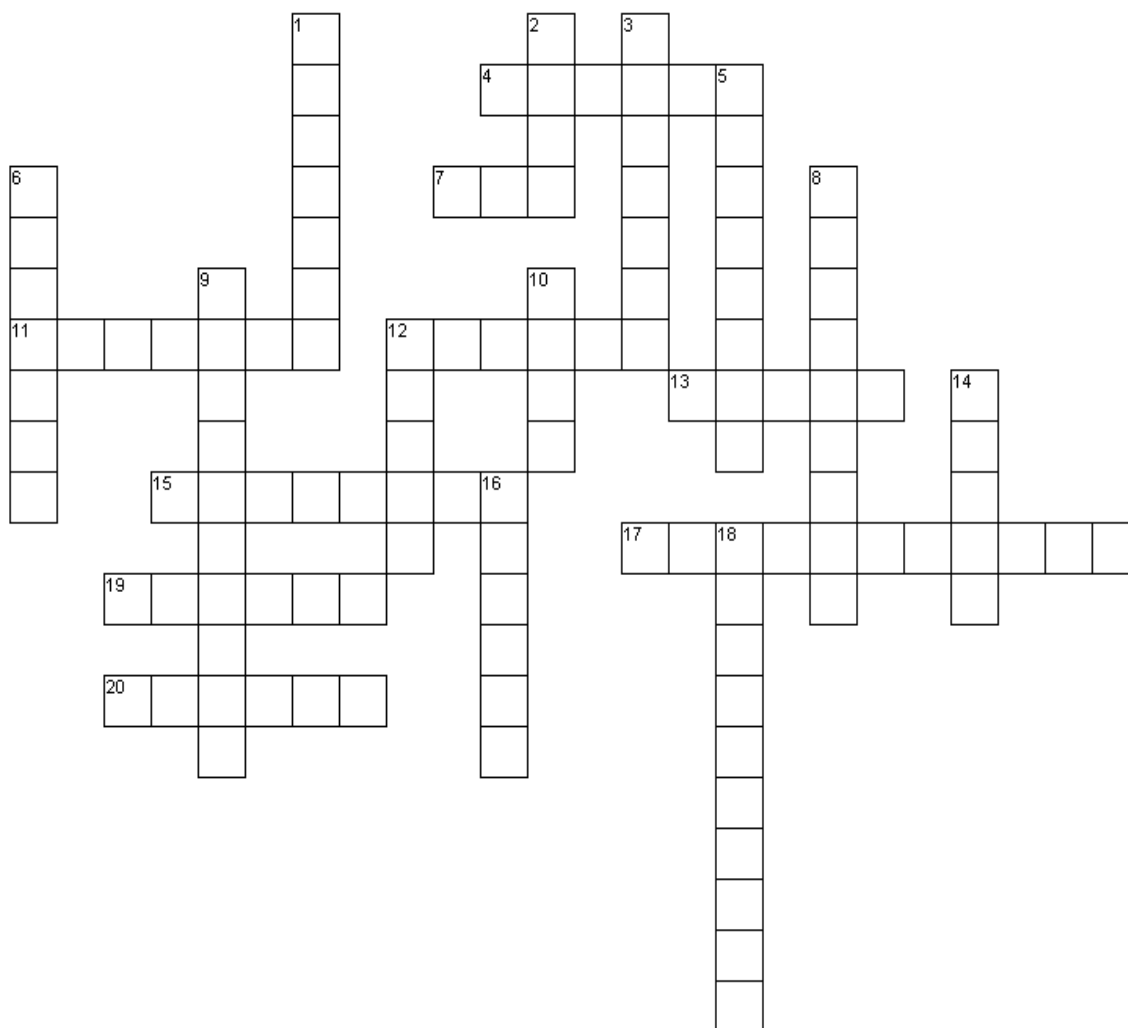
Heart Bingo Card #5

H E A R T

Cholesterol	Canned Vegetables Processed Meats	Have Your Blood Pressure Checked	Food Label	Salt Sodium Baking Soda
Lemon Pepper Seasoned Salt Soy Sauce	Salt	Herbs Spices	Walking	Cigarettes Pipe Cigars
Increasing Age Male Gender Race Family History	Diabetes		Baked Chicken Lean Pork Lean Beef	Apple
Doctor Dietitian Nurse	Olive Canola Corn	Smoke	Being Overweight	Low-fat Milk Low-fat Yogurt
Exercise	Increase	Pounds	Saturated Fat	High Blood Pressure



Healthy Heart Crossword



Across

4. Vegetables packaged in this way are usually high in salt.
7. Saturated and unsaturated are types of this.
11. Change methods of this to reduce fat and sodium in foods.
12. These sweet, juicy foods are usually low in fat and sodium.
13. Organ that pumps blood through the body.
15. Try these twisted treats instead of potato chips for less fat.
17. Blood substance that can build up and clog arteries.
19. A popular spread for toast that is high in fat.
20. This dairy food is usually high in saturated fat.



Down

1. Popular form of exercise. Taking a stroll.
2. Eating less of this may help to lower high blood pressure.
3. Foods from these creatures contain saturated fat and cholesterol.
5. A condition in which one is prone to high blood sugar.
6. When air popped, this snack is low in fat.
8. Type of fat that can raise blood cholesterol.
9. Smoking these is not healthy.
10. _____ blood pressure.
12. Foods cooked in this way are high in fat. One example is French fries.
14. Lists the amount of sodium and fat in a food.
16. These add flavor to foods without adding salt.
18. A condition where a person has too much body fat.



Healthy Heart Crossword

Answer Key

Across

- 4. Canned
- 7. Fat
- 11. Cooking
- 12. Fruits
- 13. Heart
- 15. Pretzels
- 17. Cholesterol
- 19. Butter
- 20. Cheese

Down

- 1. Walking
- 2. Salt
- 3. Animals
- 5. Diabetes
- 6. Popcorn
- 8. Saturated
- 9. Cigarettes
- 10. High
- 12. Fried
- 14. Label
- 16. Spices
- 18. Overweight



MyPyramid and DASH

How Do They Compare?

DASH stands for Dietary Approaches to Stop Hypertension (high blood pressure). Foods recommended for MyPyramid and DASH are similar, and both urge us to eat less sodium. DASH places a stronger emphasis on eating more fruits and vegetables, low- and non-fat dairy products, and whole grain foods. DASH is rich in potassium, magnesium and calcium – nutrients that may help prevent high blood pressure.

