Healthy Families for Healthy Communities:
A Pilot Study for the Development of a Nutrition Education Program

A graduate project submitted in partial fulfillment of the requirements
for the degree of Master of Science in
Family and Consumer Sciences

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# TABLE OF CONTENTS

Signature Page ii  
Acknowledgments iii  
Dedications iv  
Abstract vii  

## CHAPTER I – INTRODUCTION
- Statement of the Problem 1  
- Purpose 3  
- Research Questions 4  
- Assumptions 4  
- Limitations 5  

## CHAPTER II – REVIEW OF LITERATURE
- Obesity Overview 7  
- The Social - Ecological Model 9  
- Interventions for the Treatment of Overweight and Obesity in Children 10  
- Interventions for the Treatment of Overweight and Obesity in Adults 16  

## CHAPTER III – METHODOLOGY
- Phase 1: Needs Assessment 24  
- Phase 2: Planning and Development 26  
- Phase 3: Implementation 31  
- Phase 4: Evaluation 32  

## CHAPTER IV – RESULTS
- Results from the Evaluation by the Participants 35  
- Results from the Evaluation by the Experts 37  

## CHAPTER V – DISCUSSION
- Discussion of the Findings and Modifications 41  
- Limitations and Recommendations for Future Research 42  
- Implications and Conclusion 43  

REFERENCES 45  

APPENDIX

A. HFHC: Pre-Test English/Spanish 54  
B. HFHC: Post-Test English/Spanish 58  
C. Formative Evaluation Survey for Panel of Experts 62  
D. Summaries of Participants Pre/Post-Test & Formative Evaluation 65  
E. HFHC: Week 1 Agenda 71  
F. HFHC: Week 1 72  
G. Building a Healthy Plate and Physical Activity Log 83  
H. HFHC: My Wellness Journal…Getting Started! 84
I. HFHC: Week 1 (Spanish) 86
J. Building a Healthy Plate and Physical Activity Log (Spanish) 98
K. HFHC: My Wellness Journal…Getting Started! (Spanish) 99
L. HFHC: Week 1 Kids Handouts 101
M. HFHC: Week 2 Agenda 108
N. HFHC: Week 2 109
O. HFHC: Week 2 (Spanish) 119
P. HFHC: Week 2 Kids Handouts 129
Q. HFHC: Week 3 Agenda 138
R. HFHC: Week 3 139
S. HFHC: Week 3 (Spanish) 145
T. HFHC: Week 3 Kids Handouts 152
U. HFHC: Week 4 Agenda 159
V. HFHC: Week 4 160
W. HFHC: Week 4 (Spanish) 167
X. HFHC: Week 4 Kids Handouts 174
Y. HFHC: Week 5 Agenda 184
Z. HFHC: Week 5 185
AA. HFHC: Week 5 (Spanish) 195
BB. HFHC: Week 5 Kids Handouts 205
CC. HFHC: Week 6 Agenda 210
DD. HFHC: Week 6 211
EE. HFHC: Week 6 (Spanish) 216
FF. HFHC: Week 6 Kids Handouts 221
GG. Additional Resources 224
ABSTRACT

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No single or simple solution can solve this obesity epidemic, but a possible way to help reverse the obesity epidemic is through the partnership between families and communities. The community can help parents learn to bridge the gap between school and home, the gap caused by the lack of education, economical status, and limited health care resources. The purpose of this graduate project was to help bridge this gap by developing a bilingual (English and Spanish) family and community-based program aimed at educating the entire family on healthy nutrition and physical activity. A second objective of this project was to develop a curriculum that contains detailed instructions for how to lead the structured lessons, thus allowing inexperience instructors to easily implement the program at various community locations and reach a larger population.

The Healthy Families for Healthy Communities (HFHC) program was created in four phases: needs assessment; planning and development; implementation; and evaluation. The program’s curriculum was designed to include nutrition education lesson plans, physical activity sessions, cooking demonstrations and self-monitoring resources to help change and sustain healthy behaviors. In addition, the lesson plans were written in dialogue to help guide the instructor during teaching process; therefore, enhanced the teaching and learning experienced.
The program was implemented as a pilot study integrated into a six week structured program administered once a week that took place at multiple community locations within the West San Fernando Valley. The effectiveness of the program was not evaluated due to the small size of the sample; however, participant’s knowledge and feedback was analyzed with the use of quantitative and qualitative data. In addition, the relevance and overall usefulness of the curriculum design was evaluated by a panel of experts using a formative evaluation. Feedback regarding the program was obtained and helped make improvements and modifications to the program and its curriculum. The program was well received among the participants and both participants and experts confirmed that they would recommend the implementation of the curriculum as means to educate families on topics related to healthy lifestyle behaviors. Further research is suggested to evaluate the overall effectiveness of the program and its tools on healthy behavioral changes.
CHAPTER I
INTRODUCTION

Statement of the Problem

Obesity is a health problem affecting communities throughout the United States (U.S.) (Benjamin, 2010). Findings from the National Health and Nutrition Examination Survey (NHANES) conducted by the Centers for Disease Control and Prevention (CDC) demonstrated that there has been an increase in obesity among adults in the U.S over a period 1990-2012, and that currently more than one third of adults are obese (34.9%). Furthermore, obesity prevalence among children and adolescents has almost tripled since 1980; approximately 17% or 12.5 million of children and adolescents age 2 to 19 are now obese in the U.S. Obesity contributes too many public health issues and place a heavy burden on the U.S. health care system. It has been conclusively demonstrated to increase the risk of high blood pressure, high cholesterol, type II diabetes (DMII) and its complications, coronary heart disease (CHD), stroke, gallbladder disease, osteoarthritis, sleep apnea, and respiratory problems as well as certain cancers (CDC, 2015). The CDC also reported that in 2008 the U.S. health care system spent $147 billion dollars medical care related to obesity. In addition, the Office of the Surgeon General reported that obesity contributes to an estimated 112, 000 preventable annual deaths (Benjamin, 2010).

Behavior, environmental, and genetic factors seem to play a role in obesity (CDC, 2015). However, the Office of the Surgeon General pinpointed changing behavior and the environment as the most likely effective actions in the fight against obesity (Benjamin, 2010). For these reasons, experts have directed their attention to behavioral and environmental factors that help influence people’s lifestyles and offer people
opportunities for positive health outcomes. Studies have shown that nutrition education has been a useful tool in the treating and preventing obesity. Initiatives such as Michelle Obama’s Let’s Move campaign and Healthy People 2020 are examples of programs dedicated to solve the obesity epidemic by promoting change in the home, at schools, childcare centers, in the community and within the government through public policy.

Although many nutrition programs have been implemented in the U.S over the years, obesity continues to affect all groups especially non-Hispanic Blacks and Hispanic communities (CDC, 2015). As reported by the CDC, non-Hispanic Blacks and Hispanics have the highest age-adjusted rates of obesity, 47.8% and 42.5% respectively, compared to non-Hispanic Whites (32.6%) and non-Hispanic Asians (10.8%). Furthermore, findings from 2011-2012 showed that the prevalence among children and adolescents was higher among Hispanics and non-Hispanic Blacks, 22.4% and 20.2% respectively, compared to non-Hispanic Whites (14.1%). In addition to these national statistics, the prevalence of adult obesity in the Los Angeles County has also increased from 13.6% in 1997 to 22.2% in 2008 and among school-aged children increased from 18.9% in 1999 to 23.0% in 2008 (County of Los Angeles Public Health, 2011). Furthermore, when looking at the adult obesity prevalence by city within the Los Angeles County, the San Fernando Valley prevalence among adults is 23.6 to 29.0% (County of Los Angeles Public Health, 2011).

The San Fernando Valley is mostly comprised by Hispanic families. No single or simple solution can solve this obesity epidemic, but a possible way to help reverse the obesity epidemic is through the partnership between families and communities. This partnership can be established with the use of a bilingual family and community-based
nutrition program. The community can help parents learn to bridge the gap between school and home, the gap caused by the lack of education, economical status, and limited resources, by educate and empower parents and children to adopt healthier lifestyle choices, while at home interfamiliar relationships can help reinforce learned behaviors. Unfortunately, sometimes community-based locations, such as day-care centers, libraries, parks and/or churches, do not have the financial resources to contract a nutrition specialist to provide nutrition education classes to their community, the resources to obtain public instructional materials, such as bilingual nutrition education program, and/or the skills to develop and implement their own program. For these reasons, communities need a bilingual program that can be easily implement and replicated, while at the same time a curriculum that is designed to guide an unexperienced instructor thorough the lesson plans. Lesson plans that will provide basic nutrition education that is accurate and that may directly contribute to health-promoting decisions and behaviors; furthermore, lesson plans that use learning strategies and theories designed to personalize information and engage the learner.

**Purpose**

The purpose of this graduate project was to help parents bridge the gap between school and home by developing a bilingual (English and Spanish) program aimed at educating the entire family on healthy nutrition and physical activity as part of a family and community-based program, Healthy Families for Healthy Communities (HFHC). The HFHC program presented in this project focuses on improving participants’ knowledge in the areas of nutrition and healthy lifestyle behaviors, physical activity and meal planning; and on facilitating learning thorough interactive presentations, activities, physical activity
sessions, self-monitoring tools and cooking demonstrations. Improving knowledge in these areas should help prevent the onset of childhood obesity and related diseases associated with obesity as well as to help the entire family make healthy lifestyle choices. A second objective of this project was to develop a program and curriculum that contains detailed instructions for how to lead the structured lessons, thus allowing inexperienced instructors to easily implement and replicate the program at various community locations and reach a larger population.

**Research Questions**

The following research questions guided this project.

- Were there significant differences in nutrition knowledge among parents and children between pre-test and post-test after completion of the intervention?
- Did the design of the curriculum facilitate the delivery of the lesson plans?
- From the feedback provided by participants and experts, what modifications are needed to improve the curriculum?

**Assumptions**

This Healthy Families for Healthy Communities program was developed based on the following assumptions:

- The program will be implemented by inexperienced instructors knowledgeable in the area of basic nutrition and health education.
- Lesson plans, activities, physical activity sessions and cooking demonstrations of the curriculum will be followed by instructors as specified in the lesson plans.
• The instructors will provide all educational handouts and tracking tools to participants as directed in the curriculum.

• The participants, both children and adults, will attend and actively participate in at least 50% of the lectures and activities scheduled during the six-week period.

• Participants can read and understand the information reviewed in the classes available in English and Spanish version.

   **Limitations**

The Healthy Families for Healthy Communities program was designed to educate the entire family on how to adopt healthier lifestyle choices. However, it has the following limitations.

• Participant’s attendance within the six-week period was not documented correctly or consistently. From the sign-in sheets collected the retention rate is unable to be determined.

• Pre-test and post-test were incomplete or not completed correctly by participants, so parent’s pre and post-test knowledge was not properly evaluated.

• Pre-test and post-test were not administered to children, so children’s pre and post-test knowledge or feedback was not properly evaluated.

• The effectiveness of the curriculum on health behavioral changes was not able to be evaluated.
• Recruitment of families was limited to those attending Child Development Institute Health Start Program and Child and Family Guidance Center and may not be generalizable.

• There was no formal evaluation whether to see if the community center that received a copy of the HFHC program had implemented the program following first implementations.
CHAPTER II
REVIEW OF LITERATURE

The purpose of this chapter is to provide a review of the existing research about obesity to gain a better understanding of this issue. This research will analyze the current information about interventions for the treatment of overweight and obesity in both children and adults. The literature review will facilitate the development and implementation of a nutrition program and its curriculum.

Obesity Overview

Behavior, environmental, and genetic factors have been suggested to play a role in obesity as reported by the CDC (CDC, 2015). Poor eating habits and lack of physical activity resulting in a positive imbalance between energy expenditure and energy intake have been associated to the increased in obesity prevalence, such as increasing portion sizes; eating out more often; increasing television or computer viewing or electronic gaming time; changing labor markets; and fear of crime, which prevents outdoor exercise (Mahan & Escott-Stump, 2008). Despite of recent declines in the prevalence among preschool-aged children, obesity among children is still too high. What is more alarming, is that childhood obesity increases the risk of obesity in adulthood; in addition, for a child who is obese after 6 years of age, the probability of obesity in adulthood is significantly greater if either the mother or the father is obese (Mahan & Escott-Stump, 2008). For these reasons expert recommendations for the treatment of childhood and adolescent obesity call for family involvement, gradual changes is activity and eating patterns and ongoing family support because obesity is chronic and may require lifelong attention.
There are multiple factors that influence food intake and the engagement in physical activity. Our eating behavior is believed to be influence by both internal and external cues. When looking at the internal cues, two have been identified: homeostatic system and hedonic system (Hussain & Bloom, 2012). The homeostatic system involves neural, nutrient and hormonal signals to communicate with the gut, pancreas, liver, adipose tissue, brainstem, and hypothalamus. The end result is the regulation of hunger, satiation, and satiety with the use of the sympathetic and parasympathetic nervous system, gastric motility, and hormone secretion and other processes relevant to energy homeostasis. Whereas, the hedonic system involves environmental cues, this system is influenced by the liking and wanting qualities of food and is regulated by the corticolimbic system. As for the external factors influencing intake, research has shown that when food availability, variety, energy density, and portion size increase, intake will also increase (Raynor & Champagne, 2016).

There are also internal and external factors influencing how much physical activity one engages in (Franco et al., 2015). Internal factors include, physical limitations and discomfort, beliefs about how physical activity influences health, and mood. Social and physical environment are the external factors that will influence engaging in physical activity. For example, having support of others and interacting with others who are active are factors that can promote physical activity. Different environments, such as access for walking, public transportation availability, safety, and residential and/or work neighborhoods will also play a role in how active one is (Feuillet et al., 2015). In addition, engaging in sedentary behavior, such as screen based activities, can also influence physical activity (Owen, Healy, Matthews, & Dunstan, 2010).
The Social-Ecological Model

In order to understand the complex interactions that influence an individual to make choices, it is important to study the Social-Ecological Model (SEM). The SEM provides a framework that proposes that multiple levels of influences can impact lifestyle behaviors; therefore, interventions are needed in the individual level, intrapersonal level, organization level, community level and structure policies/systems level (CDC, 2015; Raynor & Champagne, 2016). Studies show consistent evidence that implementing multiple changes at various levels of the SEM is effective in improving eating and physical behaviors (USDA, 2015). The first level of the SEM represents the individuals ultimate influence by all the other levels of the SEM. Factor from this level include behaviors, knowledge, attributions, and beliefs. The next level involves interpersonal factors, such as the interactions with one another, or relationships shared within social networks such as families, peer groups, and friendship-based social networks. Following the interpersonal level is the institutional and organizations level, these factors represent policies and rules specific to a group of individuals and their relationships. The next level is community; here factors are composed of individuals as they participate in interpersonal relationships within various groups of institutions and organizations. The outermost level of the SEM is represents by local, state, and federal policies, which affect the environment and surrounding communities and individuals (CDC, 2015).

Interventions to help decrease obesity prevalence among children may take place at all levels of the SEM. For example to influence an individual, the health educator and caregiver would focus to increase knowledge and help form positive attitudes that will facilitate healthier lifestyle behaviors. The individual would then interact with
relationships within his or her social support network to influence change; a perfect example is ongoing support from his or her family and friends. The individual can then also be influenced by external factors such as nutritious meals at school and a safer environment to help foster more physical activity within the community. It is reported by the Academy of Nutrition and Dietetics that the vast majority of research demonstrating an evidence-based approach to obesity treatment has focused on interventions at the individual level, in which treatment targets intrapersonal level factors that assist with changing behavior (Raynor & Champagne, 2016). For this reason family and community based obesity interventions are needed.

**Interventions for the Treatment of Overweight and Obesity in Children**

With regards to childhood obesity, prevention should be the primary focus to help fight this epidemic (Deckelbaum & Williams, 2001). The emerging research and evidence-based findings show that by eating nutritious food, engaging in daily age appropriate physical activities and limited screen time can help children maintaining a healthy weight (American Academy of Pediatrics, 2010). As mentioned previously, there are multiple of factors that can determine the dietary behavior and physical activity of a child, such as food preferences, socio-cultural factors including peer norms, and parent attitudes/beliefs plus environmental factors such as access to healthy food or access to a place that promotes physical activity (Hill, 2013). The White House Task Force on Childhood Obesity, which also form the pillars of the First Lady’s Let’s Move! Campaign, has developed a report with recommendations that are focused on four priorities: (1) empowering parents and caregivers; (2) providing health foods in schools; (3) improving access to healthy, affordable foods; and (4) increasing physical activity.
These recommendations are not simply for federal action, but also for how the private sector, state and local leaders, and parents themselves can help improve the health of our children, thus it is important to study current interventions that are showing promising results in the prevention of childhood obesity.

The National Collaborative on Childhood Obesity Research (NCCOR) brings together four of the national leading research founders to address the problem of childhood obesity in America: the Centers for Disease Control and Prevention (CDC), the National Institute of Health (NIH), the Robert Wood Johnson Foundation (RWJF), and the United States Department of Agriculture (USDA). The NCCOR has recently reported seeing modest yet important declines in childhood obesity rates in several jurisdictions across the U.S. (NCCOR, 2015). In 2012, the NCCOR established a group of researchers to better understand the possible drivers and contributors that may be influencing the reported decline in childhood obesity rates, in 2016 four summary reports where released. For the sites studies, the researchers identified strategies that addressed physical activity, healthy eating, or both and strategies that were implemented at different settings: early care and education (ECE) facilities; schools, community, and health care settings (NCCOR, 2015).

