

THE
CAMPUS
KITCHENS
PROJECTSM



HEALTHY LIVING MADE EASY

Practical Discussion and Activity Guides for Older Adults

ACKNOWLEDGEMENTS



“Healthy Living Made Easy” is made possible by a partnership between The Campus Kitchens Project and AARP Foundation. Find this and other nutrition education plans at www.campuskitchens.org.

The Campus Kitchens Project

Founded in 2001, The Campus Kitchens Project is a national organization that empowers student volunteers to fight hunger in their community. On university and high school campuses across the country, students transform unused food from dining halls, grocery stores, restaurants, and farmers’ markets into meals that are delivered to local agencies serving those in need. By taking the initiative to run a community kitchen, students develop entrepreneurial and leadership skills, along with a commitment to serve their community, that they will carry with them into future careers. Each Campus Kitchen goes beyond meals by using food as a tool to promote poverty solutions, implement garden initiatives, participate in nutrition education, and convene food policy events. To learn more about The Campus Kitchens Project, visit www.campuskitchens.org.



AARP Foundation

AARP Foundation is working to win back opportunity for struggling Americans 50+ by being a force for change on the most serious issues they face today: housing, hunger, income and isolation. By coordinating responses to these issues on all four fronts at once, and supporting them with vigorous legal advocacy, the Foundation serves the unique needs of those 50+ while working with local organizations nationwide to reach more people, strengthen communities, work more efficiently and make resources go further. AARP Foundation is AARP’s affiliated charity. Learn more at www.aarpfoundation.org.



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INTRODUCTION



We know we can't end hunger with food. From nutrition education classes to senior hunger outreach, from community gardens to policy events, our students deliver more than meals. The Campus Kitchens Project teaches the next generation of leaders to evaluate the assets and challenges in their community and develop programs that address the underlying root causes of food insecurity. For over a decade, programming for older adults has been a focus across our network as we pioneer new ways to address senior hunger and isolation in ways that will make a lasting difference.



Sharing nutrition knowledge and healthy cooking and eating skills are crucial aspects of fighting senior hunger and isolation. Since 2012, with the support of AARP Foundation, The Campus Kitchens Project has worked to promote the health and wellness of older adults not only by providing meals to those in need but also by developing sustainable programs that focus on prevention.



In a recent survey of low-income older adults, AARP Foundation found that 56% were interested in strategies to find affordable fruits and vegetables, 44% were interested in recipe ideas, 37% were interested in better cooking skills, and 36% were interested in information on how to read nutrition labels. The materials in “Healthy Living Made Easy” are tailored to provide practical discussions and activities in each of these areas.



Older adults have a lifetime of experiences cooking, shopping, and sharing food with their families and communities. They also face a range of issues when it comes to food, from preventing and coping with diet-related diseases to managing food access challenges or changing tastes. Using food as a tool to bring people together, “Healthy Living Made Easy” is a guide to convening discussions and sharing skills to support healthy habits. These discussion and activity guides center the conversation on older adults’ lived experience and emphasize experiential co-education among peers as well as between volunteers and older adults.



“Healthy Living Made Easy” is a clear manifestation of our goals and values. It is more than a nutrition education curriculum; it is a set of flexible, adaptable discussion and activity guides and materials that can support healthy habits through experiential learning programs tailored to each unique community. We hope that it will be a useful tool not only for Campus Kitchens but also for other organizations working with older adults, and we look forward to hearing how you put it to use!



**- Laura Toscano, Director
The Campus Kitchens Project**



EXERCISE FOR HEALTH

Introduction

Physical activity is a crucial complement to healthy eating. Any discussion of dietary changes to address or prevent weight gain and disease should include recommendations for making physical activity a part of daily routines. Encourage older adults to find exercises and activities that work for their bodies, and to discuss any planned changes with their doctors. This material can be covered both as an independent lesson as a part of other lessons.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see “Program Guide” for suggested resources).
- Research local exercise facilities (including parks, areas with stairs to climb, walking trails, etc.) and classes available for older adults. Talk to some participants or their peers ahead of time to get a sense of what sort of physical activities are realistic options for most participants. Consider providing maps of walking or bike trails. Older adults are most likely to increase their level of physical activity if given recommendations that are specific and locally feasible.

2. Plan your lesson structure.

- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participants' interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See “Program Guide” for details.

- Print copies of test(s) for every participant.

These activities can be included in lessons on other topics, or can form the structure for an exercise-specific lesson.

- Walk around the block or through the building at the beginning of the lesson.
- Do group stretches (standing or sitting) at the beginning and end of the lesson. See suggestions on the next page for sitting stretches and movements.
- Ask participants to share favorite stretches with the group, or have different people share stretches during each lesson.
- Ask a yoga or tai chi instructor to visit the class and guide the group through some new exercises.
- Ask the group to pick an activity they would like to do together outside of class—form a walking/dance/tai chi club, plan a regular time to walk to the store together, or pick an exercise class to attend as a group.
- Walk to a store, farmers market or garden as part of a discussion about healthy eating habits.



Discussion Guide

Begin by asking participants to share their experiences with exercise. Why is exercise important? Does anyone have personal exercise goals? How much exercise is recommended for older adults? What are some different types of exercise?

- According to the Centers for Disease Control and Prevention, older adults without limiting health conditions should perform moderate aerobic exercise for about 20 minutes every day and muscle strengthening activities 2+ days a week.
- Aerobic activity that makes you breathe harder and gets your heart beating faster can help prevent diabetes, colon and breast cancers, heart disease, and other chronic diseases. Examples of endurance activity include walking, jogging, playing tennis, biking, yard work and dancing.
- Keeping our muscles strong helps us continue to do daily tasks and helps prevent falls and injuries. Exercises to increase balance and flexibility are also important.
- Weight-bearing activities (anything other than swimming or cycling) are also important for maintaining bone health and preventing osteoporosis.
- In addition to being good for your health, physical activity can help you continue to do necessary tasks, like carrying a full laundry basket, raking leaves, climbing stairs, walking on uneven surfaces, tying your shoes and making the bed. Exercise can also help you keep doing the things you love, like pushing grandchildren on the swings, carrying them, or playing catch; walking or shopping with friends; cooking for friends and family; and gardening, traveling (even exploring your own community or taking a trip to another country) or other active hobbies.
- Exercise can also help prevent and treat depression and generally improve your mood.

Does anyone exercise, play a sport, or walk regularly? What about in the past? Have your exercise habits changed over time, and what has caused those changes? What are some barriers to getting more exercise?

- Exercising with others can make physical activity more fun and keep you motivated. Find a friend to walk, jog, bike or play sports with you, or sign up for an exercise class at a gym or community center. Remember that dancing is great exercise too—many communities have regular line or square dances you can join.
- Setting specific goals for both the short and long term can help you find an exercise plan and stick to it.
- Try to work physical activity into your daily schedule: make plans to go to an exercise class or walk with a friend, park the car farther away from the store or work, take the stairs instead of the elevator, lift weights while you watch TV, etc.
- Dance! Or play music while you do housework and see if you end up moving a bit more than usual.

Does anyone know any exercises or stretches you can do while sitting down?

- Movements and stretches you can do while sitting are great for keeping active while watching TV, reading or traveling.
- Stretch your arms and/or legs out in front of you. Point your toes or fingers forward, then rotate in alternating circles.
- Lift your heels so that just the balls of your feet are touching the floor, then set them down. Repeat several times.
- Release tension in your shoulders by rolling them forward ten times, then backward ten times.
- Hold your arms out from your body in a “T” shape, then lift toward the ceiling and bring them back down. Repeat.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. **On most days of the week, an average adult should aim to do at least how many minutes of physical activity per day?**
 - a. 15 minutes
 - b. 30 minutes
 - c. 60 minutes
 - d. 0 minutes
2. **Walking briskly, gardening, and bicycling are examples of moderate physical activities.**
 - a. True
 - b. False

Part 2

3. **I plan physical activity into my daily schedule.**
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Rarely
 - e. Never
4. **Using the definition from the previous question (actively moving 30 minutes or more each day), which of the following best describes you? Please choose only one answer.**
 - a. I'm physically active and have been so for more than 6 months.
 - b. I'm physically active and have been so for less than 6 months.
 - c. I'm not physically active now but plan to start in the next 30 days.
 - d. I'm not physically active now but plan to start within the next 6 months.
 - e. I'm not physically active now and don't plan to start.

CUT THE SODIUM, KEEP THE FLAVOR

Introduction

This lesson introduces an older adult audience to ideas for reducing their risk of heart disease and high blood pressure by limiting their sodium intake. Some audiences may be most interested in strategies to limit daily sodium intake, while others may want to learn more about alternative seasoning options.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should either emphasize seasonings other than salt, or provide an alternative to common high-sodium foods (processed meats, chips, store-bought pizza/soups/pasta dishes, etc.)

- Sautéed Garlic Broccoli
- Easy Homemade Nachos

Suggested Handouts

- "Cut the Sodium!"

Key Concepts

Eating too much sodium can lead to high blood pressure, heart disease and even osteoporosis (as high salt intake can lead to calcium loss through urine). Older adults can reduce their risk of developing these conditions by limiting consumption of processed foods, substituting other seasonings for salt and including physical activity in their regular routines.



Discussion Guide

Primary Questions

How common do you think high blood pressure is?

- The Centers for Disease Control says that one in three Americans has high blood pressure.

Does anyone know someone with high blood pressure or heart disease? What changes can you make to reduce your risk for high blood pressure and heart disease?

- Reducing sodium in your diet is an important step. The sodium in salt (and many other foods) causes the body to hold excess fluid, which increases pressure on your heart as it pushes blood through your blood vessels. A higher amount of fluid increases the volume of blood your heart has to pump, which makes it work harder and also stresses your blood vessels and kidneys.
- Increasing the amount of physical activity you engage in is an important complement to reducing your sodium intake, and can also affect blood pressure. *What are some of your favorite ways to exercise?*

How much sodium do you think the average American consumes in a day? How much is recommended?

- The average American consumes 3400 mg of sodium a day, but the national Institute of Medicine recommends that adults over 51 should not consume more than 1500 mg of salt a day (about 3/4 teaspoon); the recommended daily sodium intake for adults 51-70 is 1300 mg, and for adults over 70 it is 1200 mg (about 2/3 teaspoon).

Where does most of the sodium in our diets come from? How can you reduce the sodium in your diet?

- Most (75-80%) of our sodium intake comes from processed foods. An important strategy for limiting your sodium intake is to look for foods with no more than 200-300 mg of sodium per serving, and generally try to consume less processed/pre-prepared food. Cooking foods from scratch is the easiest way to control the amount of sodium you eat.
- The top sources of sodium in the average American diet are bread products, cold cuts, pizza, poultry (often injected with a sodium solution), soups and sandwiches. Review handout for other tips for reducing sodium intake.

Secondary Questions

Claims about salt on food packaging can be misleading. What kinds of claims do you see about salt or sodium?

- Labels like “reduced sodium” or “light in sodium” can be misleading because they refer to the amount of sodium in this product compared to another product. “Very low sodium” and “low sodium” refer to the actual amount of sodium per serving—35 mg and 140 mg, respectively.

What are some ways to make food taste good without adding salt?

- Try cooking with new spices and vinegars, or try a completely new fruit or vegetable. Varying textures can help as well. If you reduce the amount of salt you eat slowly over time, your taste buds will adapt so that you enjoy the same taste with a smaller amount of salt.
- Many people start to lose some of their sense of taste and smell as they age, which can lead to using more salt than usual without noticing. People who experience this should check with their doctor to make sure that other factors like nasal and sinus problems, medications, dental hygiene, and diseases aren't affecting their sense of taste and smell.

Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Well-Seasoned Snacks

Suggest healthy alternatives to high-sodium snacks that also introduce participants to alternative seasonings. If you have access to a stove or hot plates on site or can pop popcorn before class, show participants how to make and flavor their own popcorn.

Or for an easy no-cook alternative, mix herbs and spices into yogurt for a fresh vegetable dip.

Discussion points to address while preparing food (see discussion guide as well):

- What snacks do you like to eat? Remember that 75-80% of the sodium we consume is from processed foods—often snacks. Can anyone think of snacks they like that use whole foods like fruit, vegetables, nuts or yogurt? Popcorn is actually a whole grain that can be a healthy snack if it's made without too much added fat or salt.
- What are some seasonings that you like to use in your cooking? Would some of those taste good on popcorn?
- Did anyone try a new seasoning? What other foods could you use it with?

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or one per group • Mixing spoon(s): one for demo, or one per group • Sample dishes and spoons for each participant • Optional: cutting boards and knives for participants
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Pop popcorn ahead of time if necessary, or cut vegetables for dipping unless you have space and equipment to let participants cut vegetables themselves.
Ingredients	<ul style="list-style-type: none"> • Whole corn kernels for popping • Variety of seasonings: paprika/chili powder, dry basil and/or oregano, parmesan cheese, curry powder, or cinnamon • Plain nonfat or low-fat yogurt • Assorted raw vegetables (carrots, peppers, celery, broccoli) • Variety of seasonings: paprika/chili powder, dry basil and/or oregano, curry powder, cumin, ginger, cinnamon, turmeric, or dill/parsley
Directions	<ul style="list-style-type: none"> • Mix seasonings with popcorn or yogurt, or invite participants to mix their own samples. • For yogurt dip, invite participants to cut vegetables and/or use vegetables to taste different dips.

B. Alternate Activity: Guess the Sodium

Materials	<ul style="list-style-type: none"> • Poster or list with packaged foods (and images if possible) and sodium content, or actual food items (try to include some that have a surprising amount of salt, such as breads, cakes and sandwiches).
Preparation	<ul style="list-style-type: none"> • Review the amount of salt in each food and cover the sodium content with a sticky note to hide the information during discussion.
Activity	<ul style="list-style-type: none"> • Ask participants to guess how much sodium is in each food item, or to rank foods from least to most sodium. If some foods have sodium claims, such as “reduced sodium” or “low-sodium,” consider pointing out these claims and asking participants what they think that means about the food’s sodium content. • Either reveal the sodium amounts on the poster or ask volunteers to read the actual sodium content for each item. • This can also be an opportunity to discuss the actual amount of salt in each food (for some items like snacks that are typically eaten in one sitting) vs. the amount of salt in a “serving” as listed on the label.

Savory Snacks

Add new flavors to popcorn for an easy and delicious whole-grain snack, or try mixing herbs and spices with yogurt to make a tasty dip for cut vegetables.

INGREDIENTS

For seasoned popcorn:

- Whole corn kernels for popping
- Oil (olive, vegetable, sunflower)
- Choose from a variety of seasonings:
 - * Paprika/chili powder
 - * Dry basil and/or oregano
 - * Parmesan cheese
 - * Curry powder
 - * Cinnamon

For yogurt dip:

- Plain nonfat or low-fat yogurt
- Assorted raw vegetables (carrots, peppers, celery, broccoli)
- Choose from a variety of seasonings:
 - Paprika and/or chili powder
 - Dry basil and/or oregano
 - Curry powder, cumin, ginger, and/or turmeric
 - Cinnamon
 - Dill and/or parsley

DIRECTIONS

For popcorn:

1. Heat a pan with tall sides and a lid (saucepan).
2. Coat the bottom of the pan with oil.
3. Add whole corn kernels and cover pot with lid.
4. Once kernels begin popping, shake pan slightly to bring unpopped kernels to the bottom of the pan.
5. Turn off heat once corn stops popping.
6. Mix seasonings with popcorn (start with a little and add more to taste).

For yogurt dip:

1. Mix seasonings with yogurt (start with a little and add more to taste).
2. Cut raw vegetables for dipping.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Which foods are high in sodium?

- a. Processed foods like lunch meat and hot dogs
- b. Snacks like chips and pretzels
- c. Canned soups
- d. Fried foods
- e. All of the above

2. If a product is labeled “reduced sodium” that means it is low in sodium.

- a. True
- b. False

Part 2

3. How often do you add salt to your food?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Seldom
- e. Never

4. Do you read labels for salt/sodium content?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Seldom
- e. Never



Introduction

This lesson introduces an older adult audience to basic concepts that they can use to make shopping, cooking and eating easier and more enjoyable. Help participants find new strategies by inviting them to share ideas with each other and providing additional tips and resources.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should involve minimal cooking and/or cutting, emphasizing canned foods and instant grain foods (like oatmeal, couscous and bulgur).

- Easy Tuna Salad
- Chickpea Couscous Combo

Suggested Handouts

- "Make Cooking Easier"
- "Stock Your Pantry and Kitchen"
- "Try a New Flavor"
- "Vary Your Fruits and Vegetables"
- "Cooking Safety Tips"

Key Concepts

Older adults may not be interested in cooking for a variety of reasons. The activity involved in shopping and cooking can be tiring, they may not think it is worth the effort to cook if they live by themselves, they may have a reduced appetite or not find the same foods appealing anymore, or they may never have learned basic cooking skills to help them get started. Strategies for making cooking at home more appealing can include tips to make shopping easier, recipes that involve minimal prep work and single dishes, and ideas for cooking for one or making food softer and more appetizing.



Discussion Guide

Do you cook at home? Do you enjoy cooking? Why or why not? (In addition to these general suggestions, see below for strategies to address specific issues.)

- Try listening to music or the radio while you cook to make the process more enjoyable.
- Invite friends or neighbors over to cook with you; take turns reading the recipe and trying different tasks.
- Teaching children or grandchildren a favorite recipe can be a great way to spend time together and establish healthier eating habits.

If participants say they don't like going to the store or have trouble buying groceries: *What are some ways to make shopping easier?*

- Look for delivery services from major grocery stores, and try pooling orders with neighbors if meeting the minimum delivery requirement is a challenge.
- Come prepared with a grocery list so you don't have to decide what to buy once you're already at the store.
- Plan to go to the store at a time when you feel well rested or expect to have more energy.
- Try to go to the store at a time when you expect it will be less busy.
- Many stores have motorized carts that you can use to get around and carry your groceries.
- Don't be afraid to ask employees for help carrying your groceries or finding what you need.
- If shopping tires you out, look for a seat where you can rest—try the pharmacy department.

If participants say that cooking is too much effort or harder than it used to be: *What are some ways to make cooking easier? Does anyone have favorite recipes that don't even involve an oven or stove? What about favorite single-dish recipes?*

- See handout for no-cook and one-pot meal ideas.
- Stay off your feet by getting a counter-height seat or by doing prep work like chopping vegetables while sitting at a table. Recipes for baking or roasting, simmering soups and stews, or using slow cookers not only keep you off your feet but also minimize the time you spend actively cooking overall.
- Canned and frozen fruits and vegetables are often pre-cut to save you the trouble of chopping, and have similar prices to whole fresh vegetables. Although pre-cut fresh fruits and vegetables are sometimes more expensive, they may be worth the price if they help you avoid cutting and chopping.
- Consider whether basic updates to your kitchen space could make it easier for you to get around. Examples include replacing cabinet and drawer knobs with handles, purchasing a step stool and installing lighting above the stove and countertops. You can also talk to an occupational therapist about specific modifications. Tools like food processors, blenders, automatic can openers and electric mixers can make prep work easier.
- Some frozen vegetables can be cooked directly (without thawing), although frozen animal products require extra cooking time. Cook frozen vegetables by adding them to a saucepan with a small amount of boiling water. Cover, reduce the heat once the water boils, and cook until just tender.



If participants say they don't enjoy or have trouble cooking for just themselves: ***What are some ways you can make cooking and eating alone more enjoyable? What about planning group meals? What are some ideas for making small amounts of food or for using up leftovers?***

- If you don't feel like it's worth it to cook for yourself, try making meals feel like special occasions: light some candles, set your place at the table and play some music.
- If you like to be around other people even if you're eating alone, you can prepare a picnic at home and bring it to a park, picnic area or food court. Sandwiches, soups and salads are all easy meals to take on the go.
- Plan potlucks with neighbors or co-workers—no one has to be responsible for hosting a whole meal, and you may get to try some new dishes.
- Pre-prepared foods like cut fruit and salad bar items are sometimes more expensive, but may be a good choice if you know you have a hard time using up larger amounts of food.
- Avoid the hassle of reducing recipes by making a full recipe for 4 or 6 people and freezing portions to eat later.
- Plan meals that use the same ingredient in multiple ways, like cooking beans and rice one night and then using the beans in a soup later in the week. See handout for ideas for using leftovers.

If participants say they don't have the resources or knowledge to cook: ***What are some ways you can maintain a healthy diet without a full kitchen? Does anyone have any basic cooking techniques to share?***

- If you don't have an oven or stove, then slow cookers, hot plates, microwaves and toaster ovens are all good options for cooking at home. Try checking thrift stores or yard sales for economical options.
- If you don't have a refrigerator, single serving and canned foods are probably your best options. You can also try filling a cooler with ice to keep food cool for a limited amount of time. Some whole produce, like potatoes, yams, onions, winter squash and apples can be kept in a relatively cool, dry place (be sure to refrigerate once cut).
- See "Make Cooking Easier" and "Vary Your Fruits and Vegetables" handouts for additional tips.

If participants say that they have trouble eating the foods they like: ***What are some softer foods you like to eat? How do you make food more appetizing?***

- Baking apples, pears, sweet potatoes and carrots in the oven makes them softer and sweeter.
- Get one full serving of fruit from 1/2 cup applesauce, or add a cup of other fruits to a smoothies with milk or yogurt.
- Cook vegetables in soups, stews and casseroles to make them softer.
- Canned fruits and vegetables are often easier to chew—look for vegetables without added salt and fruits canned in water or their own juices rather than sugary syrup.
- Look for naturally soft foods like bananas, tomatoes, and cooked beans and potatoes.
- If you have trouble swallowing food, make sure you're drinking enough liquids (and be sure to talk to your doctor).
- If food doesn't seem appetizing to you, try experimenting with new seasonings and varying the shape, color and texture of your foods. If you don't need to eat soft foods, try cooking vegetables for less time to maintain texture and flavor.
- Medicines can change how some foods taste—talk to your doctor about how your medications could be interacting with your diet.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Couscous

Easy healthy meals that require minimal cooking can go beyond sandwiches and salads. Couscous is a type of pasta (look for whole-wheat varieties) that you can cook just by adding boiling water and letting it sit for 5 minutes. This recipe mixes in additional ingredients that don't require any extra preparation, but you can add any variety of vegetables or protein.

Discussion points to address while preparing food (see discussion guide as well):

- “Cooking” at home can be quick and easy, and doesn't even require a stove or oven. What are some “no-cook” meals?
- Canned foods can be affordable, easy to use and great options for healthy meals if you don't have easy access to an oven or stove or go shopping very frequently.
- Has anyone has ever eaten or cooked couscous or bulgur? Both are grain foods that can be cooked just by covering them with boiling water and steaming for 5 minutes. You can also make oatmeal this way using rolled oats.

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or per group • Mixing spoon(s): one for demo, or per group • Sample dishes and spoons for each participant • Jar or small bowl for mixing vinaigrette • Fork(s) for couscous and vinaigrette
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Drain and rinse canned chickpeas. • Boil water (try using an electric tea kettle to keep it hot).
Ingredients (Serves 8, 1 cup/serving)	<ul style="list-style-type: none"> • 2 cups dry couscous • 2 cans chickpeas • Sliced almonds • Dried fruit (try cranberries, apricots or currants) • 2 tablespoons olive oil • 2 tablespoons lemon juice • Salt and pepper to taste
Directions	<ul style="list-style-type: none"> • Cover couscous with 2 cups boiling water, cover and let sit for 5 minutes. • Whisk together olive oil and lemon juice. • Fluff couscous with fork and mix with chickpeas, almonds, fruit and vinaigrette.

B. Alternate Activity: Spice it Up

Materials	<ul style="list-style-type: none"> • Variety of seasonings (try cumin, cinnamon, garam masala, basil, oregano, red pepper flakes, etc.) • Copies of “Try a New Flavor” handout for each participant
Preparation	<ul style="list-style-type: none"> • Divide seasonings into containers to pass around. • Review handout and brainstorm or research foods to make with different spices.
Activity	<ul style="list-style-type: none"> • Explain that trying new seasonings can be a great way to make meals more interesting and wake up our taste buds. Ask participants what some of their favorite seasonings are; what dishes do they make with those seasonings? • Pass seasonings around and invite participants to smell them. Which are familiar and which are new? • Invite participants to share ideas for how to use various seasonings, then pass out handout and discuss health benefits of spices and suggested combinations.

Quick Chickpea Couscous

Easy healthy meals that require minimal cooking can go beyond sandwiches and salads. Couscous is a type of pasta (look for whole-wheat varieties) that you can cook just by adding boiling water and letting it sit for 5 minutes. This recipe mixes in additional ingredients that don't require any extra preparation, but you can add any variety of vegetables or protein.

INGREDIENTS

serves 8, 1 cup per serving

- 2 cups dry couscous
- 2 cans chickpeas
- Sliced almonds
- Dried fruit (try cranberries, apricots or currants)
- 2 tablespoons olive oil
- 2 tablespoons lemon juice
- Salt and pepper to taste

DIRECTIONS

1. Cover couscous with 2 cups boiling water, cover, and let sit for 5 minutes.
2. Whisk together olive oil and lemon juice.
3. Fluff couscous with fork and mix with chickpeas, almonds, fruit and vinaigrette.