Comparing MyPyramid to the DASH Eating Plan

MyPyramid:

Food categories and daily portions recommended for the 2000 calorie level

Grain Group, 6 ounces

Examples of portions equal to 1 ounce:

- 1 slice of bread, 1/2 English muffin
- 1 ounce dry, ready-to-eat cereal (usually 2/3 to 1 cup)
- 1/2 cup cooked rice, pasta, or cereal (or 1 ounce dry)



Vegetable Group, 2 1/2 cups

Examples of portions equal to 1/2 cup:

- 1/2 cup cut-up fresh, cooked, or canned vegetables
- 1/2 cup vegetable juice
- 1/2 cup cooked legumes
- 1 cup raw leafy vegetables

Fruit Group, 2 cups

Examples of portions equal to 1/2 cup:

- 1/2 cup fresh, cooked or canned fruit
- 1 small fresh fruit
- 1/2 cup fruit juice
- 1/4 cup dried fruit



DASH Eating Plan:

Food categories and number of servings recommended (*provides about 2000 calories*)

Grains and grain products, 7-8 servings

Examples of servings:

- 1 slice of bread
- 1 ounce dry cereal
- 1/2 cup cooked rice, pasta, or cereal

Eat more often: Whole grain breads and cereals and unsalted snacks, such as unsalted pretzels

Vegetables, 4-5 servings

Examples of servings:

- 1 cup raw leafy vegetable
- 1/2 cup cooked vegetable
- 6 ounces vegetable juice



Fruits, 4-5 servings

Examples of servings:

- 6 ounces fruit juice
- 1 medium fresh fruit
- 1/4 cup dried fruit
- 1/2 cup fresh, frozen, or canned fruit

Comparing MyPyramid to the DASH Eating Plan (continued)

Milk, Yogurt, and Cheese Group, 3 cups per day

Examples of portions equal to 1 cup of milk:

- 1 cup milk (skim or low-fat)
- 1 cup yogurt
- 1½ oz. of natural cheese (such as Swiss, cheddar, mozzarella)
- 2 oz. processed cheese (such as American)

Low-Fat or Fat-Free Dairy Foods, 2-3 servings

Examples of servings:

- 8 ounces milk
- 1 cup yogurt
- 1½ ounces cheese

Eat more often: Skim or low-fat milk, cheese, and other dairy products

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group, 5½ ounces

Examples of portions equal to 1 ounce:

- 1 oz. cooked meat, poultry or fish
- 1 egg
- ¼ cup of cooked dry beans (legumes) or tofu
- 1 tbs. peanut butter
- ½ oz. nuts



Meats, Poultry, and Fish, up to 2 servings

Examples of servings:

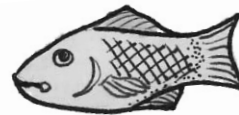
- 3 ounces cooked meats, poultry, or fish

Eat more often: Lean meats prepared by boiling, broiling, or roasting; avoid frying; remove skin from poultry

Nuts, Seeds, and Dry Beans, 4-5 servings per week

Examples of servings:

- ⅓ cup or 1½ ounces nuts
- 2 tablespoons or ½ ounce seeds
- ½ cup cooked dry beans or peas





Comparing MyPyramid to the DASH Eating Plan (continued)

Oils, 6 portions

Examples of portion sizes:

- 1 tsp. vegetable oil
- 1 tsp soft margarine
- 1 tbs. low-fat mayonnaise
- 2 tbs. light salad dressing

Solid Fats and Sugars: limit intake to about 265 calories per day

Keep in mind that some of these solid fats and sugars may be found in food choices you have made from other groups (such as additional fat and sugar found in a muffin or in ice cream), or they may be added fats (such as added butter or jelly to toast).



Fats and Oils, 2-3 servings

Examples of servings:

- 1 tsp. vegetable oil
- 1 tsp soft margarine
- 1 tbs. low-fat mayonnaise
- 2 tbs. light salad dressing

Eat more often: Soft margarine, vegetable oils, and low-fat mayonnaise and dressings

Sweets, 5 servings per week

Examples of servings:

- 1 tablespoon sugar
- 1 tablespoon jelly or jam
- 1/2 ounce jelly beans
- 8 ounces lemonade

Eat more often: Low-fat sweets, such as sherbet and sorbet

References: United States Department of Agriculture. MyPyramid.gov website. Online: <http://www.mypyramid.gov/> [accessed December 15, 2005]

United States Department of Health and Human Services, National Institutes of Health, National, Heart, Lung and Blood Institute. *Facts About The DASH Eating Plan*. NIH Publication No. 03-4082 (24 pages). Updated November 2005. Online: <http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/> [accessed January 20, 2006].

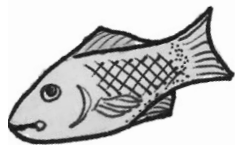
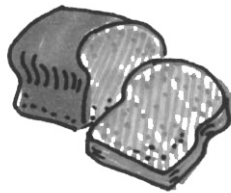


The DASH Eating Plan

DASH stands for Dietary Approaches to Stop Hypertension (high blood pressure). Foods and serving sizes for MyPyramid and DASH are similar, and both urge us to eat less fat and sodium. DASH promotes eating more fruits and vegetables, low- and non-fat dairy products, and whole grains foods. DASH is rich in potassium, magnesium, and calcium—nutrients that may help prevent high blood pressure.

To follow the DASH eating plan, eat these foods more often:

- Whole grain breads and cereals
- Fruits and vegetables
- Low- and non-fat milk, cheese, and other dairy products
- Lean meats prepared by boiling, broiling, or roasting instead of frying
- Soft margarines and vegetable oils (in small amounts)
- Low-fat mayonnaise and dressings
- Low-fat sweets, such as sherbet and sorbet
- Snacks that are lower in salt, such as unsalted pretzels





Food Group	Daily Servings (except as noted)	Serving Sizes
Grains and Grain Products	7 – 8	<ul style="list-style-type: none"> ▪ 1 slice bread ▪ 1 ounce ready-to-eat cereal ▪ ½ cup cooked rice, pasta or cereal
Vegetables	4 – 5	<ul style="list-style-type: none"> ▪ 1 cup raw leafy vegetables ▪ ½ cup cooked vegetable ▪ 6 ounces vegetable juice
Fruits	4 – 5	<ul style="list-style-type: none"> ▪ 6 ounces fruit ▪ 1 medium fresh fruit ▪ ¼ cup dried fruit ▪ ½ cup fresh, frozen or canned fruit
Low-fat or Fat-free Dairy Foods	2 – 3	<ul style="list-style-type: none"> ▪ 8 ounces milk ▪ 1 cup yogurt ▪ 1½ ounces cheese
Meats, Poultry, and Fish	2 or less	<ul style="list-style-type: none"> ▪ 3 ounces cooked lean meat, fish, or poultry
Nuts, Seeds, and Dry Beans	4 – 5 per week	<ul style="list-style-type: none"> ▪ ⅓ cup or 1½ ounces nuts ▪ 2 tablespoons or ½ ounce seeds ▪ ½ cup cooked dry beans
Fats and Oils	2 – 3	<ul style="list-style-type: none"> ▪ 1 teaspoon soft margarine ▪ 1 tablespoon low-fat mayonnaise ▪ 2 tablespoons light salad dressing ▪ 1 teaspoon vegetable oil
Sweets	5 per week	<ul style="list-style-type: none"> ▪ 1 tablespoon sugar ▪ 1 tablespoon jelly or jam ▪ ½ ounce jelly beans ▪ 8 ounces lemonade

United States Department of Health and Human Services, National Institutes of Health, National, Heart, Lung and Blood Institute. Facts About The DASH Eating Plan. NIH Publication No. 03-4082 (24 pages). Updated November 2005.