**Early Care and Education Programs Intervention**

The American Academy of Pediatrics (AAP), American Public Health Association (APHA), National Resource Center for Health and Safety in Child Care and Early Education (NRC), the U.S. Department of Health and Human Services, Health Resources and Services Administrations, and Maternal and Child Health Bureau (MCHB) created a set of comprehensive national health and safe performance standards
and guidelines describing evidence-based practices in nutrition, infant feeding, physical activity and screen time for ECE facilities (Department of Public Health and Human Services, 2010). The CDC has reported that more than 60% of children less than 6 years of age are in a non-parental care arrangement with an ECE facility in a weekly basis (CDC, 2015). For this reason, ECE facilities, such as child care centers, day care homes, Head Start programs, preschools and pre-kindergarten programs are required to create environments that help children develop a foundation of healthy habits. In addition to the delivery of nutritious meals and snacks to the children, ECE standards include both nutrition and physical activity education to both children and parents/guardians and also policies that help foster active opportunities for physical activity and play time within the setting. Also families are encouraged to incorporate the same feeding plans and to develop active play time at home to help the child adopt a lifelong healthy behavior and life style. A study examined the effect of an early childhood obesity prevention program in changes in body mass index (BMI) and nutrition practices (Natale, Lopez-Mitnik, Uhlhorn, Asfour, & Messiah, 2014). Eight child care centers were randomly assigned to an intervention or a control group. Intervention centers received healthy menu changes and family-based education focused on increasing physical activity and fresh produce intake, decreased intake of sugary snacks, and decreased screen time. Analysis examined both group’s BMI score at baseline and at 3, 6 and 12 months. In addition, the relationship among BMI scores and home activates and nutrition patterns were also examined. Results showed that a child BMI score was significant negative correlated with the number of home activities completed at 6-months post intervention. Intervention children consumed less junk food, ate more frees fruits and vegetables, drank less juice,
and drank more 1% milk compared to children at control sites at 6-months post baseline. Findings support ECE centers as a great setting to start a childhood obesity prevention programs in this age group (Natale et al., 2014).

School & After-School Based Obesity Intervention

Schools are also a potentially important setting to address the issues of childhood obesity because they offer access to large populations of students and provide the opportunity to incorporate nutrition education and physical activity to curriculums and school policies. In a 3-year prospective study that was conducted in four different schools within a mid-size California school-district found positive results post implementation of strategy (Wang, et al., 2010). The goal of the three year educational program for 4th and 5th graders was to help increase the knowledge of nutrition and consumption of fruits and vegetables by transforming school foodservice and dining experiences, by offering cooking and gardening programs, and by integrating nutrition and food systems concepts into the academic curriculum. Studies showed that the students with the most exposure to the intervention had a significantly greater increased in their consumption of fruits and vegetables compared to the students with the least exposure (Wang, et al., 2010).

After school programs can also be great interventions to help children adopt healthier behaviors. Media-Smart Youth program, an after school program that empowers young people to think critically about media and make thoughtful decisions about nutrition and physical activity has demonstrated statistically significant greater increases in knowledge about curriculum topics than did nonparticipating youth (Shriver, 2009). In addition, participating youth expressed more interest to make positive nutrition and physical activity behavior changes than did nonparticipating youth (Shriver, 2009).
**Health Care – Based Interventions**

An intervention that showed a decline in the prevalence of obesity among children was the Health Care Referral Program, which involved interventions at the policy level and nutrition education program in both the health care and community setting (NCCOR, 2015). This program allowed community clinics to incorporate BMI screening into the child’s annual physical as a regular practice as well as on educating providers and parents about childhood obesity, nutrition and physical activity. This program expanded to a referral system in which any child found to be at risk for overweight or obesity would be referred to a nutritionist. In addition, due to the large number of families needing nutrition education, providers also referred children and their families to a series of hand-on education classes. The nutrition education offered to parents included demonstrations about the amount of sugar in a cola, meal planning, grocery store tours, physical activity and strategies for purchasing healthy items on a limited budget. Outside of the clinic, the county and state health departments, and the North Carolina Pediatric Society also provided ongoing education and training on obesity prevention, BMI screening and parent nutrition education (NCCOR, 2015).

**Community-Based Obesity Interventions**

A community-based obesity intervention can also be a strategy to help prevent childhood obesity. An example of a community-based obesity intervention program is the Health Bucks program (Baronberg, Dunn, Nonas, Dannefer, & Sacks, 2013). This program incentivized fresh fruit and vegetable consumption among low-income populations with limited access to fresh produce. The Healthy Bucks program was funded by the Department of Health and Mental Hygiene and paired with the
Supplemental Nutrition Assistance Program (SNAP) and electronic benefit transfer (EBT) cards in farmers markets. For every $5 spent with an EBT card at any farmers market in New York City, the customer received a Healthy Buck immediately redeemable for $2 worth of fresh produce. In addition, the program also increased access and availability of fresh fruits and vegetables in low-income communities by increasing the number of farmer markets in disadvantaged neighborhoods. Results indicated an increased in the fresh produce purchasing power of low-income individuals compared to those markets without the incentive (Baronberg et al. 2013).

**Parent/Family-Based Obesity Intervention**

Another strategy to help improve the health of children and their families is by using parent/family based obesity interventions. An example of a family based program is the Kaiser Permanente Kids in Dynamic Shape (KP KIDS) program; this program is a 6 week program that is targeted to children between the ages of 5 to 12 and their families (Panorama City Medical Center, 2004). The primary goal of KP KIDS is to empower families to adopt healthy eating habits and increase physical activity. The program's key components include nutrition education, physical activity, behavior modification, discussion of body image and participation of a physician to provide a medical viewpoint and reinforcement of the education delivered in the program. In addition, the program also integrates into the clinical setting, thus making pediatric office visits a key component of the program. Kaiser Permanente conducted an analysis of 437 participants that completed the program. A survey was given at the 1st session and at the last 6th session, change in knowledge and eating and exercise behaviors were compared. In addition, a phone interview at 6 months and at 1 year post program was also conducted.
The study found a significant change (p<0.0001) between the pre and post 6 week survey. There was a significant decrease in sweetened drinks per day, a significant decrease in TV/ screen time per day, and a significant increase of physical activity per day. Study also found a significant change (p<0.05) between the pre and post at 6 month, the significant change was seen in all same areas, except on TV/screen time per day. In regards to BMI, patients showed a mean increased in BMI percentile possibly due to expected weight gain overtime. Due to the great success of the program, the program is being replicated at multiple sites throughout Los Angeles Country (Panorama City Medical Center, 2004; Lam & Robinson-Frank, 2006).

Most of the presented interventions show how the socioecological model interacts to help positively influence behavior change. Furthermore, they demonstrate the effectiveness of educating the entire family about nutrition and physical activity. Parents and caregivers play a critical influence on child’s diet and largely govern the ability and opportunity of the child to make healthy and unhealthy choices (Hills, 2013). In addition, parents and caregiver that engage in physical activity may also help promote physical activity among children. For these reasons, parental modeling and parents ability to provide a healthy environment and nutritional knowledge is important in the prevention of childhood obesity (Hills, 2013). In addition to the interventions that help treat and prevent childhood obesity, it is also important to study interventions that help treatment obesity in adults.

**Interventions for the Treatment of Overweight and Obesity in Adults**

In January 2016, the Academy of Nutrition and Dietetics released a position paper stating current data and recommendations for the treatment of overweight and obesity in
adults (Raynor & Champagne, 2016). It is the position of the Academy that successful treatment of overweight and obesity require the adoption and maintenance of lifestyle behaviors contributing to both dietary intake and physical activity. It is recommended that dietary intake should be adjusted to help reduce excessive energy intake, while at the same time dietary quality is enhanced, so that the likelihood of achieving recommendations provided in the 2020 Dietary Guidelines for Americans is increased. In addition, the intervention should also encourage increases in physical activity in order to increase energy expenditure. The Academy recognizes the importance of the implementation of behavior change theories and models, which provide evidence-based approaches for changing energy balance behaviors that are important for obesity treatment. For a successful treatment of obesity, the intervention should include the following three components as part of a comprehensive weight management program: reduced calorie diet, increased physical activity and the use of behavior strategies (Raynor & Champagne, 2016).

**Intrapersonal-Level Obesity Interventions**

According to the Academy of Nutrition and Dietetics intrapersonal level obesity interventions are needed to help assist with changing energy balance behaviors (Raynor & Champagne, 2016). To implement a successful intervention, the nutrition/health expert, such as a Registered Dietitian, in collaboration with other health care professionals, administrators, and or public policy decision makers, should ensure accurate delivery of dietary, activity and behavior-change interventions, based on evidence-based guidelines and national goals (Raynor & Champagne, 2016).
For weight loss, one must achieve a state of negative energy, thus dietary interventions must decrease energy intake. There are many dietary approaches in decreasing energy intake. One approach is to implement small, food based changes; such as eating more fruits and vegetables, reducing sugar sweetened beverages, or decreasing fast food consumption (Raynor & Champagne, 2016; Hill, 2011). An increased intake of fruits and vegetables is important to promote healthier diets; however, in a randomized controlled trial (RCT) that studied the influence of just fruits and vegetables with no other dietary changes on weight management found no weight loss (Kaiser et al., 2014). In another RCT that studied the replacement of sugary sweetened beverages with water or diet beverage resulted in a weight loss of 2% to 2.5% during a 6 month period (Tate et al., 2012). The use of diet drinks has been in question, due to concerns of possible increases in hunger, thus increasing energy intake. A RCT found that consumption of at least 24 ounces of non-nutritive sweetened beverage during a period of 12 weeks reduced subjective feelings of hunger as compared with 24 ounces of water consumption comparison (Peters et al., 2014). Fast food meals generally are high in fat, calories and large serving sizes; however, no RCT has been conducted to examine whether reducing fast food alone, with no other change in diet, produces weight loss (Raynor & Champagne, 2016).

Portion control is another intervention that is used to help decrease energy intake, this can be implement in different ways, including using packaged meals or meal replacement supplements containing a defined amount of energy, portion controlled utensils, or strategies such as My Plate. Randomized controlled trial research found evidence of weight loss with this intervention (Raynor & Champagne, 2016).
The Academy also reviewed how meal frequency, timing of meal and breakfast consumption influence weight loss. The frequency of meals is defined as the number of meals and snacks in one day. Studies that have examined the influence of eating frequency on weight loss have not shown that a higher eating frequency produces weight loss (Kulovitz, 2014). In regards to when and how much energy one consumes in the day can also be important for weight loss. A study evaluated the role of food timing in weight loss effectiveness in a sample of 420 individuals who followed a 20-week weight loss treatment. The results found that the late lunch eaters lost less weight and displayed a slower weight-loss rate compared to the early eaters (P = 0.002). Interestingly, the late eaters had less energetic breakfasts and skipped breakfast more frequently that early eaters (P <0.05) (Garaulet et al., 2013). In addition, a RCT also found that the group that consumed most of their energy early in the day lost more weight compared to the group that consumed most of their energy later in the day (Jakubowicz, Barnea, Wainstein, & Froy, 2013). As to the relationship between breakfast consumption and weight loss, no RCT showed greater weight loss with breakfast consumption compared to non-breakfast eaters (Betts et al., 2014; Dhurandhar et al. 2014). However, in a systematic review and meta-analysis of studies relating breakfast cereal consumption to BMI and prevalence of obesity in children and adolescents suggest that regular consumption of breakfast cereals results in a lower BMI and reduced likelihood of being overweight in children and adolescents (Hunty, Gibson, & Ashwell, 2013). It is suggested that eating breakfast may help reduce dietary fat and minimize impulsive snacking and therefore may be an important part of a weight-reduction program (Schlundt, Hill, Sbrocco, PopeCordle & Sharp, 1992).
Physical Activity Interventions

In addition to reduction in energy intake, obesity treatment should encourage increases in physical activity in order to increase energy expenditure, which will assist with the achievement of negative energy balance. Moderate to vigorous intensity physical activity (MVPA) is defined as an activity that is ≥3.0 metabolic equivalent units, such as brisk walking or bicycling (Donnelly et al, 2009). It is recommended by the 2008 Physical Activity Guidelines for Americans that an individual should at least perform 150 minutes per week of moderate intensity or 75 minutes per week of vigorous intensity physical activity and for weight loss maintenance to meet the American College of Sports Medicine’s Position Stand of greater than 250 minutes per week of higher MVPA (Donnelly et al, 2009). Furthermore, when performing MVPA, it is also recommended to perform sessions of at least 10 minutes to help enhance cardiovascular outcomes.

Reduction of sedentary behavior, such as leisure screen time (television, computer, and tablet) and driving, has not been fully studied as a target behavior for a weight loss program (Raynor & Champagne, 2016). However, greater time spent in sedentary behavior has been associated with increased risk for obesity, thus it is recommended that sedentary behavior be decreased in adults to improve weight and health status. The rational for this is to help increase energy expenditure and also to help reduce energy intake as eating appears to be a complementary behavior to sedentary behaviors (Raynor et al., 2013; Raynor & Champagne, 2016).

Behavior Change Theories Interventions

Research show that behavior change theories and models provide evidence based approach for changing energy balance behaviors that are important for obesity treatment
(Raynor & Champagne, 2016). Both the cognitive behavior therapy and motivational interviewing therapy effectively change eating and physical activity behaviors so that weight loss occurs (Hardcastle, 2013; Spahn, et al., 2010). Cognitive behavior therapy uses a directive action oriented approach and provides skills to help individuals learn to develop functional thoughts and behaviors (Spahn, et al., 2010). This therapy suggests that thoughts, feelings and behaviors interact to impact health outcomes. Strategies used in this theory include self-monitoring, goal setting, problem solving and preplanning, stimulus control, cognitive restructuring and relapse prevention. Motivational interviewing focuses on the style of interaction between the practitioner and client, highlighting three key concepts: collaboration, evocation and autonomy (Hardcastle, 2013). Collaboration involves the partnership between the practitioner and client, evocation encourages the client to draw his or her own motives and values regarding behavior change and finally autonomy emphasizes the client’s personal choice, in which the client is responsible to decide whether behavior change will be made (Hardcastle, 2013).

**Other Interventions**

In addition to decreases in energy intake, increases in energy expenditure and the implementation of behavior change interventions there are other treatments options that also address the issue of obesity, such as medications, supplements, and bariatric surgery (Raynor & Champagne, 2016). These interventions may be considered to help treat obesity; however, the efficacy and safety of supplements is uncertain, medications may cause adverse side effects and a surgical intervention may cause other health complications (Raynor & Champagne, 2016). A comprehensive lifestyle intervention is
needed at every level of the socioecological model, interventions that help change individual level energy balance behavior; interventions that are delivered in many settings to increase accessibility to intervention; interventions that influence the environment in which clients live, work, and play and finally interventions that impact policies that can assist and support energy-balance behaviors within the community.

As evident by the literature review, obesity rates among U.S. children and adults continue to be high, with disparities seen among Hispanics and African American communities. In order to fight obesity and improve the quality of life of many families, there is a need to identify effective strategies that take a multilevel approach to the multifaceted problem. Based on the research findings, family-based intervention programs that encourage healthy behaviors that can be applied in the home may provide to be the most successful. Although ECE centers and schools are able to provide nutritious meals and educated families about basic nutrition and physical activity, many parents still struggle to connect the gap between school and home. In addition, many low-income families do not have access to nutrition and wellness programs due to their economic status and/or limited health care resources. For these reasons, it is important for various community locations to have access to a free family-based nutrition education programs. Therefore, helping individuals adopt healthier lifestyle choices, which then the individual can positively influence the lives of those around him or her, such as children, relatives, friends, co-workers, and neighbors. The community needs a family-based program that is effective, easily implemented, cultural sensitive, and bilingual both in English and Spanish. With this strategy, the program can be implemented at various
community locations, such as in day care centers, libraries, parent centers, churches, and parks, and reach many families within the community.

The HFHC program is a family and community based program that incorporates nutrition education lesson plans, healthy cooking demonstrations, physical activity sessions and behavior change strategies. The program hopes to bridge the gap between school and home by educate and empower parents/caregivers and children to feel motivated and confident about making healthy choices regarding their food intake and physical activity. Simultaneously, the HFHC program curriculum hopes to help guide instructors during the pre-planning and teaching process and help enhance the teaching and learning experienced for both the instructor and student.
CHAPTER III

METHODOLOGY

Obesity is currently affecting many families and communities throughout the U.S., the quality of health education programs can play a critical role in improving families’ health and well-being. The HFHC program is aimed at educating the entire family on healthy nutrition and physical activity, as part of a family and community-based program. In addition, to create a series of lesson plans that can be easily implemented by an inexperienced instructor(s) at various community-based locations. The HFHC program was developed in four phases: needs assessment; planning and development; implementation; and evaluation. This chapter will provide a detail description of each phase.

Phase I: Needs Assessment

Understand the needs of the community and participants if fundamental for the development of a community program. The Kaiser Permanente Woodland Hills Community Benefit Grants Program is a program that provides grants to local non-profit health and human service organizations. The program addresses needs and priorities identified locally which affect overall community health and the health care system. This is accomplished, in part, by supporting partnerships with community based organizations throughout community grants programs. Kaiser Permanente Woodland Hills provides funds to organizations whose work aligns with funding priorities. One of these funding priorities include Healthy Eating and Active Living (HEAL). This priority focuses in creating lasting policy and environmental changes that support healthy eating and active
living towards impacting disproportionate rates of obesity and related conditions throughout the San Fernando Valley.