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Classroom Questionnaire

Name _____

Date _____

Part 1

1. What is an example of something you can do to make cooking or eating more enjoyable?

2. Canned foods are not as nutritious as fresh or frozen produce:

- a. True
- b. False

Part 2

3. Which strategies do you use to make cooking and shopping easier? (Select all that apply)

- a. Use a grocery list
- b. Have your groceries delivered
- c. Use pre-cut canned or frozen items
- d. Other, please describe:

4. Do you enjoy cooking and eating?

- a. Yes
- b. I enjoy cooking but not eating
- c. I enjoy eating but not cooking
- d. Sometimes I enjoy both, sometimes I don't
- e. I never enjoy either



EATING FOR HEART HEALTH

Introduction

This lesson uses health concerns around heart disease to introduce a discussion of fat in our diets. Exercise is another important component of heart health; pair this lesson with discussion points or activities from the “Exercise for Health” lesson.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants’ existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see “Program Guide” for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the “Program Guide.”
- See “Exercise for Health” lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. **Plan how to administer pre-test** (as well as post-test if this is the final session). See “Program Guide” for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should either provide lower-fat alternatives to high-fat dishes, or emphasizes the use of olive and other plant oils as an alternative to butter or trans fat in processed baked goods and fast food.

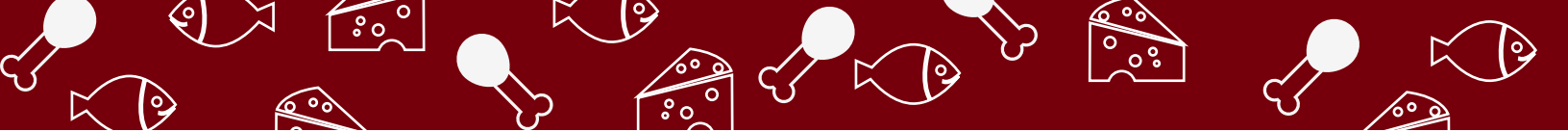
- Avocado Bean Salad
- Zucchini Cupcakes
- Tzatziki Dip
- Roasted Seasonal Vegetables

Suggested Handouts

- “Choose Healthier Fats”

Key Concepts

Fat is one of the macronutrients we need, like carbohydrates and protein. However, fat has about twice as many calories by weight as carbohydrates and protein, so eating foods with lots of fat can contribute to overweight and obesity, which put us at risk for diet-related disease. The type of fat we consume is just as important as the total amount of fat—eating higher amounts of trans fats and saturated fats can increase our risk of developing heart disease.



Discussion Guide

Do you know anyone dealing with high blood pressure or heart disease? What have you heard about how the fat in our diets contributes to these and other health issues?

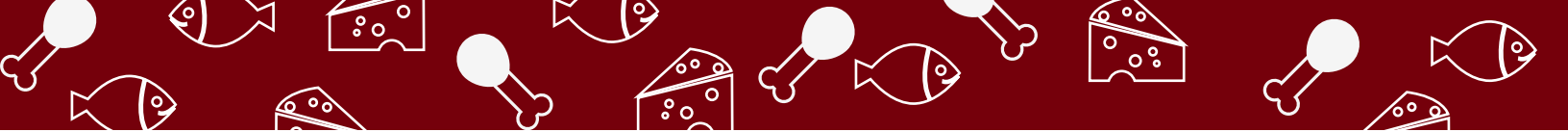
- Exercise and a healthy diet are both important ways to reduce your risk of heart disease.
- Excess weight puts you at risk for a variety of health issues, including heart disease. We gain weight when we eat more calories than we burn (through both exercise and daily activity), and fat has more calories per gram than carbohydrates and protein.
- Choosing healthier fats is an important part of eating to prevent dietary disease.

Has anyone heard of the different kinds of fats? Which are healthier options? Which types of fat should you avoid? How can you tell the difference?

- Monounsaturated and polyunsaturated fats are healthier choices. They are found in vegetable oils, avocados, fish, peanut butter, walnuts, and some other nuts and seeds.
- **Saturated fats can raise your blood cholesterol and add lots of calories.** Watch out for them in pizza, cheese, many desserts with dairy and butter, and other foods that contain animal products like meat, butter and cheese. Coconut and palm oil also have high levels of saturated fats (and are often used in commercially-prepared desserts).
- Trans fats raise bad cholesterol and also lower “good” cholesterol. They provide no benefits for our bodies. Trans fats are processed from partially hydrogenated oil, and can be found in many processed baked goods and fried foods, as well as in vegetable shortening and some kinds of margarine.
- An easy way to differentiate between better and worse fats is to look at them: unsaturated fats are liquid at room temperature, and saturated and trans fats are often solid. (This does not apply to solid foods with fat in them, like nuts.)
- You can also read food labels to see not only how much fat is in a food but what types of fat it contains.

Should you limit your overall fat intake throughout the day? What are some strategies for reducing the amount of unhealthy fats you eat?

- The USDA recommends that the total amount of fat in your diet not exceed 20 to 35 percent of your daily calories.
- Focus on eating healthier mono- and polyunsaturated fats in moderation, and limit the amount of saturated and trans fats you eat.
- Serve yourself smaller portions; put leftovers away so you're less tempted to eat seconds.
- Choose poultry and fish with the skin removed.
- Choose low or nonfat milk and dairy products.
- Roast, bake, grill and steam foods instead of frying them.
- Substitute applesauce for all or part of the oil in muffins and quick breads.
- Look for lean cuts of meat (look for the words “loin” or “round,” and trim off extra fat before cooking). Choose poultry and fish (which contain healthy omega-3 fatty acids) several days a week.
- Find recipes that use more beans and vegetables as substitutes for some or all of the meat—look for vegetarian chili, lentil soup, and casseroles with vegetables like carrots and broccoli. Look for vegetable oils with unsaturated or monounsaturated fat, like olive oil, canola oil, sunflower oil and safflower oil (coconut and palm oils are high in saturated fat).



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Healthy Salad Dressing

Making your own dressing is an easy way to reduce the overall fat in your diet and to watch what type of fats you are eating. When you mix in your own oil, you can use less oil and make sure that the oil you use is plant-based oil with unsaturated fats rather than a saturated or trans-fat oil. You could make dressings to add to a full salad (see “Sweet and Savory Salads” recipe) or bring whole-grain bread or cut vegetables for participants to dip in dressings to sample.

Discussion points to address while preparing food (see discussion guide as well):

- Does anyone ever make their own dressing? Making your own dressing gives you ultimate control over the flavor and ingredients, so you can cut down on fat by using healthier plant-based oils and your favorite seasonings.
- Most vegetable oils contain unsaturated fats, which are healthier choices than saturated and trans fats.

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or per group • Mixing spoon(s): one for demo, or per group • Sample dishes and spoons for each participant • Whisks or forks to mix dressing
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Slice bread and mince shallots and onions in advance, unless you have space and equipment to let participants cut vegetables themselves.
Ingredients	<ul style="list-style-type: none"> • Olive oil • Balsamic vinegar • Lemon juice • Raspberry jam • Maple syrup • Dijon mustard • Minced garlic • Diced onions • Pepper • Bread or salad ingredients (See “Sweet and Savory Salads”) • Salt and pepper
Directions	<ul style="list-style-type: none"> • Follow recipe handout to combine ingredients for different types of dressings. • Invite participants to try different dressings by dipping bread slices, or toss dressing with salad.

B. Alternate Activity: Heart Health Bingo

Materials	<ul style="list-style-type: none"> • Bingo cards for each participant (or option to play in teams) • List of words on bingo squares • Optional prizes
Preparation	<ul style="list-style-type: none"> • Print enough bingo cards for every participant. • Make a list of words to call. • Optional: Develop definitions or questions to go with each word.
Activity	<ul style="list-style-type: none"> • Pass out bingo cards to participants, and explain that the rules are the same as regular bingo but that the “x” and check marks in each box are reminders about which foods have healthier fats. • Randomly call words (or definitions/questions), giving participants time between each word to mark the appropriate space on their cards. • The first person to fill in a full row or column and call “bingo!” wins. Feel free to continue playing until several people have had a chance to win.

Heart-Healthy Dressings

Making your own dressing is an easy way to reduce the overall fat in your diet and to watch what type of fats you are eating—when you mix in your own oil, you can make sure it is plant-based oil with unsaturated fats rather than a saturated or trans-fat oil.

INGREDIENTS

Classic Vinaigrette:

- 2 tbsp red wine vinegar
- 2 tsp dijon mustard
- 1/2 tsp kosher salt
- Pepper to taste
- 1/3 to 1/2 cup olive oil

Maple Balsamic Vinaigrette:

- 1.5 tbsp olive oil
- 2 tbsp balsamic vinegar
- 2 tsp maple syrup
- 2 tsp Dijon or stone ground mustard
- Salt & pepper (to taste)

Shallot-White Wine:

- Make Classic Vinaigrette, replacing the red wine vinegar with white wine vinegar
- Add 1 minced shallot

Jam Dressing:

- 1 1/2 tbsp jam
- 1 1/2 tbsp olive oil
- 1 tbsp balsamic vinegar
- Lemon juice (to taste)

Lemon Balsamic:

- 2 tbsp balsamic vinegar
- 1 tbsp lemon juice
- 2 tsp dijon mustard
- 1/2 tsp kosher salt
- Pepper to taste
- 1/2 cup olive oil

DIRECTIONS

Easiest method: Add all ingredients to a jar with a lid and shake to combine. For best emulsion, mix all ingredients except oil and then add oil slowly while whisking with a fork.

Appendix: “Heart Health Bingo” Word List

Read the words in random order, allowing for time to discuss “x” and check marks if necessary.

- Pizza with Stuffed Crust or Meat Toppings
- Veggie Pizza
- Fried Chicken
- Grilled Chicken
- Trans Fat
- Unsaturated Fat
- Large Portion of Cheese
- Smaller Portion of Cheese
- Ground Beef
- Beans
- Almonds
- Sardines
- Tofu
- Canola Oil
- Low-Fat Dairy
- Steak
- Olive Oil
- Salmon
- Cashews
- Canola Oil
- Sardines
- Flax Seeds
- Croissant
- Bacon
- Grilled Fish
- Avocado
- Cheesecake
- Tuna
- Walnuts
- Pumpkin Seeds
- Peanut Butter



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Oils are an important part of a healthy diet because they provide essential fatty acids and vitamin E:

- a. True
- b. False

2. Rank the types of fat (unsaturated, saturated, trans) in order from most to least healthy:

Most healthy: _____

Middle: _____

Least healthy: _____

Part 2

3. Do you read food labels for fat content?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Rarely
- e. Never

4. How often do you eat fried food?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Rarely
- e. Never

FOCUS ON FRUITS AND VEGETABLES

Introduction

This lesson gives an older adult audience the opportunity to share strategies for including more fruits and vegetables in their diets. Depending on participants' interests, instructors can shift the balance in this lesson between understanding dietary goals for fruit and vegetable consumption and sharing more practical tips on buying, storing, and preparing fruits and vegetables.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes provided with this lesson should either include a variety of vegetables and/or fruits or provide ideas for making individual vegetables more interesting, ideally some dark green or orange vegetables.

- Glazed Carrots with Pecans
- Roasted Seasonal Vegetables

Suggested Handouts

- "Vary Your Fruits and Vegetables"

Key Concepts

Vitamins, minerals and other substances found in fruits and vegetables help maintain healthy functioning bodies and prevent disease. Older adults should fill up half their plate with fruits and vegetables at each meal. Experimenting with different types of fruits and vegetables and various cooking/preparation methods can help people find their favorites to incorporate into their regular diet.



Discussion Guide

What are your favorite fruits and vegetables? What are some of the benefits of eating fruits and vegetables?

- Fruits and vegetables are naturally low in fat, sodium and calories, and are full of important vitamins and minerals. They are also full of fiber, which helps you feel full, supports healthy bowel function and helps reduce blood cholesterol levels. (See “Program Guide” for specific benefits of different vitamins and minerals.)

How do you know if you’re eating enough fruits and vegetables?

- A simple way to meet your daily fruit and vegetable needs is to use the MyPlate method: fill half your plate with vegetables at lunch and dinner, and add a piece of fruit to breakfast and as a snack.
- Men and women 51 and older need 2-2.5 cups of vegetables per day. A cup of cut or cooked vegetables or two cups of leafy greens counts as one cup of vegetables.
- Men and women 51 and older need 1.5-2 cups of fruit per day. A large banana or orange, a small apple, and ½ cup of dried fruit count as one cup of fruit (cut up, or 100% fruit juice).
- Example serving sizes:



1 cup carrots = 1 cup vegetables



1/2 cup beans =
1/2 cup vegetables



1 cup spinach = 1/2 cup vegetables



1/2 cup tomatoes =
1/2 cup vegetables



1 small apple =
1 cup fruit



1/4 cup raisins = 1/2 cup fruit



1 bunch grapes = 1.5 cups fruit



1/2 peach =
1/2 cup fruit

Images from the USDA Center for Nutrition Policy and Promotion’s ChooseMyPlate.gov website

What are some strategies for eating more fruits and vegetables?

- Add vegetables to your favorite pasta dish—mix into any sauce, or layer greens, mushrooms, broccoli or eggplant between lasagna noodles.
- Top regular or sweet potatoes with broccoli and cheese, chili or another soup.
- Roll raw or shredded vegetables (try carrots, red and green peppers, broccoli, and greens) in a tortilla with hummus.
- For a quick and delicious snacks roll your favorite fruits (try banana or apple slices) in a tortilla with peanut butter.
- Make smoothies with your favorite fruits, yogurt and lowfat milk. Try adding greens like spinach if you’re feeling adventurous!
- Keep a bowl of whole fruit on the table or counter.
- Cut up fruits and vegetables in the morning and store in a container in your fridge for easy snacking during the day. A splash of lemon or lime juice will keep cut fruits from browning.



What keeps you from eating fruits and vegetables? What are some tips for making fruits and vegetables easier to prepare and eat?

- Canned and frozen fruits and vegetables are often pre-cut and have similar prices to whole fresh vegetables. Although pre-cut fresh fruits and vegetables are sometimes more expensive, they may be worth the price if they help you avoid cutting and chopping or potentially wasting fresh produce.
- Salad bars in grocery stores often have pre-cut fruits and vegetables that you can purchase in small quantities (although this may not always be the most cost-effective option). Mixed greens can be cheaper in salad bars than boxed or bagged in the produce section because they are so lightweight.
- Keep produce from spoiling before you have a chance to eat it by looking for fruits and vegetables without scars or bruises and storing fruits and vegetables separately once you get home. If you aren't able to go shopping once a week, you can buy more frozen and canned produce that won't spoil if kept properly.
- Bake apples and pears in the oven to make them softer and sweeter.
- Individual applesauce cups without added sugar are an easy way to get one serving of fruit.
- Cooking vegetables in casseroles or enjoying low-sodium vegetable or bean soups are easy ways to add in more vegetables that are easy to chew.
- Canned fruits and vegetables that don't have extra sugar or salt added tend to be softer than fresh produce—try carrots, peaches and green beans. Canned fruits and vegetables can also be enjoyed when fresh produce is not in season.
- Certain fruits and vegetables are naturally softer than others. Bananas, tomatoes and cooked beans, peas and sweet potatoes are all examples.

Why are the nutrients found in fruits and vegetables important?

Here are some examples:

- Potassium helps maintain blood pressure; it can be found in potatoes, white beans, bananas, orange juice and melons.
- Fiber helps us feel full, helps reduce blood cholesterol, maintains normal bowel function, and may reduce risk of heart disease. Whole or cut fruits and vegetables are all great sources of fiber; fruit juices have hardly any fiber.
- Vitamin C assists with the growth and repair of tissues in our body; it helps heal cuts and wounds and keeps gums and teeth healthy. It can be found in oranges, strawberries, kiwis and tomatoes.
- Folate helps form red blood cells; dark green vegetables and legumes like beans and lentils are good sources of folate.
- Vitamin A keeps our skin and eyes healthy and protects against infections; it can be found in carrots, sweet potatoes, and other orange foods.

Are there different categories of vegetables?

- The USDA uses five different categories of vegetables: dark green (collards, broccoli, kale), red/orange (sweet potatoes, tomatoes, carrots), starchy (corn, potatoes, green peas), beans and legumes (black beans, lentils), and other (eggplant, beets, green peppers, etc.) Ideally you should be eating a mix of vegetables from these different groups, and people with diabetes need to be especially careful about starchy vegetables (like potatoes and squash)—you might count these as grains and fill ½ of your plate with other types of vegetables.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Sweet and Savory Salads

Salads can include both vegetables and fruits, and even people who think they don't like salad may find quick and easy combinations they love. These no-cook examples involve minimal cutting and provide a great way to get a variety of different nutrients by building on a base of leafy greens and adding colorful fruits and vegetables.

Discussion points to address while preparing food (see discussion guide as well):

- What types of greens do you like to use in salads? Darker-colored greens are particularly full of nutrients; does anyone like spinach, arugula, kale or chard? Collard greens are another great dark green but usually too tough for salads.
- What vegetables and fruits you like to add to salads? Fresh, frozen, dried and canned varieties are all nutritious options (but watch out for added sugar and salt in dried and canned produce), and pre-cut fresh fruits and vegetables are often available in the produce section or salad bars if you want to avoid cutting. Frozen (defrosted) berries and canned beets are common non-fresh salad additions.
- Try to think of great salads you've had at restaurants or friends' houses. What other toppings can you add to salads to make them extra delicious? Canned beans or tuna are easy and affordable protein additions.
- Has anyone ever made their own dressing? Making your own dressing gives you ultimate control over the flavor and ingredients, so you can cut down on fat by using healthier plant-based oils and add flavors you prefer.

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or one per group • Large spoon(s): one for demo, or one per group • Jars or small bowls and forks for mixing dressing • Sample dishes and spoons for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Tear greens and cut vegetables unless you have space and equipment to let participants do prep work.
Ingredients	<ul style="list-style-type: none"> • Salad greens: lettuce, arugula, kale or chard • Vegetables and fruits: fresh grapes, berries and cherry tomatoes don't require any cutting; cut fruits like apples or peaches, or vegetables like sweet peppers, radishes, tomatoes, or pea pods into bite-size pieces; try adding raisins, dried apricot, dried or frozen (defrosted) berries or canned beets. • Assorted toppings: try feta, goat cheese, almonds, walnuts, or pecans.
Directions	<ul style="list-style-type: none"> • Combine greens, vegetables/fruits, and toppings in a bowl (or invite participants to do the same.) • Using recipe handout, add basic dressing ingredients to a jar and shake (or invite participants to do the same). Add dressing to salad and toss to combine.

B. Alternate Activity: Healthier Favorites

Materials	<ul style="list-style-type: none"> • Optional paper and pens or pencils
Preparation	<ul style="list-style-type: none"> • Brainstorm example meals and ideas for adding fruits and vegetables
Activity	<ul style="list-style-type: none"> • Ask everyone to think of some of their favorite meals. • Invite volunteers to share, and ask for some examples of favorite meals without many fruits or vegetables (examples: fried chicken and mashed potatoes, spaghetti with red sauce, hamburgers). • Ask for suggestions of how fruits and vegetables could be incorporated into those meals. You can also invite participants to share their favorite recipes and ways to prepare fruits and vegetables.

Sweet and Savory Salads

Salads can include both vegetables and fruits, and even people who think they don't like salad may find quick and easy combinations they love. These no-cook examples involve minimal cutting and provide a great way to get a variety of different nutrients by building on a base of leafy greens and adding colorful fruits and vegetables.

INGREDIENTS

- Vegetables and fruits:
 - Fresh grapes, berries and cherry tomatoes don't require any cutting
 - Cut fruits like apples or peaches, or vegetables like sweet peppers, radishes, tomatoes, or pea pods into bite-size pieces
 - Try adding raisins, dried apricot, dried or frozen (defrosted) berries or canned beets
- Salad greens: lettuce, arugula, kale or chard
- Assorted toppings: try feta, goat cheese, almonds, walnuts, or pecans.
- Choose a dressing (below)

Classic Vinaigrette:

- 2 tablespoons red wine vinegar
- 2 teaspoons dijon mustard
- 1/2 teaspoon kosher salt
- Pepper to taste
- 1/3 to 1/2 cup olive oil

Maple Balsamic Vinaigrette:

- 1.5 tablespoons olive oil
- 2 tablespoons balsamic vinegar
- 2 teaspoons maple syrup
- 2 teaspoons Dijon or stone ground mustard
- Salt & pepper (to taste)

Shallot-White Wine:

- Make Classic Vinaigrette, replacing the red wine vinegar with white wine vinegar
- Add 1 minced shallot

Lemon Balsamic:

- 2 tablespoons balsamic vinegar
- 1 tablespoon lemon juice
- 2 teaspoons dijon mustard
- 1/2 teaspoon kosher salt
- Pepper to taste
- 1/2 cup olive oil

Jam Dressing:

- 1.5 tablespoons jam
- 1.5 tablespoons olive oil
- 1 tablespoon balsamic vinegar
- Lemon juice (to taste)

DIRECTIONS

1. Combine greens, vegetables/fruits and toppings in a bowl.
2. Add basic dressing ingredients to a jar and shake, or mix in a bowl using a fork.
3. Add dressing to salad and toss to combine.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. How much of your plate at each meal should be filled with of fruits and vegetables?
 - a. None
 - b. A quarter
 - c. A third
 - d. Half
 - e. All
2. According to the USDA's MyPlate guidelines, what counts as 1/2 cup of fruit?
 - a. 1/2 small apple
 - b. 1/2 cup 100% fruit juice
 - c. 1/4 cup of dried fruit
 - d. all of the above

Part 2

3. Do you eat 3 or more cups of vegetables throughout the day?
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Seldom
 - e. Never
4. How often do you eat fruits and vegetables
 - a. Never
 - b. Rarely
 - c. Several times a week
 - d. At least once a day
 - e. With every meal

GO FOR WHOLE GRAINS

Introduction

This lesson focuses on the grain food group, emphasizing the role of whole grains in maintaining a healthy diet and preventing disease. Participants will develop their understanding of whole grains and share strategies for including more whole grains in their diets.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should focus on whole grains like oats, brown rice, quinoa, bulgur, or whole-wheat bread or pasta products.

- Vegetable Fried Rice
- Whole Wheat Pancakes

Suggested Handouts

- "Look for Whole Grains on the Label"

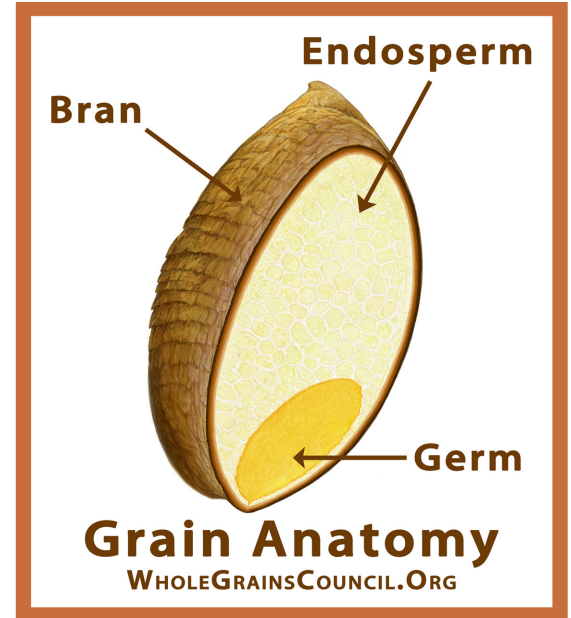
Key Concepts

Foods in the grain group help give us energy and make us feel full (from fiber). Although there are many different kinds of grains, the most important distinction between grain foods is how much they have been processed. Try to make at least half the grains you eat whole grain foods.

Discussion Guide

What do you know about whole grains? How are they different from refined grains?

- Whole grain foods are either the whole seed of a plant (brown rice, corn, oats, quinoa) or made from all of the parts of a whole seed (whole grain breads, crackers or flours).
- Refined grains are processed to get rid of some parts of the seed. White rice might look like a whole grain, but it has been polished to remove the outer parts. Many foods made with wheat or other grains use only some parts of the grain seed. Breads and pastries made with refined grains are usually lighter and fluffier.
- Grain seeds are made up of the bran, germ and endosperm. The bran and germ are removed during the refining process because the majority of the calories are contained in the endosperm. However, the bran and germ contain many important nutrients.



Courtesy of Oldways Preservation Trust and the Whole Grains Council, www.wholegrainscouncil.org

What are some of the benefits of eating whole grains?

- The parts of the grain that are lost when grains are refined contain many important nutrients: protein, iron, magnesium, B vitamins and dietary fiber.
- Whole grains contain dietary fiber to help keep us full for longer. They also contain protein that is mostly lost when grains are refined.
- Fiber and protein keep the glucose in whole grain foods from raising our blood sugar. Eating refined grain foods like white bread can be dangerous for people with diabetes who are trying to keep their blood sugar level regular.