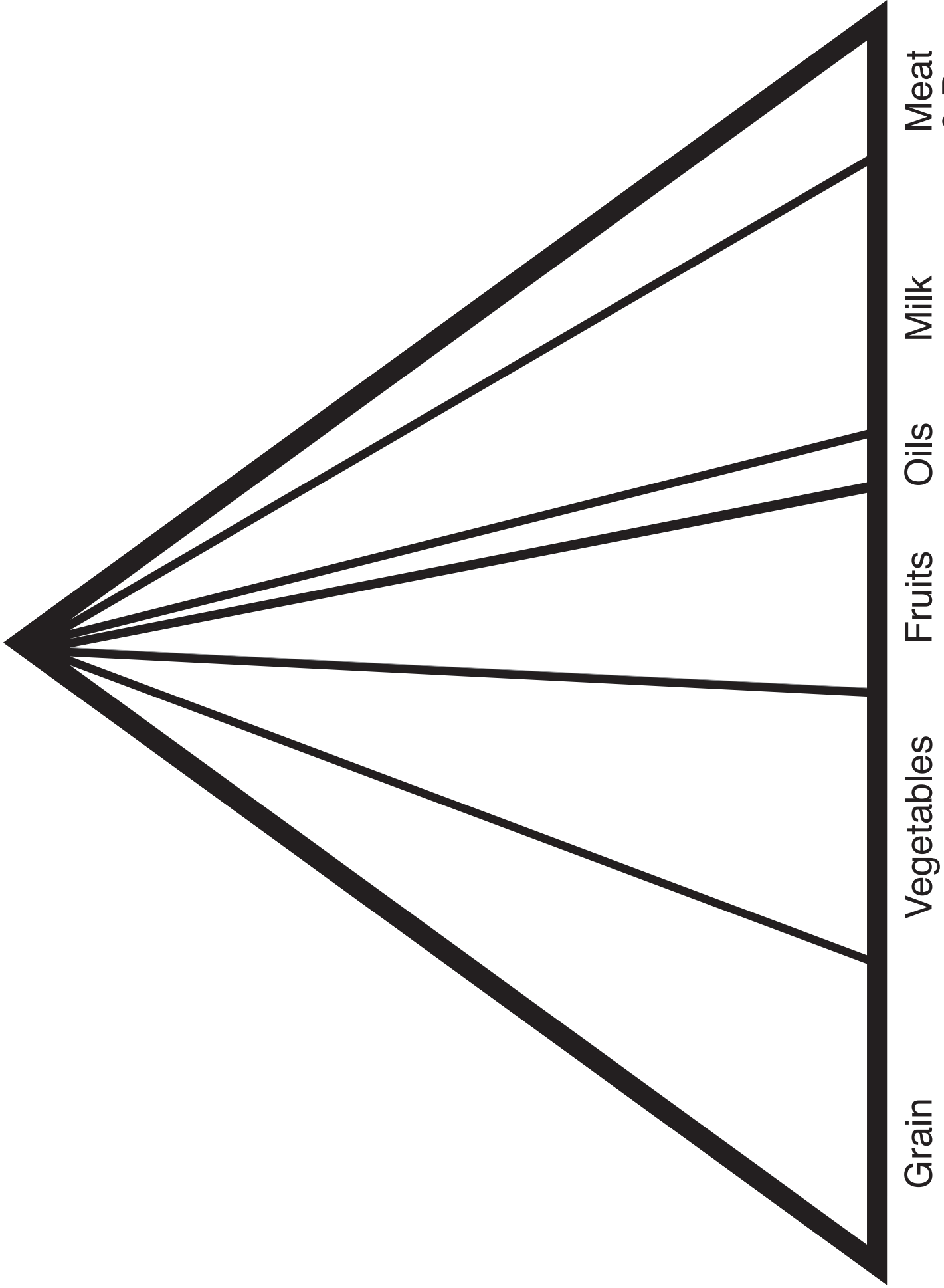
Online: <http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/>
 [accessed January 20, 2006]. Used with permission.



MyPyramid Poster

Instructions for MyPyramid Poster:

To increase the size of the MyPyramid Poster, found on the following page, place the poster on your copy machine, and set the copier to increase size by 129%, which will enlarge the poster to fit 11 x 17-inch paper. Then laminate the poster, and use the *Simply Good Eating Food Stickers* (order MI-07777 for self-adhesive stickers) with the poster to teach *Simply Good Eating* curriculum lessons pertaining to MyPyramid.



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Sodium Savvy Quiz

From each pair below, choose the food that contains more sodium.



1 cup milk

or

One slice ($\frac{2}{3}$ ounce) of American cheese?

1 plain baked potato

or

A medium serving (3 ounces) of French fries?

$\frac{1}{2}$ cup one-minute oatmeal

or

One packet instant oatmeal?

$\frac{1}{2}$ teaspoon lemon-pepper seasoning

or

Lemon juice and black pepper?

1 ounce corn chips

or

Dried apricots (10 halves)

4 ounces unsalted hamburger

or

Two slices ($1\frac{1}{2}$ ounces) bologna?

$\frac{1}{2}$ cup canned green beans

or

$\frac{1}{2}$ cup frozen green beans?

2 slices chicken lunch meat

or

$\frac{1}{2}$ fresh chicken breast?

1 cup orange juice

or

1 cup tomato juice?

3 cups microwave popcorn

or

3 cups air-popped popcorn without salt?



References:

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.



Sodium Savvy Quiz

Answer Sheet

Higher in sodium	Lower in sodium
2/3 ounce or one slice American cheese (400 mg.)	1 cup low-fat milk (123 mg)
3 ounces French fries (150 mg)	Plain baked potato (16 mg)
1 packet instant oatmeal (300 mg)	1/2 cup one-minute or "quick" oatmeal (0 mg)
1/2 tsp. lemon-pepper seasoning (50 mg)	Lemon juice and pepper (0 mg)
1 ounce corn chips (218 mg.)	10 dried apricots (4 mg)
2 slices (1 1/2 ounces) bologna (460 mg)	4 ounces unsalted hamburger (68 mg)
1/2 cup canned green beans (178 mg)	1/2 cup frozen green beans (3 mg)
2 slices (1.5 oz) chicken lunch meat (457 mg)	1/2 fresh chicken breast (64 mg)
1 cup tomato juice (860 mg)	1 cup orange juice (5 mg)
3 cups microwave popcorn (415 mg)	3 cups air-popped popcorn without salt* (1 mg)

* If preferred, salt to taste may be added sparingly to air-popped popcorn.

References:

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.



Checking Food Labels for Sodium

Food labels show the amount of sodium contained in a food in two ways: in milligrams (mg) and as the Percent (%) Daily Value.