Kaiser Permanente Woodland Hills granted funds to a group of collaborating partners: California State University Northridge (CSUN), Child Care Resource Center (CCRC) and Child and Family Guidance Center (CFGC). Collaborating partners proposed to address HEAL funding priority by developing a nutrition and wellness program that would positively impact low income families to adopt good nutritional habits, increase physical activity and access to healthy foods resulting in reduced associated health risks.

At the beginning of the 2011/12 school year, CCRC collected the Body Mass Index (BMI) for Age of 271 three to five year olds participants of the Canoga Park Head Start preschools. The CCRC reported results indicating that 35.4% of children were above the recommended 85% percentile, where 25.4% of those children were at or above 95% percentile obese ranking. In addition, surveys conducted by CCRC and CFGC of over 400 participants indicated parents are concerned about their weight and child’s weight, lack of exercise, and limited access to nutritious/affordable foods. Furthermore, parents expressed interest in healthy cooking, understanding nutrition and to participation in group physical activities.

Comprehensive nutritional services already exist for the 300 children enrolled in CCRC’s free preschool programs; such as healthy meals during the school hours. Funds from the awarded grant were to be used to help parents learn to bridge the gap between school and home. Based on the community needs and concerns, CSUN dietetics/nutrition professional staff, students and researchers were asked to be involved in the development
and implementation of a curriculum that will help achieve the awareness of the importance and benefits of good nutrition and physical activity for both parents and children and also to increase parents capability to select and prepare healthy meals. In addition to the review of previous collected data, a series of meetings were conducted during the fall of 2012 to better understand grant guidelines, project objectives, facility and community needs, and resources available for the development and implementation of the curriculum. Meetings were attended by collaborating partners: CSUN, CCRC, and CFGC.

**Phase II: Planning and Development**

Once the needs assessment was analyzed, program goals and objectives were developed. The objectives of the program was to create a family and community-based program that was bilingual in both English and Spanish that would help achieve the awareness of the importance and benefits of good nutrition and physical activity for both parents/caregivers and children and also to help them increase their capability to select and prepare healthy meals. In addition, to create a program that can be easily implemented by inexperienced instructors and replicated at various community-based locations.

**Creating Effective Learning Experiences**

Curriculum planning and development is much more than what is written on paper. It involves a series of steps that are necessary to achieve desired outcomes. The first step involves the collection and analysis of data from different input factors, such as information about the learners, the latest development in the subject area(s), available resources, trends, and community characteristics (Chamberlain & Cummings, 2003).
Once this information has been analyzed the actual planning process begins. Planning involves many different levels and consists of different components, including curriculum concepts, objectives, learning experiences, and assessment techniques. Once written plans have been completed, implementation can take place. The final step in curriculum development is to assess the success of your learners and the success of the curriculum. This process involves an appraisal of both the strengths and weaknesses of the program. The information obtained from the assessment can then be implemented back into the curriculum development process (Chamberlain & Cummings, 2003).

There are many models and theories that can be applied to a curriculum. It is suggested that the instruction model called the Triarchal Instruction Model offers a comprehensive framework for curriculum design (Guey, Cheng, & Shibata, 2010). This model is composed of three principles: cognitivism, humanism and behaviorism (Chamberlain & Cummings, 2003; Guey et al., 2010). The cognitive theory mainly deals with the cognitive process involved in learning. It includes the ability to critically think and understand concepts versus just accumulation or collection of knowledge. This theory focuses more on the learner as an active participant in the teaching learning process. The humanistic theory focuses on the psychological needs and values of students, rather than the process of learning. This theory is connected with the idea of self-actualization, where the teacher promotes an environment that fosters self-development, cooperation, positive communication, and personalization of information. The behavioral theory attempts to demonstrate that behavior is controlled by environmental factors of external reward or reinforcement which is then links the stimuli and response. When using this learning theory, teachers believe that the best way to
learning is through repetition and that all behavior is learned (Chamberlain & Cummings, 2003; Guey et al., 2010).

In developing learning objectives, there are three domains that are applied (Chamberlain & Cummings, 2003; Guey et al., 2010). Each domain corresponds to a learning theory: cognitive domain to cognitivism, affective domain to humanism and psycho-motor domain to behaviorism. The cognitive domain is concerned with rational learning; its levels of objectives include remembering, understanding, applying, analyzing, synthesis, and evaluating what is learned. The affective domain incorporates emotional learning, such as caring and feeling. The main concern of the affective domain is the motivation of the student. The psycho-motor domain relates to physical learning by integrating doing and manipulating. Its main purpose is for the students to refresh what they have learned by applying it to daily life situations, thus consolidating what they have learned. According to Guey et al. (2010), learning objectives are incomplete if they do not incorporate all three domains.

**The Healthy Families for Healthy Communities Curriculum**

The curriculum was developed by a Registered Dietitian attending a CSUN graduate program and promoted in collaboration with CCRC and CFGC. The curriculum content is aligned to meet the Kaiser Permanente Woodland Hills Community Benefit Grants Program guidelines, United States Department of Agriculture Center for Nutrition Policy and Promotion Guidelines, the Dietary Guidelines for Americans 2010 and the 2008 Physical Activity Guidelines for Americans and findings from the literature review. Furthermore, to echo the key three messages of the My Plate campaign: Balancing Calories; Foods to Increase; and Foods to Reduce.
The HFHC program is unique among existing obesity prevention programs in its focus is to reach and engage the entire family, in particularly parents as a primary group to influence youth. The HFHC program has four core curriculum elements: nutrition and wellness education, physical activity, cooking demonstration and self-monitoring tools. The curriculum is divided into 6 unit plans; each unit plant covers different nutrition and wellness topics:

- **Unit Plan 1** – My Plate, Healthy Weight, and Physical Activity
- **Unit Plan 2** – Reading Food Labels, Whole Grains, Healthy Drinks
- **Unit Plan 3** – Breakfast, Meal Planning, Low Fat Milk
- **Unit Plan 4** – Feeding Your Kids, Diabetes, Fruits and Vegetables
- **Unit Plan 5** – Fast Food, Heart Disease, Protein
- **Unit Plan 6** – Food Safety, Jeopardy Game

The children’s lesson plans reflect the same topics as the parents; however, a few topics were not presented to the children, such as meal planning, feeding your kids, diabetes, and heart disease. In addition to the lesson plans, children also get to play different games, such as memory cards and food group bingo. They also make arts and crafts, and assist with the preparation of snacks and food demonstrations.

In addition to the educational topics, each unit plan incorporates a 15 minute DVD workout and a cooking demonstration demonstrating a recipe from the Let’s Cook Cookbook. Each cooking demonstration is tailored to each food group (grains, dairy, fruit, vegetable, and meat/beans) and key nutritional information of the ingredients and cooking tips are presented.
The final component of each unit plan is to use incorporate cognitive behavioral therapy strategies, such as self-monitoring, goal setting, and preplanning. Parents are given a handout where they are able to write down short term goals and weekly commitments; furthermore, both parents and children are given a weekly meal and physical activity log to help them monitor their progress. Parents and children would be encouraged to return logs each week so they can be reviewed by the instructor(s) and to discuss any weekly challenges or barriers the learner faced. Program culminated with a review of all topics in the form of a Jeopardy game and then a post-test. The participants were given a second cookbook, a small bag with cooking utensils, and a Certificate of Completion in appreciation for their attendance and involvement in the program.

The lesson plans are written in dialogue to help guide the instructor through the class and to facilitate open discussions between instructor(s) and participants. The intended audience for the adult’s curriculum is for adults and youth older than 13 and for the children curriculum between the ages of 4 to 6. Most sections of the adult’s curriculum can be adapted to children between the ages of 7 to 12. The three learning theories, cognitivism [cognitive], humanism [affective], and behaviorism [psycho-motor] were implemented throughout the course through lessons, activities, and cooking sessions. The 4 A’s of lesson plan skeleton was used to write the lesson plans (Thomas, 1996). The first A stands for anchor or activate, which is usually an open-ended question to start discussions and to assess prior knowledge of the participants. The second A stands for add or acquire, during this section of the lesson a new topic or key concept is introduced to the learner. The third A represents apply, during this time an activity that helps consolidate what has been learned is implemented, this section is also used to make
the topic relevant to participant. The final A stands for away or assess; here the instructor assesses what has been learned and what needs to be further developed (Thomas, 1996). The average Flesh-Kincaid reading grade level among the lesson plans is 6. Each lesson plan is supplemented by interactive power point presentations and activities as well as educational handouts to help summarize what has been learned.

**Phase 3: Implementation**

The HFHC program was introduced at six community-based locations within the West San Fernando Valley. Lead instructors, a Registered Dietitian and a dietetic intern, implemented the program and were assisted by nutrition/dietetic students within the Family and Consumer Science Department of CSUN. The program was delivered once a week for approximately 2 hour for a total of six weeks. Program was implemented after school to help accommodate the entire family. Each week an agenda and lesson plan was followed to guide instructors during the implementation process. The program was delivered to parents in Spanish at each community-based location. Taking into consideration the feedback from the initial intervention, slides from different presentation were simplified and questions from the pre/post-test were reworded or removed.

**Program Participants**

The CCRC and CFGC coordinator assisted in recruiting participants. There was no cost for the program and the target population was limited to families attending the pre-school or centers. Total adult subject (n=51) were within the age of 26-69 years old, mostly women with the exception of one male participant. Weight status varied from normal weight to overweight or obese. Due to parents forgetting to sing-in into the class and/or instructors unable to track attendance of adults and children properly, adults and
children’s retention rate was not able to be calculated. A total of 24 pre-test and 17 post-test were collected, only 12 participants completed both pre- and post-test. Children’s demographics were not collected.

**Phase 4: Evaluation**

In order to address the research questions quantitative data in the form of a pre- and post-test was collected from the adult participants to determine any changes in nutrition knowledge. Qualitative data was collected from both adult participants and experts to obtain more in-depth information about their observations, comments and feedback. Because children were mostly pre-school age, children’s change in nutritional knowledge was not evaluated and their opinion of program was not collected.

**Evaluation by Participants**

Participants were given a pre-test during the first week of the interventions and a post-test during the final week of the program to assess their nutritional knowledge (see Appendix A and B). From observations collected from the first intervention, modifications were made to the test to help improve the evaluation tool. Participant’s gender, age, and weight were collected. The first 15 questions were used to evaluate participants’ knowledge in the area of nutrition, wellness and physical activity. The questions were either multiple choices, true or false, or fill in the black. The last two questions from the post-test were directed towards obtaining subjective information form the participants. One question allowed participants to comment what they liked from the classes and the second question allowed them to provide criticism or recommendations on how to improve the classes. The results of the pre and post-test were analyzed based on the questions that were asked at both interventions. An additional inclusion criteria
required the participants to attended at least 50% of the sessions and had completed both pre- and a post-test.

**Evaluation by Expert Panelist**

A panel of experts was asked to complete a formative evaluation survey to obtain their feedback of the curriculum (see Appendix C). Experts evaluated the content of the curriculum after the conclusion of the program to determine if the curriculum would effectively meet the desired learning objectives and if the curriculum design facilitated the teaching experience.

Experts were selected to participate in the formative evaluation process based on their professional background and experience. Each expert of the panel assisted in the implementation of the program, either as an instructor or facility director or coordinator. In addition, each expert had areas of expertise in any or all of the following: public health, nutrition, health, mental health and education. The participation and feedback obtained by the panel of experts within diverse areas aided in ensuring the accuracy and validity of the curriculum, thus contributing to the greater likelihood of success.

**Expert Evaluation Measurements**

The formative evaluation survey consisted of two parts: Part I - General Information and Part II – Evaluation of Curriculum. Experts in part I were asked general demographic information including age, gender, ethnicity, area of expertise, credentials/degrees, and current position of employments. Part II of the survey asked experts to respond to a series of close-ended questions about the curriculum. Using a Likert scale, each expert was asked to rank each statement, where 1= Strongly Disagree, 2= Disagree, 3= Not sure, 4= Agree, and 5= Strongly Agree. Each expert was also asked
whether he or she would recommend the use of the curriculum by responding yes or no. Finally, open-ended questions were included to allow each expert to include additional comments, criticism or recommendations and also to provide feedback whether program had been re-implemented following the completion of the first two locations. The feedback obtained by the panel of experts helped ensure the accuracy and validity of the curriculum and usefulness of the curriculum design, thus contributing to a more successful program.
CHAPTER IV
RESULTS

This chapter will present the results and descriptive analysis of the data collected from this study. Please see Appendix D for the summaries of participant’s pre-test and post-test results and expert evaluation. After collecting feedback from the participants and the experts, the initial curriculum was improved, thus leading to the final version of the curriculum.

Results from the Evaluation by Participants

The participant evaluation results were collected from all locations to test nutritional knowledge by asking the same questions in the pre-test and post-test and also to collect feedback from the participants regarding the program. A total 51 participants attended the program; 24 participants completed the pre-test and 17 participants completed the post-test. Due to discrepancies in attendance recording, participant retention rate is unable to be calculated. In addition, a small collection of pre- and post-tests was obtained due to participants missing either the first or the last week of the program.

A total of 11 participants completed both pre- and post-test. All were woman, between the ages of 26 to 57 years old, the mean age of participants was 34 years and the mean BMI was 27, and no changes in BMI were noticed at post-test. The results calculated in the pre-test and post-test were used to compare participants’ knowledge before and after the six-week program. The test that was used at the first implementation was modified and improved. Four questions had been replaced and 2 questions were rephrased. The majority of the questions were answered correctly by the participants at
pre-test and post-test; however, a few questions showed greater increase in knowledge when comparing the results from the pre-test with the post-test. For example, in a multiple choice question asking about the first thing one must look at when reading a food label, 55% of the participants answered correctly at pre-test and then 91% answered correctly at post-test. Also the question that evaluated participant’s knowledge whether they knew the leading cause of death in the U.S, only 28.5% of the participants answered correctly at pre-test and then 100% answered correctly at post-test 100%. Other examples of increase in knowledge can also be seen in two true or false statements. One statement tested participants knowledge regarding daily fluid recommendations, the results showed 36% of participants answered it correctly at pre-test and then 92% answered it correctly at post-test. The second true or false question involved the statement that low-fat milk is water down whole milk, 45% of participants agreed to this statement, but at post-test 100% of the participants disagreed. In addition to the questions that showed improvements, some questions did not show a noticeable change in knowledge. For instance, the question testing adult’s daily dairy recommendations, 36% answered it correctly at pre-test, but only 55% of the participants answered it correctly at post-test. Also the multiple choice question testing the four steps to food safety showed no change in knowledge, 57% of the participants answered correctly at both pre-test and post-test.

In the open-ended questions and comments section of the post-test, all participants reported that they really enjoyed the program and the majority did not suggest any change. One participant commented, “The best were all the baby steps they taught us that made a bid difference … There were lots of new things I learn…Everything is useful to live long and healthy.” One mom wrote, “Very well presented, organized, open for
questions, loaded on needed information. The power points are so animated and enticing!” Another parent expressed, “My kids enjoyed their class.” In addition to these comments, several participants also suggested ideas on how to improve the program. The majority suggested that the program should be offered more often and at different schools. One participant also requested access to the power point presentation to help review covered lesson plans. While one participant requested to include a lesson plan that compares the cost of the meals.

**Results from the Evaluation by Experts**

The panel evaluator was composed of 5 experts, four females and one male. Out of the females, two had classified themselves as white, non-Hispanic, one as Middle Eastern, and one as Hispanic. The male classified himself as Hispanic. Each expert differed in age, area of expertise, educational level and area of employment.

Evaluator 1 had expertise in nutrition. She is an outpatient Registered Dietitian (RD) and has a Masters of Science degree in Nutrition and Dietetics. Evaluator assisted in the implementation of the program as the instructor for the adult lesson plans.

Evaluator 2 identified nutrition as his area of expertise. He is currently a graduate student at Berkeley University and holds a Bachelors of Science degree in Nutrition and Dietetics. Evaluator assisted in the implementation of the program as the instructor for the adult lesson plans.

Evaluator 3 identified nutrition as her area of expertise. She is a Registered Dietitian and works as the Headstart and Early Headstart Nutrition Manager for the Child Care Resource Center. She holds a Masters of Science. This evaluator helped promote
and enroll families to the program; in addition, she also assisted in the coordination and reservation of the site location.

Evaluator 4 identified mental health as her area of expertise. She is a Licensed Clinical Social Worker and works as the Director of Community Resource Services at the Child and Family Guidance Center for over 18 years. She designed and implemented a new department within the center that provides in-home intensive case management services as a compliment to the outpatient mental health therapy provided to children/youth and their families. This evaluator helped promote and enroll families to the program; in addition, she also assisted in the coordination and reservation of the site location.

Evaluator 5 identified health as her areas of expertise. She has completed her dietetic internship and is eligible to become a Registered Dietitian. She currently is working for the Public Health department and holds a Masters of Science degree in Public Health. This evaluator assisted in the implementation of the first two locations of the program and also continued to teach the program at two other locations as part of her internship program.