Why is fiber important?

- There are two different types of fiber: soluble and insoluble. Both are beneficial; soluble fiber can help lower cholesterol, and insoluble fiber cleans out your digestive system. Fiber may also help prevent blood clots.

How many servings of grains should you be eating in a day? How can you measure serving sizes?

- The USDA's MyPlate model recommends that you fill 1/4 of your plate with grain foods and try to make half the grain foods you eat whole grain foods. Women over 51 can aim to eat about 5 servings of grains a day, while men over 51 can eat about 6. What counts as one serving in the grain foods group?
 - 1 slice of bread
 - 1 cup of cereal
 - 1/2 cup cooked rice, bulgur, or other grains
 - 1/2 cup cooked pasta or 1 oz. uncooked pasta
 - 1 mini bagel
 - 1 small muffin
 - 5-7 crackers
 - 3 cups popped popcorn
 - 1 small (4.5") pancake
 - 1 small (6") tortilla



What are some strategies for including more whole grains in your diet?

- Read the label carefully. Just because something says “whole grains” on the front of the package or looks brown doesn’t actually mean it’s a 100% whole grain food. Not all wheat bread is whole wheat—white bread is made from wheat too.
- Check the ingredients list to see if a whole grain like “whole wheat” is listed first, and check for the Whole Grain Stamp (show participants an example)—the regular stamp means that one serving of the product has at least half a serving of whole grains, and the “100% Whole Grain” stamp means one serving is a full serving of whole grains. You can also check the nutrition facts label for products with higher amounts of fiber.
- Try switching half your white rice for brown rice.
- Oatmeal is a quick, cheap whole grain breakfast—try it topped with fruit or yogurt.
- Look for whole grain pastas; try different varieties of whole wheat pasta, or pasta made from brown rice or other grains.
- Whole grains can be a good substitute for pasta in cold salads; barley, quinoa and whole wheat berries hold their shape well and have a nice nutty flavor.
- Add whole grains like brown rice or barley to soups and stews.
- Use leftover brown rice for fried rice or rice pudding.
- You can find whole cornmeal to use for baking cornbread or muffins or for making polenta or grits.
- Plain popcorn is a great whole grain snack—top with your favorite spices and seasonings.
- There are many varieties of whole wheat breads, pastas, and crackers—just be careful when you read the label to check the actual ingredients.



Examples of whole grain food servings:

3 cups popped popcorn



1 slice of bread



1/2 cup cooked rice



Are there any benefits to eating refined grains?

- Refined grains are fine in moderation—they make some of the most delicious pastries, and white flour is more shelf-stable than whole grain flours. But remember that when you eat refined grains, your blood sugar can spike and you’re missing out on the nutrients like fiber, iron and protein that are removed in the refining process. Try to make at least half your grain food choices whole grain foods.

Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Make Your Own Instant Oatmeal

Instant oatmeal packets can be a good choice for quick breakfasts, but some instant oatmeal contains lots of added sugar and ingredients you might not add at home. While you don't need to discourage participants from eating instant oatmeal, you can show them how easy it can be to make their own quick oats. If you have access to boiling or very hot water you can show participants the full process, or you can soak and refrigerate oats overnight to bring to class.

Discussion points to address while preparing food (see discussion guide as well):

- Does anyone like to eat oats or oatmeal? What makes oats so healthy? Oats are whole grains that are high in fiber, which helps you stay full longer and can help to lower your blood sugar.
- Rolled oats can be soaked instead of cooked on the stovetop, covered with water or milk and left overnight in the refrigerator (this is called muesli and is popular in Germany) or covered in very hot water for five minutes before eating.
- Do you like to add any toppings to your oatmeal? What are some favorite dried, frozen or canned fruits that don't even require cutting? How about favorite types of chopped nuts?
- Adding fruit, nuts, or even nut butter or yogurt to quick oats adds flavor and helps you stay full even longer without the sugar crash that can come from the flavoring in instant oatmeal packets.

Materials	<ul style="list-style-type: none"> • Serving bowl(s): one for demo, or per group • Serving spoon(s): one for demo, or per group • Plates or lids to cover bowls • Sample dishes and spoons for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review Program Guide for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • If you have no way to heat water on-site, cover oats in water and refrigerate overnight to soften.
Ingredients	<ul style="list-style-type: none"> • Rolled oats • Assorted toppings: fresh or (defrosted) frozen berries, fruit (canned in water or juice and drained), or dried fruit; sliced almonds, walnuts or pecans; peanut or almond butter; and/or plain nonfat yogurt.
Directions	<ul style="list-style-type: none"> • Pour very hot water over oats until they are covered, and cover the container with a plate or lid. (If using pre-soaked oats, skip this step.) • Give each participant a sample of oats, and offer an assortment of toppings to add.

B. Alternate Activity: Looking for Whole Grains on the Label

Materials	<ul style="list-style-type: none"> • “Cheat Sheet” handout • Example whole grain labels (bring in actual products, or print out Appendix)
Preparation	<ul style="list-style-type: none"> • Decide how to divide participants into groups • Print cheat sheets for all participants and a set of whole grain labels for each group • Review labels to determine which are actually whole grain foods
Activity	<ul style="list-style-type: none"> • Pass out the “Cheat Sheet” handout and review with participants—start by explaining that not all food with grain words on the label actually have whole grains. Looking at the ingredient list is the best way to be sure, regardless of what the front of the package says. • Divide participants into groups and give each group a set of labels. • Ask everyone to work in groups to decide which products are whole grain foods, and then have groups share their answers as you go over the options with everyone.

Quick Whole Grain Oats

Instant oatmeal packets can be a good choice for quick breakfasts, but some instant oatmeal contains lots of added sugar and ingredients you might not add at home. You can make your own quick oatmeal by simply steaming rolled oats in hot water, or even use cold water or milk to soak oats overnight in the refrigerator.

INGREDIENTS

- Rolled oats
- Assorted toppings (suggestions to choose from):
 - Fresh or (defrosted) frozen berries
 - Fruit canned in water or its own juices
 - Sliced almonds, walnuts, or pecans
 - Peanut or almond butter
 - Plain nonfat yogurt
 - Cinnamon, nutmeg, honey or maple syrup
 - Water or milk

DIRECTIONS

1. A: Pour very hot water over oats until they are covered, and cover the container with a plate or lid.
B (overnight alternative): Cover oats with cold water, milk or yogurt, cover the container, and refrigerate overnight.
2. Add toppings.



Appendix: “Find Whole Grain Foods” Key

Review correct answers after participant groups have all had a chance to review food labels. (See “Alternate Activity” instructions.) Refer participants to “Look for Whole Grains on the Label” handout for example ingredients that are always, sometimes, or maybe whole grains; remind them that whole grain foods have whole grains as one of the first ingredients on the list, not towards the end.

Key:

Name of Product

“Manufacturer’s Product Description”

INGREDIENTS: Look for words like “whole wheat” or “whole grain” at the beginning of the list

Whole grains are indicated in **bold**.

Wheat Bread

“Light Choice with Whole Grains”

INGREDIENTS: Water, enriched unbleached flour, molasses, yeast, **whole wheat flour**, salt, sunflower seeds.

12 Grain Bread

“Multigrain Fiber”

INGREDIENTS: Enriched bleached flour, water, high fructose corn syrup, **oats, brown rice flour**, sesame seeds, poppy seeds, zinc oxide.

Whole Grain Bread

“100% Whole Wheat”

INGREDIENTS: **Whole wheat flour**, water, yeast, sugar, unsulphered molasses, caramel color, soy lecithin.

Multigrain Crackers

“10 Vegetables in Every Bite”

INGREDIENTS: Wheat flour, rice flour, bran, flax, water, vegetable mix, tapioca starch, oregano.

Wheat Crackers

“100% Whole Grain”

INGREDIENTS: **Whole wheat flour**, soybean oil, cornstarch, malt syrup, high fructose corn syrup, leavening, soy lecithin.

Stone Ground Wheat Crackers

(no label claim)

INGREDIENTS: **Cracked wheat**, enriched flours, salt, soybean oil, water, brown rice syrup.

Quick Crackers

“With Golden Wheat”

INGREDIENTS: Enriched flour, partially hydrogenated oil, sugar, salt, leavening, caramel color.

Popcorn

“Lightly Salted”

INGREDIENTS: **Whole corn kernels**, soybean oil, salt.

*If you only see whole grains towards the end of the ingredient list, the product is not considered a whole grain food.

Oatmeal

“Heart Healthy”

INGREDIENTS: Rolled oats.

Fiber Plus Cereal

(no label claim)

INGREDIENTS: Whole grain wheat, sugar, raisins, wheat bran, salt, malt syrup.

Granola Bars

“Made with Real Oats and Honey”

INGREDIENTS: Whole grain oats, honey, canola oil, corn flour, baking soda, soy lecithin.

Oatmeal Cookies

“Oats in Every Bite!”

INGREDIENTS: Enriched flour, sugar, partially hydrogenated palm oil, brown rice syrup, whole oats, salt.*

Bran Cereal

“High Fiber Choice”

INGREDIENTS: Corn flour, sugar, oat bran, coconut oil, soy lecithin.

Long Grain Pilaf

“Long Grain Rice Mix”

INGREDIENTS: Parboiled white rice, wheat flour, onion powder, garlic powder, soy isolate.

Aunt Laura’s Rice Blend

“Custom Blend”

INGREDIENTS: Wild rice, long grain brown rice, sweet brown rice, parboiled rice.

Cornmeal

“Enriched”

INGREDIENTS: Enriched yellow corn meal, riboflavin, degerminated yellow corn meal.**

Cornmeal

“Stone Ground”

INGREDIENTS: Stone ground yellow cornmeal.**

Corn Tortillas

“Whole Corn”

INGREDIENTS: Stoneground whole corn, water, lime.

Health Plus Tortillas

“10 Grains”

INGREDIENTS: Enriched wheat flour, soybean oil, sesame seeds, wheat bran, flax seed meal, salt.

Multigrain Chips

“Extra grains in every bite!”

INGREDIENTS: Corn, wheat flour, partially hydrogenated oil, salt, brown rice syrup.

*See previous page

**Note that not all cornmeal is a whole grain; “enriched” generally means that parts of the corn have been removed, but “stone ground” usually means all the parts of the corn are included.

Corn Chips

“Made with Whole Grains”

INGREDIENTS: Whole corn, corn oil, salt, water, soybean oil.



THE
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Classroom Questionnaire

Name _____

Date _____

Part 1

1. If "whole oats" is listed first in the ingredients section of the food label that means it is a whole grain food:
 - a. True
 - b. False
2. Bread that is brown in color is always whole wheat.
 - a. True
 - b. False

Part 2

3. How often do you eat whole grain foods?
 - a. Never
 - b. Rarely
 - c. Several times a week
 - d. At least once a day
 - e. With every meal
4. Do you choose whole grain varieties of foods like bread, crackers and rice?
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Rarely
 - e. Never

Find Whole Grain Foods



THE
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Key:

Name of Product

“Manufacturer’s Product Description”

INGREDIENTS: Look for words like “whole wheat” or “whole grain” at the beginning of the list

Directions: Circle the products which are whole grain foods.

Wheat Bread

“Light Choice with Whole Grains”

INGREDIENTS: Water, enriched unbleached flour, yeast, whole wheat flour, molasses, salt, sunflower seeds.

12 Grain Bread

“Multigrain Fiber”

INGREDIENTS: Enriched bleached flour, water, high fructose corn syrup, oats, brown rice flour, sesame seeds, poppy seeds, zinc oxide.

Whole Grain Bread

“100% Whole Wheat”

INGREDIENTS: Whole wheat flour, water, yeast, sugar, unsulphered molasses, caramel color, soy lecithin.

Multigrain Crackers

“10 Vegetables in Every Bite”

INGREDIENTS: Wheat flour, rice flour, bran, flax, water, vegetable mix, tapioca starch, oregano.

Wheat Crackers

“100% Whole Grain”

INGREDIENTS: Whole wheat flour, soybean and/or palm oil, cornstarch, malt syrup, high fructose corn syrup, leavening, soy lecithin.

Stone Ground Wheat Crackers

(no label claim)

INGREDIENTS: Cracked wheat, enriched flours, salt, soybean oil, water, brown rice syrup.

Quick Crackers

“With Golden Wheat”

INGREDIENTS: Enriched flour, partially hydrogenated oil, sugar, salt, leavening, caramel color.

Popcorn

“Lightly Salted”

INGREDIENTS: Whole corn kernels, soybean oil, salt.

Oatmeal

“Heart Healthy”

INGREDIENTS: Rolled oats.

Fiber Plus Cereal

(no label claim)

INGREDIENTS: Whole grain wheat, sugar, raisins, wheat bran, salt, malt syrup.

Granola Bars

“Made with Real Oats and Honey”

INGREDIENTS: Whole grain oats, honey, canola oil, corn flour, baking soda, soy lecithin.

Oatmeal Cookies

“Oats in Every Bite!”

INGREDIENTS: Enriched flour, sugar, partially hydrogenated palm oil, brown rice syrup, whole oats, salt.

Bran Cereal

“High Fiber Choice”

INGREDIENTS: Corn flour, sugar, oat bran, coconut oil, soy lecithin.

Long Grain Pilaf

“Long Grain Rice Mix”

INGREDIENTS: Parboiled white rice, wheat flour, onion powder, garlic powder, soy isolate.

Aunt Laura’s Rice Blend

“Custom Blend”

INGREDIENTS: Wild rice, long grain brown rice, sweet brown rice.

Cornmeal

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Multigrain Chips

“Extra grains in every bite!”

INGREDIENTS: Corn, wheat flour, partially hydrogenated oil, salt, brown rice syrup.

Corn Chips

“Made with Whole Grains”

INGREDIENTS: Whole corn, corn oil, salt, water, soybean oil.

HEALTHY BONES, HEALTHY BODIES

Introduction

This lesson introduces an older adult audience to basic concepts they can use to strengthen and maintain bone health through calcium consumption and physical activity. Talking about calcium more broadly, rather than dairy specifically, makes this lesson relevant (and particularly useful) for those dealing with lactose intolerance.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see “Program Guide” for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the “Program Guide.”
- See “Exercise for Health” lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See “Program Guide” for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes provided with this lesson should use high-calcium foods like dairy, dark leafy greens, white beans, tuna or salmon.

- Sautéed Collard Greens
- Easy Tuna Salad

Suggested Handouts

- “Add More Calcium to Your Diet”

Key Concepts

Many older adults are at risk for osteoporosis but can take major steps to improve their bone health by eating foods with plenty of calcium and vitamin D. Exercise is also crucial for bone health; older adults should include a variety of different types of physical activity in their regular routine to maintain strength and flexibility.



Discussion Guide

Do you know anyone with osteoporosis, or have you heard anything about it?

- Osteoporosis is a bone disease that can cause broken bones from minor accidents. 54 million Americans have osteoporosis or low bone density which puts them at risk for developing osteoporosis.
- People over 50 are at particular risk for osteoporosis, as are people with low body weight.

Why is bone health particularly important for older adults? What can you do to keep your bones strong?

- As you age you can lose bone mass—you lose more bone than you form. When your body doesn't have enough minerals to form and strengthen new bone mass, bones become weak and brittle and can break easily.
- If your bones are weak, a slip and a fall can lead to broken bones.
- Eating a diet full of fruits, vegetables, and foods with calcium and vitamin D can decrease your risk of developing osteoporosis.
- Calcium is an important mineral that our bodies need to build and strengthen bones and teeth. It also helps with muscle contractions (in our heart or other muscles) by supporting protein function.
- Exercise is a key complement to a healthy diet—bone is a living tissue that becomes stronger through exercise.

What are some foods with plenty of calcium? How do you like to make sure you get enough calcium?

- We get calcium from eating foods such as milk, yogurt, cheese, dark green vegetables, white beans, tofu, seafood, almonds and soybeans. Examples of whole foods with calcium are collard greens (360 mg/cup cooked), yogurt (310 mg/cup), sardines (325 mg/3 oz), milk (300 mg/cup), cheddar cheese (205 mg/1 oz), kale (180 mg/cup cooked), salmon (180 mg/cup), and broccoli (60 mg/cup). A cup of fortified orange juice also has about 300 mg of calcium as well as Vitamin D (which helps your body absorb calcium).
- People with low lactose tolerance can often eat hard cheeses and yogurt without experiencing discomfort. If you don't eat any dairy products, you can get enough protein by eating combinations of the foods listed above.
- Women over age 51 and men over age 71 need 1,200 mg of calcium a day (adults under 51 and men under 71 need 1,000 mg per day). One way to start making sure you are eating enough calcium is to check food labels for the amount of calcium and the % DV (daily values)—although remember that these are based on a 2,000 calorie diet. Many daily multivitamins do not contain significant amounts of calcium.
- ***How do you like to get exercise? Does anyone know what types of physical activity are particularly important for bone health?*** Weight-bearing exercises are best for your bones—weight training, jogging, walking, playing tennis or dancing. Resistance exercises help strengthen your bones and muscles, and flexibility exercises are important for keeping your joints limber to prevent injury. Other forms of exercise are also important for building strong muscles to help prevent falls that could lead to broken bones. Talk to your doctor about what forms of exercise could be best for you.
- Vitamin D is also important for bone health. It helps your body absorb calcium and keeps bones strong. Our skin makes vitamin D from sunlight, but we can also get it from eating fatty fish like tuna and salmon and fortified foods like milk, orange juice and cereals. ***What are some ways that you like to get Vitamin D—favorite outdoor activities, or ways to prepare foods like tuna and salmon?***



Suggested Activities

If you have access to basic ingredients and supplies, try planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity provided here or any of the other activities in the “Program Guide.”

A. Food-Based Activity: Yogurt Parfaits

These healthy and delicious parfaits are easy to make and can use a variety of ingredients. Plain nonfat yogurt is ideal, but you can also use flavored yogurts as a discussion topic (see below.) Fruit can be fresh, frozen or canned, and the topping can be made from scratch, or use pre-made granola or granola bars.

Discussion points to address while preparing food (see discussion guide as well):

- Do you like to eat yogurt? Do you like to eat it plain or cook with it? Yogurt is a high-calcium food which provides a quarter to a third of your daily calcium needs per cup. It can also be a low-fat, high-protein substitute for sour cream.
- Explain what type of yogurt you are using. Ask: How do you decide what kind of yogurt to buy? It is important to check the ingredient list for added sugar or sugary syrups. Nonfat or low-fat varieties can be good options, but watch out for added sugars.
- What other kinds of fruit do you/would you like to eat with yogurt?
- Adding sliced or whole almonds, or using granola or granola bars with almonds, give the parfait a little extra calcium.

Materials	<ul style="list-style-type: none"> • Serving bowl(s): one per ingredient for demo/group • Servings spoon(s): one per ingredient for demo/group • Sample dishes and spoons for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Defrost if using frozen fruit, or drain canned fruit. • Cut fruit, unless you have space and equipment to let participants cut fruit themselves.
Ingredients	<ul style="list-style-type: none"> • Plain nonfat or low-fat yogurt • Fresh, canned or frozen fruit • Topping: granola or crumbled bars (ideally with almonds), sliced almonds
Directions	<ul style="list-style-type: none"> • Make a layer of yogurt at the bottom of serving cups, or invite participants to do the same. • Add a layer of fruit on top of the yogurt, or invite participants to do the same. • Add a layer of topping or invite participants to do the same, and continue layering ingredients until cups are as full as you like.

B. Alternate Activity: Add Some Calcium

Materials	<ul style="list-style-type: none"> • Calcium Crossword (see appendix)
Preparation	<ul style="list-style-type: none"> • Review crossword answers, decide whether to provide word bank initially (or hand out as needed) • Print copies of crossword and word bank for each participant
Activity	<ul style="list-style-type: none"> • Explain that this crossword will help participants think about foods with calcium and how to keep their bones strong. • Distribute crossword puzzles (and handouts, if using initially). • Encourage participants to ask questions if they are stuck on a clue, and use individual questions as an opportunity to explain foods or concepts to the group. • Through participants’ questions, or after most people have completed the crossword, discuss ways to eat more calcium-rich foods throughout the day. (For example, if a participant asks about Greek yogurt, ask “Do you like to eat yogurt? For which meals? Do you cook with it or combine it with other foods like fruit or cereal?”)

High-Calcium Yogurt Parfait

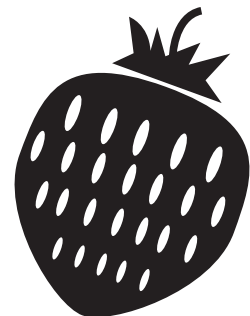
These healthy and delicious parfaits are easy to make and can use a variety of ingredients, including fruits and whole grains as well as high-calcium yogurt.

INGREDIENTS

- Plain nonfat or low-fat yogurt
- Fresh, canned, or frozen fruit
- Topping: granola or crumbled bars (ideally with almonds), sliced almonds

DIRECTIONS

1. Make a layer of yogurt at the bottom of a cup or bowl.
2. Add a layer of fruit on top of the yogurt.
3. Add a layer of topping, and continue layering ingredients until cup/bowl is as full as you like.





THE
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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Which of the following foods is NOT an example of a good source of calcium?

- a. Yogurt
- b. Cheese
- c. Dark green vegetables
- d. Fruit
- e. Fish, like sardines and salmon

2. Which type of physical activity helps strengthen bones and muscles?

- a. Aerobic activities
- b. Weight bearing
- c. Stretching
- d. Bicycling

Part 2

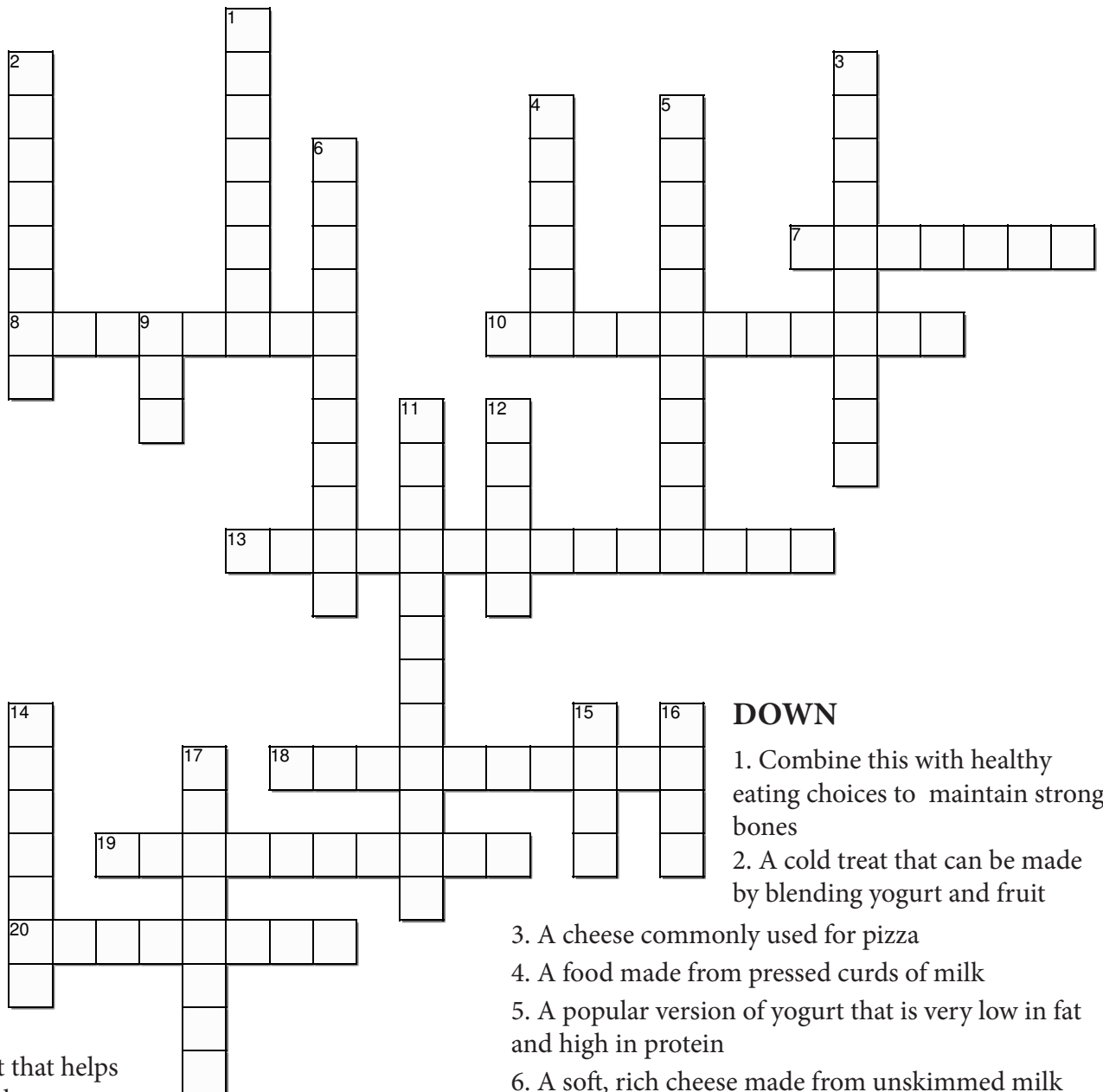
3. How often do you eat calcium-rich foods like milk, tuna, or green vegetables?