Milligrams:
How many milligrams of sodium does one serving of this food contain? _____ mg.

Percent (%) Daily Value:
The % Daily Value helps us quickly decide if a food is high or low in a particular nutrient:

- * If the % Daily Value for a nutrient is at 20 percent or more for a particular nutrient, the food is "high" in that nutrient.
- * If the % Daily Value is at 5 percent or less, the food is "low" in that nutrient.

What is the % Daily Value for sodium for one serving of this food?
_____ percent.

Nutrition Facts			
Serving Size 1/2 cup			
Servings Per Container 8			
Amount Per Serving			
Calories 140		Calories from Fat 40	
% Daily Value*			
Total Fat	4 g	7%	
Saturated Fat	2.5 g	13%	
Cholesterol	9 mg	3%	
Sodium	620 mg	26%	
Total Carbohydrate	23 g	8%	
Dietary Fiber	1 g	4%	
Sugars	1 g		
Protein	3 g		
Vitamin A	4%	Vitamin C	2%
Calcium	8%	Iron	2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
Calories:		2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

Is this food high or low in sodium? (circle one)
high **low**

Where does the sodium come from?

On the label below, circle the sources of added sodium in this food

INGREDIENTS – Dehydrated potato slices, modified corn starch, whey, salt, granular and blue cheese mix (milk, cheese cultures, salt, enzymes), hydrolyzed soybean oil, onion powder, sodium phosphate, maltodextrin, baking soda, sodium aluminum phosphate, citric acid, garlic powder, xanthan gum.



Checking Food Labels for Sodium

Answer Key

Food labels show the amount of sodium contained in a food in two ways: in milligrams (mg) and as the Percent (%) Daily Value.

Milligrams:
How many milligrams of sodium does one serving of this food contain? 620 mg.

Percent (%) Daily Value:
The % Daily Value helps us quickly decide if a food is high or low in a particular nutrient:

- * If the % Daily Value for a nutrient is at 20 percent or more for a particular nutrient, the food is "high" in that nutrient.
- * If the % Daily Value is at 5 percent or less, the food is "low" in that nutrient.

What is the % Daily Value for sodium for one serving of this food?
26 percent.

Nutrition Facts			
Serving Size 1/2 cup			
Servings Per Container 8			
Amount Per Serving			
Calories 140		Calories from Fat 40	
			% Daily Value*
Total Fat	4 g	7%	
Saturated Fat	2.5 g	13%	
Cholesterol	9 mg	3%	
Sodium	620 mg	26%	
Total Carbohydrate	23 g	8%	
Dietary Fiber	1 g	4%	
Sugars	1 g		
Protein	3 g		
Vitamin A	4%	Vitamin C	2%
Calcium	8%	Iron	2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
Calories:		2,000	2,500
Total Fat	Less than	65g	80g
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Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

Is this food high or low in sodium? (circle one)
high low

Where does the sodium come from?

On the label below, circle the sources of added sodium in this food

INGREDIENTS – Dehydrated potato slices, modified corn starch, whey, salt, granular and blue cheese mix (milk, cheese cultures, salt, enzymes), hydrolyzed soybean oil, onion powder, sodium phosphate, maltodextrin, baking soda, sodium aluminum phosphate, citric acid, garlic powder, xanthan gum.

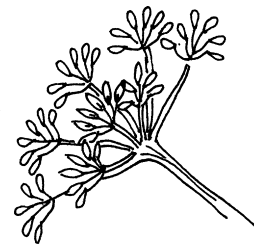
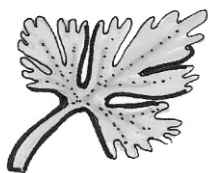


Cooking with Flavor

Herbs and Spices

Use the tips below to help you get the most value out of the herbs and spices you buy:

1. Buy small amounts of seasoning at a time.
2. Keep your seasonings fresh:
 - Keep in a dark cool, dry place, out of the light.
 - Do not keep near heat, such as over the stove.
 - Refrigerate or freeze seasonings to keep them fresh longer.
3. Check to see if your seasonings still have flavor.
 - For whole spices, crush a small amount and sniff to see if it still has a fragrance or smells fresh. Check every six months.
4. Start with a small amount. You can always add more, but you cannot remove it.
 - *Strong flavors:* 1 tablespoon fresh = ½ teaspoon of dried dill, marjoram, rosemary, sage, tarragon, or thyme.
 - *Milder flavors:* 1 tablespoon fresh = 1 teaspoon of dried basil, mint, oregano, or savory.
5. If cooking food for a long time, add seasonings during the last 45 minutes, or use part of the seasoning at the beginning of cooking and the rest later.
6. Check the introductory information in cookbooks for more ideas on using herbs and spices.



Used with permission from *Simply Good Eating Recipe Cards, Volume 1*.



Apple dishes	Cinnamon, nutmeg, cloves
Bean soup	Cilantro, oregano
Beef dishes	Bay leaves, cayenne, curry, garlic, rosemary, marjoram
Chili	Chili powder, cumin, jalapenos, oregano
Chicken	Cilantro, cumin, jalapenos, paprika, thyme
Cheese dishes	Cayenne, curry
Coffee	Cinnamon
Curries	Cumin, curry powder
Egg dishes, omelets	Basil, chives, cilantro, curry powder, jalapenos, oregano, parsley
Fish	Paprika, basil, bay leaves, cayenne, dill, garlic
French toast	Cinnamon, nutmeg
Fruit pies	Cinnamon, nutmeg
Gingerbread	Nutmeg
Ham	Cinnamon
Marinades	Cumin, mint, tarragon
Pasta	Oregano
Pork chops	Cinnamon, oregano, rosemary, sage, marjoram
Potatoes	Basil, garlic, paprika
Poultry	Basil, garlic, poultry seasoning, sage, tarragon
Pumpkin	Pumpkin pie spice or cinnamon, nutmeg, cloves, and ginger
Rice	Cilantro, cumin, jalapenos, saffron
Salads	Basil, bay leaves, chili powder, cumin, paprika, parsley
Salsa	Cilantro, jalapenos
Soups, broth-based	Basil, bay leaves, chili powder, cilantro, cumin, jalapenos, paprika, parsley
Spinach	Nutmeg, lemon juice
Squash, summer	Poultry seasoning, chives, onion
Squash, winter	Cinnamon
Stews	Basil, bay leaves, cayenne, chili powder, cumin, jalapenos, oregano, parsley, paprika
Stuffing	Poultry seasoning, basil, oregano, paprika
Sweet potatoes	Cinnamon
Tomato dishes	Basil, bay leaves, chili powder, oregano, paprika, rosemary
Vegetables	Dill, garlic, parsley, mint, marjoram, thyme



SGE Café Menu



Menu

Soups

Served with the bread of your choice

**Vegetable
Cream of Broccoli
Chicken Wild Rice**

Salads

Chef Salad

Crisp garden greens topped with ham, turkey, hard-cooked egg, and Swiss cheese

Taco Salad

A giant tortilla shell filled with crisp greens topped with taco meat, olives, cheddar cheese, guacamole, and sour cream

Garden Salad

Fresh lettuce with tomato, cucumber, and carrots

Entrees

**Spaghetti and Meatballs
Chicken Stir Fry with Rice
Breaded Fish, Hash Brown Potatoes with Vegetables**



Sandwiches

Served with French fries or vegetables of the day

Hot Turkey

With potatoes and gravy
Choice of whole wheat or white bread

Grilled Reuben

Served on pumpernickel with Swiss cheese and special dressing

Hamburger

1/4 pound ground beef

Roast Beef

Served on sesame seed bun

Tuna Salad Sandwich

Served on a Kaiser roll or pita



Beverages

Milk

Soda

Coffee/Tea



Dessert

Brownie

Cheesecake

Fresh Fruit Cup

SGE Cafe enjoys your company.