The expert evaluation results were collected at the conclusion of the last interventions by using a formative evaluation survey. After reviewing the curriculum, the qualitative and quantitative feedback from each expert indicated that the panel, collectively, would recommend the use the HFHC curriculum as an effective tool to educate families in topics related to nutrition and wellness.
For the following statements, 80% of the experts acknowledge that they strongly agreed while the remaining 20% of the experts agree.

- The curriculum topics were researched and displayed well.
- The curriculum was clear and concise.
- The power point presentation and other lesson handouts supported the curriculum appropriately.

For the following statement, 60% of the experts acknowledge that they strongly agreed while the remaining 40% of the experts agree.

- The curriculum content was presented in an effective manner.
- The curriculum was easy to understand.

For the following statement, 60% of the experts acknowledge that they strongly agreed, 20% of the experts agree and 20% of the experts are not sure.

- The curriculum was appropriate for its target audience.

For the question aimed to the instructors that assisted with the implementation of the curriculum, 100% of the experts (3 experts) strongly agreed that the curriculum written in dialog format was found helpful.

In the comment section of the expert evaluation, feedback, criticism and recommendations were provided. For example, one evaluator commented, “The parents enjoyed the program and were receptive to the concepts presented. Several parents did either lose weight or inches by the end of the 6 weeks which showed the program helped them to focus on nutritional habits and physical activity.” In regards to suggestions, one evaluator suggested to include slide number to the corresponding section of the lesson plan and also to simplify a few slides from the presentations. She felt that the information
was dense and may have benefited from being separated into various slides instead of a single slide. One evaluator also stated, “The facilitator’s guide contains a detailed list of necessary materials and is written using a script format, making it easier for facilitators with different levels of experience to implement this curriculum”.

CHAPTER V
DISCUSSION

The purpose of this graduate project was to develop a bilingual (English and Spanish) program aimed at bridging the gap between school and home by educating the entire family on healthy nutrition and physical activity, as part of a community-based program. A second objective of this project was to develop lesson plans that could be easily implemented by inexperienced instructor(s) and replicated at various community locations.

Discussion of the Findings and Modifications

Due to small adult sample size and inconsistencies in participant attendance recoding there was no significant differences in nutrition knowledge between pre- and post-test after completion of the intervention. In addition, children’s nutritional knowledge was not compared; therefore conclusions of this sample group cannot be made at this time. Although the majority of the questions were answered correctly prior to the implantation of the program by adult participants, an improvement in certain topics is evident between the pre-test and post-test scores, which suggest an increase in nutritional knowledge after the implementation of the curriculum. The evaluation of questions 7, 12, 13 and 14 showed the most improvements in nutritional knowledge. These questions were regarding food labels, fat content of milk, daily water recommendations, and leading cause of death in the U.S. This may imply that the lesson plans developed and presented for these topics were effective.

The participant’s comments and feedback were helpful in assessing the content and delivery method of the curriculum. Based on their feedback, most if not all
participants overall enjoyed the program and requested future implementations. In regards to delivery method of the lesson plans, multiple participants provided positive feedback regarding the way instructors delivered the lesson plans and that the presentations were well prepared and enticing. Comments from parents support the use of the program and its design.

The formative evaluation completed by the panel of experts was also helpful in assessing the content and delivery method of the curriculum, as well as accuracy in the content provided. The diverse areas of expertise that each expert offered enhanced the project as a whole and may increase the likelihood of success if the curriculum was implemented in future community-based locations. Based on the feedback provided all experts stated that they would recommend the use of the curriculum and either strongly agreed or agreed with the content and delivery method. Furthermore, an expert commented that material from the curriculum was being used at the CFGC during one to one sessions with children and their parents. A few modifications were recommended to enhance the delivery and effectiveness of the program in future implementations, such as to include references in the lesson plans and to include the presentation slide number to the corresponding section of the script. Also to simplify certain slides from the presentation and to form additional small group sessions to help supplement information presented. Comments from the experts supported the curriculum content and delivery method.

**Limitations and Recommendations for Further Research**

The main limitation of this project was that the effectiveness of the curriculum on health behavioral changes was not able to be evaluated due to small sample size and
evaluation design. Future implementation of this program should address this concern by administrating a food and physical activity frequency questionnaire that measure children and adult behavior patterns as well as nutritional knowledge at pre-intervention (baseline) and at post-intervention at 6 weeks and at 3, 6 and 12 months to assess long-term behavior changes. Another tool that can be used to analyze the effective of the program on behavior change is by evaluating the participant’s weekly meal and physical activity logs.

Other limitations identified included small sample size and the recruitment of families was limited to those attending various Head Start Program and Child and Family Guidance Center. These limitations related to the target population may not produce generalizable results to all populations. Future implementation of the program should address these concerns by incentivizing families to attend all six sessions, ensure proper attendance documentation and also to establish a marketing team that will help promote program within the community months prior to the implementation date. By taking these actions, attendance and sample size may improve, thus allowing for statistical analysis of the results.

A final limitation was that there was no formal evaluation of the community centers that received a copy of the HFHC program. For future research, these community locations can be contacted to assess whether the program is being used or not and if program is being re-implemented, feedback in regards to the effectiveness of the program and curriculum design can be obtained and evaluated.
Implications and Conclusion

Evaluation of the effectiveness of the HFHC program is important as to assess whether or not this educational tool achieved the purpose of helping the entire family make healthy lifestyle choice and in helping the community implement the program. Despite of the limitations of the project, the curriculum has the potential to provide valuable information on nutrition, physical activity and wellness to the entire family and serves as a tool for helping decrease the onset of childhood obesity and related diseases. Furthermore, the curriculum can also serve as an educational tool or guide for other nutrition and/or wellness programs that require culturally sensitive and appropriate materials that are geared towards the entire family.
REFERENCES


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APPENDIX A

Healthy Families for Healthy Communities: Pre-Test English/Spanish

Healthy Families for Healthy Communities:

Name: ___________________________ Date: ____________

Address: ____________________________________________

Phone Number: ___________________ Children Living in your home: ____________

Female: ___ Male: ___ Waist size: ___ Age: ___ Height: ___ Weight: ___

Please circle one of the options from each question. If it is a TRUE or FALSE question, please circle the words "TRUE" or "FALSE".

1. How much of moderate intensity exercise should we AT LEAST perform per WEEK?
   a. 60 minutes
   b. 90 minutes
   c. 150 minutes
   d. 200 minutes

2. Using the placemat, illustrate how the following food groups should be divided on a plate. Draw a line on the plate and then identify the food group with the corresponding letter.
   - (G) Grains
   - (V) Vegetables
   - (F) Fruits
   - (P) Protein
   - (D) Dairy

3. The word "100% wheat" on the food label means it contains whole grains.
   a. True   b. False

4. Why is it important to eat fruits and vegetables?
   a. They have fiber
   b. They have antioxidants
   c. They have vitamins and minerals
   d. All of the above

5. Frozen fruits and vegetables are less healthy to eat than fresh fruits and vegetables.
   a. True   b. False

6. Which of the following foods are NOT rich in fiber?
   a. Dairy and Meat
   b. Fruits and Vegetables
   c. Whole grains
   d. Beans and legumes

Thank you for your participation!!!
7. What is the first thing we need to look at when reading food labels?
   a. Calories  
   b. Fat  
   c. Serving Size  
   d. Sugars

8. Which is NOT a good source of protein?
   a. Meat and Eggs  
   b. Beans & legumes  
   c. Fruit  
   d. Soy

9. How many servings of dairy should an adult have daily?
   a. 1  
   b. 2  
   c. 3  
   d. 5

10. Milk is rich in:
    a. Potassium and Vitamin B  
    b. Sodium and Vitamin C  
    c. Calcium and Vitamin D  
    d. Magnesium and calcium

11. When eating out, it is always best to go for creamy soups and sauces instead of broth-based, because they have fewer calories.
    a. True  
    b. False

12. Low fat milk is watered down whole milk.
    a. True  
    b. False

13. Women need about 11.5 cups of water and men need about 16 cups of water a day.
    a. True  
    b. False

14. What is the leading cause of death in the United States?
    a. Lung disease  
    b. Diabetes  
    c. Heart disease  
    d. Cancer

15. There are four steps to food safety, which answer has the steps in correct order?
    a. Chill, Cook, Separate, Clean  
    b. Cook, Clean, Separate, Chill  
    c. Separate, Clean, Cook, Chill  
    d. Clean, Separate, Cook, Chill

Thank you for your participation!!!
Familias Saludables para Comunidades Saludables

Nombre: __________________________  Fecha: ________________

Dirección: _______________________________________________________

Número de tel. _______________  Niños que viven en su hogar: ____________

Mujer:  Hombre:  Medida de cintura:  Edad:  Estatura:  Peso: 

Por favor encierre en un círculo una de las opciones para cada pregunta. Si es una pregunta de verdadero o falso, escoja la opción que corresponda.

1. ¿Cuánta actividad física deben hacer diariamente?
   a. 60 minutos
   b. 90 minutos
   c. 150 minutos
   d. 200 minutos

2. Usando el individual de mesa, muestre cómo los diferentes grupos de alimentos deben estar servidos en un plato. Primero dibuje una línea en el plato y después coloque la letra que corresponde a esa sección del plato.
   - (G) Granos
   - (V) Verduras
   - (F) Frutas
   - (P) Proteina
   - (L) lácteos

3. La palabra “100% grano” en la etiqueta de nutrición significa que el producto es hecho de grano integral.
   a. Verdadero  b. Falso

4. ¿Por qué es importante comer frutas y verduras?
   a. Tienen fibra
   b. Tienen antioxidantes
   c. Tienen vitaminas y minerales
   d. Todas las anteriores

5. Las verduras y frutas congeladas son MENOS saludables que frutas y verduras frescas.
   a. Verdadero  b. Falso

6. ¿Cuál de los siguientes alimentos NO son ricos en fibra?
   a. Lácteos y carnes
   b. Frutas y verduras
   c. Granos integrales
   d. Frijoles y legumbres

¡Gracias por su participación!
7. ¿Qué es lo primero que debe leer en la etiqueta de nutrición?
   a. Calorías
   b. Grasa
   c. Cantidad por porción
   d. Azúcar

8. ¿Cuál de los siguientes grupos alimenticios no son buena fuente de proteína?
   a. Carne y huevos
   b. Frijoles y legumbres
   c. Frutas
   d. Soya

9. ¿Cuántas porciones de leche o productos lácteos un adulto debe tomar diariamente?
   a. 1  b. 2  c. 3  d. 5

10. La leche es una buena fuente de:
    a. Potasio y vitamina B
    b. Sodio y vitamina C
    c. Calcio y vitamina D
    d. Magnesio y calcio

11. Cuando comemos en un restaurante, es mejor ordenar pollo frito que pollo a la parrilla porque tiene menos calorías.
    a. Verdadero  b. Falso

12. La leche baja en grasa es leche entera que ha sido diluida con agua.
    a. Verdadero  b. Falso

13. Las mujeres necesitan 11.5 vasos de agua y los hombres necesitan 16 vasos de agua diariamente.
    a. Verdadero  b. Falso

14. ¿Cuál es la primera causa de muerte en los Estados Unidos?
    a. Enfermedad de los pulmones
    b. Diabetes
    c. Enfermedad del corazón
    d. Cáncer

15. Hay cuatro pasos para mantener la comida segura para la ingestión, ¿cuál de las siguientes respuestas está en el orden correcto?
    a. enfríe, cocine, separa, llimpie
    b. cocine, llimpie, separa, enfríe
    c. separa, llimpie, cocine, enfríe
    d. llimpie, separa, cocine, enfríe

¡Gracias por su participación!
Healthy Families for Healthy Communities: Post-Test English/Spanish

APPENDIX B

Healthy Families for Healthy Communities

Name: ___________________________  Date: ___________

Female: ___  Male: ___  Waist size: ___  Age: ___  Height: ___  Weight: ___

*Please circle one of the options from each question. If it is a TRUE or FALSE question, please circle the words “TRUE” or “FALSE”.

1. How much of moderate intensity exercise should we AT LEAST perform per WEEK?
   a. 60 minutes
   b. 90 minutes
   c. 150 minutes
   d. 200 minutes

2. Using the placemat, illustrate how the following food groups should be divided on a plate. Draw a line on the plate and then identify the food group with the corresponding letter.

   - (G) Grains
   - (V) Vegetables
   - (F) Fruits
   - (P) Protein
   - (D) Dairy

3. The word “100% wheat” on the food label means it contains whole grains.
   a. True  b. False

4. Why is it important to eat fruits and vegetables?
   a. They have fiber
   b. They have antioxidants
   c. They have vitamins and minerals
   d. All of the above

5. Frozen fruits and vegetables are less healthy to eat than fresh fruits and vegetables.
   a. True  b. False

6. Which of the following foods are NOT rich in fiber?
   a. Dairy and Meat
   b. Fruits and Vegetables
   c. Whole grains
   d. Beans and legumes

7. What is the first thing we need to look at when reading food labels?
   a. Calories
   b. Fat
   c. Serving Size
   d. Sugars

Thank you for your participation!!!
8. Which is NOT a good source of protein?
   a. Meat and Eggs
   b. Beans & legumes
   c. Fruit
   d. Soy

9. How many servings of dairy should an adult have daily?
   a. 1  b. 2  c. 3  d. 5

10. Milk is rich in:
   a. Potassium and Vitamin B
   b. Sodium and Vitamin C
   c. Calcium and Vitamin D
   d. Magnesium and calcium

11. When eating out, it is always best to go for creamy soups and sauces instead of broth-based, because they have fewer calories.
   a. True  b. False

12. Low fat milk is watered down whole milk.
   a. True  b. False

13. Women need about 11.5 cups of water and men need about 16 cups of water a day.
   a. True  b. False

14. What is the leading cause of death in the United States?
   a. Lung disease
   b. Diabetes
   c. Heart disease
   d. Cancer

15. There are four steps to food safety, which answer has the steps in correct order?
   a. Chill, Cook, Separate, Clean
   b. Cook, Clean, Separate, Chill
   c. Separate, Clean, Cook, Chill
   d. Clean, Separate, Cook, Chill

16. What did you like best about these classes?

17. How could these classes better?

Thank you for your participation!!!
Familias Saludables para Comunidades Saludables

Nombre: ___________________________  Fecha: __________


Por favor encierre en un círculo una de las opciones para cada pregunta. Si es una pregunta de verdadero o falso, escoja la opción que corresponda.

1. ¿Cuantas actividad física deben hacer diariamente?
   a. 60 minutos  
   b. 90 minutos  
   c. 150 minutos  
   d. 200 minutos

2. Usando el individual de mesa, muestre como los diferentes grupos de alimentos deben estar servidos en un plato. Primero dibuje una línea en el plato y después coloque la letra que corresponde a esa sección del plato.
   - (G) Granos
   - (V) Verduras
   - (F) Frutas
   - (P) Proteina
   - (L) lácteos

3. La palabra “100% grano” en la etiqueta de nutrición significa que el producto es hecho de grano integral.
   a. Verdadero  
   b. Falso

4. ¿Por qué es importante comer frutas y verduras?
   a. Tienen fibra  
   b. Tienen antioxidantes  
   c. Tienen vitaminas y minerales  
   d. Todas las anteriores

5. Las verduras y frutas congeladas son MENOS saludables que frutas y verduras frescas.
   a. Verdadero  
   b. Falso

6. ¿Cuál de los siguientes alimentos NO son ricos en fibra?
   a. Lácteos y carnes  
   b. Frutas y verduras  
   c. Granos integrales  
   d. Fríoles y legumbres

7. ¿Qué es lo primero que debe leer en la etiqueta de nutrición?
   a. Calorías  
   b. Grasa  
   c. Cantidad por porción  
   d. Azúcar

¡Gracias por su participación!
8. ¿Cuál de los siguientes grupos alimenticios NO son buena fuente de proteína?
   a. Carne y huevos
   b. Frijoles y legumbres
   c. Frutas
   d. Soya

9. ¿Cuántas porciones de leche o productos lácteos un adulto debe tomar diariamente?
   a. 1       b. 2       c. 3       d. 5

10. La leche es una buena fuente de:
    a. Potasio y vitamina B
    b. Sodio y vitamina C
    c. Calcio y vitamina D
    d. Magnesio y calcio

11. Cuando comemos en un restaurante, es mejor ordenar pollo frito que pollo a la parrilla porque tiene menos calorías.
    a. Verdadero   b. Falso

12. La leche baja en grasa es leche entera que ha sido diluida con agua.
    a. Verdadero   b. Falso

13. Las mujeres necesitan 11.5 vasos de agua y los hombres necesitan 16 vasos de agua diariamente.
    a. Verdadero   b. Falso

14. ¿Cuál es la primera causa de muerte en los Estados Unidos?
    a. Enfermedad de los pulmones
    b. Diabetes
    c. Enfermedad del corazón
    d. Cáncer

15. Hay cuatro pasos para mantener la comida segura para la ingestión. ¿Cuál de las siguientes respuestas está en el orden correcto?
    a. enfríe, cocine, sepae, llimpie
    b. cocine, llimpie, sepae, enfríe
    c. sepae, llimpie, cocine, enfríe
    d. llimpie, sepae, cocine, enfríe

16. ¿Qué fue lo que más le gusto acerca de estas clases?

17. ¿Cómo podemos mejorar estas clases?