- a. Never
- b. Rarely
- c. Several times a week
- d. At least once a day
- e. With every meal

4. How often do you do weight-bearing exercise like dancing, jogging or fast walking, playing tennis, or aerobics?

- a. Never
- b. Rarely
- c. Once a week
- d. Several times a week
- e. At least once a day

Calcium Crossword



ACROSS

7. A nutrient that helps build strong bones
8. A soft frozen food made from sweetened and flavored milk fat
10. A type of vegetable, including spinach and collards, which contain higher amounts of calcium
13. The process that helps to slow down the spoilage time of milk
18. A milk substitute made from ground nuts
19. The slightly sour liquid left after butter has been churned, used in baking or consumed as a drink
20. A milk substitute made from soybeans

DOWN

1. Combine this with healthy eating choices to maintain strong bones
2. A cold treat that can be made by blending yogurt and fruit
3. A cheese commonly used for pizza
4. A food made from pressed curds of milk
5. A popular version of yogurt that is very low in fat and high in protein
6. A soft, rich cheese made from unskimmed milk and cream and commonly spread on bagels
9. An animal that produces milk that humans drink
11. A disease that can lead to broken bones
12. All fluid milk products and many foods made from milk are considered part of this food group
14. The sugar found in milk that some are allergic to
25. The white drink that comes from female mammals
16. A name for fat free milk
17. The vitamin that helps the body build and maintain bones

HEALTHY EATING BASICS

Introduction

This lesson introduces an older adult audience to basic concepts that they can use to maintain a healthy diet. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes for this lesson should promote balanced meals by using healthy foods from as many food groups as possible.

- Build a Bowl of Beans and Grains
- Rainbow Chili

Suggested Handouts

- "Healthy Meals with MyPlate"

Key Concepts

Healthy eating is an important aspect of preventing many diseases and maintaining strength as you age. Older adults can build healthy habits by focusing on eating balanced meals, using the MyPlate model or other strategies participants may share with each other. Be prepared to adapt the lesson based on participants' interests in particular food groups/nutrients or questions about healthy eating strategies, or use questions to shape future lesson plans.



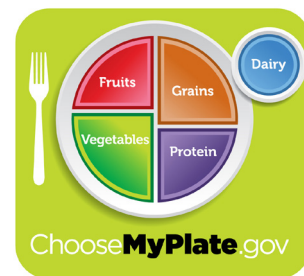
Discussion Guide

What do you know about healthy eating? Why is it important?

- Healthy eating helps prevent diet-related diseases such as heart disease, diabetes, high blood pressure, stroke and cancer.
- Healthy eating helps you manage your weight. Being overweight can put you at risk for diet-related diseases, and some older adults are also at risk of being dangerously underweight.

What are some strategies you use to eat healthy meals? Do you think about food groups or nutrients? Is anyone familiar with MyPlate, or do you remember the food pyramid?

- An easy way to make sure you get all the nutrients you need is to use the MyPlate method to plan your meals using food groups. MyPlate has replaced the food pyramid because it provides an easy way to visualize the different foods you should be eating at each meal.
- The food groups used by the USDA for MyPlate are fruits, vegetables, grains, protein and dairy. (Consider passing out the MyPlate for Older Adults handout, or showing a basic visual of MyPlate.)
- Use the MyPlate method to plan a healthy meal by:
 - Making half your plate fruits and vegetables—try to eat a variety of different colored vegetables, especially dark leafy greens and bright orange and yellow vegetables.
 - Adding whole grains to 1/4 of your plate.
 - Filling the last 1/4 with lean proteins like poultry, fish and beans.
 - Adding a cup of dairy or water (fruit juice should be limited because it has a high sugar content and lacks the fiber in whole fruit that helps moderate the impact of sugar).



Does anyone pay attention to calories? Do you think calories are important? How do you use calorie information?

- The basic formula for maintaining a healthy weight is to balance the amount of calories (energy) you take in with the energy you use during the day, through normal activities and exercise.
- Caloric needs vary by age and gender as well as physical activity level. Most adults need fewer calories as they age.
- What other habits can you strengthen to support your healthy diet? What strategies do you use to stay hydrated and fit?
- Drinking water throughout the day (not just when you feel thirsty) and making physical activity part of your routine are important complements to healthy eating habits.

Do your nutrient needs change as you age? What are some strategies for getting nutrient-rich food?

Although eating a balanced diet will generally get you all the nutrients you need, older adults need to make sure they get enough of some particular nutrients:

- Vitamin D and calcium are important for bone health—make sure you are eating enough dairy or other calcium-rich foods.
- Fiber-rich foods help you stay regular, reduce your risk of heart disease and balance blood sugar; make sure you eat plenty of fruits and vegetables, whole grains and beans.
- Vitamin B12 is in lean meats and some seafood.
- Increasing the amount of potassium you consume along with reducing sodium intake can decrease your risk of high blood pressure. Milk, yogurt and various fruits and vegetables can help you get more potassium.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Whole-Grain Sandwiches

Without any cooking you can still make a balanced meal out of a sandwich with whole-grain bread, healthy proteins, and greens and sliced vegetables.

Discussion points to address while preparing food (see discussion guide as well):

- Do you like to buy whole-grain bread or tortillas? You can make sure foods you buy are whole-grain by making sure whole wheat is listed as the first ingredient. 100% whole-grain products shouldn't have any other flours listed.
- The MyPlate method recommends making about 1/4 your meal whole grains; this could be two pieces of bread or one tortilla.
- What are some of your favorite healthy proteins? Tuna and salmon have heart-healthy omega-3 fatty acids, and beans are another great protein source that are full of fiber. Turkey and chicken are also great lean protein sources.
- The MyPlate method includes making 1/4 of your plate proteins, which could be half a cup of beans or 3 ounces of fish.
- What are different greens and vegetables you could use for sandwiches? In addition to using fresh vegetables, you can also grill or roast vegetables to use for sandwiches and other dishes.
- MyPlate meals should be 1/2 vegetables: 2-4 cups raw greens or 1-2 cups other chopped vegetables

Materials	<ul style="list-style-type: none"> • Plates for each participant • Optional: cutting boards and knives • Table knives, optional forks for mashing chickpeas
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Chop or slice vegetables, unless you have space and equipment to let participants cut vegetables.
Ingredients	<ul style="list-style-type: none"> • Whole-grain bread or tortillas • Canned tuna, sliced turkey or canned chickpeas • Greens (lettuce, arugula or spinach) • Assorted vegetables: tomatoes, onions, peppers, cucumbers, pickles, avocado, etc.
Directions	<ul style="list-style-type: none"> • Make sandwiches or wraps with whole grain bread/tortillas and tuna, turkey and/or mashed chickpeas (if a food processor is available you could also demonstrate how to make hummus). • Add (or invite participants to add) greens/vegetables.

B. Alternate Activity: Healthy Eating Jeopardy

Materials	<ul style="list-style-type: none"> • Jeopardy board and answer key
Preparation	<ul style="list-style-type: none"> • Consider how to divide participants into groups • Decide whether to keep track of money or just play to answer questions (see rules in Appendix) • Prepare jeopardy board so that all participants can see; try projecting image onto a screen and covering each answer with paper taped to the screen, or printing/writing out categories and answers on a large poster or cardboard (and also covering answers with blank paper)
Activity	<ul style="list-style-type: none"> • Divide participants into groups and share the rules of the game (see Appendix) • Play until all questions have been answered

Complete Meal Sandwich

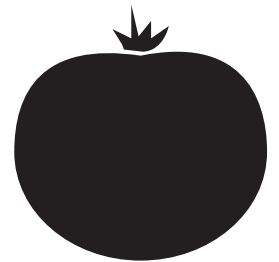
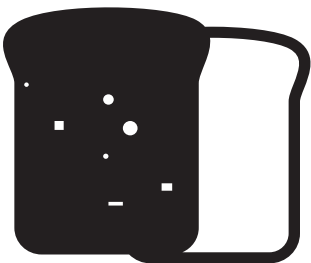
Liven up the same old sandwich with new, healthier ingredients! Without any cooking you can still make a balanced meal out of a sandwich or wrap using whole grains, healthy proteins, and greens and sliced vegetables.

INGREDIENTS

- Whole-grain bread or tortillas
- Canned tuna, sliced turkey or canned chickpeas
- Optional (if making hummus): garlic, lemon juice, salt and tahini
- Greens (lettuce, spinach or arugula)
- Assorted fresh vegetables: tomatoes, onions, peppers, cucumbers, avocado, etc.
- Optional garnishes: pickles, roasted red peppers, olives, etc.

DIRECTIONS

1. If using chickpeas, mash with a fork or in a food processor. Add minced garlic, lemon juice, a pinch of salt and (optional) tahini to taste.
2. Slice vegetables into rounds or strips and tear or cut greens.
3. Combine all ingredients to assemble sandwich or wrap.





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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Using the MyPlate model, $\frac{1}{4}$ of your plate should be filled with (you may circle more than one):
 - a. Lean proteins
 - b. Dairy products
 - c. Whole grains
 - d. Sweet treats
2. What is the best strategy for making sure you are eating the right amount of food?
 - a. Count “empty calories” (in snacks and desserts)
 - b. Try to balance the amount of calories you take in with the amount of calories you burn
 - c. Eat exactly 2000 calories every day
 - d. Stay informed on what TV talk show hosts are recommending

Part 2

3. Do you buy foods from all the food groups (grains, dairy, protein foods, fruits, and vegetables)?
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Rarely
 - e. Never
4. Do your meals consist of a variety of foods (have at least 4 out of the 5 food groups represented)?
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Rarely
 - e. Never

Appendix: Healthy Eating Jeopardy Instructions

PREPARATION

1. This game may be played with individual contestants or with teams (for a noisier, more enthusiastic effect).
2. To display the game board, either project the PDF onto a screen or copy onto a large piece of paper or poster.
3. Cover each answer under each category with a piece of paper labeled \$100, \$200, \$300, etc. (Values increase as rows go down, so the first row is worth \$100, the second worth \$200, and so on.) As contestants choose questions to answer, remove the paper to see the answer for which they need to guess the question.

PLAY

1. First contestant chooses the food group from which she would like to hear an answer. For example, “MyPlate.”
2. Moderator removes the cover to display the answer. For example, “Make one quarter of your plate either of these food groups.”
3. Contestant states: “(What are) grains or proteins?” That response is correct. Contestant gets value indicated for that question; keep track of each contestant or teams “bank balance” on a board or piece of paper.
4. Proceed as above with next contestant. A contestant may choose whatever square she wishes. For example, if she is the first contestant and wants to go directly to a \$400 square, that is permitted.
5. If any contestant responds incorrectly, give the next contestant the opportunity to respond and receive the money.
6. Play continues until all squares are uncovered. Contestant or team with the most money wins.

SIMPLER PROCEDURE

1. First contestant chooses the food group from which she would like to hear an answer. For example, “MyPlate.”
2. Teacher states an answer from the attached grid. For example, “The MyPlate food groups.”
3. Contestant states: “What are vegetables and fruits, grains, protein foods, and dairy?” That response is correct. Contestant gets a point (but no dollar amounts are tracked).
4. Proceed to next player as above. Play continues until all questions have been answered.

Healthy Eating Jeopardy

MyPlate	Energy Balance	Health Issues	Healthy Choices
The MyPlate Food groups	The factors that affect calorie needs	An increasingly common disease in which the body has difficulty processing sugar	A whole grain that can be eaten hot for breakfast or used in baking
Fill half your plate at every meal with these high-vitamin foods	Your daily calorie needs as you get older, compared to earlier in life	A condition that increases your risk for diabetes, heart disease, high blood pressure and stroke	An affordable and shelf-stable protein source with healthy fats
Make one quarter of your plate either of these food groups	The drink that should accompany exercise and healthy eating	Eating less salt can help lower your risk of this condition, which can lead to heart disease	A pantry staple that goes in both the vegetable and protein foods group
The MyPlate goal for the grain group	A condition caused by not eating enough that can lead to increased risk of osteoporosis, anemia, and infection	A condition in which bones weaken, often as a result of not eating enough calcium and Vitamin D	An orange vegetable that can be eaten raw or cooked
The most important types of vegetables to focus on	The recommended daily and weekly amount of exercise older adults should get	Non-physical benefits of exercise and healthy eating	A leafy green vegetable that Popeye made famous

Answer Key

MyPlate	Energy Balance	Health Issues	Healthy Choices
Vegetables, fruits, grains, protein foods, and dairy	Age, gender, and physical activity level	Diabetes	Oatmeal
Fruits and vegetables	Fewer calories	Overweight	Tuna or salmon
Grains or lean proteins	Water	High blood pressure	Beans
Make half your grains whole	Underweight	Osteoporosis	Carrot
Green and orange vegetables	About 20 minutes of aerobic exercise a day, plus strengthening 2x per week	More opportunities for socializing and improved mood	Spinach

POWER PROTEINS

Introduction

This lesson focuses on the protein food group, encouraging participants to choose leaner protein options to keep muscles strong without adding unhealthy fats.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should be based on poultry, fish, legumes (beans or lentils), tofu or low-fat dairy.

- Tofu with Tomato Mushroom Sauce
- Chicken Salad with Greek Yogurt
- Easy Omelets
- Hearty Lentil Soup

Suggested Handouts

- "Protein Portion Sizes"

Key Concepts

Proteins are important macronutrients that our bodies need to build muscle, fight infection and heal wounds. Eating a combination of low-fat animal proteins and plant proteins can provide a balanced diet on any budget.

Discussion Guide

Why is protein important? What foods do you get protein from?

- Protein helps our bodies build muscle and repair tissues.
- Animal products like meat, cheese and milk have protein, but so do plenty of plants. Beans (including soy), peas and nuts are particularly high in protein.

Do you know about how much protein you should eat each day? How can you tell if you're eating the right amount of protein?

- Most people already get all the protein they need. Most adult women need about 46 grams of protein a day, and men need about 56 grams.
- The USDA's MyPlate model recommends that you fill $\frac{1}{4}$ of your plate at each meal with lean proteins like poultry, fish, beans, or occasionally other lean meats. Other higher-protein foods include eggs, dairy products like milk, yogurt and cheese, and nuts and seeds.

- Example amounts of protein (exact amounts vary with type of milk, yogurt, beans, etc.)

- 1 cup (8 ounces) of milk: 8 grams
- 3 ounces of meat: 21 grams
- 1 cup cooked beans: 16 grams
- 1 cup (8 ounces) of yogurt: 11 grams



- Instead of looking at grams, you can also aim for 5 to 5.5 “ounce equivalents” per day. What counts as an ounce?

- One egg
- One ounce of meat or fish (half a chicken breast is 2-3 ounces)
- $\frac{1}{4}$ cup cooked beans or peas
- 1 tablespoon of peanut butter
- $\frac{1}{2}$ ounce nuts or seeds

What are some strategies for making the protein you eat as healthy as possible?

- Limit the amount of high-fat, high-sodium meats you eat (like hotdogs, hamburgers, bacon, sausages and lunchmeat).
- Look for leaner cuts of meat like ‘loin’ or ‘round.’
- Cut the visible fat off cuts of meat, take the skin off poultry and drain fat that appears while cooking.
- Choose plant-based protein sources like beans and nuts that are also valuable sources of fiber, vitamins and minerals.
- Remember that while many nuts have healthier fats, they can still have a high fat content so smaller portions are best—try a handful of nuts for a snack. One “ounce equivalent” (one of your five servings) of nuts is $\frac{1}{2}$ ounce of nuts, or:
 - 12 almonds
 - 24 pistachios
 - 7 walnut halves

Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Black Bean Salsa

Adding black beans to homemade salsa makes a quick and affordable snack or topping for other foods. Feel free to use fresh or canned tomatoes and corn, or add peppers and other spices.

Discussion points to address while preparing food (see Discussion Guide as well):

- Do you ever buy or make salsa? What kinds do you like?
- Beans are a great source of lean protein. They also have plenty of fiber to keep you full longer. What kind of beans do you like? What are some different ways you like to eat beans?
- Salsa recipes are easy to modify to include your favorite ingredients and flavors.

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or per group • Serving spoon(s): one for demo, or per group ▪ Sample dishes and spoons for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home.
Ingredients	<ul style="list-style-type: none"> • 1 15 oz. can black beans, drained • 1/4 cup red onion, chopped • 1 clove garlic, crushed • 1/4 cup tomato, chopped • 1/4 cup corn • 2 tbsp red wine vinegar
Directions	<ul style="list-style-type: none"> • Add all ingredients to a large bowl and mix to combine.

B. Alternate Activity: Protein Trivia

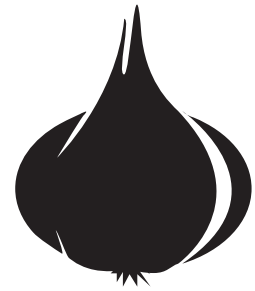
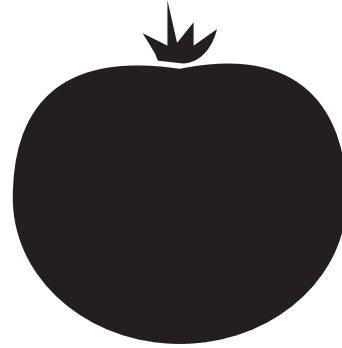
Materials	<ul style="list-style-type: none"> • “Protein Trivia” appendix • Optional prizes • Optional: Posterboard or large piece of paper to write on and thick pen or marker
Preparation	<ul style="list-style-type: none"> • Review trivia questions and answers. • Decide whether to write out letter blanks for hints (as in hangman, see last bullet below). • Decide whether to have participants play in teams or as individuals and, if you will keep score, where you will tally each team’s points.
Activity	<ul style="list-style-type: none"> • Optional: Divide group into teams (number of teams can vary). • Explain game rules (how teams/participants should answer, if you will help them guess). • Read each trivia question and give teams/participants a chance to guess. • Optional hints: Write a blank for each letter in the word and either fill in one or two letters or allow participants to guess letters until they guess the word.

Black Bean Salsa

Salsa is easy to make with fresh or canned tomatoes and corn. Black beans add healthy protein and fiber to keep you full longer. Try this salsa with whole-grain chips for a healthy snack or appetizer.

INGREDIENTS

- 1 15 oz can black beans, drained
- 1/4 cup red onion, chopped
- 1 clove garlic, crushed
- 1/4 cup tomato, chopped
- 1/4 cup corn
- 2 tbsp red wine vinegar
- Optional additions: diced mango or peaches, chips for serving
- Optional spices: cumin, chili powder, red pepper flakes
- Optional garnish: cilantro or sliced green onions



DIRECTIONS

Combine all ingredients in a bowl.

Refrigerate at least 30 minutes before serving if possible, to help the flavors blend.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Which of the following foods is NOT a lean protein source?

- a. Turkey
- b. Beans
- c. Steak
- d. Salmon

2. Which part of your body does protein help the most?

- a. Bones
- b. Muscles
- c. Hair

Part 2

3. How often do you choose leaner proteins?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Rarely
- e. Never

4. When choosing or preparing your meals, how much of it is protein (beans, meat, fish, etc.)

- a. Most of it is protein, with only a little vegetables, grains, etc.
- b. About half is protein, and the rest is vegetables, grains, etc.
- c. About a quarter is protein, and the rest is vegetables, grains, etc.
- d. I don't eat very much protein

Appendix: Protein Trivia

- What is the macronutrient that builds and repairs tissues in our bodies?
(Protein)
- What is a food that can be counted in both the vegetable and protein groups, and provides about 15 grams of protein per cup?
(Beans)
- What is a healthier cut of meat from the top of the rib cage of a pig?
(Pork loin)
- What is a higher-fat red meat that should be eaten only occasionally, in 3-ounce portions?
(Steak/Beef)
- What are two healthy sources of protein that are also high in beneficial omega-3 fatty acids?
(Fish and eggs)
- What is a healthier method of cooking meat or fish in the oven?
(Roasting)
- What is a less healthy method of cooking food in lots of oil?
(Frying)
- What is the name for the tissue in our bodies that we need protein to build?
(Muscle)
- What is a popular high-protein spread made from nuts?
(Peanut butter)
- What is a healthier method of cooking meat or fish on a barbecue?
(Grilling)
- What is the name for the dietary guide that recommends making 1/4 of your plate lean protein?
(MyPlate)
- What is a leaner type of meat when eaten without the skin?
(Chicken)
- What is a lean-protein dip or spread made from chickpeas and tahini?
(Hummus)
- What is a label can you look for on meat or fish that tells you the fattiest part of the animal has been removed?
(Skinless)

READ THE LABEL

Introduction

This lesson gives an older adult audience an opportunity to practice reading various aspects of food labels and develop their understanding of various elements of the nutrition facts panel. Depending on participants' interests, instructors can focus on particular nutrients or use aspects of this lesson in other lessons on specific nutrients.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should provide an alternative to common processed foods high in salt, fat and/or sugar, OR use healthy foods with easily available nutrition information (canned or frozen vegetables, canned beans or fish, packaged whole grains).

- Easy Homemade Nachos
- English Muffin Pizzas
- Savory or Sweet Popcorn
- Quick Homemade Oatmeal

Suggested Handouts

- "How to Read the Nutrition Facts Panel"

Key Concepts

Food labels contain valuable information about food safety, ingredients and nutrition. Understanding food safety labels can help participants avoid both unsafe food and unnecessary waste. The nutrition facts panel and ingredient list enable consumers to make informed healthy choices. A discussion of food labels can also help participants to separate advertising claims from accurate labeling.



Discussion Guide

Primary Questions

Does anyone read ingredient lists? What do you look for? Where else on the package do you see claims about what is in the product?

- Ingredients have to be listed from greatest amount to least, so look for ingredients like whole grains or other healthful foods you recognize at the top of the list.
- Shorter ingredient lists are generally a good sign that a product doesn't have too many added sugars or other potentially harmful ingredients.
- Certain labels on food packaging are regulated by the government, but others like "all natural" or "healthy" are just brand marketing.
- In general, terms like "low" or "free" have to do with the actual amount of something (like fat or sugar) in a product, while "reduced" just means that this version of the product has less of something than the regular product. It could still have a lot!
- Remember that just because a product sounds like it has a lot of something you want or only a little of something you're trying to avoid, it may not necessarily be the healthiest choice—low fat products may be high in sugar, high protein foods may also be high in fat, etc.

Do you read the nutrition facts panel? What do you look for?

- Start by looking at serving size and servings per container. Many packages that you might consider to be a single portion—a bottle of juice or a bag of chips—may actually contain two or more servings. 20 oz. sodas actually have 2 ½ servings, and some brands of ramen noodles and microwaveable soup cups actually have 2 servings even though they look like one. (Consider inviting participants to check examples.)
- Right below the serving size are the calories and calories from fat. Remember that the actual number of calories you consume depends on how many servings of the product you eat. In general, less than 100 calories is low and more than 400 calories is high. Compare the calories from fat to the total calories. If the calories from fat are close to half the total calories, this is a fairly high-fat food.
- The next part of the label lists nutrients you generally want to limit. This includes saturated and trans fat, sugar and sodium. Eating too much of these can increase your risk for some chronic diet-related diseases, like diabetes and heart disease, as well as general weight gain.
- Towards the bottom are the important nutrients you want to be sure to get enough of—dietary fiber, protein, vitamins A and C, calcium and iron. Many fresh fruits and vegetables have plenty of these nutrients as well, but often don't have labels.

Amount Per Serving		% Daily Values*	
Calories 310		Calories from Fat 100	
Total Fat 10g			15%
Saturated Fat 3g			15%
Trans Fat 2g			
Cholesterol 20mg			7%
Sodium 500mg			21%
Total Carbohydrate 40g			13%
Dietary Fiber 4g			16%
Sugars 5g			
Protein 5g			10%
Vitamin C 20%	•	Calcium 5%	
Iron 5%	•	Vitamin K 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.

Total Fat	Less than	2,000	2,500
Sat Fat	Less than	65g	80g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g



Secondary Questions

What do you know about the dates you see on various food packages? How do you decide when to throw food away?

- There is actually very little regulation of food date labels at the national level, and you will probably see a wide variety of dates at the grocery store.
- In general, “use by” dates are the most important for food safety.
- Most other labels have more to do with store display than spoilage: “best if used by” refers more to the manufacturer’s idea of peak quality; products past this date might not look or taste as good, but are not necessarily expired. “Sell by” indicates when a food should leave the grocery store; it is often safe for a few more days in your fridge (see “Food Storage” handout).
- When in doubt, trust your senses—look at and smell food, and ask someone else to help confirm your instincts.