Come back soon!





Tips for Eating Out

Soups: Most broth-based soups are low in fat. Cream soups are usually high in fat.

Vegetable Soup: This is usually broth-based, but may not be so at all restaurants. Broth-based soups are generally low in fat and calories. The vegetables provide many needed nutrients.

Cream of Broccoli: Cream soups are generally high in fat. Broth-based soups tend to be lower in fat.

Chicken Wild Rice: This is usually, but not always, a cream-based soup. Be sure to ask.

Minestrone: This is usually broth-based. The vegetables provide many needed nutrients.

Salads: Salad dressings can add to the fat and calorie content of a salad, so use them in moderation. For example, one tablespoon of salad dressing can contain 15 grams of fat. Ask for the dressing on the side, and add sparingly.

Chef Salad: This salad is a full meal, which could contain a considerable amount of fat, if it has lots of cheese. The cheese, however, does provide calcium and protein. Ask for dressing on the side, and use small amounts.

Taco Salad: This salad may contain nearly 60 grams of fat. This is a total day's fat allotment in one meal. Ask for dressing on the side, and use small amounts.

Garden Salad: A nice accompaniment to any meal, if it's not covered with dressing. Dark greens are even better than iceberg lettuce. The darker greens are richer in vitamins and minerals. Ask for dressing on the side, and use small amounts.

Breads: Bread sticks, garlic toast, and corn bread tend to have fat added before they arrive at your table. Avoid adding extra butter or margarine. Generally, garlic toast will be the highest in fat. Corn bread may also be high in fat depending on how it is prepared.



Entrees: Descriptions such as “fried,” “creamed sauce,” and “breaded” often indicate a higher-fat food. Descriptions like “steamed,” “poached,” “grilled” often describe an entrée prepared with less fat. However, this may not always be the case. For example, grilled sandwiches often mean that the bread has been buttered before being grilled. If you want to know, ask.

Spaghetti and Meatballs: Generally, spaghetti in a tomato sauce is a low-fat choice. Meatballs contain some fat, and meatballs made from Italian sausage are higher in fat than those made with ground beef.

Chicken Stir Fry With Rice: This is generally low in fat. You can request that it be prepared without monosodium glutamate (MSG) or soy sauce to reduce the sodium content.

Fish With Potato or Rice and Steamed Vegetable: The fish may come fried (higher fat), unless you request it steamed or broiled (lower fat). Request the vegetables without butter.

Vegetables: French fries are a higher-fat vegetable, so eat them sparingly. The vegetable of the day is a good choice, but request it without added butter or margarine. Add your own if you like, in moderation.

Sandwiches:

Hot Turkey With Potatoes and Gravy: Ask for the gravy “on the side,” rather than covering the whole sandwich. Mashed potatoes can be a healthful choice with a small amount of butter and/or gravy.

Grilled Reuben: This is a higher-fat choice, so choose only occasionally.

Hamburger: The portion size on this sandwich varies. Most hamburgers are large, and therefore high in fat. When possible, choose the smaller size and limit the extras, such as bacon and cheese. Lower-fat choices include items such as tomato, onion, lettuce, mustard, and ketchup.



Roast Beef: This can be a lean sandwich if the beef is lean and the amount is reasonable. Mayonnaise and butter on the bun will add extra fat. Ask the server to “hold” these items, or serve “on the side.”

Tuna Salad Sandwich: This item is higher in fat, because it has a mayonnaise base. Most restaurants don’t use low-fat mayonnaise.

Chicken Sandwich: This sandwich may be high in fat, if the chicken has been batter-coated or topped with mayonnaise and a buttered bun, which add fat. Be sure to ask if the chicken is breaded and fried, or grilled without breading. Also ask for a bun without butter and mayonnaise on the side, so you can add the amount you want.

Dessert: If you want dessert, fresh fruit is generally low in fat. If you want your favorite cake or pie, why not share with a friend?

Beverages: It’s important to get enough fluids, and water is always a good choice.

Soft Drink: This can be a source of extra calories without any nutrients. Each ten ounces contains approximately ten teaspoons of sugar. Try a diet soft drink for the same flavor without the extra calories and sugar.

Milk: Choose low-fat or nonfat milk for a beverage rich in nutrients.

Coffee or Tea: These beverages provide no calories or nutrients, but are high in caffeine. You can request decaffeinated varieties. Sugar, half-and-half, and milk add calories.

What if you are also watching the amount of sodium you eat? Since many restaurant foods tend to be salty, it can be challenging to limit the amount of salt you eat at a restaurant. Order your food without added salt, and try to avoid foods that are obviously salty, such as ham and other processed meats. Don’t add any salt at the table. Also, try eating less salt in other meals during the day to offset the extra sodium you might have in a restaurant meal.



Making Healthy Choices Fast Food and Fat

All fast food is not high in fat. By making careful selections, fast food can be nutritious and heart-healthy. Use the list below to help you choose fast foods that are lower in fat.

Less Fat

Main Dishes:

Small sandwiches and entrees



Grilled or broiled meats (examples: grilled chicken and fish sandwiches), deli meats



Fried chicken without skin,
roasted chicken



Deli-style turkey or chicken sandwich



Soft tortillas



Pizza with vegetable toppings, Canadian bacon, chicken, or “light” cheese



Toppings: lettuce, tomato, onion, pickles,
and other vegetables



Sauces: ketchup, mustard, salsa,
hot sauce, pickle relish



Steamed rice

More Fat

Main Dishes:

“Super-sized” and “Jumbo” items



Fried meats (examples: fish and chicken patties, chicken nuggets) or large hamburger portions



Fried chicken with skin



Tuna salad or chicken salad sandwich



Hard tortillas (fried)



Pizza with pepperoni, sausage, hamburger toppings or extra cheese



Toppings: cheese and bacon



Sauces: mayonnaise, salad dressings,
cheese sauce, sour cream, tartar sauce



Fried rice



Less Fat

Breakfast Foods:

English muffins, bagels, plain toast,
low-fat muffins, cereal, pancakes

■
Canadian bacon

■
Toppings: jelly, honey, syrup

Side Dishes:

Plain baked potato

■
Garden salad with low-fat dressing

Desserts:

*Low-fat ice cream, *low-fat shakes,
fruit, yogurt

Beverages:

Low-fat or skim milk

More Fat

Breakfast Foods:

Biscuits, croissants, Danish pastries,
hash browns

■
Regular bacon, sausage

■
Toppings: butter, cream cheese, gravy

Side Dishes:

French fries, onion rings, baked potato
with sour cream, butter, cheese, bacon

■
Coleslaw, potato salad

Desserts:

Cookies, doughnuts, cinnamon buns,
pastries, pie

Beverages:

Whole milk, milk shakes

* Choose small portions.