¡Gracias por su participación!
APPENDIX C

Formative Evaluation Survey for Panel of Experts

Formative Evaluation: Health Families for Healthier Communities Curriculum

Thank you for taking the time to evaluate my program curriculum. The Healthy Families for Healthy Communities (HFHC) program has four core curriculum elements: nutrition education, physical activity, cooking demonstration and self-monitoring. The curriculum is divided into 6 unit plans, each unit plan contains a lesson plans for parents, both in English and in Spanish, and children, one physical activity session, and one cooking demonstration. In addition, each week participants are encouraged to complete food diaries and activity tracker to help them stay motivated and to monitor their progress. The program was implemented at two different locations within the San Fernando Valley, California by both graduate and undergraduate students within the Family and Consumer Science Department of California State University Northridge (CSUN).

The Formative Evaluation Survey is to obtain your expert opinion of this curriculum project, which was prepared for my Masters of Science Degree in Family & Consumer Science, option Nutrition and Dietetics from CSUN. The purpose of this graduate project was to develop a bilingual, both in English and Spanish, curriculum that included nutrition education lesson plans, physical activity sessions, cooking demonstrations and self-monitoring resources to help change and sustain healthy behaviors incorporating the entire family. In addition, to develop a curriculum that is easily implemented by other community locations within the San Fernando Valley comprised of mostly Latino families.

The parent’s English lesson plans and power point presentations are being provided for this curriculum evaluation. Your feedback is vital for the success of this project. Please answer the questions on this survey completely and honestly. Additional comments, criticism, and recommendations are also encouraged.
Formative Evaluation Survey

Part 1: General Information
Please mark or fill in the appropriate response.

1. Please indicate your appropriate age range:
   = <20 yrs  = 20-29 yrs  = 30-39 yrs  = 40-49 yrs
   = 50-59 yrs  = 60-69 yrs  = >70 yrs

2. Please indicate your gender:
   = Male  = Female

3. Please indicate your ethnicity:
   = White, Non-Hispanic  = Black, Non-Hispanic
   = Hispanic/Latino  = Asian/Pacific Islander
   = American Indian  = Other: __________________________

4. Which most appropriate describes your area(s) of expertise:
   = Education  = Psychology  = Sociology
   = Curriculum  = Nutrition  = Health
   = Other: __________________________

5. Please indicate your highest level of education:
   = MA/MS  = PhD
   = EdD  = DrPH
   = Other: __________________________

6. Please indicate your current position of employment:
   = Registered Dietitian  = University/College Professor
   = Public Health Advocate  = Director/Management
   = Other: __________________________
Part II: Evaluation of curriculum

Instructions: Using a scale from 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree
Please rate the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Strongly Disagree</th>
<th>2 Disagree</th>
<th>3 Not Sure</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum topic was researched and displayed well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum was clear and concise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum content was presented in an effective manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum was appropriate for its target audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum was easy to understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The power point presentation and other lesson handouts supported the curriculum appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you were an instructor, would you have found helpful that curriculum is written in a dialog format?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you recommend the use of this curriculum?  = Yes  = No

Additional comments, criticisms, or recommendations:

If you are currently or have implemented the HFHC program within your community organization, please provide feedback of the implementation and of any success stories or barriers that you have encountered.
APPENDIX D

Summaries of Participants Pre/Post-Test & Formative Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answered Correctly Pre-test</th>
<th>Answered Correctly Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much exercise a day should we do AT LEAST?</td>
<td>33% answered 30 min, 55% answered 60 min, 11% answered 40 min</td>
<td>44% answered 30 min, 55% answered 60 min</td>
</tr>
</tbody>
</table>

Only 7 participants answered this question.

2. How should the following food groups be arranged on your plate?

- Grains
- Vegetables
- Fruits
- Protein

Question confusing and not specific. Question was clarified and instructions provided. This question was removed from the analysis.

Revised Question: Using the placemat, illustrate how the following food groups should be divided on a plate. Draw a line on the plate and then identify the food group with the corresponding letter.

- (G) Grains
- (V) Vegetables
- (F) Fruits
- (P) Protein
- (D) Dairy
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The word “100% wheat” on the food label means it contains whole grains.</td>
<td>42%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>a. True b. False</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This question was added to the test following first intervention. Only 7 participants answered question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Why is it important to eat fruits and vegetables?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. They have fiber</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>b. They have antioxidants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. They have vitamins and minerals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. All of the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This question was added to the test post first intervention. Only 7 participants answered question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Frozen fruits and vegetables are less healthy to eat than fresh fruits and vegetables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. True b. False</td>
<td>57%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>This question was added to the test post first intervention. Only 7 participants answered question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Which of the following foods are NOT rich in fiber?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Dairy and Meat</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>b. Fruits and Vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Whole grains</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Beans and legumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>What is the first thing we need to look at when reading food labels?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Calories</td>
<td>55%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>b. Fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Serving Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Sugars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Which is NOT a good source of protein?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Meat and Eggs</td>
<td>55%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>b. Beans &amp; legumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Soy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. How many servings of dairy should an adult have daily?
   a. 1  b. 2  c. 3  d. 5  
   | 36% | 55% |

10. Milk is rich in:
    a. Potassium and Vitamin B  
    b. Sodium and Vitamin C  
    c. Calcium and Vitamin D  
    d. Magnesium and calcium  
   | 90% | 100% |

11. When eating out, it is always best to go for creamy soups and sauces instead of broth-based, because they have fewer calories.
    a. True  b. False  
   | 82% | 100% |

12. Low fat milk is watered down whole milk.
    a. True  b. False  
   | 45% | 100% |

13. Women need about 11.5 cups of water and men need about 16 cups of water a day.
    a. True  b. False  
   | 36% | 92% |

14. What is the leading cause of death in the United States?
    a. Lung disease  
    b. Diabetes  
    c. Heart disease  
    d. Cancer  
   | 28.5% | 100% |

This question was added to the test following first intervention. Only 7 participants answered question.

15. There are four steps to food safety, which answer has the steps in correct order?
    a. Chill, Cook, Separate, Clean  
    b. Cook, Clean, Separate, Chill  
    c. Separate, Clean, Cook, Chill  
    d. Clean, Separate, Cook, Chill  
   | 57% | 57% |

This question was added to the test following first intervention. Only 7 participants answered question.
The following questions were removed from the test post first intervention.
- Which of the following is aerobic exercise?
- How many days a week do you exercise?
- Adults should use what size plate to serve their meals?
- Do you thing organic produce is healthier to eat than non-organic produce?

**Participants Feedback**

Responses obtained from the participants of both community-based locations regarding favorite aspect of the program.
- “Enjoyed the recipes.”
- “How to read food labels”
- “Zumba”
- “ Liked My Plate”
- “My kids enjoyed their class”
- “The way the instructors taught the class.”
- “The best were all the baby steps they taught us that made a bid difference … There were lots of new things I learn… Everything is useful to live long and healthy.”
- “I liked everything, especially the presentation and the team was professional and prepared.”
- “Very well presented, organized, open for questions, loaded on needed information. The power points are so animated and enticing!”

Responses obtained from the participants of both community-based locations regarding suggestions on how to improve the program.
- “It should be offered and announced at schools to improve family participation.”
- “I have nothing to add, to me it was perfect.”
- “Compare before and after cost of meals.”
- “Continue offering program.”
- “Provide access to the power point presentations online during the week to refresh/review.”
Results from the Evaluation by Experts:

The formative evaluation survey consisted of two parts: Part I - General Information and Part II - Evaluation of Curriculum. Experts in part I were asked general demographic information including age, gender, ethnicity, area of expertise, credentials/degrees, and current position of employment. Part II of the survey asked experts to respond to a series of close-ended questions about the curriculum.

Phase I: General Information

1. Please indicate your appropriate age range:
   - 2 experts 20-29 yrs. old
   - 1 expert 30-39 yrs. old
   - 1 expert 50-59 yrs. old
   - 1 expert 60 – 69 yrs. old

2. Please indicate your gender:
   - 4 females
   - 1 male

3. Please indicate your ethnicity:
   - 2 experts White/Non-Hispanic
   - 2 experts Hispanic/Latino
   - 1 Expert Middle Eastern

4. Which most appropriate describes your area(s) of expertise:
   - 3 experts selected nutrition
   - 1 expert selected mental health
   - 1 expert selected both nutrition and public health

5. Please indicate your highest level of education:
   - 1 expert BS
   - 4 experts MS/MA

6. Please indicate your current position of employment:
   - 3 experts are Registered Dietitians
   - 1 expert is a graduate student
   - 1 expert Licensed Clinical Social Worker and director of the CFGC.

Phase II: Evaluation of Curriculum

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Strongly Dislike</th>
<th>2 Disagree</th>
<th>3 Not Sure</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The curriculum topic was researched and displayed well.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The curriculum was clear and concise.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The curriculum content was presented in an effective manner.</td>
<td>40%</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The curriculum was appropriate for its target audience.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The curriculum was easy to understand.</td>
<td>40%</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The power point presentation and other lesson handouts supported the curriculum appropriately.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. If you were an instructor, would you have found helpful that curriculum is written in a dialog format?</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Would you recommend the use of this curriculum?  

100% of the experts said YES

Responses obtained from the panel of experts (comments, criticisms, or recommendations).

- “I think the curriculum is great, it is well researched, thorough and user friendly. You did an excellent job.”
- “The parents enjoyed the program and were receptive to the concepts presented. Several parents did either lose weight or inches by the end of the 6 weeks which showed the program helped them to focus on nutritional habits and physical activity.”
- “Parents enjoyed and were willing to try the food prepared in the food demonstrations.”
- “The main barrier we have in our program is having parents attend workshop which was not the fault of the HFHC program.”
- “The facilitator’s guide contains a detailed list of necessary materials and is written using a script format, making it easier for facilitators with different levels of experience to implement this curriculum.”
- “It may be helpful to include slide number corresponds to different sections of the script.”
- “Certain sections of the lessons (Week 1, Week 4 – diabetes facts, Week 5 general guidelines for eating out and to prevent high blood pressure) I found to be information dense and may have benefited from being separated into various slides instead of a single slide. Data heavy sections may lead to audience members not fully comprehending topics.”
- “While this implementation was a couple of years ago I do remember receiving an overall positive review from parents and grandparents.”
- “The small group sessions could benefit from peer discussions and activities to help supplement information presented.”

If you are currently or have implemented the HFHC program within your community organization, please provide feedback of the implementation and of any success stories or barriers that you have encountered.

- “Material from the curriculum is used all the time in one to one work with Center children and their parents.”
APPENDIX E

Healthy Families for Healthy Communities: Week 1 Agenda

### PARENT'S AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>1 hr</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction to the program</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:20 pm</td>
<td>10 min</td>
<td>Pre-test</td>
<td></td>
</tr>
<tr>
<td>5:20 – 5:30 pm</td>
<td>30 min</td>
<td>Lesson 1: Introduction to MyPlate</td>
<td></td>
</tr>
<tr>
<td>5:30 – 6:00 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Lesson 2: Be Active... Get Moving!</td>
<td></td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Physical Activity</td>
<td>Stretch and DVD: Walk Away the Pounds</td>
</tr>
<tr>
<td>6:35 – 6:40 pm</td>
<td>5 min</td>
<td>Pass out Cookbook</td>
<td></td>
</tr>
<tr>
<td>6:40 – 6:55 pm</td>
<td>15 min</td>
<td>Food Demo</td>
<td>Bulger Salad</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>

### KIDS AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>1 hr</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction to the program</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Introduction to MyPlate</td>
<td></td>
</tr>
<tr>
<td>5:30 – 5:40 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>5:40 – 6:00 pm</td>
<td>20 min</td>
<td>Lesson 2: Be Active... Get Moving!</td>
<td>Kids Activity</td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Physical Activity</td>
<td></td>
</tr>
<tr>
<td>6:20 – 6:40 pm</td>
<td>20 min</td>
<td>Preparation for Food Demo</td>
<td></td>
</tr>
<tr>
<td>6:40 – 6:55 pm</td>
<td>15 min</td>
<td>Food Demo</td>
<td></td>
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<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
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<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
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</table>
APPENDIX F

Healthy Families for Healthy Communities Program: Week 1

Lesson Plan: Introduction to My Plate, Healthy Weight and Physical Activity

Objectives: After listening to this lecture, participants will be able to:
1. Portion meals using MyPlate guidelines.
2. List at least two reasons why exercise is important for good health.
3. Understand daily physical activity recommendations for both adults and children.
4. Track food portion sizes and physical activity using Building a Healthy Plate and Physical Activity Log.

Materials:
- Sign-in sheet, pens, pocket folders, name tags, 2 black markers, waist measuring tape, weight scale
- Power point presentation, laptop, projector, screen, computer speakers
- Pre-test: Healthy Families for Healthy Communities Survey
- 3 Plates: small, medium and large
- Handout: Building a Healthy Meal and MyPlate
- Handout: BMI Chart and Physical Activity Pyramid
- Handout: Building a Healthy Plate and Physical Activity Log
- Let’s Cook/Vamos a Cocinar Cookbook, 3rd edition
- Food demo ingredients and cooking equipment for recipe and spa water.
- DVD: Walk Away the Pounds

Special Note:
- This lesson is for WEEK 1 for “Healthy Families for Healthy Communities Program”
- Teach in dialogue! Use the open questions listed in this curriculum to encourage discussion amongst the participants
- Total time for lesson: 2 hours

20 min introduction/pre-test, 30 min Introduction to MyPlate, 10 min stretch break
20 min Be active…Get Moving!, 15 min physical activity, 20 min food demo, and 5 min closing

<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
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<tbody>
<tr>
<td>INTRO (10 MIN)</td>
<td><strong>INTRODUCTION</strong></td>
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<tr>
<td></td>
<td>Good afternoon! We are glad you and your family are here today.</td>
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<tr>
<td></td>
<td><em>(Introduce yourself and team to the class)</em></td>
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<tr>
<td></td>
<td>• Name</td>
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<td></td>
<td>• <em>Current Educational/Professional Status (i.e. CSUN Intern)</em></td>
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<td></td>
<td>We would like to welcome you and your family to our Healthy Families</td>
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<td>for Healthy Communities Program. The objective of this program is:</td>
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</tr>
<tr>
<td></td>
<td>• To create healthier communities by creating healthier homes.</td>
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<tr>
<td></td>
<td>• To increase your awareness of the importance and benefits of good</td>
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<tr>
<td></td>
<td>nutrition and physical activity.</td>
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</tr>
<tr>
<td></td>
<td>• To provide you and your family with tools to help you build</td>
<td></td>
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<td></td>
<td>healthier meals.</td>
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<tr>
<td></td>
<td>The Program consists of 6 weeks, each week we will learn about</td>
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<tr>
<td></td>
<td>different topics. Each class will have information, class discussions,</td>
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<td></td>
<td>fun interactive activities, and food demonstrations. For example,</td>
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<td></td>
<td>Today, week 1, we will be talking about:</td>
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### Methods

<table>
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<tr>
<th>Content</th>
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<tbody>
<tr>
<td>My Plate and the different food groups</td>
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<tr>
<td>Healthy Weight and Physical Activity</td>
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</tbody>
</table>

During the upcoming weeks we will cover the following topics:

- Week 2: Reading Food Labels, Whole Grains, Healthy Drinks
- Week 3: Breakfast, Meal Planning, Low Fat Milk
- Week 4: Feeding Your Kids, Diabetes, Fruits and Vegetables
- Week 5: Fast Food, Heart Disease, Protein
- Week 6: Food Safety

At the end of today’s class, we will give you a food diary and an activity tracker. We would like you to complete them during the following weeks and to bring them to each class. We will review them together. At the end of the class today, you will also receive a cookbook and for those of you who attend all 6 classes, during our last class you and family will receive a special gift as well.

### Materials

- Pre-Test Pens

---

### Anchor

- Name
- Children and ages
- What is your biggest nutritional or physical activity challenge?
- What do you hope to learn from these classes?

Thank you for participating?

### PRE-TEST (10 MIN)

Before we start with our fist topic today, I have a small survey I would like everyone to complete. Do not worry if you do not know all the answers, you will know them by the end of the 6 week!

### ADD (30 MIN)

#### INTRODUCTION TO MY PLATE

What comes to mind when you hear the question, “what are the building blocks of good health?”

- A *balanced eating plan and regular physical activity.*

Our first topic today is MyPlate.

**Who has ever heard of or seen MyPlate?**

This plate was developed by the United States Department of Agriculture (USDA) Center for Nutrition Policy and Promotion. It shows a visual guide for the kinds and amounts of food you and your family need for good health. My Plate illustrates the five food groups that are the building blocks for a healthy diet with a familiar image—a place setting. By choosing My Plate, you and your family will be guided on how to build healthier meals. As shown by the different colors in the plate, you should choose foods from every food group.

- **RED** = FRUITS
- **GREEN** = VEGETABLES
- **ORANGE** = GRAINS
- **PURPLE** = PROTEIN FOODS
- **BLUE** = MILK AND MILK PRODUCTS

In addition to balancing your diet by eating foods from the different food groups, My Plate focuses on 3 key messages.
### Methods

<table>
<thead>
<tr>
<th>Content</th>
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</table>
| **Balancing Calories**  
  - Enjoy your food, but eat less.  
  - Avoid oversized portions. |
| **Foods to Increase**  
  - Make half your plate fruits and vegetables.  
  - Make at least half your grains whole grains.  
  - Switch to fat-free or low-fat (1%) milk. |
| **Foods to Reduce**  
  - Compare sodium in foods like soup, bread, and frozen meals and choose the foods with lower numbers.  
  - Drink water instead of sugary drinks. |

Now, let us first look at each food group and see why they are so important in our diet. Do not worry if you feel that we review them quickly, throughout the following weeks we will look at each food group and explore each key message in more detail.