Does anyone use the % daily values information? What does it tell you? Why don’t sugar, trans fats, and protein have a %DV?

- %DV are based on a 2,000 calorie diet, so these numbers may be high or low for you depending on your calorie needs.
- In general, 5% or less is low and 20% or more is high.
- When reading the %DV, remember to consider whether you are looking at a nutrient to limit or an important nutrient; not getting 100% of your recommended daily intake of fat or sodium is just fine (it’s probably a good idea!), but you should be aiming for 100% of your DV for important nutrients.
- Try thinking of %DV for nutrients to limit as an “allowance.” If a food has a high percent of your daily values for fat that’s okay, but you’ll have less allowance to “spend” on other foods. Eating foods with %DV under 20% means you can spread your allowance out through the day.
- There is no %DV for sugar and trans fat because most Americans already get more than enough of these nutrients in their diets. In general it is best to keep trans fat intake as low as possible and to read the ingredients list to find out if the sugar in a product comes from natural or added sugars. If no sugars are on the ingredients list, the sugar on the nutrition facts panel is a natural sugar found in foods like milk or fruit and will be processed more slowly by your body, preventing blood sugar spikes that can be dangerous for diabetics or cause anyone to experience changes in their energy level.
- Protein is an important macronutrient, but a %DV is only required on the label if the product makes an advertising claim about protein content.

What is the maximum amount of fat, cholesterol, sugar and sodium that you should have in a day?

- Adults should keep their total intake of fat between 20% and 35% of their total daily calories. For example, someone who needs 2,000 calories a day shouldn’t have more than 750 calories from fat. There are about 9 calories per gram of fat, so that would be about 83 grams of fat.
- Older adults should eat less than 1500mg of sodium per day.
- The American Heart Association recommends that men consume no more than 9 teaspoons (37.5 grams) of added sugar, and women no more than 6 teaspoons (25 grams) per day. Nutrition labels don’t list added sugars separately from total sugars, but you can look for added sugars on the ingredients list under different names like maltose, dextrose, fructose and sucrose.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Easy Bean Salad

Combine canned vegetables and beans to make a quick and easy salad with ingredients that participants can analyze for nutrition information. We provide ideas for two variations, but feel free to adapt the basic concept further and ask participants for ideas about how to modify this recipe. You could make this a complete meal by serving with tortilla or pita chips (an additional opportunity to talk about serving sizes and label reading) or wrapping it in a whole-wheat tortilla.

Discussion points to address while preparing food (see discussion guide as well):

- What are some of your favorite types of beans? How do you like to eat beans: plain or in mixed dishes?
- What kind of canned vegetables do you like? How do you like to use canned vegetables?
- Pass around a few cans and talk through each section of the label. How many servings are in a can, and how much sodium there is in each serving? Remind participants to look for low-sodium canned vegetables and to rinse both vegetables and beans to remove extra sodium.
- Pass around packages of chips or tortillas. Looking at the ingredients list, do you see anything you don't recognize? Are there any added sugars? How much is one serving? What is the sodium content?

Materials	<ul style="list-style-type: none"> Mixing bowl(s): one for demo, or per group Mixing spoon(s): one for demo, or per group Sample dishes and spoons for each participant Can opener(s): one for demo, or per group
Preparation	<ul style="list-style-type: none"> Start by deciding whether the activity will be a demonstration or will be participatory. If participants will be preparing food themselves, decide whether they will work individually or in groups. Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. Review ingredients and make substitutions as necessary. Modify recipe as necessary, and print copies for participants to take home.
Ingredients (Serves 6, 1 cup/serving)	<ul style="list-style-type: none"> 2 can beans (black or cannellini/great northern) 2 cans vegetables (tomatoes, corn, green beans) Tortilla or pita chips, or whole-wheat wraps Olive oil Variety of seasonings (oregano, thyme, basil, paprika, red pepper flakes)
Directions	<ul style="list-style-type: none"> Open, drain and rinse canned beans and vegetables. Mix canned beans and vegetables together. Show participants the seasonings you have, mix them with a small amount of olive oil, and add them to the salad, OR invite participants to add their own seasonings to samples. Invite participants to use chips to scoop their salad or wrap it into a tortilla.

B. Alternate Activity: Read the Label

Materials	<ul style="list-style-type: none"> Products or handouts with sample labels
Preparation	<ul style="list-style-type: none"> Review different labels
Activity	<ul style="list-style-type: none"> Give participants some time to review labels on their own. Ask questions about labels either to check for understanding of information you've already presented, or to engage participants in an exploration of the label to establish understanding (recommended). Sample questions: Which foods have multiple servings in a package that you might think was one portion? Which food item has the most total fat per serving? Which food item has the most sodium per serving? Which food items have the most healthy nutrients?

Nutritious, Delicious Bean Salad

Combine canned vegetables and beans to make a quick and easy salad with ingredients that have easy-to-find nutrition information. We provide ideas for two variations, but feel free to adapt this basic recipe by adding different vegetables and seasonings or trying different types of beans. You could make this a complete meal by serving the bean salad with tortilla or pita chips or wrapping it in a whole-wheat tortilla.

INGREDIENTS

serves 6, 1 cup per serving

Black Bean Salad

- 2 cans black beans
- 1 can tomatoes
- 1 can corn
- Tortilla chips or whole-wheat wraps
- 1-2 tbsp olive oil
- Optional: 1-2 tsp red wine vinegar
- Cumin, paprika and/or red pepper flakes to taste

Mediterranean Bean Salad

- 2 cans white beans
- 1 can tomatoes
- 1 can green beans
- Pita chips or whole-wheat wraps
- 1-2 tbsp olive oil
- 1-2 tsp red wine vinegar
- Oregano, thyme and/or basil to taste

DIRECTIONS

1. Open, drain and rinse canned beans and vegetables.
2. Mix canned beans and vegetables together.
3. Mix a small amount of seasonings with olive oil, adding more to taste.
4. Add olive oil/seasoning mixture to beans and vegetables, and mix to combine.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. You should look for foods with lower amounts of these nutrients on the nutrient fact panel (circle all that apply):

- a. Protein
- b. Sugar
- c. Trans fat
- d. Iron

2. How are ingredients arranged in the list on the label?

- a. In alphabetical order
- b. From largest amount to smallest amount
- c. In order of importance (healthiest to least healthy)
- d. From smallest amount to largest amount

Part 2

1. How often do you use the "Nutrition Facts" on the food label to make food choices?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Seldom
- e. Never

2. How often do you choose foods that have lower amounts of sugar, sodium and trans fats listed on the nutrition facts panel?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Seldom
- e. Never

RETHINK YOUR DRINK

Introduction

This lesson encourages older adults to think about what they drink throughout the day as an important component of their overall health. Staying hydrated, meeting daily calcium requirements or maintaining a healthy digestive system may be challenging for some groups. Others may benefit from a focus on limiting sugar and calorie intake from sweetened beverages.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should promote alternatives to drinks with added sugar.

- Watermelon Salad
- Fresh Fruit Spritzer

Suggested Handouts

- "Rethink Your Drink"

Key Concepts

Drinking plenty of liquids is an important part of staying healthy as you age. Even if you don't feel thirsty, you should drink 6-8 glasses of water a day. Other kinds of liquids like lowfat milk and juice can be good choices as well, but watch out for drinks with lots of added sugar.

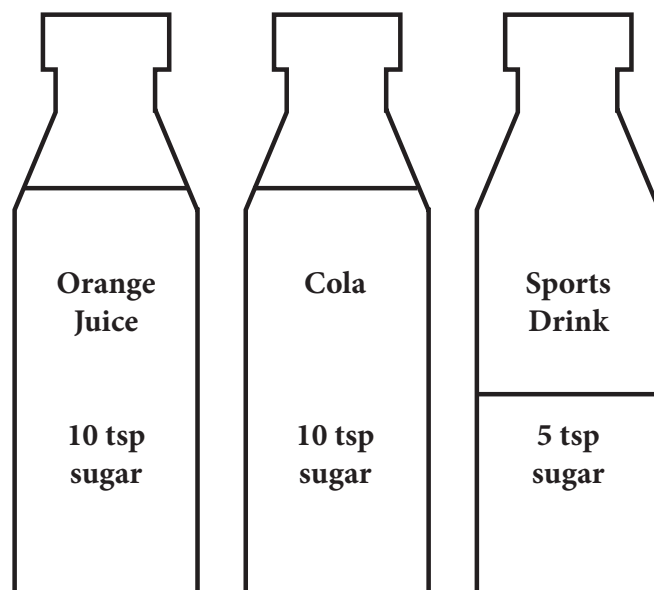
Discussion Guide

Do you think you drink enough water and other liquids throughout the day? Why is it important to drink plenty of water?

- Our bodies are 60 percent water. Water helps regulate our body temperatures and transport nutrients to our cells.
- If you don't drink enough liquids, you can become dehydrated. Feeling thirsty is actually a sign that you are already dehydrated. Other signs of dehydration are feeling lightheaded or dizzy, dry-feeling lips or mouth, and infrequent or dark-colored urine.
- Not drinking enough water can make you think you are hungry when you are really becoming dehydrated.
- Any liquid you drink helps to move fiber through your intestines, cleaning out your system and preventing stomach or digestion problems.

What do you like to drink besides water? What are some drinks to try to avoid?

- Lowfat milk and calcium-fortified milk alternatives or orange juice can help you meet your daily calcium needs.
- One glass of 100% fruit juice counts as a serving of fruit and can provide you with important vitamins, although it can also contain a high amount of sugar (and “cocktails” with less than 100% of any one juice can be even more sugary—check the ingredients list and nutrition facts panel.)
- Watch out for sugar-sweetened beverages. Not only do they add “empty” calories without any other nutrients, but they also often contain added sugars and acids that are particularly unhealthy.
- Sugary drinks provide close to one tenth of the calories in the average American diet, and account for almost half of all added sugars we consume.



What are some strategies for making sure you're drinking plenty of healthy liquids?

- Drink a glass of water when you wake up and before you go to bed.
- Make sure to drink water, milk or juice with each meal.
- Foods contain liquids too: try more soups and fruits like watermelon.
- Drink seltzer or try making your own flavored water with fruit or herbs instead of drinking soda.
- Order or buy unsweetened ice tea instead of sweet tea, or make your own by brewing tea bags in hot water.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Flavored Water

Instead of spending money on flavored drinks full of added sugars and empty calories, make your own flavored water using fruits and herbs. The longer the pitchers sit in the refrigerator, the stronger the flavor will be, so this activity works best if you can either prepare the water beforehand and pass out samples, or add fruit/herbs at the beginning of the lesson and taste the water at the end.

Discussion points to address while preparing food (see discussion guide as well):

- Do you like to drink tap water? Does anyone ever add anything to their water?
- While waiting for water to be ready, discuss hydration and strategies for choosing healthy drinks.
- While participants are sampling, ask: Which water is the most flavorful? What flavors do you like best? Would you use any of these flavors at home?

Materials	<ul style="list-style-type: none"> • 2 or 3 pitchers with lids • Optional knives and cutting boards • Cups for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be prepping food themselves, decide whether they will work alone or in groups. • Review Program Guide for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Cut fruit and herbs, unless you have space and equipment to let participants do prep work.
Ingredients	<ul style="list-style-type: none"> • Water to fill pitchers, optional ice • Assorted fruit and herbs to flavor water: oranges, lemons, strawberries, mint, etc.
Directions	<ul style="list-style-type: none"> • If fruit is not already cut, invite participants to cut thin slices and finely chop herbs. • Add fruit and herbs to separate pitchers of water. • Cover and store water pitchers in a refrigerator for 10-30 minutes.

B. Alternate Activity: Sugar Shock

Materials	<ul style="list-style-type: none"> • Variety of empty soft, sports and energy drink bottles • Sugar • Tablespoons and teaspoons
Preparation	<ul style="list-style-type: none"> • Check the amount of sugar in each drink • Consider if/how to divide participants into groups.
Activity	<ul style="list-style-type: none"> • Review how to read food labels—distinguish between serving size and total servings, and highlight where to find total sugars and names for sugars found in the ingredients list. • Ask for volunteers to read the labels, or divide participants into groups and give each group a bottle and measuring spoons. • Have other volunteers or groups measure out the amount of sugar in each bottle (not serving), and then show the group. • Ask for comments and ideas about other beverages that could be substituted for sugary drinks.

Fun Flavored Teas

Instead of spending money on flavored drinks full of added sugars and empty calories, make your own flavored water using fruits and herbs. Add fruit or herbs to cold water and refrigerate for several hours to make a cool drink, or pour hot water over herbs to make a flavored tea.

FLAVORS TO TRY COLD

- Lemon (sliced)
- Lime (sliced)
- Orange (sliced)
- Mint (chopped)
- Strawberry
- Ginger (fresh root; peel and add in 1-inch chunks)
- Cucumber (sliced)
- Watermelon (cubed)
- Berries (crushed)

FLAVORS TO TRY HOT

- Lemon (sliced, or squeezed for juice)
- Lime (sliced, or squeezed for juice)
- Orange (sliced, or squeezed for juice)
- Mint (chopped)
- Ginger (fresh root; peel and add in 1-inch chunks)
- Lavender
- Rose hips
- Chamomile

DIRECTIONS FOR ICED DRINKS

1. Choose one or more ingredients and prepare as indicated.
2. Add ingredients to a large container of water (start with a small amount).
3. Cover container and chill water in the refrigerator for two hours, then taste and add more ingredients if you would like a stronger flavor.
4. Serve immediately or chill for up to 60 minutes more for stronger flavor.

DIRECTIONS FOR HOT DRINKS

1. Choose one or more ingredients and prepare as indicated; for one cup start with only a few slices of fruit, or tablespoons of juice or herbs.
2. Boil water, then pour over ingredients (in a cup).
3. Let steep for 2-5 minutes, then strain out ingredients using a wire strainer or small pot lid held close to the edge of the cup.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. **Drinking lots of juice is good for you, because it is made from fruit.**
 - a. True
 - b. False
2. **Which bottled drink would you choose if you were looking for a low-sugar option?**
 - a. Apple juice
 - b. Sports drink
 - c. Orange soda
 - d. Seltzer water

Part 2

3. **How often do you buy sugary beverages like soda, sport drinks, juice or sweetened tea or coffee?**
 - a. Never
 - b. Rarely
 - c. Once a week
 - d. Several times a week
 - e. At least once a day
4. **Do you make your own alternatives to sugary beverages (making your own tea or coffee, adding a small amount of juice to seltzer, making flavored water, etc.)?**
 - a. Never
 - b. Rarely
 - c. Once a week
 - d. Several times a week
 - e. At least once a day

SERVING UP HEALTHY PORTIONS

Introduction

This lesson gives an older adult audience the opportunity to critically reflect on how portion sizes have changed over time and to practice analyzing serving sizes and planning healthy portions. This lesson could be modified to include information about portion sizes for particular food groups, or an increased focus on label reading if the “Read the Label” lesson is not being taught separately.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants’ existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see “Program Guide” for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the “Program Guide.”
- See “Exercise for Health” lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See “Program Guide” for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

- Single-Serving Trail Mix
- Easy Quesadillas

Suggested Handouts

- “Planning Healthy Portions”
- “Healthy Eating Away from Home”
- “Estimating Portion Sizes”

Key Concepts

Portion control is an important aspect of healthy eating, and eating smaller portions is a key step in preventing many diet-related diseases. Restaurant portion sizes—and even the portions of foods like bagels and chicken breasts at the grocery store—have changed significantly in many older adults’ lifetime, but it can be hard to recognize these changes and make different choices. Both general tips for portion control and guidelines for estimating healthy portion sizes for various types of food can be useful.



Discussion Guide

Does anyone pay attention to portion sizes when they go out to eat? Have you noticed any changes over time?

- Typical portions of foods like muffins, bagels, pizza, chips, popcorn and even salads are much larger today than they were 20 years ago.

How do you decide how much to eat? Do you know how many calories you need?

- Our calorie needs change as we age, and continue to depend on our level of physical activity as well as gender.
- Older adult women could need anywhere from 1,600 to 2,200 calories a day, depending on how much physical activity they get, while older adult men could need between 2,000 and 2,800 calories. Talk to your doctor to find out how many calories you need for your current age and lifestyle, or create a profile on <https://www.supertracker.usda.gov/> to get a personalized daily calorie allowance.

How can you find out how many calories are in packaged foods?

- When reading labels, make sure to compare serving size vs. number of servings per package. Many packages that you might think are a single portion—like a bottle of juice or a bag of chips—may actually contain two or more servings.

What do you do to control portion sizes when eating out and at home?

- Counting calories can be helpful if you're trying to lose weight or are using a meal plan to manage or prevent disease.
- Many people may find it easier to make sure they are eating the right amount of food for their bodies by paying attention to their portions. The MyPlate method can be helpful for planning balanced meals: fill half your plate with vegetables and fruits, 1/4 with lean proteins, and 1/4 with grains (and try to make at least half of your grain foods whole grain).
- The “Estimating Portion Sizes” handout provides guides for estimating portion sizes using your hands or other objects.
- Eating every 4 to 5 hours can help you avoid overeating when you're hungry (and can be important for people with diabetes who need to keep their blood sugar levels even), but snacks should be planned and balanced.
- Plan snacks based on vegetables and fruit, like cut vegetables you can dip in hummus or fruit with peanut butter.
- When you feel like eating an unplanned snack, ask yourself if you're really hungry. If a healthy snack like fruit, whole grain crackers or yogurt doesn't appeal to you, then try drinking a glass of water and finding an activity you can focus on until your next meal.
- Measure out an appropriate portion of snack food into a bowl rather than eating out of the package.
- Use smaller dishes so that appropriately sized portions make your plate or bowl look full.
- Try drinking beverages from a tall, skinny glass to trick yourself into being satisfied with less. (If you're really thirsty, make sure to drink plenty of water! Drinking water can also help you feel more full.)
- Serve your food in the kitchen and put the leftovers away right away so you won't be tempted by seconds.
- Give your brain time to realize your stomach is full by eating slowly; conversation can help you take more time between bites, or try reading or listening to music or the radio to give yourself something to focus on while you eat.
- When eating in restaurants, ask the server to only give you half of the food and pack up half to take home before you start eating. Or, plan to split a main dish with a friend or just order an appetizer.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Chickpea Couscous Combo

A quick and easy salad with whole-wheat couscous, chickpeas and whatever vegetables are handy (canned, fresh or frozen) provides a basic formula for managing portions. Using raw leafy greens provides the opportunity for a discussion of vegetable portions for leafy greens vs. other vegetables. Extra handouts may be useful for demonstrating healthy portion sizes (see Program Guide for additional resources).

Discussion points to address while preparing food (see discussion guide as well):

- About how many servings of (grain/protein/vegetables) do you need every day?
- How many cups of (couscous/beans/raw greens/vegetables) counts as a serving of (grain/protein/vegetables)?
- If you need x servings of (food type) every day, how many would you have in one meal? How many cups would that be?
- In addition to this meal, how much more would you eat from each food group throughout the day?

(Use this table for guidelines on serving needs and sizes; actual amounts vary with age/gender/activity level)

Food Group	Daily Servings	Serving Size	Amount in recipe (one meal)
Grains	5-6	1/2 cup cooked pasta	1 cup (2 servings)
Protein	About 5	1/4 cup cooked beans	1/2 cup (2 servings)
Vegetables	2-3	2 cups raw leafy greens, 1 cup other vegetables	1 cup raw leafy greens (1/2 serving), 1/2 cup other vegetables (1/2 serving)

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or per group • Mixing spoon(s): one for demo, or per group • Forks to mix dressing and fluff couscous • Sample dishes and spoons for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review Program Guide for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Drain and rinse beans and vegetables.
Ingredients	<ul style="list-style-type: none"> • Whole-wheat couscous • Chickpeas or other beans • Canned, roasted or raw vegetables • Raw leafy greens • Water • Olive oil • Lemon juice or red wine vinegar • Salt and pepper, optional cumin
Directions	<ul style="list-style-type: none"> • Cover couscous with 1/4 cup boiling water per cup dry couscous, cover, and let sit for 5 minutes. • Whisk together olive oil and lemon juice or vinegar with salt, pepper and cumin. • Fluff couscous with fork and mix with chickpeas, vegetables, greens, and vinaigrette.

B. Alternate Activity: Portion Distortion

Materials	<ul style="list-style-type: none"> • “Portion Distortion” pages (see Appendix) , sticky notes (or paper and tape) to cover one side
Preparation	<ul style="list-style-type: none"> • Print “Portion Distortion” pages and cover right side calorie amount and tips separately
Activity	<ul style="list-style-type: none"> • Ask participants: have you noticed any changes in portion sizes over the years? • Go through “Portion Distortion” pages one at a time, asking participants to guess how many calories or what size each food was 20 years ago. • After revealing the correct answer, ask for ideas to deal with this “portion distortion.” Reveal tips as participants provide their own suggestions.

Chickpea Couscous Combo

A quick and easy salad with whole-wheat couscous, chickpeas and whatever vegetables are handy (canned, fresh or frozen) provides a basic formula for managing portions. Remember, two cups of raw leafy greens or one cup of cooked greens or other vegetables counts as one of your daily 2-3 servings. Half a cup of couscous counts as one of your daily 5-6 servings of grains, so you might choose to have two servings (or one whole cup) in one meal. Just 1/4 cup cooked beans (like chickpeas) counts as one of your five daily servings of protein foods, so try half a cup (or two servings) to make this a main meal.

INGREDIENTS

serves one (2 servings grains, 2 servings protein, 1 serving vegetables)

- 1/4 cup whole-wheat couscous (uncooked)
- 1/2 cup chickpeas (or other beans)
- 1 cup canned, cooked or raw vegetables (try tomatoes or carrots)
- 1 cup leafy greens like spinach or arugula, or substitute 1/2 cup other vegetables
- 1/4 teaspoon olive oil
- 1/4 teaspoon lemon juice or red wine vinegar
- Salt and pepper to taste, optional pinch of cumin

DIRECTIONS

1. Pour 1/4-1/2 cup boiling water over couscous and cover.
2. Drain and rinse beans and vegetables.
3. Use a fork to whisk together olive oil, lemon juice or vinegar, salt and pepper, and cumin (if using).
4. Combine beans, vegetables and greens a bowl.
5. After couscous has steamed for 5 minutes, fluff with a fork and mix with beans, vegetables and greens.
6. Add vinaigrette to bowl and stir to coat salad.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Portion sizes today are _____ as portion sizes 20 years ago.
 - a. About the same as
 - b. Smaller than
 - c. Larger than
2. Soda bottles always have a single serving of soda.
 - a. True
 - b. False

Part 2

3. Do you choose healthier options when eating out (split a meal with a friend or take half home, order a half sandwich and salad instead of a full entree, look for options with more vegetables, etc.)?
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Rarely
 - e. Never
4. Do you think about portion size when serving food at home?
 - a. Almost always
 - b. Most of the time
 - c. Sometimes
 - d. Rarely
 - e. Never

Today's Pizza
425 calories per slice



How many calories were
in a slice in 1980?

250 calories

- Eat one slice instead of two
- Serve a slice onto a plate instead of eating from the box
- Add lots of vegetable toppings (like mushrooms, peppers and spinach) instead of more cheese or meat (with higher calories and saturated fats)
- Use a napkin to remove some of the grease
- Make a main-dish salad the focus of your meal, with a slice of pizza on the side
- Make your own pizza to control the amount of oil, cheese and meat you use

Today's Spaghetti

1,025 calories per portion



How many calories were
in a portion in 1980?

500 calories

- Share your meal with a friend
- Ask your server to box up half of the meal before serving so you know you have half to take home
- When making spaghetti at home, remember healthy portions instead of restaurant portions: 1 cup cooked pasta and 1 cup sauce with 3 small meatballs
- Try to choose vegetable-based sauces (like tomato sauce) rather than cream-based sauces to cut down on calories and saturated fat

Today's Stir-Fry
865 calories (4.5 cups)



435 calories
(2 cups)

- Ask for brown rice instead of white rice (whole grains help you feel full longer)
- Choose lean meats like chicken instead of pork or beef. Or try tofu!
- Order steamed instead of fried rice
- Share your meal with a friend
- Ask your server to box up half of the meal before serving so you know you have half to take home

How many calories were
in a portion in 1980?

Today's Bagel
350 calories (6 in. wide)



How many calories were
in a bagel in 1980? How
big was a bagel then?

140 calories
(3 in. wide)

- Eat half now and save the other half for a snack
- Look for “mini-bagels” (the size all bagels used to be!) at the store
- Use low-fat cream cheese or spread
- Order spread or butter on the side
- Try whole-wheat bagels to keep you full for longer

Today's Soda
250 calories (20 oz.)



85 calories (6.5 oz.)

- Drink water (or flavor your water with fruit!) instead of soda
- Buy smaller sizes (like 12 oz) when you do drink soda
- Save half your bottle for later
- Watch out for added sugar in juice as well; look for 100% fruit juice instead of fruit “cocktail”
- Order tea and coffee with nonfat milk instead of cream, and try using less sugar

How many calories were
in a soda in 1980?