What if you are watching the amount of sodium you eat? Try to avoid foods that are obviously salty, such as ham and other processed meats, and don't add salt at the table. Also, try eating less salt in other meals during the day to offset the extra sodium you might have in a restaurant meal.



Tips for Shopping & Cooking for One or Two

Shopping and cooking for one or two people require different skills than cooking for a larger group. Use the suggestions below to help you shop and cook for one or two:

Have the right cooking tools

Having the right tools can help you to prepare foods quickly and safely. These include:

- A timer
- Pots and pans with lids that fit
- Dishes, pans, and skillets that are the right size
- The right storage containers for leftovers, such as plastic freezer containers, plastic wrap, and one-pint canning jars

Use leftovers, or “planned-overs.”

Prepare foods in more than one serving at a time. The “planned-overs” can be eaten the next day or frozen for other meals.

Try storing planned-overs in single portions. Use containers that can go from the refrigerator or freezer to the microwave.

Using planned-overs decreases food waste and saves money. If planned-overs are frozen, they can be eaten a week or so later and will not seem so much like leftovers.

Label and date all planned-overs before refrigerating or freezing.

To save money, prepare foods from “scratch.”

Save money by making foods from the original ingredients or from “scratch.” Many convenience foods are available at grocery stores, but sometimes they cost more than preparing the same foods from “scratch.”

Often, convenience foods are higher in fat, salt, and added sugar. When preparing foods at home, you can control the fat, salt, and sugar amounts.



Prepare quick, healthy meals from foods on hand.

Keep foods on hand that are easy to prepare. Canned and packaged foods store well in the cupboard.

Nutritious meals can be prepared from foods that are easy to keep on hand.

Some canned or boxed foods tend to be higher in salt or sugar.

If you are trying to watch how much salt you eat, look for canned and boxed foods with less sodium. Rinse and drain canned vegetables and meats to reduce the salt.

If you are trying to cut back on added sugar, buy canned fruit packed in juice, rather than heavy syrup.

Make meals enjoyable when eating alone

Food should both taste and look good. To make meals attractive, try these ideas:

Use an attractive place setting.

Include some colorful foods (such as green or yellow vegetables, tomatoes, a slice of orange or melon, a few grapes, jellies, or pickles).

Include a variety of shapes and textures in foods.

Include a variety of tastes and flavors.

Include a variety of temperatures—hot and cold foods.

Be sure to include some favorite foods.

Have music playing.

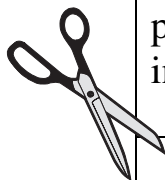
Sit where you can see interesting scenery—look out a window or sit in a relaxing part of your home, eat a meal outside in good weather, etc.

Invite a neighbor or friend to join you.



Food Prices of the Past

Instructions to the facilitator: Make a copy of the “worksheet” and cut out the squares. Place the squares in a grocery bag and ask each participant to draw a square from the bag.



How much did ten pounds of potatoes cost in 1950?	How much did a six-pack of soft drinks cost in 2000?	How much did one pound of American cheese cost in 1975?
How much did 18 ounces of peanut butter cost in 2000?	How much did one pound of bacon cost in 1950?	How much did one pint of ice cream cost in 1950?
How much did one loaf of bread cost in 1975?	How much did a box (18 ounces) of cornflakes cost in 1975?	How much did one dozen eggs cost in 2000?
How much did a one-pound ham cost in 1950?	How much did three pounds of apples cost in 1950?	How much did a pound of frankfurters cost in 1975?
How much did one-half gallon of milk cost in 1950?	How much did a can of peaches (16 ounces) cost in 2000?	How much did 32 ounces of coffee cost in 1950?
How much did one pound of bananas cost in 1975?	How much did a head of iceberg lettuce cost in 1950?	How much did 38 ounces of ketchup cost in 1975?



Food Prices of the Past

Answer Key

While the “Food Prices of the Past” activity includes selected prices from 1950, 1975, and 2000, prices for each food are included for all three years to help you answer participants’ questions. Also, you may wish to use these prices to develop other games, as suggested in the chapter.

<u>Food</u>	<u>Price in 1950 (\$)</u>	<u>Price in 1975 (\$)</u>	<u>Price in 2000 (\$)</u>
apples, 3 pounds	0.35	(not available)	2.99
bacon, 1 pound	0.41	1.29	1.99
bananas, 1 pound	0.17	0.19	0.49
bread, 1 loaf	0.17	0.39	1.39
cheese, 1 pound	0.53	1.20	2.49
coffee	1.33/32 ounces	2.59/48 ounces	3.98/39 ounces
cornflakes, 18-ounce box	0.18	0.73	2.85
eggs, 1 dozen	0.37	0.37	0.89
frankfurters, 1 pound	0.47	1.19	2.00
ham, 1 pound	0.47	1.19	3.49
ketchup	0.19/14 ounces	0.89/38 ounces	2.79/32 ounces
ice cream	0.23/pint	0.99/quart	3.33/half gallon
lettuce, iceberg, 1 head	0.10	0.30	1.49
milk, ½ gallon	0.29	(not available)	1.80
peaches, canned, 16 ounces	0.25	0.39	0.89
peanut butter	0.37/15 ounces	0.89/18 ounces	1.69/18 ounces
potatoes, 10 pounds	0.43	1.12	3.99
soft drinks	0.25/6 pack	0.99/8 pack	2.50/6 pack

References:

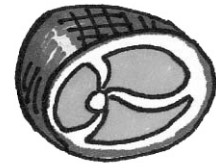
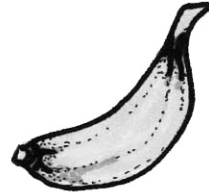
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How Much Do the Groceries Cost?