### FRUITS & VEGETABLES
Let’s talk about fruits and vegetables.

### WHAT’S IN THE FRUIT AND VEGETABLE FOOD GROUP?
Any fruit, vegetable, 100% fruit or vegetable juice count as part of the fruit and vegetable group. Fruits and vegetables may be fresh, canned, frozen, or dried/dehydrated and may be whole, cut-up, or pureed. Beans and peas are also part of the vegetable group.

Just for a side of precaution, I would like to inform you that some canned/dried/dehydrated vegetables and fruits might have added sugar or sodium, so it is important to compare products by using the nutritional facts label.

### HOW MUCH IS NEEDED?
The amount of fruit and vegetable you need depends on your age, whether you are a male or female, and level of physical activity. However, to ensure that you are eating enough focus on making half of your plate fruits and vegetables. Remember, it is important to eat a rainbow of veggies and fruits.

### HEALTH BENEFITS AND NUTRIENTS
Fruits and vegetables provide important nutrients needed for health and maintenance of your body.

Can someone share one health benefit of a diet rich in fruits and vegetables?

**Possible Answers:**

- Reduce risk for heart disease, which can lead to heart attack and stroke
- Protect against certain types of cancers
- May reduce the risk of heart disease, obesity, and type 2 diabetes
- May lower blood pressure, may reduce the risk of developing kidney stones and help to decrease bone loss
- Help lower calorie intake

### Key Nutrients

- Low in fat, sodium, and calories.
- None have cholesterol.
- Rich sources of many essential nutrients, including:
## GRAINS

Now let’s look at the grain group.

**WHAT’S IN THE GRAIN GROUP?**

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Grains are divided into 2 subgroups, whole grains and refined grains.

- **Whole grains**
  - Contain the entire grain kernel — the bran, germ, and endosperm.
  - Whole grains are rich in dietary fiber, iron and many B vitamins.

- **Refined grains**
  - Have been milled, a process that removes the bran and germ.
  - This process removes most of the original nutrients.

**HOW MUCH IS NEEDED?**

The amount of grains you need depends on your age, whether you are male or female, and level of physical activity. In general, most Americans consume enough grains, but few are whole grains. To ensure you are getting enough fiber and key nutrients in your diet, focus in making half of your grains whole grain.

**HEALTH BENEFITS AND NUTRIENTS**

Whole grains are important sources of many nutrients, including:

- Fiber
- Vitamins
- Minerals

Whole grains will also help you by:

- Keeping a healthy heart by helping lower blood cholesterol
- Helping you feel full
- Giving you energy
- Help reduce constipation

Up to this point, what questions do you have about the fruits, vegetables and/or grain groups?

## PROTEIN

Now let’s look at the protein group:

**WHAT’S IN THE PROTEIN GROUP?**

All foods made from meat, poultry, seafood, beans and peas, eggs, soy products, nuts, and seeds are considered part of the protein foods group. Beans and peas are also part of the vegetable group.

**HOW MUCH IS NEEDED?**

The amount of protein you need depends on your age, whether you are male or female, and level of physical activity. Most Americans eat enough food from this group, but need to make leaner and more varied selections.

Select a variety of protein foods, including at least 8 oz. (about 2
Methods | Content | Materials
--- | --- | ---

servings) of seafood per week (smaller amounts of seafood are recommended for young children) and more vegetarian options. Meat and poultry choices should be lean or low fat.

**HEALTH CONSEQUENCES AND KEY NUTRIENTS**
Choosing foods from this group that are high in saturated fat and cholesterol may have health consequences, such as

- Raise LDL cholesterol (bad cholesterol), which may increase your risk for coronary heart disease.

**Key Nutrients**
- Protein, vitamins & minerals
- Seafood
  - EPA & DHA (Omega 3 Fatty Acids)
    - May aid in the prevention of heart disease
- Peanuts & certain tree nuts (i.e. walnuts, almonds, and pistachios) may reduce the risk of heart disease.
  - Because nuts and seeds are high in calories, eat them in small portions and use them to replace animal protein, rather than adding them to what you are already eat.
  - Choose unsalted nuts and seeds to help reduce sodium intakes.

**DAIRY**
Now let’s look at the dairy group.

**WHAT’S IN THE DAIRY GROUP?**
All fluid milk products and many foods made from milk are considered part of this food group. Calcium-fortified soymilk (soy beverage) is also part of the dairy group. The key message for this food group is to switch to fat-free or low-fat (1%) milk and to make fat-free or low-fat dairy choices, such as low fat cheeses and low fat yogurts.

**HOW MUCH IS NEEDED?**
The amount of food you need depends on age, generally children between the ages of 2 to 3 require 2 cups per day, children between the ages of 4 to 8 require 2 ½ cups per day and older children and adults require 3 cups per day.

**HEALTH BENEFITS AND KEY NUTRIENTS**
Consuming dairy products provides health benefits, such as:

- Improve and maintain bone health and reduce the risk of osteoporosis
- Provide nutrients that are important for health and maintenance of your body such as:
  - Calcium, potassium, vitamin D, and protein
- Milk products that are consumed in their low fat or fat-free forms provide little or no solid fat.
  - Although it might be low in fat, do remember that milk is from animal, so it is going to contain cholesterol.

Before we move on to another topic, what questions do you have about the different food groups?
### Methods

<table>
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<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
</table>
| ADD | TRANSITION  
So, so far we talked about My Plate and looked at the different food groups, now let’s take a closer look at the first key message of My Plate, BALANCING CALORIES. | 3 Plates: small, medium & large |
|            | **What have you heard about eating large portion sizes?**  
Creating healthy, balanced meals can be challenging for all of us. Wouldn’t it be nice to have one simple tool, like a piece of paper to look at, to remind us how to make our family’s meal balanced and nutritious? Well there is, we have *My Plate*. When using *My Plate* you will be able to build healthy, balanced meals, reduce unhealthy food choices, and increase your family’s vegetable and fruit consumption. As a result, mealtime will become more enjoyable for the entire family, you will enjoy your favorite foods and avoid oversized portions. |  |
|            | **What size of plate do you use at home?** *(Show the three different size plates, small, medium, and large to the participants.)* |  |
|            | The obesity epidemic continues to rise and it is not just because of the “super-size” meals. In the early 1990’s, manufacturers changed the average size of plates from **10 to 12 inches**. Two inches might not seem like a big deal, but it actually allows **MORE** food on every plate, making food portions bigger and bigger! Studies have shown that when given large portions of food whether on a plate or in serving bowls, you will typically eat **MORE** food, which can then lead to obesity, heart disease, and diabetes. |  |
|            | The first step to a healthy plate is to use a **medium** size plate, about 10 inches in diameter for adults and 6 inches in diameter for children. *(Show the medium size plate to the participants).* And if you want to lose weight, you can use a **smaller** plate, which will help you control even smaller portions. *(Show the small plate to the participants).* But remember, calories do add up if you go back for second and third helpings. |  |
|            | Do not worry if you have large plates at home. Use those plates when you are eating salads with low fat dressing. The large plates will help you eat more vegetables, which is great for your health! |  |
| ADD | **HOW TO PORTION YOUR PLATE**  
Now that we know that the size of the plate affects how much we eat, the second step in building healthy plate is to figure out how much healthy foods we should eat. As discussed earlier, you and your family should eat a variety of food from each food groups. |  |
|            | The question that is always asked, **how much?** The easiest answer to this question is “*My Plate*”. Every time you make a plate for yourself or for your child, think about how this plate is divided into sections. |  |
|            | - Vegetables or fruits should **ALWAYS** take up 1/2 of your plate, if not more. We can never eat enough vegetables or fruits!  
- Whole grains should take up 1/4 of your plate.  
- Protein (meat or beans) should take up 1/4 of your plate.  
- Fruit and dairy can be eaten as a snack if not eaten with the meal.  
For example, a serving of brown rice is a 1/2 cup. Instead of trying to remember the serving size, only allow 1/4 of your plate for rice. If you follow this method, you will eat a healthy portion of rice! |  |
You’ll notice that there is no place reserved for foods that are high in fat or sugar, like donuts, chips, cookies, and soda. That is because these foods are “sometimes” foods. They should only be eaten occasionally, like once or twice a month.

Would someone like to share how the portion sizes on the place setting compares to what your family typically eats?

Now it is time to practice making healthy portioned plates. I am going to show you a picture of meals. As a group, look at each picture and decide if the meal is divided into the right sections. As I show each picture to you, share any changes that should be made.

- Does this meal follow MyPlate?
- What could be changed to improve the meal?

**Answers to Pictures:**

<table>
<thead>
<tr>
<th>Picture</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pasta in marinara sauce and bread</td>
<td>Change to - ¼ whole grain pasta, ¼ protein, ½ plate of green salad</td>
</tr>
<tr>
<td>beans, rice and chicken tacos</td>
<td>Change to - ¼ beans or rice, ¼ plate 1 chicken taco, ½ plate vegetables</td>
</tr>
<tr>
<td>chicken, brown rice, vegetables</td>
<td>Perfect Portions – no changes</td>
</tr>
<tr>
<td>slices of pizza</td>
<td>Change to – 1 slice of pizza with meat = (¼ plate grain, ¼ plate meat) and ½ plate of green salad</td>
</tr>
</tbody>
</table>

Now that we have practice building healthy meals, we are going to create our own meal that follows MyPlate. *(Pass out a blank MyPlate setting handout, point to the section in the handout).*

Please take a minute to imagine what you are going to serve for dinner tonight. Write or draw your meal on your My Plate Place Setting handout. Think about how the food is arranged for each food group.

**Who would like to share the meal they created?**

**How will your family react to this meal?**

**How will you respond to them?**

Today’s first topic has provided you with an easy tool to help build healthier meals, MyPlate.

Please turn handout and look at the section titled “Building a Healthy Plate” *(Point to the section in the handout)*. As a group, let’s read these 10 tips together. *(Depending on time, ask participants to help you read the list).*

**What do you think about choosing My Plate?**

**How do you see yourself using this handout at home?**

Making food choices for a healthy lifestyle can be as simple as using these 10 Tips. These tips and ideas are a starting point to help you balance your calories, reduce unhealthy food choices, and increase your family’s vegetable and fruit consumption.
So far, we have talked about MyPlate and the different food groups. We also practice building healthy plates.

Our next topic is healthy weight and physical activity. Before we move onto these topics, let’s first take a quick 10 min STRETCH BREAK!

(During this time have participants weigh themselves and measure their waist size.)

Our second topic today is Healthy Weight and Physical Activity. Obesity is currently affecting many communities throughout the United States. Based on most recent collected data:

- One third of adults are obese (35.7%)
- Obesity among children and adolescents has almost tripled since 1980
- Approximately 17% of children and adolescents age 2 to 19 are obese

There are a few ways to find out if you are at risk for the health problems caused by overweight and obesity.

1. **BMI chart** *(explain chart)*
   - It measures your weight in relation to your height.
   - Please take a moment to find your height and weight. If you are in the overweight or obese range on the chart, you may be at risk for certain health problems.

2. **Measuring your waist**
   - If you are a woman and your waist is more than 35 inches, or if you are a man and your waist is more than 40 inches, your risk of disease is higher. We can measure your waist at the end of the class if we have not done so already.

Would someone like to share one health problem that is associated with overweight or obesity? Possible answers:

- Type 2 Diabetes (high blood sugar)
- High blood pressure
- Coronary heart disease and stroke
- Some type of cancers
- Sleep apnea (when breathing stops for short periods during sleep)
- Osteoarthritis (wearing away of joints)
- Gallbladder disease
- Problems with pregnancy

Although you may not be able to control all the factors that lead to overweight, such as genes, medical conditions or medications, you can change your eating and physical activity habits. By changing these habits, you may be able to improve your weight and your health.

Now, let’s look at physical activity closer.

Could someone share with the class the type of physical activities you are currently doing?
When starting a physical activity plan you do not need to change overnight how you exercise. Even modest amounts of physical activity can improve your health. Just start with small, specific goals, such as walking 10 min a day, 3 days a week, that’s all it takes! Then just add more time to each activity, like walking for 20 or 30 minutes instead 10 minutes.

You can also add more movement to your daily life by:
- Taking the stairs instead of the elevator.
- Getting off the bus one stop early.
- Parking farther from the stores or work.
- Stretching and walking during breaks at work.
- Playing with your children, family members and pets.
- Gardening and doing household chores.

So how much Physical Activity is needed?
Physical activity is important for everyone, but how much you need depends on your age. For a well-rounder workout plan, combine aerobic activity, muscle-strengthening exercises and stretching. Before starting a vigorous physical activity program, check with your health care provider if you are a man over age 40 or a woman over age 50, or if you have chronic health problems.

### Adults (18 to 64 years)
- At least perform 150 minutes per week of moderate intensity or 75 minutes per week of vigorous intensity physical activity.
- To lose weight, greater than 250 minutes per week of higher moderate to vigorous physical activity.
- Each activity should be done for at least 10 minutes at a time.
- Do strengthening activities at least 2 to 3 days a week.

### Children and Adolescents (6-17 years)
- 60 minutes or more of physical activity each day.

### Young Children (2-5 Years)
- There is not a specific recommendation.
- Children ages 2-5 years should play actively several times each day.
- Activities should be developmentally-appropriate, fun, and offer variety.

So why is staying active so important?
Because the results are amazing! The human body was designed for activity and by exercising regularly; you will feel better every day. Remember, fitness is about improving your healthy.
- Healthy heart
- Stay at or get to a healthy weight
- Stronger bones
- More energy
- Sleep better
- Increase strength
- Improve concentration at school
- Have fun
- Make new friends
- Feel better about yourself
So far, what questions do you have about physical activity?

So remember, physical activity and nutrition work together, they are the building blocks of good health. Being active increases the amount of calories burned.

**APPLY**

**FOOD DIARY AND ACTIVITY TRACKER**

Studies show that when you keep a food diary and activity log, you are more likely to be eating healthy and be more physically active because you can see how you are doing. *(Pass out Building a Healthy Plate Log and Physical Activity Log and explain how to use it.)*

When doing your food diary you can also write down your feelings at the time of your meal, writing down your feelings may help you identify your eating triggers.

I encourage you to use these tools at home to stay focus and motivated. Starting next week, we will be reviewing them with you, so please bring them with you next week.

**ADD & APPLY (15 MIN)**

**STAYING ACTIVE**

Now that we learned about physical activity and we have an activity tracker, let’s get 15 minutes of physical activity today! We are first going to stretch and then I am going to play a video. You will learn simple moves that you can do at home. I invite you to join along!

By the way, next week please come in your workout clothes and shoes and don’t forget your water bottle. Next week we will also be doing 15 minutes.

**ADD (20 MIN)**

**LET’S COOK COOKBOOK**

I also have a cookbook for all of you today.

This cookbook contains many healthy dishes that you can prepare for your family. We will demonstrate at least one dish from this cookbook at each class. I encourage you to bring this cookbook with you at each class so that you can follow along as we demonstrate some of these recipes.

Each recipe is in English and Spanish, lists the nutritional information and has nutrition or cooking tip on the bottom of the page. I hope that you find this cookbook useful and that you try some of these recipes.

**FOOD DEMONSTRATION**

Now we are going to demonstrate one of the recipes. Due to our first long class, we will be doing a quick demonstration. We will demonstrate the Bulgur Salad recipe; please turn to page 66 of the cookbook.

*(Mention ingredients one by one and talk about them. Make sure to make it interactive. Ask participants to identify what food group each ingredient belongs too.)*

**Nutritional Tip:** Bulger and brown rice are interchangeable in most recipes. But remember, 1 cup of bulger has fewer calories, less fat, and more than twice the fiber as brown rice.

How do you like this salad?
How do you think your family would like this recipe?
<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
</table>
| CLOSING (5 MIN) | **CLOSING**
Wow! We learned a lot today! Today we learned about:
- My Plate, the different food groups and how to build healthy meals
- Healthy weight and physical activity
- You also got a little exercise today and tasted some delicious and healthy salad.

Think back at everything you heard today, what is one idea you heard that you are ready to start right away?

Thank you for participating in our class today. I hope you enjoyed it and that we see you again next week!

**THANK YOU**
APPENDIX G

Building a Healthy Plate and Physical Activity Log

<table>
<thead>
<tr>
<th>DAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAKFAST</td>
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<td>LUNCH</td>
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<td>DINNER</td>
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<td>SNACKS</td>
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<td>CUPS OF WATER (8 oz)</td>
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<tr>
<td>MY PHYSICAL ACTIVITY FOR THE DAY</td>
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<td>ACTIVITY</td>
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<td>DURATION</td>
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<tr>
<td>NOTES</td>
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</tbody>
</table>
Healthy Families for Healthy Communities

My Wellness Journal … Getting Started!

Setting goals can be easy and highly motivating! It can give you a sense of accomplishment when you focus your energy on a goal and finally reach it. It has been seen that people are more likely to achieve their goal when they have clearly described it. Talking about it or, better yet, writing it down, makes it more real and more attainable.