Image from <http://www.walgreens.com/store/c/coca-cola-soda-20-oz-bottle-vanilla/ID=prod6020011-product>

Today's Cheesecake
640 calories (7 oz.)

260 calories
(3 oz.)



- Split dessert with a friend
- Order fruit-based desserts like pie and cobblers or crisps... or just ask for fruit for dessert!
- Choose cake, pie OR ice cream. If the dessert comes with ice cream, ask if you can have fruit on the side instead

How many calories
were in slice of
cheesecake in 1980?

Today's Turkey Sandwich

820 calories



320 calories

- Eat half now and save the other half for later
- Order a smaller sandwich or a half sandwich and salad
- Choose whole-grain bread and lean meats like grilled chicken or roasted turkey instead of cold cuts
- Look for low-fat, low-calorie spreads and toppings (vegetables instead of cheeses, mustard or light mayo)

How many calories were in a sandwich in 1980?

Today's Muffin
500 calories (4 oz.)



210 calories
(1.5 oz.)

- Look for reduced-fat options
- Choose bran or multi-grain
- Avoid muffins with extra sugar or frosting on top
- Many chain restaurants now post calorie information in stores or online

How many calories were
in a muffin in 1980?

Today's Chocolate-Chip Cookie

275 calories (3.5 in across)



How many calories were
in a cookie in 1980?

55 calories
(1.5 in.)

- Look for smaller cookies at the store
- Share with a friend, or save half for later
- Avoid cookies with frosting
- Oatmeal cookies have more fiber to help you feel satisfied
- Try a fruit salad or granola bar instead

Today's Caesar Salad
790 calories (3.5 cups)



390 calories
(1.5 cups)

- Ask for dressing and cheese on the side
- If you want to top your salad with a protein, make sure that chicken is grilled and not fried
- Look for whole-grain croutons
- Take half your salad home for later, or share with a friend

How many calories were
in a Caesar in 1980?

SHOP SMART, STORE SAFE

Introduction

This lesson gives an older adult audience an opportunity to focus on making the most of their food budgets by sharing strategies for healthy shopping on a budget and discussing food storage and safety.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see “Program Guide” for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the “Program Guide.”
- See “Exercise for Health” lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See “Program Guide” for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipe should use affordable foods like beans, greens, carrots and potatoes.

- Sweet Potato Black Bean Chili
- Banana Wrap

Suggested Handouts

- “Smart Shopping With Unit Prices”
- “Stock Your Pantry and Kitchen”
- “Help with Food Costs”

Key Concepts

Shopping, storage and safety—these three concepts can help seniors make the most of their food budgets. Share strategies for finding healthy, economical options throughout the year, tips for storing food to avoid spoilage, and important reminders about food safety.



Discussion Guide

What are some smart shopping strategies for saving money and time?

- Decide how much you can spend for the week, use grocery circulars or estimate prices for foods you commonly buy, check your pantry for food you already have, and make a plan for your meals and snacks for the week. Use your meal plan to make a shopping list, take your list to the grocery store and only purchase what is on your list.
- Save time and money by planning some meals that you can make in large batches and eat throughout the week, or make extra components to use in different ways (for example, beans you use for beans and rice one night could go in bean soup another day).
- Consider using a loyalty card at your favorite store to save money on sale items. Try asking for senior discounts as well as using coupons. (Try using coupons to plan your grocery list.)
- Save money by purchasing store brands; they often have the exact same ingredients as fancy labels.
- Learn to compare unit prices: look for the price per pound or ounce to see if a slightly more expensive item actually gives you much more for your money.

Compare:

8 OZ	SLICED TURKEY		3 LBS	FROZEN TURKEY BREAST	
\$6.95		86.9¢	\$8.99		\$2.99
		PER OUNCE			PER POUND

- Read the ingredient list to find out exactly what you're paying for. Ingredients listed first make up most of the product, so checking the order of ingredients can be helpful as well.
- Look for healthier and more affordable foods on higher and lower shelves—some brands pay to have their products placed on the middle shelves.
- Consider buying foods you know you eat a lot of in bulk, especially if they are shelf stable or can be frozen (but remember that buying too much of foods you rarely eat can lead to wasted food and money).

In your experience, what healthy foods are good deals throughout the year?

- Fresh fruits and vegetables tend to be cheapest in season, but frozen and canned produce are good options as well. Look for canned vegetables with little or no added salt.
- Beans are always an economical source of protein; try buying dried beans in larger bags or from bulk bins where you can measure out the exact amount you need.
- Potatoes, carrots and greens are affordable vegetable options, and apples and bananas can fit your fruit budget.
- Look for savings on bulk bags of produce that can be stored for a longer time, like apples, carrots, potatoes and onions.

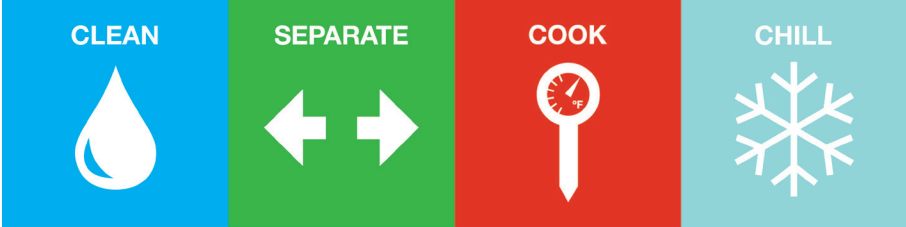


How do you store food to keep it safe and prevent spoiling?

- Keep raw meat, poultry, seafood and eggs separate from foods you won't cook. Storing these items on the bottom shelf of your fridge can keep any raw juices from getting on other foods.
- Learn which fruits and vegetables to store in the fridge and which can be kept at room temperature (store potatoes, winter squash, garlic, tomatoes and ripening fruit at room temperature, keeping onions and potatoes separate).
- Put leftovers in the fridge as soon as possible; store in shallow containers labeled with the date you prepared the food.
- Make sure your refrigerator is at 40 degrees and your freezer is at zero degrees or below.

What are some important food safety strategies for while you're cooking?

- Rinse fruits and vegetables under running water before cooking.
- Make sure your hands, counter and cutting board are clean before you begin cooking.
- Use different knives and cutting boards or clean your knives and cutting boards after preparing raw foods that could be sources of contamination.
- Make sure your food is sufficiently cooked by using a thermometer to check the temperature of meat and poultry, and by bringing soups, stews and sauces to a boil. Minimum internal temperatures for cooked food, according to the USDA:
 - Red meat (beef, pork, lamb): 145
 - Ground meat: 160
 - Poultry: 165
 - Leftovers: 165



Graphic from the USDA *Food Safe Families* campaign, <http://foodsafety.adcouncil.org/>

How do you know how long to keep different foods? How can you tell if food has gone bad?

- Eat pre-packaged and processed foods by their “use-by” date.
- The “sell by” date is just for stores to know how long they can sell different products, and “best by” dates are recommendations from manufacturers based on when they think the product will taste best. Greens that look wilted or carrots that are a little soft may not be good for salads, but you still can add them to soups or casseroles.
- Use prepared food within 3 days of storing it in the refrigerator, or freeze food you don't expect to eat that quickly. When reheating food, use a thermometer to check that the temperature is over 165 degrees; reheat soups, stews and sauces to a rolling boil.
- When in doubt, trust your senses—look at and smell food, and ask someone else to help confirm your instincts.

Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Pasta/Potato Salad

If you can pre-cook pasta to bring to the lesson, try demonstrate combining whole wheat pasta with a healthy protein, variety of vegetables, and dressing to make a healthy and affordable meal with mostly shelf-stable items. You can substitute potatoes (canned if pre-cooking is not an option) for pasta.

Discussion points to address while preparing food (see discussion guide as well):

- Do you like to buy whole grain pasta? Have you tried whole wheat pasta or other types like brown rice pasta? Explain how to check the ingredients list to find out whether a whole grain is listed as the first ingredient. Whole grain pasta is just as affordable as pasta made with refined grains, especially if you can find store brands.
- What are some examples of other whole grains? Suggest building hearty salads around brown rice, barley, or farro.
- What kind of beans do you like to eat? Do you usually buy dried or canned beans? If you have the option to cook dried beans they can be the most economical option, but canned beans are also very affordable.
- What are some of your favorite fresh, canned or frozen vegetables? Fresh produce is most affordable in season, but frozen and canned vegetables are just as nutritious. Remember to drain and rinse canned vegetables as well as beans to remove excess sodium.

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or one per group • Mixing spoon(s): one for demo, or one per group • Whisks or forks to mix dressing • Sample dishes and spoons for each participant
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work alone or in groups. • Review “Program Guide” for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. • Modify recipe as necessary, and print copies for participants to take home. • Cook pasta or potatoes. • Drain and rinse beans and vegetables.
Ingredients	<ul style="list-style-type: none"> • Whole-wheat pasta or potatoes (could be canned) • Canned beans (try kidney, white or garbanzo) • Canned vegetables • Olive oil • Vinegar (balsamic or red wine) • Salt and pepper • Fresh or dried herbs (optional)
Directions	<ul style="list-style-type: none"> • Combine pasta/potatoes, beans and vegetables in a bowl and mix. • Show participants how to combine oil, vinegar and herbs to make a dressing.

B. Alternate Activity: Unit Price

Materials	<ul style="list-style-type: none"> • Grocery circulars or unit prices handout, optional unit prices video (see “Program Guide” for link)
Preparation	<ul style="list-style-type: none"> • Review unit prices handout and/or video, if using.
Activity	<ul style="list-style-type: none"> • Ask if anyone checks unit prices when they shop. If so, what are some examples of what they have found out? (Why unit prices are helpful: sometimes larger sizes cost more overall but less per pound or ounce; prices vary between fresh, frozen and canned produce; generic and name brands may come in different sizes and be hard to compare without unit prices.) • Review unit price handout and/or watch video. Then give participants the opportunity to practice using second page of unit price handout or by comparing prices on grocery circulars. • This can also be an opportunity to discuss which foods tend to be cheapest per pound.

Pantry Pasta Salad

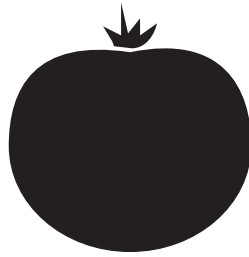
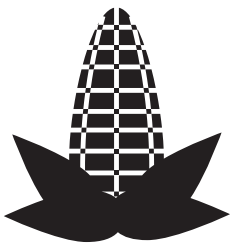
Combine whole wheat pasta with a healthy protein, variety of vegetables, and dressing to make a healthy and affordable meal with mostly shelf-stable items. You can also substitute potatoes (canned if cooking is not an option) for pasta.

INGREDIENTS

- Whole-wheat pasta OR potatoes (could be canned)
- Canned beans (try kidney, white, or garbanzo)
- Canned vegetables (tomatoes, corn, green beans, peas, asparagus)
- Olive oil
- Vinegar (balsamic or red wine)
- Salt and pepper
- Optional herbs (try oregano, basil, thyme)

DIRECTIONS

1. Cook pasta according to package directions, or boil potatoes until tender.
2. Drain and rinse beans and vegetables.
3. Use a fork to whisk together olive oil, vinegar, salt and pepper, and herbs.
4. Combine all ingredients in a bowl and mix to combine.





THE
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Classroom Questionnaire

Name _____

Date _____

Part 1

1. Individually packaged foods usually cost more.

- a. True
- b. False

2. A hungry shopper tends to buy more food.

- a. True
- b. False

Part 2

3. How often do you compare prices before you buy food?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Rarely
- e. Never

4. How often do you shop with a grocery list?

- a. Almost always
- b. Most of the time
- c. Sometimes
- d. Rarely
- e. Never

SUGAR SMARTS

Introduction

This lesson uses health concerns around diabetes to introduce a discussion of sugar in our diets. Depending on your audience, you may want to talk about diabetes more generally (including the other lifestyle and dietary changes that can help with prevention and treatment) or focus on sugar without the context of a particular diet-related condition.

Preparation

1. Review the topic.

- Start with the key concepts and discussion guide. The discussion guide provides suggested questions to draw out participants' existing knowledge as well as information you can offer in response to each question.
- Consider your participant demographics and potential interests, and conduct any additional research that may be necessary to prepare for specific questions or improve your own understanding of key concepts (see "Program Guide" for suggested resources).

2. Plan your lesson structure.

- Determine whether time and resources allow for a food-based activity or whether you will use an alternate activity. This lesson includes one alternate activity, and additional activity suggestions are available in the "Program Guide."
- See "Exercise for Health" lesson for ways to incorporate physical activity into the lesson, and plan to ask participants to share their favorite ways to exercise.
- Prepare a rough timeline of your lesson and a plan to integrate discussion with the activity. Depending on available time and participant interests, you can integrate discussion topics into an activity or use discussion time to open or close the lesson.

3. Plan how to administer pre-test (as well as post-test if this is the final session). See "Program Guide" for details.

4. Prepare materials.

- Review the appropriate activity and prepare any necessary materials.
- Choose and print handouts, recipes and pre-tests.

Suggested Recipes

Recipes should provide an alternative to common dishes with added sugars, or highlight "diabetes superfoods."

- Loaded Baked Sweet Potato
- Quinoa with Broccoli

Suggested Handouts

- "Diabetes Superfoods"
- "Rethink Your Drink"

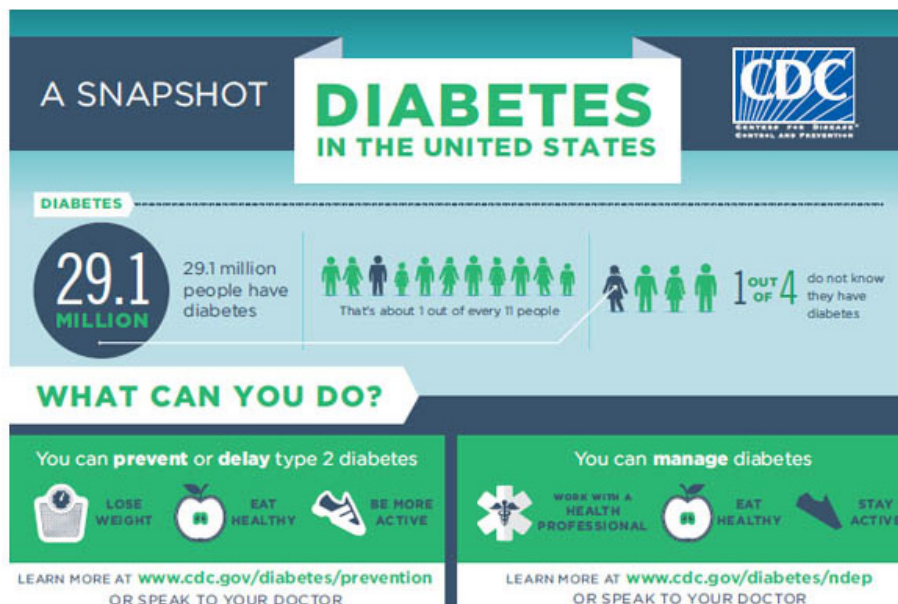
Key Concepts

Diabetes is one of the most common health issues affecting older adults today: nearly a quarter of older adults have diabetes, and many of them have not been diagnosed. According to the National Diabetes Information Clearinghouse, Type 1 diabetes most often develops among young people whose bodies do not make enough insulin, while Type 2 diabetes usually affects middle-aged and older people whose bodies develop resistance to insulin (the hormone that helps the body process glucose). Type 2 diabetes is often preceded by "pre-diabetes," indicated by persistently high blood sugar levels. Making lifestyle changes like increasing exercise and following a healthy eating plan can lower blood sugar levels and lead to weight loss that can prevent pre-diabetes from becoming type 2 diabetes.

Discussion Guide

Do you know anyone with diabetes? What is diabetes and why is it a problem?

- People with diabetes either don't have enough insulin or their bodies can't use the insulin that they produce. Insulin is a hormone that tells cells when there is too much glucose (sugar) in our bloodstream—right after we eat most carbohydrates, for example (because carbohydrates are composed of sugar molecules like glucose).
- Symptoms of diabetes can include extreme fatigue, thirst, hunger and frequent urination. Diabetes is diagnosed using a test to measure blood sugar levels after at least six hours without eating.
- The most common form of diabetes (about 90% of those diagnosed) is type 2. Type 2 diabetes can be developed at any age and is often associated with being overweight. People with type 2 diabetes often develop symptoms gradually, as their body has trouble processing insulin or doesn't produce enough insulin. Type 1 diabetes is usually diagnosed after patients develop severe symptoms because their body produces little or no insulin.
- Diabetes is the leading cause of blindness and kidney failure for adults, can cause nerve damage that leads to amputation, increases the risk of heart disease and directly causes almost 7,000 deaths a year.



How can you reduce your risk for developing diabetes? What changes can also help you live with diabetes?

- 9 in 10 cases of type 2 diabetes could be prevented through weight control, exercise, healthy eating and not smoking.
- Basic changes to your diet, paired with regular physical activity, can both reduce your risk of developing diabetes and help you manage it and prevent additional related conditions if you already have it:
 - * Skip sugary drinks. (Consider showing “Rethink Your Drink” handout.)
 - * Look for polyunsaturated fats (vegetable oils, nuts, seeds) instead of trans fats (margarine, packaged baked goods, fried fast food). People with diabetes have a high risk of developing heart disease, and eating healthy fats can help to reduce that risk.
 - * Choose whole instead of refined grains. Whole grains prevent blood sugar spikes by breaking down more slowly.
 - * Choose nuts, poultry or fish instead of red meat or processed meats. These foods have healthy proteins without as much unhealthy saturated or trans-fats.
 - * Choose smaller portions, and look for foods with less fat and cholesterol.
- You don't have to stop eating your favorite foods, or eating at restaurants or friends' houses. Managing your diet for diabetes means making more general changes and learning how what you eat affects your blood sugar. Meal plans can be helpful, but don't have to be restrictive.
- If you have diabetes, try to eat around the same time every day. Eating the same size meals every day can also help keep your blood sugar levels regular. (Blood sugar control is important to prevent damage to your eyes, nerves and kidneys.)



What are some strategies for reducing the amount of sugar you eat?

- Read labels to watch out for added sugars:
 - * Anything that ends in -ose (sucrose, maltose, dextrose, fructose, glucose, galactose, lactose, high fructose corn syrup, glucose solids)
 - * Many types of syrup (corn syrup, corn syrup solids, buttered syrup, carob syrup, malt syrup, golden syrup, sorghum syrup, refiner's syrup)
 - * Names for sugarcane or fruit juice (dehydrated cane juice, cane juice solids, cane juice crystals, fruit juice, fruit juice concentrate, dehydrated fruit juice, fruit juice crystals)
 - * Other names you may not recognize (dextrin, maltodextrin, dextran, barley malt, caramel, diastase, diastatic malt, turbinado, ethyl maltol)
- Take sugar and honey off your table.
- Choose sugar-free beverages, or drink water! Alcoholic beverages can also have high sugar or carbohydrate content.
- Try cutting the amount of sugar you add to coffee, tea, cereal or other foods in half.
- Substitute fresh or dried fruit for sugar in cereal, oatmeal, and baked goods.
- Baking? Substitute vanilla or cinnamon for some of the sugar.
- Look for canned fruits packed in their own juices or in water instead of syrup (and drain the liquid before eating).
- You can cut the sugar in baked goods down by 1/4 or half (but avoid sugar substitutions for baked goods that need to rise, as the sugar helps the yeast).
- Avoid high-sugar flavored yogurts, and add fruit or jam to plain yogurt instead.
- Order “kid” sized ice cream servings—often available even if it's not listed.

What are other ways to keep your blood sugar low in addition to reducing the amount of added sugar you eat?

- Watch out for refined grains. Eating whole grains instead can help keep your blood sugar down, because the bran and fiber slow down the rate at which the carbohydrates/starches get broken down into glucose.
- Whole fruits (rather than fruit juice) have fiber to help slow down the release of sugar into the bloodstream.
- In general, the more cooked or processed a food is, the higher the glycemic index (GI, a number that tells you how much it raises blood glucose). Easy ways to lower the GI of your food:
 - Eat fruits and vegetables soon after you buy them.
 - Eat foods in more whole form (mashed potatoes have a higher GI than baked whole potatoes).
 - Don't cook foods longer than necessary.
 - Remember, GI needs to be balanced with other nutritional considerations—don't make food choices based on GI alone.



Suggested Activities

If you have access to basic ingredients and supplies, we recommend planning the lesson around a cooking demonstration or activity that will show participants concrete skills that apply the lesson concepts. If limited resources or time make a food-based activity impossible, use the alternate activity or any of the other suggested activities in the “Program Guide.”

A. Food-Based Activity: Fruit Salad

Fruit is a great choice for a sweet snack or dessert, with plenty of fiber to slow down the release of sugar into the bloodstream. Fruit salad is easy to make with fresh or canned fruit and requires no actual cooking, but feel free to substitute other fruit-based desserts with minimal added sugars and flour if you have an oven or stovetop available.

Discussion points to address while preparing food (see discussion guide as well):

- Fruits contain sugar but also plenty of fiber to balance the effect of the sugar on your bloodstream.
- Cut down on added sugar by looking for fruit canned in water or its own juices; drain cans before using fruit.
- What are some of your favorite fruit desserts?

Materials	<ul style="list-style-type: none"> • Mixing bowl(s): one for demo, or per group • Mixing spoon(s): one for demo, or per group • Sample dishes and spoons for each participant • Optional: knives and cutting boards for whole fruit 	<ul style="list-style-type: none"> • Can opener(s): one for demo, or per group • Container(s) for liquid drained from cans
Preparation	<ul style="list-style-type: none"> • Start by deciding whether the activity will be a demonstration or will involve participation. If participants will be preparing food themselves, decide whether they will work individually or in groups. • Review Program Guide for tips on leading a cooking demo or guiding participants through a recipe. • Review ingredients and make substitutions as necessary. Canned and frozen fruits are easiest to work with, but whole fresh fruit is a great option if available; pre-cut or let participants peel and cut in class. • Modify recipe as necessary, and print copies for participants to take home. 	
Ingredients (Serves 8, 1 cup/serving)	<ul style="list-style-type: none"> • 10-12 oz. bag frozen blueberries, defrosted • 1 can cut pineapple in fruit juice or water • 1 can diced peaches in fruit juice or water 	<ul style="list-style-type: none"> • 1 can sliced pears in fruit juice or water • OR substitute fresh fruit (apples, bananas, berries, peaches, pears, etc.) for canned/frozen
Directions	<ul style="list-style-type: none"> • Open cans and drain, or peel and cut fresh fruit into bite-sized pieces. • Add fruit to bowl and mix. Suggest adding herbs (like mint) or citrus at home for extra flavor. • Serve fruit salad on individual dishes or invite participants to serve themselves 	

B. Alternate Activity: Get the Facts on Sugar

Materials	<ul style="list-style-type: none"> • “Get the Facts on Sugar” handout • Answer key in Appendix
Preparation	<ul style="list-style-type: none"> • Decide whether to give each participant a handout or ask questions of the whole group • Print copies of handout as necessary • Review answer key for explanations of false answers
Activity	<ul style="list-style-type: none"> • Option 1: Give each participant a copy of the handout and invite them to guess the correct answers. After everyone has had time to review all the statements, go through the correct answers with the whole group. Explain false statements and answer questions as necessary. • Option 2: Go through statements with the whole group, either asking everyone to raise their hands to indicate whether they think a statement is true or false, or asking for volunteers to answer. Review correct answers after each statement, addressing questions as they come up. • Option 3: Divide group into teams (any number). Read each statement aloud and ask teams to decide whether it is true or false, then reveal correct answer and award points accordingly.

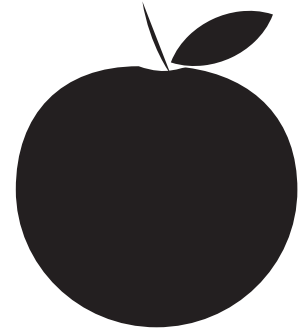
Sweet Fruit Salad

Fruit is a great choice for a sweet snack or dessert, with plenty of fiber to slow down the release of sugar into the bloodstream. Fruit salad is easy to make with fresh or canned fruit and requires no actual cooking.