Grocery List from 1950

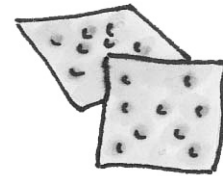
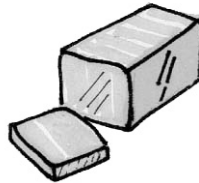
- 2 hams (1 pound each)
- 4 dozen eggs
- 2 gallons milk
- 2 pounds American cheese
- 20 pounds potatoes
- 7 cans peas (16 ounces each)
- 9 pounds apples
- 4 cans orange juice, frozen, concentrated (6 ounces each)
- 6 loaves white bread
- 2 boxes cornflakes
- 2 pounds bacon



What was the total cost for these items in 1950? \$ _____

Grocery List from 1975

- 1 pound frankfurters
- 1 pound ham
- 1 pound American cheese
- 2 heads iceberg lettuce
- 10 pounds potatoes
- 3 cans peaches (16 ounces each)
- 6 pounds bananas
- 2 boxes crackers (1 pound each)
- cake mix
- ketchup (38 ounces)



What was the total cost for these items in 1975? \$ _____

Grocery List from 2000

- 1 loaf bread, white
- ½ gallon milk
- 1 pound ham
- 1 head iceberg lettuce
- 1 pound bananas
- 1 can peaches, 16 ounces



What was the total cost for these items in 2000? \$ _____



Create Your Meal

Instructions: Circle a food from each category to create a basic meal of your choice. (The cost for seasonings, such as margarine, fish sauce, herbs and spices, is included in the prices.) The total price of your meal must not be more than \$2.25.

Category 1

	<u>Price Per Serving</u>
frozen fish (pollock, no breading), baked	.75
fresh chicken breast, baked	.85
frozen breaded fish patty	1.68

Category 2

baked potato and margarine	.15
frozen mashed potatoes	.26
rice, long grain	.06
seasoned rice mix	.48

Category 3

frozen or fresh broccoli (or other vegetable in season)	.23
frozen broccoli and cheese sauce	.69

Category 4

peach sauce, canned (or fresh fruit in season)	.25
sliced fresh fruit (prepared by grocery store)	1.33

Category 5

yogurt, low-fat, flavored	.58
ice cream	.18
skim or low-fat milk	.21
soy milk	.52
orange juice, calcium fortified	.30

Category 6

brownie (homemade)	.20
slice of pie (grocery store prepared)	.70
snack chips	<u>.75</u>

Total Cost: _____

What to Buy When

Seasonal Buys in Fruits and Vegetables

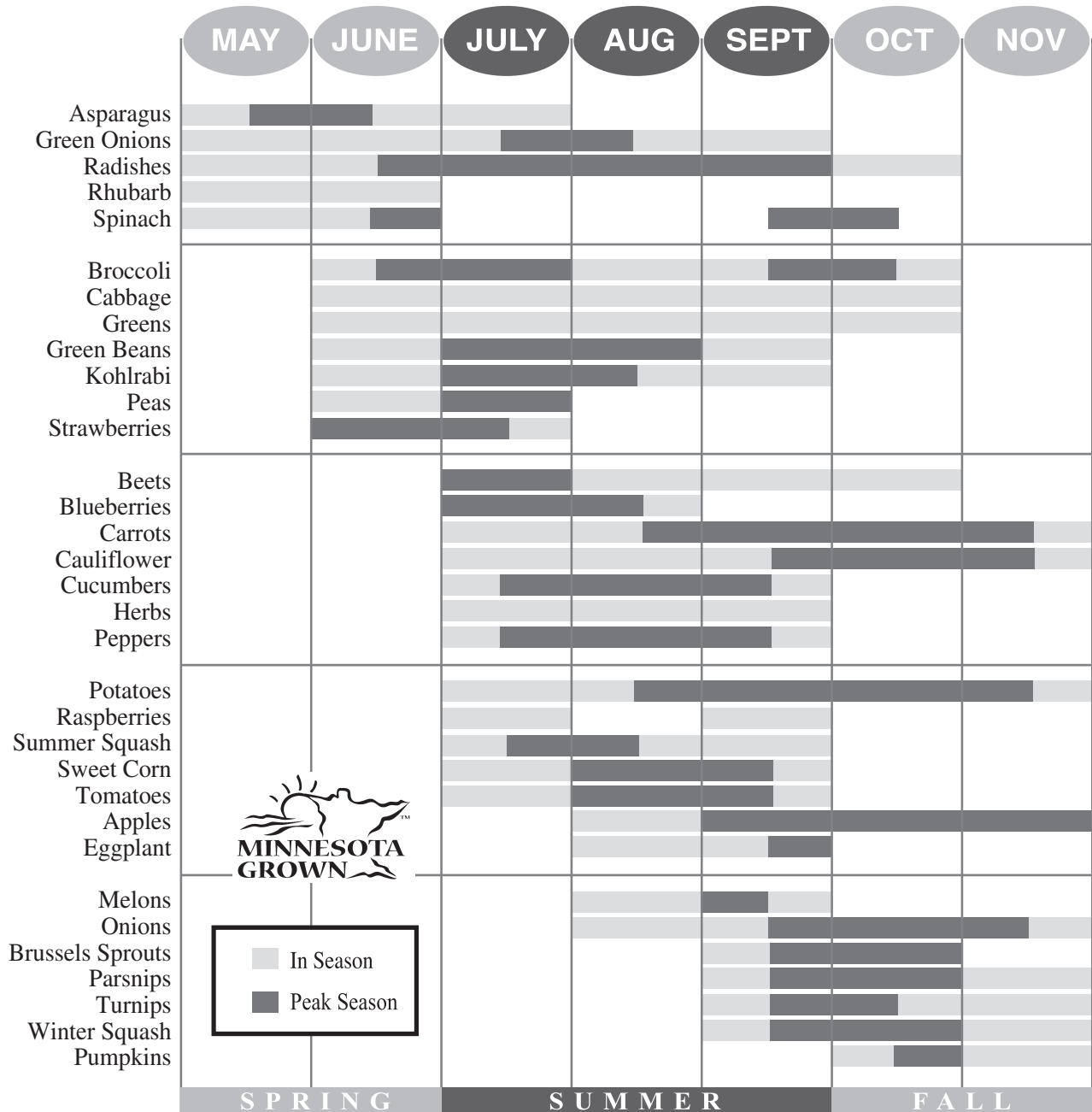


Chart reproduced from the Minnesota Grown Directory (www.minnesotagrown.com), with permission from the Minnesota Department of Agriculture.



Buying Fruits and Vegetables

Fruits and vegetables can be purchased fresh, canned, or frozen. All of these are nutritious. Canned and frozen vegetables and fruits are good to have on hand, since they do not spoil quickly and are easy to prepare. Try to eat fruits and vegetables throughout the day to get five servings a day.

Shopping

- Compare prices of fresh, canned, and frozen vegetables and fruit. Canned or frozen fruit and vegetables may cost less when fresh varieties are out of season. All are nutritious.
- When buying fresh fruit and vegetables, buy only the amount you can store and use within a week.
- When buying fresh fruits and vegetables, look for a fresh appearance, good color, and unblemished flesh. Do not buy items that are overripe, or show signs of mold, decay, or insects. When you buy green leafy vegetables, make sure they are crisp. Avoid wilted or yellowed leaves.
- Some canned fruits, juices, and vegetables are available in individual packages. Even though small cans are often more expensive, they may be convenient if you cannot finish larger containers before they spoil.
- Most canned vegetables have a lot of salt. If you need to limit how much salt you eat, try frozen vegetables, or look for low-salt canned vegetables. If low-salt vegetables are not available, try draining and rinsing vegetables with water. This will remove a small amount of the salt.
- When choosing between canned, frozen, or fresh fruits and vegetables, think about how you will eat them. Fresh vegetables and fruits taste best in some recipes, while canned or frozen foods work well in other recipes.
- Canned and frozen vegetables and fruits can be purchased whole, sliced, or diced. Consider the recipe when choosing which type to buy. Check prices, since whole fruits and vegetables may cost more than diced styles.