STEP 1: Develop an ultimate goal.

My ultimate goal is …

STEP 2: Set smaller goals to help you reach your ultimate goal. To make your goals more powerful, they need to be specific.

My smaller goals to help me reach my ultimate goal are…

STEP 3: Create a “To Do” list of things you will need to do to work towards your smaller goals.

The things I need to do to work towards my smaller goals are …

STEP 4: Chart your progress to stay motivated. This could be the most important step of all. When you can see the progress that you have made, you will feel more enthusiastic and confident to continue.

STEP 5: Celebrate your success. Find a way to “reward” yourself. Make sure that your “reward” does not jeopardize the progress you have worked hard to make!

My rewards will be …

STEP 6: Don’t forget to share your successes with friends, coworkers, and family members. Their reactions will feed your enthusiasm and propel you further along.
## Healthy Families for Healthy Communities

**Healthy Habits for Life**

<table>
<thead>
<tr>
<th>Week</th>
<th>My Healthy Habits for life goal for this week is…</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>5</td>
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<td>6</td>
<td>(Spring Break Week)</td>
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<td>9</td>
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</tbody>
</table>
APPENDIX I

Programa “Familias Saludables para Comunidades Saludables” Semana 1

Plan de Clase: Introducción a “Mi plato”, “Un peso saludable” y “¡Ser activo…ponte a mover!”

Objetivos: Después de escuchar esta clase, los participantes podrán:
1. Medir las porciones en el plato, para cada grupo alimenticio usando las guías “Mi plato”.
2. Hacer una lista que contenga por lo menos dos razones porqué la actividad física es importante para una buena salud.
3. Entender las recomendaciones de la práctica diaria de actividad física para adultos y niños.
4. Monitorear el tamaño de las porciones de los alimentos y la actividad física escribiéndolos en la hoja volante “Preparando comidas saludables & Diario de actividad física”.

Materiales:
- Lista de asistencia, bolígrafos, folders con bolsillo, carnets, dos marcadores negros, cinta para medir la cintura, báscula.
- Presentación de PowerPoint, computadora portátil, proyector, pantalla, parlantes de computadora.
- Pre-encuesta para el programa “Familias Saludables para Comunidades Saludables”
- Tres platos: Uno grande, un mediano y uno pequeño.
- Hojas volantes: “Cómo preparar platillos saludables/Mi plato”
- Hojas volantes: Tabla de Índice de Masa Corporal/Pirámide de actividad física
- Hojas volantes: “Preparando comidas saludables & Diario de actividad física”
- Recetario: Let’s Cook Cookbook/Vamos a Cocinar. 3ra. edición
- Ingredientes y equipo de cocina para hacer las demostraciones.
- DVD: Walk Away the Pounds

Nota Especial:
Esta clase es para la primera semana del programa “Familias Saludables para Comunidades Saludables”

Tiempo de duración: 2 horas
20 min. para la introducción/pre-encuesta, 30 min. para la introducción al volante “Mi plato”, 10 min. para un receso, 20 min. para ¡Ser activo…ponte a mover!, 15 min. para hablar sobre la actividad física, 20 min. para la demostración de la preparación de una receta y 5 min. para la clausura.

<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Material</th>
</tr>
</thead>
</table>
| INTRO (10 MIN) | INTRODUCCIÓN
¡Buenas tardes! Estamos felices que usted y su familia estén aquí hoy. (Preséntese a la clase)
- Nombre
- Estado actual, educativo o profesional, por ejemplo, pasante de la CSUN.

Les damos la bienvenida a nuestro programa “Familias Saludables para Comunidades Saludables”. Los objetivos de este programa son:
- Promover hogares más saludables para crear comunidades más saludables.
- Incrementar su conocimiento sobre la importancia y los beneficios de una buena nutrición y de la actividad física.
- Proveerles con las herramientas necesarias que les ayude a seleccionar y preparar comidas más saludables.

El programa dura 6 semanas y se hablará de diferentes temas cada semana. Cada clase tendrá información, conversaciones abiertas, actividades divertidas y demostraciones de la preparación de recetas. Por ejemplo:
<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Material</th>
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<tbody>
<tr>
<td><strong>Hoy</strong></td>
<td>que es la primera semana, hablaremos sobre:</td>
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<tr>
<td></td>
<td>• El volante “Mi plato” y los diferentes grupos alimenticios.</td>
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<tr>
<td></td>
<td>• Un peso saludable y la actividad física</td>
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<td>Las próximas semanas trataremos los siguientes temas:</td>
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<td>• Semana #2: Cómo leer una etiqueta con datos nutricionales, Los granos o cereales integrales, Las bebidas saludables.</td>
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<td>• Semana #3: El desayuno, La planificación de los alimentos, La leche semi-descremada.</td>
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<td>• Semana #4: Alimentando a sus hijos, La diabetes, Las frutas y las verduras.</td>
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<td>• Semana #5: La comida rápida, Las enfermedades del corazón, La proteína</td>
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<td>• Semana #6: La seguridad con los alimentos</td>
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<td>Al final de la clase de hoy les entregaremos un diario para que registre los alimentos que consuma, al igual que la actividad física diariamente.</td>
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<td>Nos gustaría que los llenara durante las siguientes semanas y que los traigan cada clase y lo revisaremos con ustedes.</td>
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<td>De igual manera, al final de la clase de hoy les entregaremos un libro de recetas y los que asistan durante las 6 semanas recibirán un regalo especial durante la última clase.</td>
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<td>Ahora, vamos a conocernos (solicite que cada participante se presente y comparta la siguiente información con la clase):</td>
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<td></td>
<td>• Nombre</td>
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<td>• Cuántos hijos tiene y sus respectivas edades</td>
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<tr>
<td></td>
<td>• ¿Cuál es su mayor desafío con respecto a la nutrición y a la actividad física?</td>
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<tr>
<td></td>
<td>• ¿Qué espera aprender en estas clases?</td>
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<tr>
<td></td>
<td>Gracias por participar.</td>
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<tr>
<td></td>
<td><strong>PRE-ENCUESTA (10 MIN)</strong></td>
<td>Pre-encuesta, bolígrafo</td>
</tr>
<tr>
<td></td>
<td>Antes de empezar con nuestro primer tema, tengo un cuestionario que me gustaría que cada persona lo completara. No se preocupe si no sabe las respuestas, las sabrá al final de la sexta semana.</td>
<td></td>
</tr>
<tr>
<td><strong>ANADIR</strong></td>
<td><strong>INTRODUCCIÓN A “MI PLATO”</strong></td>
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<tr>
<td></td>
<td>¿Qué se les viene a la mente cuando escuchan, “cuáles son los bloques esenciales de una buena salud”?</td>
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<tr>
<td></td>
<td>• Una alimentación balanceada y actividad física regular.</td>
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<tr>
<td></td>
<td>Nuestro primer tema hoy es “Mi plato”</td>
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<tr>
<td></td>
<td>¿Quién ha visto o escuchado sobre el volante “Mi Plato”?</td>
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<td></td>
<td>Este modelo fue desarrollado por el Centro de Regulaciones y Promociones para la Nutrición del Departamento de Agricultura de los Estados Unidos. El modelo “Mi plato” da una guía visual de los tipos y cantidades de alimentos que usted y su familia necesitan para tener una buena salud. El volante “Mi plato” ilustra los cinco grupos alimenticios que son parte de los bloques esenciales para una dieta saludable usando una imagen que es conocida por todos, un puesto para servir la comida en la mesa. Al escoger el modelo “Mi plato”, usted y su familia tendrán una guía sobre cómo preparar comidas más saludables. Como se lo demuestra en el gráfico del plato, debe escoger alimentos de cada grupo alimenticio.</td>
<td>choosemyplate.gov</td>
</tr>
</tbody>
</table>
Además de equilibrar su alimentación al consumir productos de los diferentes grupos alimenticios, el método “Mi plato”, también se enfoca en tres mensajes importantes:

- **Equilibrio de las calorías:**
  - Disfrute de sus comidas, pero en cantidades más pequeñas.
  - Evite las porciones extra grandes.

- **Alimentos que debemos consumir más:**
  - Haga que la mitad de su plato consista de frutas y verduras.
  - Consuma, por lo menos, la mitad de granos o cereales integrales.
  - Cambie a leche semi-descremada o descremada (1%)

- **Alimentos que debemos reducir**
  - Compare el contenido de sodio en alimentos tales como la sopa, el pan y las comidas congeladas y escoja los que tengan menor cantidad de sodio.
  - Beba agua en lugar de bebidas azucaradas.

Ahora, vamos a observar cada uno de los diferentes grupos alimenticios y veamos por qué son tan importantes en nuestra alimentación. No se preocupe si siente que los estamos repasando muy rápido, durante las próximas semanas estaremos explorando cada grupo en más detalle.

AÑADIR

**LAS FRUTAS & LAS VERDURAS**

Hablemos sobre las frutas y las verduras.

**¿QUÉ ALIMENTOS SE ENCUENTRAN EN EL GRUPO DE LAS FRUTAS Y LAS VERDURAS?**

Cualquier fruta, verdura o jugo que contenga un 100% del mismo, cuenta como parte de este grupo. Las frutas y las verduras pueden ser frescas, enlatadas, congeladas, deshidratadas, enteras, cortadas, o en papilla. Las legumbres y las leguminosas, como los frijoles o los chícharos (también conocidos como alverjas o judías) también forman parte del grupo de verduras. Por precaución, me gustaría informarle que algunas frutas y verduras enlatadas o deshidratadas pueden tener azúcar o sodio añadidos, por esta razón es importante comparar los productos usando la etiqueta de datos nutricionales.

**¿CUÁNTO NECESITA?**

La cantidad de frutas y verduras que necesita depende en la edad, si es hombre o mujer y del nivel de actividad física. Sin embargo, para asegurarse que está comiendo la suficiente cantidad, enfóquese en que la mitad de su plato tenga frutas y verduras y que éstas sean tan variadas como un arco iris.
Las frutas y verduras brindan nutrientes importantes que son necesarios para una buena salud y el mantenimiento del cuerpo. ¿Puede alguien compartir un beneficio de comer una dieta rica en frutas y verduras?

**Posibles respuestas:**
- Reducir el riesgo de enfermedades del corazón que podrían ocasionar un infarto o un derrame cerebral.
- Proteger contra ciertos tipos de cáncer.
- Podría reducir el riesgo de desarrollar enfermedades cardíacas, la obesidad y la diabetes tipo 2.
- Podría reducir la presión arterial, el riesgo de desarrollar cálculos en los riñones y ayudar a disminuir la pérdida de masa ósea.
- Ayuda a reducir el consumo de calorías.

**Nutrientes importantes:**
- Bajos en grasa, sodio y calorías
- No tienen colesterol
- Son fuentes ricas en nutrientes esenciales como:
  - Vitaminas
  - Minerales
  - Fibra
  - Antioxidantes

Ahora hablaremos del grupo de los granos.

**¿QUÉ SE ENCUENTRA EN EL GRUPO DE LOS GRANOS?**
Cualquier producto de trigo, arroz, avena, maíz, cebada y otros cereales en grano, se lo considera como parte de este grupo. Los granos se dividen en dos sub-grupos, los granos integrales y los granos refinados.

- **Los granos integrales:**
  - Contienen el grano entero, es decir, el salvado, el endospermo y el germen.
  - Son ricos en fibra, hierro y muchas vitaminas B.

- **Los granos refinados:**
  - Han sido procesados y se les ha removido el salvado y el germen.
  - Este proceso retira la mayoría de los nutrientes originales.

**¿CUÁNTO NECESITA?**
La cantidad de granos que necesita depende en la edad, si es hombre o mujer y del nivel de actividad física. En general, la mayoría de estadounidenses consumen suficiente cantidad de granos, pero pocos granos integrales. Para asegurarse que está consumiendo suficiente fibra y nutrientes claves, enfóquese en que la mitad de los granos que consume, sean granos integrales.

**LOS BENEFICIOS DE SALUD Y LOS NUTRIENTES**
Los granos enteros son fuente importante de muchos nutrientes incluyendo:
- La fibra,
- Las vitaminas
- Los minerales
<table>
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<th>Métodos</th>
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<th>Material</th>
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</table>
| AÑADIR | Los granos enteros también pueden ayudarlo a:  
• Mantener un corazón saludable al ayudar a bajar el colesterol.  
• Sentirse satisfecho.  
• Darle energía.  
• Ayudar a reducir el estreñimiento. | |

Hasta aquí, ¿tienen alguna pregunta acerca de las frutas, las verduras o los diferentes tipos de granos?

LA PROTEÍNA  
Ahora hablaremos del grupo de las proteínas.

¿QUÉ SE ENCUENTRA EN EL GRUPO DE LAS PROTEÍNAS?  
Cualquier comida hecha de carne de res, pollo, aves, mariscos, legumbres, huevos, productos de soya, nueces y semillas son consideradas parte del grupo de las proteínas. Las legumbres también forman parte del grupo de las verduras.

¿CUÁNTO NECESITA?  
La cantidad de proteína que necesita depende en la edad, si es hombre o mujer y del nivel de actividad física. La mayoría de estadounidenses consumen suficiente proteína, pero necesitan seleccionar opciones con menos grasas y más variedad. Seleccione una variedad de alimentos que contengan proteína, incluyendo por lo menos 8oz (2 porciones aproximadamente) de mariscos por semana (se recomiendan menores cantidades para los niños pequeños). Incorpore opciones vegetarianas de proteína y seleccione cortes de carnes y aves bajos en grasa saturada o magros (sin grasa).

CONSECUENCIAS PARA LA SALUD Y NUTRIENTES CLAVES  
El seleccionar alimentos de este grupo que son altas en grasas saturadas y colesterol puede traer consecuencias para la salud, como:  
• Incrementa el colesterol LDL, que es el colesterol “malo”, lo que puede incrementar el riesgo de padecer enfermedad de las coronarias.