INGREDIENTS

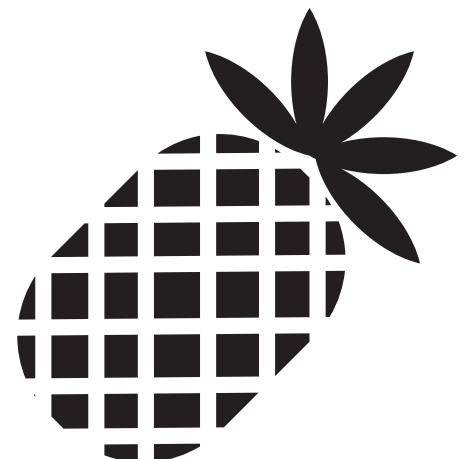
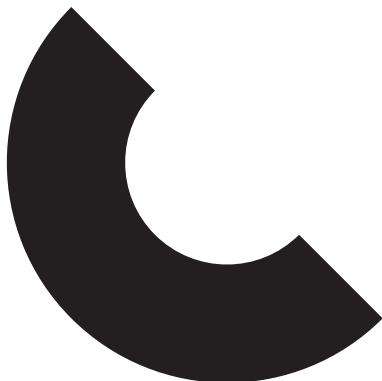
serves 8, 1 cup per serving

- 10-12 oz. bag frozen blueberries, defrosted
- 1 can cut pineapple in fruit juice or water
- 1 can diced peaches in fruit juice or water
- 1 can sliced pears in light syrup or water
- OR substitute fresh fruit (apples, bananas, berries, oranges, peaches, pears, etc.) for some or all canned/frozen fruit
- Optional herbs (try mint or basil)



DIRECTIONS

1. Open cans, if using, and drain juice or water.
2. Peel (if necessary) and cut fresh fruit into bite-sized pieces.
3. Add fruit to bowl and mix.



Appendix: “Get the Facts on Sugar” Key

Review correct answers and explanations for false statements after participants have all had a chance to review statements on their own, or after each question if reviewing statements as a group. (See “Alternate Activity” instructions.)

1. The average American eats more than 20 teaspoons of sugar a day.

TRUE

FALSE

2. It is impossible to not have sugar cravings.

TRUE

FALSE

Decreasing the amount of sugar you eat over time can reduce your cravings for sugar.

3. You can learn how much sugar is in a food by reading its nutrition label.

TRUE

FALSE

4. There are hidden added sugars in certain foods that do not even taste sweet, such as bread and peanut butter.

TRUE

FALSE

5. Sugar contains lots of important vitamins and minerals that our body needs to grow.

TRUE

FALSE

Sugar does not contain any vitamins and minerals, and diets high in sugar are often lacking in important vitamins and minerals as well as fiber.

6. Fructose, glucose, lactose, sucrose and high fructose corn syrup are all names for sugar.

TRUE

FALSE

7. Eating sugar causes difficulty concentrating, moody behaviors and low energy.

TRUE

FALSE

8. A 20-ounce soda has 65 grams of sugar. This is equivalent to 22 packets of sugar.

TRUE

FALSE

9. Sugary foods can stick to your teeth and cause cavities.

TRUE

FALSE

10. Since diet sodas and artificial sweeteners have no calories from sugar, you can consume as much of them as you want.

TRUE

FALSE

Diet sodas don't have any nutrients, so they should be consumed in moderation if at all. Sweet foods made with artificial sweeteners (may say “sugar free”) may still have other forms of carbohydrates and calories.

11. Drinking any kind of fruit juice is a healthy way to get your daily servings of fruit.

TRUE

FALSE

Fruit juice contains a lot of sugar without the fiber that whole fruit has, and some “fruit juice” can have even more added sugar. Look for 100% fruit juice, not “fruit cocktail,” when drinking juice.

12. Fruit and milk contain sugar in the form of fructose and lactose, but also have other nutrients that help your body process sugar more slowly.

TRUE

FALSE

13. One teaspoon of sugar has about 10 calories.

TRUE

FALSE

(One teaspoon of sugar has 16 calories.)

14. The average American gets more than twice the recommended amount of calories from sugar.

TRUE

FALSE

15. Getting most of your calories from drinks can help you lost weight.

TRUE

FALSE

Some studies have suggested that people feel less full when they get calories from beverages (like sodas, juice and smoothies or milk shakes). Drinking too many calories can be more likely to lead to increased weight than eating too many calories.



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Classroom Questionnaire

Name _____

Date _____

Part 1

1. How can you tell if a product has added sugar?

- a. Read the ingredients list to look for added sugars
- b. Taste it to see if it is sweet
- c. Think about how you would make it and if you would add sugar

2. Which types of food should you eat less of if you are trying to prevent or manage diabetes?

(circle all that apply)

- a. Sugary drinks
- b. Whole grain foods (whole wheat bread, brown rice, etc.)
- c. Lean proteins (fish, poultry, nuts, beans)
- d. Refined grain foods (white bread, pastries, pasta)
- e. Vegetables

Part 2

3. Do you drink regular soda (soda that is not diet)?

- a. Never
- b. Rarely
- c. Once a week
- d. Several times a week
- e. At least once a day

4. Do you check the nutrition facts panel and ingredients list for sugar content and added sugars?

- a. All the time
- b. Most of the time
- c. Some of the time
- d. Rarely
- e. Never

Get the Facts on Sugar



Read through the following statements. Make an educated guess as to whether you think the statement is true or false. Please circle your answers.

1. The average American eats more than 20 teaspoons of sugar a day.

TRUE

FALSE

2. It is impossible to not have sugar cravings.

TRUE

FALSE

3. You can learn how much sugar is in a food by reading its nutrition label.

TRUE

FALSE

4. There are hidden added sugars in certain foods that do not even taste sweet, such as bread and peanut butter.

TRUE

FALSE

5. Sugar contains lots of important vitamins and minerals that our bodies need.

TRUE

FALSE

6. Fructose, glucose, lactose, sucrose and high fructose corn syrup are all names for sugar.

TRUE

FALSE

7. Eating sugar causes difficulty concentrating, moody behaviors and low energy.

TRUE

FALSE

8. A 20-ounce soda has 65 grams of sugar. This is equivalent to 22 packets of sugar.

TRUE

FALSE

9. Sugary foods can stick to your teeth and cause cavities.

TRUE

FALSE

10. Since diet sodas and artificial sweeteners have no calories from sugar, you can consume as much of them as you want.

TRUE

FALSE

11. Drinking any kind of fruit juice is a healthy way to get your daily servings of fruit.

TRUE

FALSE

12. Fruit and milk contain sugar in the form of fructose and lactose, but also have other nutrients that help your body process sugar more slowly.

TRUE

FALSE

13. One teaspoon of sugar has about 10 calories.

TRUE

FALSE

14. The average American gets more than twice the recommended amount of calories from sugar.

TRUE

FALSE

15. Getting most of your calories from drinks can help you lost weight.

TRUE

FALSE

Add More Calcium to Your Diet



Calcium is an important mineral that our bodies need to build and strengthen bones and teeth. Eating a diet full of fruits, vegetables and foods with calcium and vitamin D can decrease your risk of developing osteoporosis.

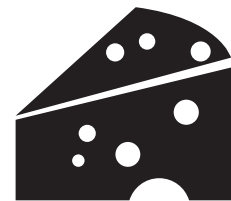
Easy ways to eat more calcium-rich foods:



- Add low-fat milk to oatmeal and hot cereals; top cereals with almonds.
- Make yogurt dips for fruits and vegetables.
- Make fruit-yogurt smoothies (try adding spinach if you're feeling adventurous).
- Top fruit with yogurt for dessert, or try yogurt instead of ice cream with pie.
- Add plain yogurt to your baked potato instead of sour cream.
- Top casseroles, soups and stews with shredded low-fat cheese or plain yogurt.
- Try mixing calcium-rich dark greens like spinach or kale into your favorite salad.
- Add dark greens like collards and kale to a soup or stew.

If you have trouble digesting dairy:

- Try to eat green vegetables, salmon and tofu regularly.
- Drink calcium-fortified orange juice and milk substitutes.
- It may be easier for you to digest yogurt, as well as Swiss, Colby, parmesan, cheddar and other aged cheeses.



Three of your favorite meals:

Ideas for adding calcium to this meal:

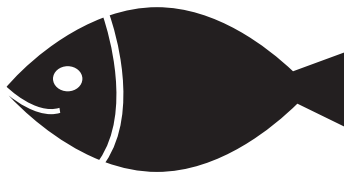
Choose Healthier Fats



The type of fat we consume is just as important as the total amount of fat. Some types of fats (trans fats and saturated fats) can increase our risk of developing heart disease, while consumption of unsaturated fats in moderation can support heart health.

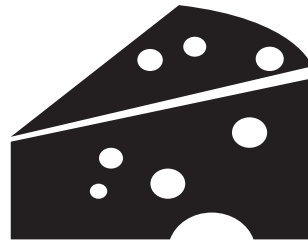
Unsaturated Fat: Best Choice

- Both polyunsaturated and monounsaturated
- Can help reduce “bad” cholesterol
- Still important to eat only in moderate amounts
- Usually liquid at room temperature
- Found in vegetable oils, avocados, fish, peanut butter, walnuts, and some other nuts and seeds



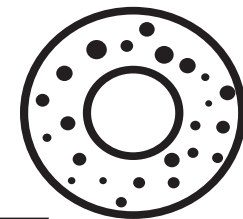
Saturated Fat: Choose Sometimes

- Raises blood cholesterol
- Usually solid at room temperature
- Mostly come from animal sources, like meat and dairy
- Found in butter, cheese, milk, fatty beef, poultry with skin and many baked goods



Trans Fat: Avoid

- Raises “bad” cholesterol levels and lowers “good” cholesterol
- Also known as “partially hydrogenated oils”
- Sometimes solid at room temperature (hard, as opposed to spreadable, margarine)
- Found in many fried foods and packaged snacks and sweets
- Look for trans fats on the nutrition facts panel under “total fat”



One way I already cut back on saturated and trans fats: _____

My goal for making more of my fat choices unsaturated: _____

Cooking Safety Tips



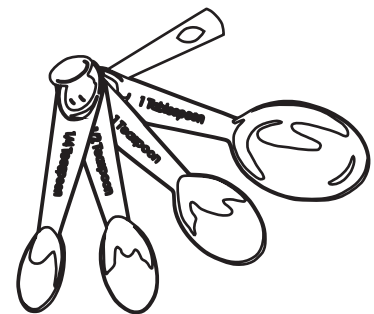
Knife Safety

- Keep your knife sharp. A sharp knife requires less pressure to cut and is less likely to slip.
- See if your community farmers market has a knife sharpening professional.
- Hold the knife in your dominant hand (the one you use to write with) and hold food on the cutting board with your non-dominant hand with your fingertips curled under like a claw.
- Cut slowly and pay attention to where the knife is in relation to your fingers.
- Chopping round fruits and vegetables is easier if you first cut them in half or slice a small section off the bottom so that you can rest a flat surface on the cutting board.
- If your cutting board is slipping or moves on your counter, place a moistened, flattened towel underneath to help keep it steady.



General Tips

- When placing pans on the stove, turn the handles sideways or toward the back of the stove to prevent accidental spills.
- Cook foods to safe temperatures:
 - 145° F for red meat
 - 160° F for ground meat
 - 165° F for poultry and leftovers
- Refrigerate leftovers within 2 hours of cooking.
- Clean up spills immediately to prevent slips and falls.
- When using cooking spray, only spray over the sink or over an open dishwasher door to prevent the cooking spray from getting on the floor, as it is very slippery and very difficult to clean up. Remember never to spray near an open flame!

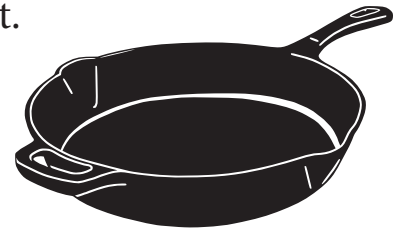


Cooking Safety Tips



Stove Safety

- Don't leave a hot stove unattended– set a timer to remind you to stir longer cooking foods like soups or chili (this also prevents burning).
- Adding water or something moist to a pan with hot oil can cause oil to splatter.
- Always place food in the pan in the direction away from you.
- Use tongs to place and take food out of a pan so you can stay at a safe distance from the pan in case hot oil splatters.
- If something does catch on fire, put a lid on the pan immediately or cover the fire in baking soda, then turn off the stove and call the fire department. Don't try to move the pan or use water to try to put out the fire!
- If something catches on fire inside the microwave or oven, don't open the door. Turn it off and unplug it, then call the fire department.



General Tips

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Cut the Sodium!



Eating too much sodium can lead to high blood pressure and heart disease. Improve your health by eating less processed foods and by trying new seasonings instead of salt. Exercise is important, too!

Watch out for:

Make healthier choices:

<ul style="list-style-type: none">Processed bread products, cold cuts, hot dogs, pizza and sandwiches	<ul style="list-style-type: none">Choose fresh foods or lower-sodium varieties
<ul style="list-style-type: none">Fried foods	<ul style="list-style-type: none">Order grilled or roasted entrées
<ul style="list-style-type: none">Salty sides like chips and pickles	<ul style="list-style-type: none">Order a side salad or fruit
<ul style="list-style-type: none">Salty snacks like pretzels and nuts	<ul style="list-style-type: none">Snack on fruit and raw vegetables
<ul style="list-style-type: none">Canned soups	<ul style="list-style-type: none">Make sure to rinse canned beans and vegetables

Cut the salt!

- Prepare more food at home so that you can control the amount of salt you add.
- Taste your food before you add salt.
- Try cutting the amount of salt you use in recipes; use a little less salt each time, and your body will adjust to the taste.
- Try taking the salt shaker off of the table.



Try some new flavors:

Any dish	<ul style="list-style-type: none">Experiment with fresh and dried herbs like basil, thyme, sage, parsley, dill, and cilantro
Beef dishes	<ul style="list-style-type: none">Try basil, pepper, thyme, cilantro, garlic and/or bay leaf
Chicken dishes	<ul style="list-style-type: none">Try oregano, rosemary, sage and/or curry powder
Fish dishes	<ul style="list-style-type: none">Try curry powder, dill and parsley
Salads, fish and vegetables	<ul style="list-style-type: none">Try adding lemon juice

I plan to reduce sodium in my diet by: _____

Diabetes Superfoods



The American Diabetes Association recommends 10 foods that have a low glycemic index (GI) and provide key nutrients such as calcium, potassium, fiber, magnesium, and vitamins A, C, and E.



Beans

- High in fiber and protein
- Be sure to drain and rinse canned beans to get rid of extra sodium

Dark green leafy vegetables

- Low in calories and carbohydrates
- Try fresh, steamed, or sautéed



Berries

- Packed with antioxidants, vitamins and fiber
- Layer the fruit with light, non-fat yogurt for a new favorite dessert

Sweet potatoes

- Full of vitamin A and fiber
- Try in place of regular potatoes for a lower GI alternative



Tomatoes

- Full of vitamin C, iron, and vitamin E
- Great fresh or cooked in sauces, soups and stews

Fish like salmon or tuna

- High in healthy Omega-3 fatty acids
- Bake, grill or steam



Whole grains

- Contain magnesium, chromium, omega 3 fatty acids and folate
- Substitute brown rice for white rice at half your meals, or try baking with half whole wheat flour



Nuts

- Provide key healthy fats and fiber to help you stay full
- Try a handful for a snack, or add to your favorite salad



Fat-free milk and yogurt

- Build strong bones and teeth
- Make smoothies with yogurt and fruit for snacks or dessert

Healthy Eating Away from Home



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Controlling portions and making healthy choices can seem harder away from home, but remember that restaurants want to cater to your needs!

Check at least three ideas to try next time you eat out:

Choose:

- Vegetarian options or leaner meats
- Grilled or baked fish and meat
- Fresh, steamed or lightly sautéed vegetables
- Side salads instead of fries or potatoes
- Steamed rice instead of fried
- Tomato or other vegetable sauces instead of cream sauces
- Broth-based soups over cream-based
- Order an appetizer instead of a main dish
- Split your meal with a friend (restaurant portions are often twice the size of normal portions)



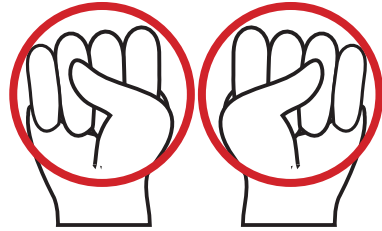
Ask:

- May I have the dressing/gravy/sauce on the side?
- May I have brown rice instead of white rice?
- Do you have corn or whole-wheat tortillas?
- May I have skim milk instead of cream? (with coffee)
- Can you substitute vegetables or fruit for the mashed potatoes?
- Can you make the dish with less meat and more vegetables?
- Can you cook the food with less oil?
- Can you put half of my meal in a to-go box?

Estimating Portion Sizes



Use your hands to determine healthy portion sizes:



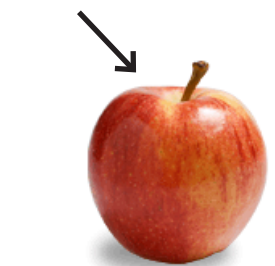
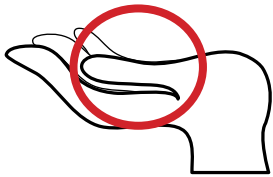
2 fists =
2 cups (raw leafy greens)



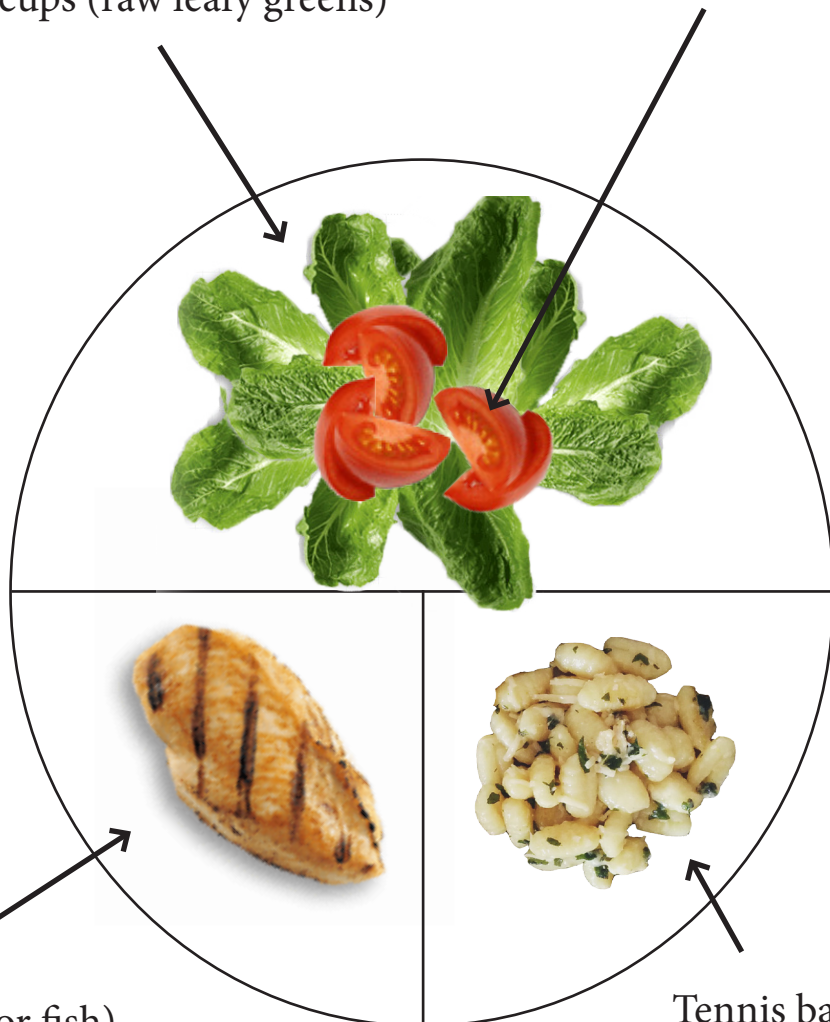
Fist =
1 cup (vegetables) or 1 medium fruit



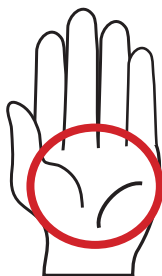
Handful =
1 ounce (nuts)



Thumb =
1 ounce (cheese)



Palm =
3 ounces (meat or fish)



Tennis ball =
1 cup cooked pasta (gnocchi) or rice



Estimating Portion Sizes



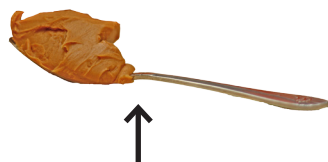
Or use familiar objects to guide your estimates:



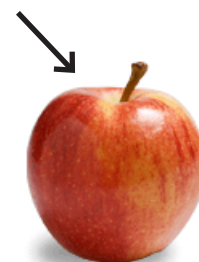
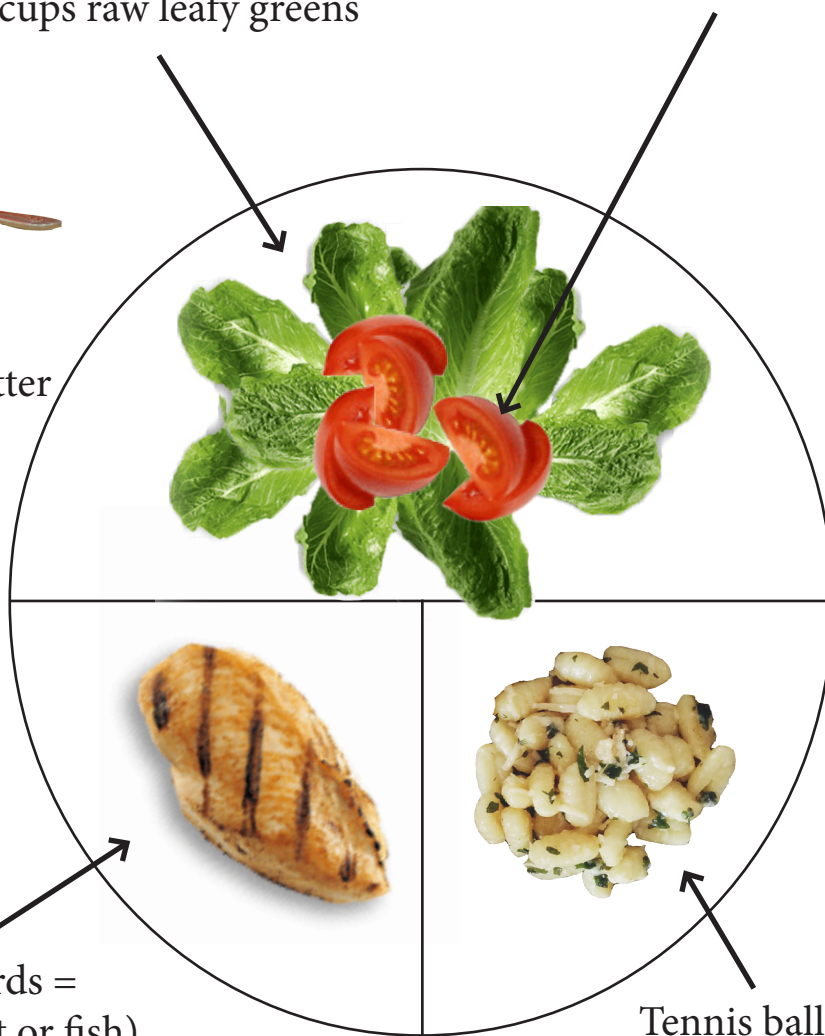
2 baseballs =
2 cups raw leafy greens



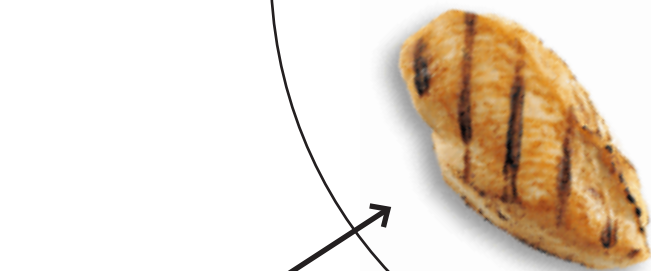
Tennis ball =
1 cup (vegetables) or 1 medium fruit



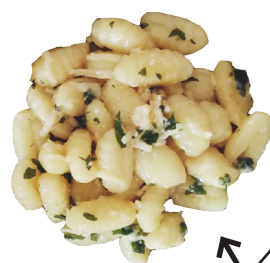
Golf ball =
2 tbsp peanut butter



Dice =
1 ounce (cheese)



Deck of cards =
3 ounces (meat or fish)



Tennis ball =
1 cup cooked pasta (gnocchi) or rice



How Long Can I Keep This?



Date labels on food can be confusing. In general:

- ▶ If product has a “use-by” date, follow that date.
- ▶ If product has a “sell-by” date or no date, cook or freeze the product by the times on the following chart.