-
- Look for fruit canned in juice or light syrup, since it contains less sugar and calories than fruit in heavy syrup.
 - Fruit drinks are not the same as fruit juices. Fruit drinks contain less juice and more sugar, flavoring, and water.

Preparing and Storing

- When you cut fruits such as apples, pears, and bananas, dip pieces in orange juice or lemon juice so they do not turn brown, especially if you plan to eat them later.
- Store bananas and unripe fruits at room temperature. Refrigerate all others that are fully ripe.
- If you use only part of a bag of frozen vegetables, return the unused part to the freezer right away. Defrosting and then refreezing foods causes them to lose quality.

Practice food safety

- Wash all fruits and vegetables just before cutting or eating, including those that we peel, such as bananas, melon, potatoes, and squash. Also, wash can lids before opening cans. Rinse produce from bags, such as lettuce, just before using.
- To prevent fruits and vegetables from spoiling, put any uneaten portions in the refrigerator right away. Make sure to store leftovers in covered containers in the refrigerator.

References:

American Heart Association. *Delicious Decisions*. Online: <http://www.deliciousdecisions.org> [accessed February 18, 2006].

United States Department of Agriculture, Agricultural Marketing Service. *How to Buy...* Online: <http://www.ams.usda.gov/howtobuy> [accessed February 18, 2006].

Making It Easy Meals

One can make quick and easy meals from just a few foods. What foods do the following quick meals include? How do these foods fit into MyPyramid?

1.

Vegetable-beef soup
Cheese on toast
Applesauce

2.

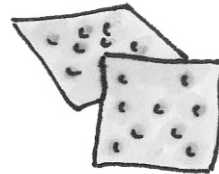
Ready-to-eat cereal
Milk - skim or 1%
Toast and jelly
Fresh orange slices

3.



Minestrone soup with
Beef and Pasta
Crackers
Sliced banana in a pudding cup

4.



Frozen meatloaf entree with
mashed potatoes
Mixed vegetables
Pickles
Hot chocolate

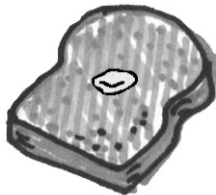


Try some of these quick meals when you don't have much time to cook.
Remember to eat a variety of foods each day.

One can make quick and easy meals from just a few foods. What foods do the following quick meals include? How do these foods fit into MyPyramid?

5.

Canned chicken on toast
Tomato or vegetable juice
Peaches on ice cream



6.

Peanut butter with
English muffin
Apple wedges
Oatmeal cookie
Milk - skim or 1%



7.

Chicken quesadillas with
Tortillas
Chopped lettuce and tomato, salsa
Shredded cheese
Fresh mango or papaya



8.

Chicken and broccoli stir fry
with Steamed rice
Fresh melons



Try some of these quick meals when you don't have much time to cook.
Remember to eat a variety of foods each day.



Making It Easy Meals

Answer Key

Below you will find the food groups represented by each of the “Making It Easy” meals. Keep in mind that some food may not provide a full serving from a particular group (for example, the vegetable-beef soup may not provide a full serving of vegetables or meat depending on the portion size eaten, whether it was canned or homemade, etc.).

Meal	Food Groups Represented
1. Vegetable-beef soup Cheese on toast Applesauce	Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group Vegetable Group Milk, Yogurt, and Cheese Group* Grain Group Fruit Group
2. Ready-to-eat cereal Milk – skim or 1% Toast and jelly Fresh orange slices	Grain Group Milk, Yogurt, and Cheese Group Grain Group Discretionary Calories (jelly) Fruit Group
3. Minestrone soup with Beef and Pasta Crackers Sliced banana in a pudding cup	Vegetable Group Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group Grain Group Grain Group Fruit Group Milk, Yogurt, and Cheese Group*
4. Frozen meatloaf entree with mashed potatoes Mixed vegetables Pickles Hot chocolate	Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group Vegetable Group Vegetable Group Vegetable Group Milk, Yogurt, and Cheese Group*

* This food is a higher-fat and/or higher-sugar choice and should be counted as part of one’s discretionary calorie allowance for the day.



<p>5. Canned chicken on toast</p> <p>Tomato or vegetable juice</p> <p>Peaches on ice cream</p>	<p>Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group Grain Group</p> <p>Vegetable Group</p> <p>Fruit Group Milk, Yogurt, and Cheese Group*</p>
<p>6. Peanut butter with English muffin</p> <p>Apple wedges</p> <p>Oatmeal cookie</p> <p>Milk – skim or 1%</p>	<p>Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group</p> <p>Grain Group</p> <p>Fruit Group</p> <p>Grain Group*</p> <p>Milk, Yogurt, and Cheese Group</p>
<p>7. Chicken quesadillas with tortillas</p> <p>Chopped lettuce and tomato, salsa</p> <p>Shredded cheese</p> <p>Fresh mango or papaya</p>	<p>Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group Vegetable Group</p> <p>Grain Group</p> <p>Vegetable Group</p> <p>Milk, Yogurt, and Cheese Group*</p> <p>Fruit Group</p>
<p>8. Chicken and broccoli stir fry</p> <p>Steamed rice</p> <p>Fresh melon</p>	<p>Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group Vegetable Group</p> <p>Grain Group</p> <p>Fruit Group</p>

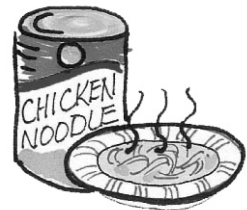
* This food is a higher-fat and/or higher-sugar choice and should be counted as part of one's discretionary calorie allowance for the day.

Foods to Have on Hand

There are times when you may find it difficult to shop for food or go out for a meal. The weather may make it hard to get to the store, or you may not feel well. How can you prepare for this? Here are some foods you can keep in a section of your cupboard to use for emergencies.

You can keep such foods as:

- canned beans (such as baked beans, pinto beans, black beans, etc.)*
- biscuit mix*
- breakfast cereals
- canned meat (such as chicken or ham)*
- canned fruits and juices
- canned soups*
- canned fish (such as tuna, sardines, salmon)*
- canned vegetables*
- cheese spread in jars*
- crackers
- dried fruits, such as raisins
- instant potatoes*
- macaroni and cheese*
- nonfat dry milk
- pasta sauces*
- peanut butter
- puddings
- rice
- spaghetti, pasta



*If you are trying to limit your use of sodium, use these foods less frequently or look for lower-sodium versions.

To rotate your inventory and keep your foods fresh, write the purchase date on food packages before placing them on your shelf. Use the foods with the oldest dates first.