Refrigerator Home Storage (at 40 °F or below) of Fresh or Uncooked Products

Product	Storage Times After Purchase
▪ Poultry	1 or 2 days
▪ Beef, veal, pork and lamb	3 to 5 days
▪ Ground meat and ground poultry	1 or 2 days
▪ Cured ham, cook-before-eating	5 to 7 days
▪ Sausage from pork, beef or turkey, uncooked	1 or 2 days
▪ Eggs	3 to 5 weeks

Refrigerator Home Storage (at 40 °F or below) of Sealed Processed Products

Processed Product	Unopened	After Opening
▪ Cooked poultry	3 to 4 days	3 to 4 days
▪ Cooked sausage	3 to 4 days	3 to 4 days
▪ Sausage, hard/dry, shelf-stable	6 weeks/pantry	3 weeks
▪ Corned beef, uncooked, in pouch	5 to 7 days	3 to 4 days
▪ Vacuum-packed dinners with USDA seal	2 weeks	3 to 4 days
▪ Bacon	2 weeks	7 days
▪ Hot dogs	2 weeks	1 week
▪ Luncheon meat	2 weeks	3 to 5 days
▪ Ham, fully cooked	7 days for slices	3 days for slices/7 days whole
▪ Ham, canned, labeled “keep refrigerated”	9 months	3 to 4 days
▪ Ham, canned, shelf stable	2 years/pantry	3 to 5 days
▪ Canned meat and poultry, shelf stable	2 to 5 years/pantry	3 to 4 days

Healthy Living Self-Check

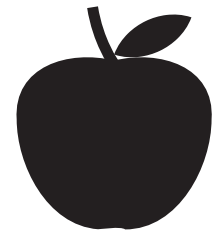


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Are you practicing healthy habits? Use the checklist to see how you're doing now, then choose 3 items from the list as goals for improvement or make your own goals.

Do you...

- Think about your health when deciding what to eat?
- Eat meals and snacks regularly throughout the day?
- Get some kind of exercise for at least 20 minutes every day?
- Do some muscle-strengthening exercises twice or more a week?
- Eat vegetables 2 or 3 times every day?
- Eat a variety of different colored vegetables, like orange, red and dark green?
- Eat fruit 2 or 4 times every day?
- Eat whole grain foods (like brown rice or whole wheat bread) instead of refined grains (like white rice or bread) at least half of the time?
- Eat foods with calcium (like milk, yogurt or leafy greens) every day?
- Choose seafood, beans or nuts instead of meat at some meals?
- Often choose poultry and leaner cuts of meat instead of high-fat meats?
- Usually choose water or other unsweetened drinks instead of sweet drinks?
- Check nutrition labels when deciding which foods to choose?
- Avoid foods with trans fats?
- Read ingredient lists when trying to choose healthier foods?



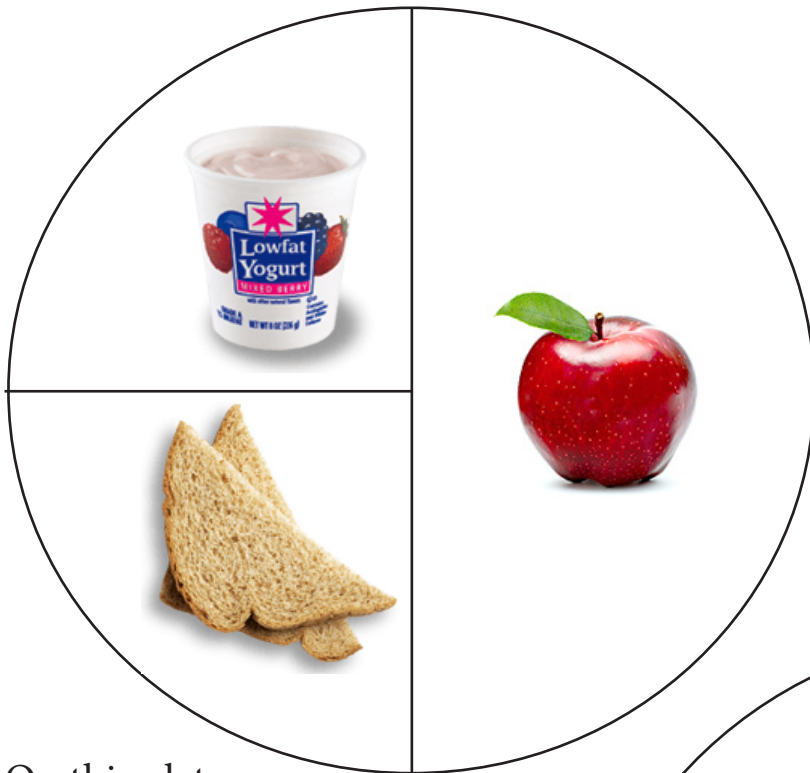
My healthy living goals:

1. _____
2. _____
3. _____

Healthy Meals with MyPlate



Fill half your plate with fruits and vegetables. Fill 1/4 of your plate with lean proteins like poultry, fish, beans or lentils, and low-fat dairy. Fill 1/4 of your plate with grain foods, and try to make half of the grains you eat during the day whole grains.

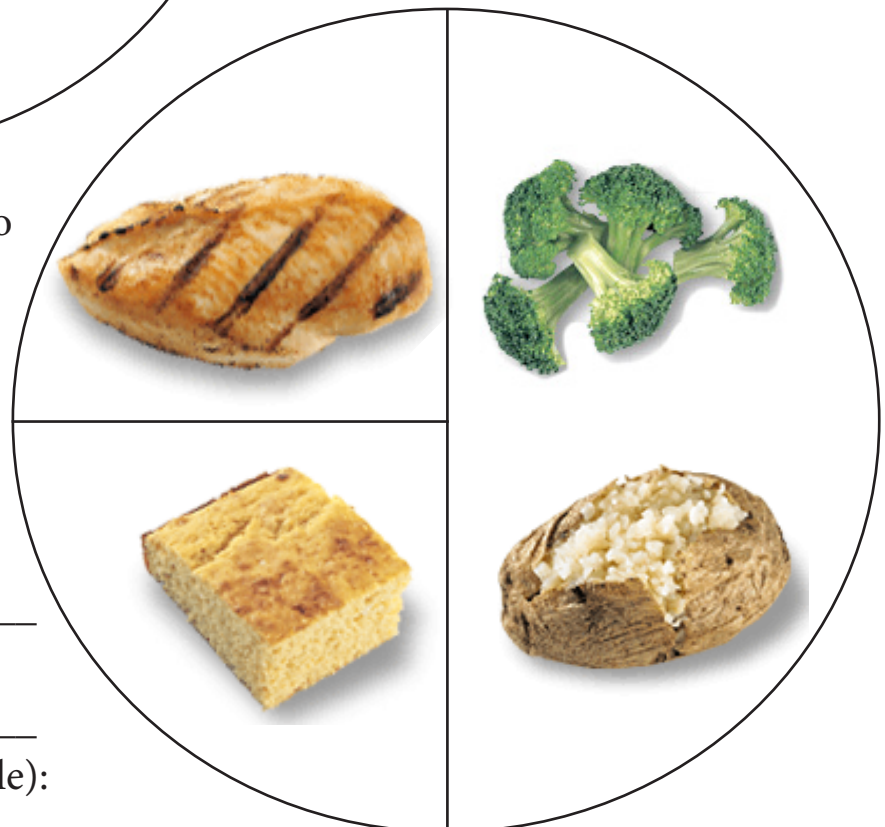


On this plate:

- 1 small apple (1 cup fruit)
- 1 cup lowfat yogurt
- 1 slice whole wheat toast (whole grain)

On this plate:

- 1/2 cup broccoli and one potato
- 1 small chicken breast (3 oz.)
- 1 piece cornbread (whole grain)



Your favorite MyPlate meal
1/2 plate fruit and vegetables:

1/4 plate lean protein:

1/4 plate grains (preferably whole):

Look for Whole Grains on the Label



Remember—just because something looks brown or has seeds doesn't mean it is a whole grain food. Look for these code words on the label, and make sure they are the first or second ingredient listed:

YES: These words mean this is definitely a whole grain food

- Whole wheat
- Stoneground whole wheat
- Brown rice
- Whole wheat berries
- Cracked wheat
- Hulled barley
- Oats or oatmeal
- White whole wheat
- Whole corn flour
- Whole durum flour
- Whole grain cornmeal

MAYBE: Some parts of the grain might be missing

- Wheat flour
- Semolina
- Durum wheat
- Stoneground wheat
- Multigrain



EAT 48g OR MORE OF WHOLE GRAINS DAILY



EAT 48g OR MORE OF WHOLE GRAINS DAILY

NO: These words never describe whole grains

- White flour
- Enriched flour
- White rice
- Bran (or wheat bran)
- Wheat germ
- Degerminated corn meal
- Hominy
- Grits
- 100% wheat
- Corn flour

Make Cooking Easier



No stove? No oven? No problem!

- Scramble eggs in a microwave (beat with milk, cook uncovered for 45 seconds, stir, cook for another 30-45 seconds or until temperature reaches 165 degrees) and eat them with veggies or in a wrap or breakfast burrito
- Make a main-course salad with greens, vegetables, and rotisserie chicken breast or canned beans and serve with whole wheat bread or fruit
- Make tacos or a wrap with shredded rotisserie chicken, canned tuna, fresh vegetables and/or greens, and salsa/hummus/other sauces

Ideas for using leftovers:

Ground meat	Roast meat	Cooked vegetables	Cooked whole grains or pasta
<ul style="list-style-type: none"> ▪ Meatballs ▪ Stuffed peppers ▪ Hamburgers ▪ Pasta sauce 	<ul style="list-style-type: none"> ▪ Thinly slice for sandwiches ▪ Add to salads or soups ▪ Use in casseroles, stir-fries or wraps 	<ul style="list-style-type: none"> ▪ Add to omelets, wraps, or soups ▪ Make a frittata ▪ Use as a pizza topping 	<ul style="list-style-type: none"> ▪ Use in casseroles ▪ Add to soup ▪ Use as the base of a salad with chopped vegetables and beans or meat



One-pot meal ideas:

- Boil 12 oz. pasta with 4.5 cups water in the same pot with tomatoes, onions, garlic and spices. Cook, stirring, until pasta is done and water has almost evaporated.
- Cook rice and beans in a pot with your favorite vegetables
- Soups only take one pot too!

Basic cooking with water:

- Steam vegetables by cooking them over medium heat in a covered pan with a small amount of water until just tender
- To cook beans and whole grains (like rice), bring water to a boil and then cook at a simmer (just barely boiling) until they reach the desired consistency.

Basic cooking with oil:

- Heat a pan, then add a small amount of oil and cook vegetables or meat according to directions in your recipe.
- Sautéing or stir-frying means moving the food around in the oil, while pan-frying lets the food sit still for most of the cooking time.
- To roast vegetables in the oven, coat them with a small amount of oil or lightly coat the baking dish with oil.

How to Read the Nutrition Facts Panel



Nutrition Facts

Serving Size 1 cup
Servings Per Container 2

Amount Per Serving

Calories 310 Calories from Fat 100

	% Daily Values*
Total Fat 10g	15%
Saturated Fat 3g	15%
Trans Fat 2g	
Cholesterol 20mg	7%
Sodium 500mg	21%
Total Carbohydrate 40g	13%
Dietary Fiber 4g	16%
Sugars 5g	
Protein 5g	10%
Vitamin C 20%	• Calcium 5%
Iron 5%	• Vitamin K 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	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1. Start here →

2. Check calories and calories from fat. Look for foods with calories from fat that are less than half the total calories →

3. These numbers (%DV) tell you about how much this food counts towards a 2000-calorie daily allowance ←
















4. Look for foods with less of these (<5% DV is low) →

5. Look for foods with more of these (>20% DV is high) ←

Planning Healthy Portions



Recommended servings vary with age, gender and activity level.

Breakfast 1/2 cup oatmeal = 1 serving whole grains 	8 oz. yogurt = 1 serving dairy 			4 oz. orange juice = 1/2 serving fruit 					
Lunch 1 8-inch tortilla = 1 serving grains 	1/3 cup shredded (1.5 oz) cheese = 1 serving dairy 	6 thin slices ham = 2 servings protein 	1 cup romaine lettuce = 1/2 serving vegetables 	1 medium apple = 1 serving fruit 					
Snacks 2.5 in. square cornbread = 2 servings grains 			1 cup baby carrots = 1 serving vegetables 	1/2 cup berries = 1/2 serving fruit 					
Dinner 1 cup brown rice = 2 servings whole grains 	8 oz. milk = 1 serving dairy 	1 small chicken breast half = 3 servings protein 	2 cups raw spinach = 1 serving vegetables 						
Total grain servings: 6 (3 whole grain servings)		Total servings dairy: 3		Total servings protein: 5		Total servings vegetables: 3		Total servings fruit: 2	

Protein Portion Sizes











The average older adult needs 5 to 5.5 servings of protein per day.*

What counts as one serving of protein?

- 1 ounce meat, poultry or seafood
- 1/4 cup beans
- 1 tablespoon peanut butter
- 1 egg
- 1/2 ounce nuts or seeds
- 2 tablespoons hummus
- 1/4 cup tofu

What you could eat during one day to get 5 servings of protein?

Day 1	<p>Yogurt for breakfast</p> <p>1 cup yogurt = 1 serving protein</p> 	<p>Salad with toasted almonds for lunch</p> <p>1/2 oz. almonds = 1 serving protein</p> 	<p>Chicken with rice and broccoli for dinner</p> <p>3 oz. chicken breast = 3 servings protein</p>  <p>Total servings: 1+1+3 = 5</p>
Day 2	<p>Egg and toast for breakfast</p> <p>1 egg = 1 serving protein</p> 	<p>Tuna sandwich for lunch</p> <p>1 oz. tuna = 1 serving protein</p> 	<p>Steak with salad for dinner</p> <p>3 oz. steak** = 3 servings protein</p>  <p>Total servings: 1+1+3 = 5</p>
Day 3	<p>Muffin and fruit for breakfast</p> <p>(No protein)</p>	<p>Taco salad for lunch</p> <p>1/4 cup beans = 1 serving protein</p> 	<p>Pork chop and mashed sweet potatoes for dinner</p> <p>4 oz. pork chop** = 4 servings protein</p>  <p>Total servings: 0+1+4 = 5</p>

* Protein needs vary based on age, gender, weight and physical activity level. Many foods other than those listed above also have some protein.

**Try to eat red meat proteins (like beef and pork) less often; when you choose these foods, remember that 3 ounces is about the size of a deck of cards.

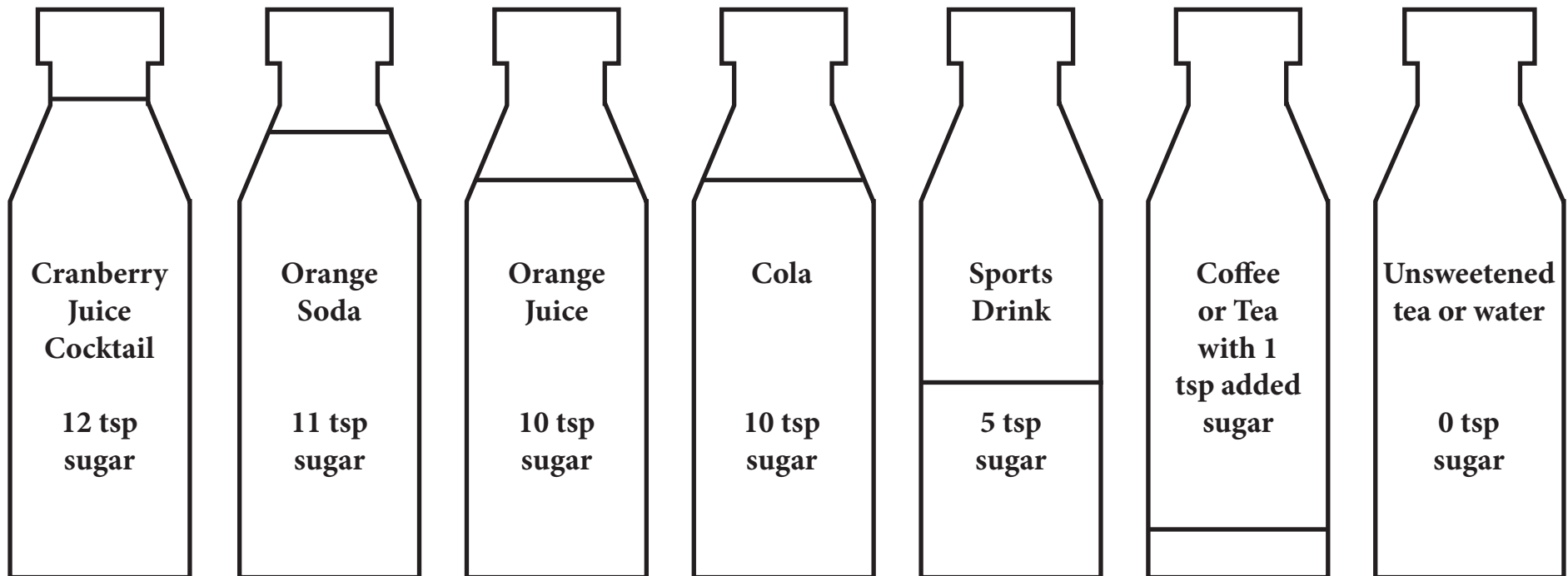
Images adapted from the USDA Center for Nutrition Policy and Promotion's ChooseMyPlate.gov Web site. Fried egg image from freefoodphotos.com

Rethink Your Drink



The American Heart Association recommends consuming no more than 5-9 teaspoons of added sugar a day (for people needing between 1800 and 2200 total calories).

Many popular 12-ounce beverages have more than that amount in a single bottle:



Switch your soda, sports drink, or juice for a healthier alternative: circle one new drink to try this week!

- Water is not only refreshing and thirst-quenching, but also helps clean out your digestive system
- Add fun flavor to your water with slices of lime, orange, or cucumber
- Blend ice, lowfat or nonfat milk, and fruit to make your own smoothie with no added sugar
- Add a splash of juice to sparkling water to make your own flavored soda

Stock Your Pantry & Kitchen



With a few basic pantry items and tools in your kitchen, you'll always be ready to prepare quick and healthy meals.

Staples:

- Canned beans (black, kidney, navy, cannellini, chickpeas)
- Dried or canned lentils
- Canned salmon or tuna
- Brown rice
- Other whole grains (barley, couscous, bulgur)
- Whole-grain pasta
- Oatmeal
- Diced tomatoes
- Other canned vegetables
- Fruit canned in water or juice (not syrup)
- Low-sodium soup stock (or bouillon)
- Nuts (almonds, walnuts, pecans, etc.)
- Seeds (sunflower, sesame, pumpkin)
- Dried fruit (raisins, apricots, etc.)
- Canned fruit



Seasonings:

- Olive oil
- Neutral oil (canola, sunflower, etc.)
- Vinegars (balsamic, sherry, white, etc.)
- Low-sodium soy sauce
- Salt and pepper
- Cumin
- Italian seasoning
- Chili powder
- Garlic powder
- Dried herbs and other spices
- Cinnamon
- Lemon juice and/or lime juice

In the freezer:

- Frozen vegetables
- Frozen fruit
- Frozen lean meat (chicken, turkey)
- Frozen fish

Cooking equipment:

- Open pans (skillet or fry pan)
- Set of measuring spoons and 2-cup measuring pitcher
- Mixing spoon and mixing bowl
- Taller pans with lids (sauce pans)
- Basic cutting tools: peeler, grater, knife, cutting board, can opener
- Potholders, dishtowels, apron

Try a New Flavor



Some loss of taste or smell is normal as you age.* Instead of adding extra salt or sugar, experiment with new spices and seasonings!

- **Basil:** Use either the fresh green or dried and crushed leaves of this herb for plenty of Vitamin K and anti-inflammatory properties. It can also act as an anti-bacterial in food.
- **Ginger:** A root native to southeast Asia that can be used fresh or as a dry powder. Ginger supports the immune system and can help with nausea.
- **Red pepper flakes:** Dried and crushed hot red peppers add spice that can help clear congestion and boost appetite. Also a significant source of Vitamin A.
- **Turmeric:** A dried root powder from India and Indonesia with powerful anti-inflammatory properties. Also provides manganese and iron.

Tips for making food more flavorful:

- Try adding just a little (1/4 teaspoon) of a new herb or spice to your favorite dish
- Cook rice or other grains in stock or flavored broth instead of water
- Add ground herbs in the final 15-20 minutes of cooking for maximum flavor
- Flavors become stronger over time; see if you like the taste of a dish better the next day
- Try some fresh herbs: add cilantro to beans or soups, try rosemary in pasta and meat or fish dishes, and add basil or mint to savory sauces or sweet desserts

→ Try spicing up these recipes: [Omelet in a Bag](#), [Chili from Scratch](#), [Easy Eating Couscous](#) ←

With this...	Try this:
Stir-fried vegetables	Ginger, garlic, curry, turmeric, cumin, chili powder, coconut milk
Beans or lentils	Cumin, allspice, paprika, cayenne, turmeric
Vegetable sauces	Basil, oregano, garlic, red pepper flakes, rosemary, mint
Meat sauces/marinades	Lemon juice, yogurt or olive oil with garlic, thyme, sage, or cumin
Rice or couscous	Turmeric, curry, cinnamon, ginger, cardamom, cumin
Eggs (frittatas, omelets)	Basil, chives, red pepper, paprika, oregano, garlic
Desserts	Cinnamon, ginger, nutmeg, allspice, mint, cardamom

*Talk to your doctor if you are experiencing new loss of taste and smell; some loss of taste and smell can be due to medications or treatable conditions.

Smart Shopping with Unit Prices



Look for price per pound or ounce on store shelves to save money on different sizes and brands.

$$\text{Unit price} = \text{Total price} \div \text{size}$$

Size → **8 OZ** VANILLA YOGURT

\$1.52 ← Total price

19¢ PER OUNCE ← Unit price

Larger size → **32 OZ** VANILLA YOGURT

\$4.99 ← Higher total price

15.6¢ PER OUNCE ← Lower unit price

Compare:

8 OZ SLICED TURKEY

\$6.95 **86.9¢** PER OUNCE

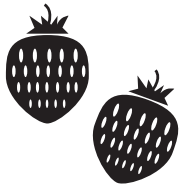
3 LBS FROZEN TURKEY BREAST

\$8.99 **\$2.99** PER POUND

*Remember, there are 16 ounces in 1 pound.

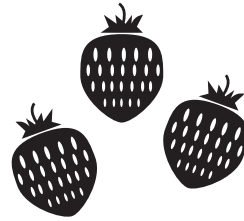
Turkey breast that costs \$2.99 per pound costs $2.99 \div 16$, or about 18.6¢ per ounce.

Not every food has a unit price listed on the shelf. Try checking the size and price of two different items and figure out the unit price yourself!



\$2.99

12 oz. frozen strawberries



\$3.50

16 oz. frozen strawberries

$$\frac{\$2.99}{12}$$

Total price ÷ size = unit price

$$\frac{\$3.50}{16}$$

Total price ÷ size = unit price



\$1.50

16 oz. drink



\$1.15

12 oz. bottled drink

$$\frac{\$1.50}{16}$$

Total price ÷ size = unit price

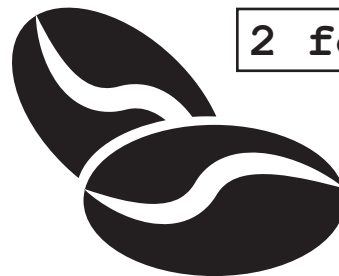
$$\frac{\$1.15}{12}$$

Total price ÷ size = unit price

99¢/LB



VS.



2 for \$1

To compare the unit price for these rolls, you would need to weigh the two rolls priced at \$1. If two rolls weigh 1/2 lb. total, which is the better deal?

$$\frac{\$0.99}{1 \text{ LB}}$$

Unit price = Total price ÷ size

$$\frac{\$1.00}{1/2 \text{ LB}}$$

Unit price = Total price ÷ size

Vary Your Fruits and Vegetables



THE
CAMPUS
KITCHENS
PROJECTSM

Experiment with different ways of preparing your favorite fruits and vegetables (or try something totally new!) to experience a variety of textures and flavors.* Circle the new methods you plan to try:

Raw:

- Snack on cut bell peppers, carrots and celery with dip
- Try slices of fruit, plain or dipped in yogurt or peanut butter, for dessert

Steam:

- Any vegetables, then season with herbs
- Any vegetables, with citrus added to water

Stew:

- Pears in water with cinnamon and sugar
- Potatoes, carrots, green beans and onions in tomato sauce—or with tomatoes—and add beans
- Canned tomatoes with eggplant, peppers and chickpeas plus oregano

Boil:

- Potatoes with other root vegetables, then mash
- Apples with lemon juice and cinnamon, to make your own applesauce

Blanch (dunk in boiling water briefly until veggies are brightly colored):

- Prepare any vegetable for snacking or salads
- Quickly sauté blanched vegetables for sides or to add to pasta

Microwave:

- Whole potatoes (regular or sweet; poke holes)
- Steam veggies in a covered container with water
- Cut squash in half and cook

Sauté (oil over medium heat):

- Summer squash with onion and garlic
- Peppers with onion
- Spinach with garlic and olive oil

Stir-fry (high heat with a small amount of oil)

- Frozen mixed veggies with soy sauce
- Onions, peppers and zucchini
- Broccoli with olive oil and garlic

Bake:

- Apples (try adding cinnamon)
- Squash or potatoes tossed with oil and herbs

Grill:

- Sliced vegetables and fruits, especially sweet peppers, summer squash and eggplant
- Peaches for dessert!

*Inspired by <http://www.fruitsandveggiesmorematters.org/top-10-healthy-ways-to-cook-fruits-and-vegetables>