NUTRIENTES IMPORTANTES  
• Proteínas, vitaminas y minerales.  
• Mariscos.  
  o Ácido eicosapentaenoico (AEP) y el ácido docosahexanoico (ADH), que constituyen los ácidos grasos Omega 3.  
    • Podrían ayudar en la prevención de enfermedades del corazón.  
• Cacahuates (maní) y ciertas semillas (nueces, almendras, pistachos) podrían ayudar a reducir el riesgo de desarrollar problemas del corazón.  
  o Debido a que las nueces & semillas son altas en calorías, consúmalselas en porciones pequeñas y úselas para reemplazar proteína de origen animal y no como una añadidura a los alimentos que ya consume.  
  o Seleccione nueces y semillas sin sal para ayudar a reducir el consumo de sodio.
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<th>Métodos</th>
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<th>Material</th>
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<tbody>
<tr>
<td><strong>AÑADIR</strong></td>
<td><strong>PRODUCTOS LÁCTEOS</strong>&lt;br&gt;Ahora vamos hablar de los productos lácteos.</td>
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<tr>
<td></td>
<td><strong>¿QUÉ SE ENCUENTRA EN EL GRUPO DE LOS LÁCTEOS?</strong>&lt;br&gt;La leche y cualquier producto derivado de la leche, al igual que varios alimentos hechos con leche forman parte del grupo de los lácteos. La bebida de leche de soya fortalecida con calcio también forma parte de este grupo. La idea principal de este grupo es seleccionar productos descremados o bajos en grasa, como la leche con 1% de grasa, los quesos y el yogurt bajos en grasa.</td>
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<td></td>
<td><strong>¿CUántO NECESITA?</strong>&lt;br&gt;La cantidad que una persona requiere de este grupo alimenticio depende de la edad de la persona. Por lo general, los niños entre las edades de 2 a 3 años requieren 2 tazas al día, los niños entre las edades de 4 a 8 requieren 2 ½ tazas al día y los niños más grandes, al igual que los adultos, requieren 3 tazas al día.</td>
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<td></td>
<td><strong>LOS BENEFICIOS PARA LA SALUD Y NUTRIENTES CLAVES</strong>&lt;br&gt;El consumo diario de productos lácteos provee beneficios para la salud como:&lt;br&gt;• Mejora y ayuda a mantener la buena salud de los huesos y a reducir el riesgo de desarrollar osteoporosis.&lt;br&gt;• Son una buena fuente de nutrientes importantes para la salud y para el mantenimiento del cuerpo, tales como: Calcio, Potasio, Vitamina D y proteínas.&lt;br&gt;• Los productos lácteos descremados o bajos en grasa no proveen grasa sólida o lo hacen en cantidades pequeñas. Aunque los productos lácteos que consuma sean bajos en grasa, recuerde que la leche es un producto animal, por lo que va a tener colesterol.</td>
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<td></td>
<td>Antes de avanzar a nuestro siguiente tema, ¿tienen alguna pregunta acerca de los diferentes grupos alimenticios?</td>
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</table>
| **AÑADIR** | **TRANCISIÓN**<br>Hasta aquí hemos hablado acerca de “Mi plato” y hemos repasado los diferentes grupos alimenticios, ahora vamos a ver en más detalle el primer mensaje de “Mi plato” que es, “EQUILIBRANDO LAS CALORÍAS”.<br><br>**¿Qué ha escuchado acerca de comer porciones grandes?**<br>Crear comidas saludables y balanceadas puede ser difícil para todos nosotros. ¿No cree que sería fantástico poder usar una herramienta, como una hoja de papel, que nos recuerde cómo preparar comidas saludables y balanceadas para la familia? Bueno, si lo hay, tenemos el volante “Mi plato”. Al usar el volante “Mi plato”, podrá crear comidas saludables y balanceadas, reducir el consumo de comidas no saludables e incrementar el consumo de frutas y verduras dentro de su familia. Como resultado, la hora de las comidas será más placentera y podrán disfrutar sus comidas favoritas y evitarán el consumo de porciones grandes.<br><br>**¿Qué tamaño de plato usa en su casa?** *(Enseñe a la clase los tres diferentes tamaños de platos: pequeño, mediano y grande)*<br>La epidemia de obesidad continua creciendo y no es solo por las porciones de comidas “súper grandes”. Al principio de la década de 1990...
<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Material</th>
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</thead>
</table>
| AÑADIR  | los 90’s, los fabricantes de platos cambiaron el tamaño promedio de los platos, de 10 pulgadas a 12, lo que significa un aumento de dos pulgadas, que no parecería gran cosa, pero en realidad, contiene más comida en cada plato, haciendo que las porciones sean más y más grandes.  
Investigaciones han demostrado que el servir porciones grandes de comida, tanto como en plato o en tazón, típicamente hará que la persona coma más, lo que podría causar obesidad, enfermedades del corazón y diabetes.  
El primer paso para comer alimentos más saludables es usar los platos medianos, aproximadamente de diez pulgadas de diámetro para los adultos y seis pulgadas de diámetro para los niños (*Muestre el plato mediano a los participantes*). Si desea adelgazar, coma en el plato pequeño lo cual le ayudará a controlar inclusive porciones más pequeñas. (*Muestre el plato pequeño a los participantes*) Pero recuerde, que si se sirve un segundo o tercer plato, las calorías se agregan. No se preocupe si tiene platos grandes en casa, úselos para comer ensaladas con aderezo bajo en grasa. Usar platos grandes le ayudará a comer más ensaladas y verduras, los cuales son fabulosos para la salud.  
**CÓMO REPARTIR LAS PORCIONES EN SU PLATO**  
Ahora que sabemos que el tamaño del plato afecta la cantidad que comemos, el próximo paso para preparar alimentos saludables es calcular la cantidad de comida saludable que deberíamos comer. Como lo hablamos temprano, usted y su familia deben comer una variedad de alimentos de cada grupo.  
La pregunta que siempre se hace es, ¿cuánto comemos? La respuesta más sencilla a esta pregunta se encuentra en el volante “Mi Plato”. Cada vez que prepare un plato para usted o para su niño, piense en cómo este plato se divide en varias secciones:  
- Las verduras deberán cubrir SIEMPRE la mitad del plato, o si es más, mejor todavía. No existe límite en la cantidad de verduras que consuma. Un cuarto del plato deberá llevar granos integrales.  
- Un cuarto del plato deberá llevar alguna clase de proteína, como carne o frijoles.  
- Las frutas y los lácteos pueden ser servidos como bocadillos si no se han servido con la comida.  
Por ejemplo, una porción de arroz integral es ½ taza, pero en vez de tratar de recordar la medida de porción, solo deje ¼ del plato de espacio para el arroz. Si sigue este método comerá una porción saludable de arroz.  
Se dará cuenta que no hay un lugar reservado para alimentos altos en grasa o azúcar, como donas, galletas o soda, y esto se debe a son alimentos de “vez en cuando”, únicamente se los debería consumir ocasionalmente, tal vez dos veces al mes.  
¿Quisiera alguien compartir con la clase cómo estas porciones de alimentos se comparan con las que su familia consume típicamente?  
Ahora es el momento de practicar la preparación de platos con porciones saludables. Les voy a enseñarles fotos de platos con | |
<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>comida. En grupo, miren cada foto y decidan si la comida está dividida en las secciones correctas. Al mirar las fotos, digan en voz alta cualquier cambio que deberíamos hacer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - ¿Sigue este plato de comida las recomendaciones del volante “Mi plato”?  
- ¿Qué cambios deberíamos hacer para mejorar esta comida? |

**Respuestas a las fotos:**

<table>
<thead>
<tr>
<th>Foto</th>
<th>Cambios</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fideos en salsa marinara y pan</td>
<td>Cambio a: un cuarto de fideos integrales, un cuarto de proteína, medio plato de ensalada verde.</td>
</tr>
<tr>
<td>2 Frijoles, arroz, y tacos de pollo</td>
<td>Cambio a: un cuarto de frijoles o arroz, un cuarto del plato con un taco de pollo, medio plato de verduras.</td>
</tr>
<tr>
<td>3 Pollo, arroz integral verduras</td>
<td>Porciones perfectas – no cambios</td>
</tr>
<tr>
<td>4 rebanadas de pizza</td>
<td>Cambio a: Una rebanada de pizza con carne = (un cuarto de granos integrales, un cuarto de carne) y medio plato de ensalada verde.</td>
</tr>
</tbody>
</table>

Ahora que hemos practicado la preparación de alimentos saludables, cada quien va a crear su propia usando la guía del volante “Mi plato”. *(Indique la sección en el volante).*

Por favor tómense un minuto para imaginar lo que van a servir en la cena de hoy. Escriban o dibujen la comida en la hoja de trabajo que les he entregado y que tiene el dibujo de un plato. Piensen cómo cada grupo alimenticio no está repartido en el plato.

¿A quién le gustaría hablar sobre la comida que ha creado?

¿Cómo reaccionará su familia a esta comida?

¿Cómo les contestará?

En la clase de hoy se les ha entregado una herramienta fácil de utilizar para poder preparar comidas saludables, el volante “Mi plato”.

Por favor den vuelta a la hoja y miren a la sección titulada “Cómo preparar platos sanos” *(Indique la sección en la hoja).* Leamos en grupo las 10 sugerencias. *(Dependiendo del tiempo, pida que los participantes le ayuden a leer la lista).*

El tomar decisiones para un estilo de vida saludable puede ser tan fácil como usar estas 10 sugerencias, las mismas que son el punto de inicio para equilibrar las calorías, reducir el consumo de alimentos no saludables e incrementar el consumo en su familia de frutas y verduras.
### Métodos | Contenido | Material
--- | --- | ---
**DESCANSO (10 MIN)** | TRANSICIÓN  
Hasta ahora hemos hablado de “Mi plato” y los diferentes grupos alimenticios. También hemos practicado cómo crear platos saludables.  
Nuestro siguiente tema es “Un peso saludable y la actividad física”. Antes de comenzar estos temas, vamos a tomarnos un **DESCANSO para estirarnos**, de 10 min.  
*(Durante este tiempo haga que los participantes se pesen y se midan la cintura).* | Báscula eléctrica y cinta de medir

**ANADIR (20 MIN)** | INTRODUCCIÓN A LA ACTIVIDAD FÍSICA  
Nuestro siguiente tema es “Un peso saludable y la actividad física. Actualmente, la obesidad afecta muchas comunidades en los Estados Unidos, según lo indican datos recopilados recientemente, así:  
1. Un tercio de adultos son obesos (35.7%).  
2. La obesidad infantil y en adolescentes casi se ha triplicado desde 1980.  
3. Aproximadamente 17% de niños y adolescentes entre la edad de 2 a 19 años son obesos.  
Hay algunas maneras de determinar si está en riesgo de desarrollar problemas de salud a causa del sobrepeso y la obesidad:  
1. **La Tabla de Índice de Masa Corporal** *(explique la tabla)*:  
Esta tabla mide su peso en relación con su estatura.  
Por favor tómese un momento para encontrar su estatura y su peso en la tabla. Si está en la categoría de sobrepeso u obesidad, pudiera estar en riesgo de serios problemas de salud.  
2. **La medida de la cintura**  
Si usted es mujer y su cintura mide más de 35 pulgadas, o si es un hombre y su cintura mide más de 40 pulgadas, su riesgo de desarrollar enfermedades es más alto. Podemos medirle la cintura al final de la clase si no lo ha hecho todavía.  
¿Alguien quisiera hablar sobre un problema de salud que está asociado con el sobrepeso u obesidad?  
**Posibles respuestas**  
- Diabetes tipo 2 (Glucosa o azúcar elevada en la sangre),  
- Presión arterial elevada.  
- Enfermedades de las coronarias o ataque cerebral.  
- Ciertos tipos de cáncer.  
- Apnea del sueño (Cuando la persona deja de respirar por periodos cortos de tiempo, mientras la persona duerme).  
- Osteoartritis (Deterioro de las articulaciones).  
- Problemas de la vesícula biliar.  
- Problemas con los embarazos.  
Aunque no pueda controlar todos los factores que ocasionan el sobrepeso, como los genes, las enfermedades o los medicamentos, sí puede cambiar sus hábitos alimenticios y de actividad física, para así poder mejorar su peso y su salud.  
Ahora, vamos a hablar de la actividad física con más detalle.  
¿Pudiera alguien compartir con la clase el tipo de actividades físicas que hacen? | Hoja: Tabla de Índice De Masa Corporal y Pirámide de Actividad Física

---
**Cuándo se empieza un plan de actividad física, no es necesario cambiar de la noche a la mañana la forma en la que se ejercita. Incluso actividad física leve puede mejorar su salud. Empiece despacio, con metas específicas, como caminar 10 minutos al día, 3 veces por semana, eso es todo. Luego añada más tiempo a cada actividad, como caminar por 20 a 30 minutos envés de 10.**

También puede añadir más movimiento a sus actividades diarias, así:

- Subir por los escalones en vez del ascensor.
- Bajarse del bus una salida antes.
- Estacionarse más lejos de las tiendas o del trabajo.
- Estirarse o caminar durante los descansos en el trabajo.
- Jugar con los niños, miembros de la familia y las mascotas.
- Practicar la jardinería o los quehaceres domésticos.

**¿Cuánta actividad física es necesaria?**
La actividad física es muy importante para todos, pero la cantidad que necesitamos depende de la edad de cada persona. Para crear un plan balanceado de actividad física, combine ejercicio aeróbico, entrenamiento para fortalecimiento muscular y estiramiento. Antes de comenzar un plan de actividad física intenso, consulte con su proveedor de atención médica si es un hombre mayor de 40 años, una mujer mayor de 50 años o si padece de problemas de salud crónicos.

**Adultos (de 18 a 64 años)**
- Para prevenir el aumento de peso, practique una actividad física por 60 minutos diarios.
- Para adelgazar, practique una actividad física por 60 a 90 minutos diarios.
- Cada actividad debe durar por lo menos 10 minutos a la vez.
- Practique actividades que fortalezcan los músculos por los menos de 2 a 3 veces por semana.

**Niños y adolescentes (de 6 a 17 años)**
- 60 minutos o más de actividad física diariamente.

**Niños más pequeños (2-5 años)**
- No hay recomendaciones específicas.
- Niños de esta edad deben jugar activamente varias veces durante el día.
- Actividades deben ser apropiadas para el desarrollo según su edad, divertidas y que ofrezcan variedad.

**¿Por qué es importante mantenerse activo?**
Porque los resultados son increíbles. El cuerpo humano fue diseñado para que esté activo y para que se ejerça con regularidad, así se sentirá mejor día a día. Recuerde que un buen estado físico mejora su salud.
- Un corazón saludable.
- Alcanzar y mantener un peso saludable.
- Huesos más fuertes.
- Más energía.
- Dormir mejor.
- Aumento de la fortaleza.
- Mejor concentración.
- Divertirse.
- Hacer nuevas amistades.
- Sentirse mejor sobre sí mismo.
Hasta aquí, ¿tienen alguna pregunta sobre la actividad física? Recuerden, la actividad física y la nutrición funcionan juntos, son ladrillos para construir una buena salud. El mantenerse activo aumenta la cantidad de calorías que se queman.

**APLICAR**

<table>
<thead>
<tr>
<th>Contenido</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIARIO DE COMIDAS Y DE ACTIVIDAD FÍSICA</td>
</tr>
<tr>
<td>Las investigaciones han demostrado que si uno mantiene un diario de comida y de actividad física, está más predispuesto a comer saludable y ser más activo porque así se puede ver el progreso de la persona. <em>(Entregue los volantes “Creando Comidas Saludables” &amp; “Diario de Actividad Física” y explique cómo usarlos).</em></td>
</tr>
<tr>
<td>Cuando escriba en su diario los alimentos que consume, también puede anotar lo que siente durante la hora de la comida, lo que podría ayudarle a identificar lo que provoca los deseos de comer.</td>
</tr>
<tr>
<td>Le animo a que use estas herramientas en su casa para mantenerse enfocado y motivado. Empezando la próxima semana, repasaremos los diarios individualmente, por lo que les pido que lo traigan la próxima semana.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoja: Creando Comidas Saludables &amp; Diario De Actividad Física</td>
</tr>
</tbody>
</table>

**AÑADIR Y APLICAR (15 MIN)**

<table>
<thead>
<tr>
<th>Contenido</th>
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</thead>
<tbody>
<tr>
<td>MANTENIÉNDONOS ACTIVOS</td>
</tr>
<tr>
<td>Ahora que hemos aprendido acerca de la actividad física y tenemos un diario para registrarlo, vamos en este mismo momento a movernos por 15 minutos. Primero vamos a hacer un pequeño calentamiento y luego voy a iniciar un video. Va a aprender movimientos sencillos que puede hacer en casa. ¡Le invito que se nos una en esta actividad!</td>
</tr>
<tr>
<td>Para la próxima semana, por favor venga en ropa deportiva y no se olvide de traer su botella de agua, que volveremos a hacer 15 minutos de actividad física.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD: Walk Away the Pounds</td>
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</tbody>
</table>

**AÑADIR (20 MIN)**

<table>
<thead>
<tr>
<th>Contenido</th>
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</thead>
<tbody>
<tr>
<td>LIBRO DE COCINA “VAMOS A COCINAR”</td>
</tr>
<tr>
<td>Tengo un libro de cocina para ustedes. Este libro contiene recetas de platillos saludables que puede preparar para su familia. Vamos a hacer una demostración de cómo preparar un platillo de este recetario cada semana. Le animo a que traiga el libro cada semana para que pueda seguir la demostración de las recetas.</td>
</tr>
<tr>
<td>Cada receta viene en inglés y español, enlista los datos de nutrición respectivos, y presenta sugerencias o consejos de cocina al pie de cada página. Espero que este libro les sea útil y que prueben algunas de estas recetas.</td>
</tr>
<tr>
<td>DEMOSTRACIÓN DE UNA RECETA</td>
</tr>
<tr>
<td>Ahora vamos a demostrar la preparación de una receta de este libro. Debido a que esta primera clase ha sido larga, la demostración va a ser rápida. Vamos a demostrar cómo se prepara la “Ensalada Bulger”, por favor abra su libro en la página 66.</td>
</tr>
<tr>
<td>¿Qué le pareció esta ensalada?</td>
</tr>
<tr>
<td>¿Cree que a su familia le guste esta receta?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recetario: Vamos a Comer</td>
</tr>
<tr>
<td>Lista de ingredientes y equipo de cocinase encuentra en hoja separada.</td>
</tr>
<tr>
<td>Métodos</td>
</tr>
<tr>
<td>------------------</td>
</tr>
</tbody>
</table>
| CONCLUSIÓN (5 MIN) | ¡Wow, hemos aprendido mucho hoy! Aprendimos acerca de:  
  o “Mi plato”, los diferentes grupos alimenticios y cómo preparar alimentos saludables.  
  o Un peso saludable y la actividad física  
  o Hicimos un poco de ejercicio y probamos una rica y saludable ensalada.  
  Piense sobre todo lo que hemos aprendido hoy, ¿cuál sería una idea nueva que escuchó hoy y que podría ponerla en práctica inmediatamente?  
  Gracias por su participación en la clase de hoy. Espero que la haya disfrutado y que vuelva la próxima semana.  
GRACIAS          |          |
APPENDIX J

Building a Healthy Plate and Physical Activity Log (Spanish)
Familias Saludables Para Comunidades Saludables
¡Mi Diario de Salud… Mi Comienzo!

¿Creando metas puede ser fácil y muy motivantes? Metas pueden hacerte sentir realizado cuando todo tu enfoque y energía se dirige a una meta que se alcanzó. Se avisto que las personas que tienen metas tienen más posibilidades de alcanzar las cuando las metas estén escritas claramente. Abriendo de ellas, e incluso, escribiéndolas, las harán más reales y más alcanzables.

PASO 1: Desarrolla una meta primordial.

Mi meta primordial es...


PASO 2: Haz metas pequeñas que te ayuden alcanzar tu meta primordial.

Mis metas pequeñas que me ayudaran alcanzar mi meta primordial son...


PASO 3: Crea una lista de las cosas que debes hacer para alcanzar tus metas más pequeñas.

Las cosas que debo hacer para alcanzar mis metas pequeñas son...


PASO 4: Anota tu progreso para mantenerte motivado. Este paso podrá ser el más importante. Cuando puedas ver el progreso que has hecho, te sentirás más entusiasmado y seguro de continuar.

PASO 5: Celebra tu éxito. Encuentra maneras de “recompensar” te. Asegúrate de que tu “recompensa” no perjudique el progreso que te ha costado mucho.

Mi recompensa será...


PASO 6: No te olvides compartir tu éxito con tus amigos, compañeros de trabajo, y familiares. Sus reacciones te harán sentir entusiasmado y te motivaran a seguir adelante.
<table>
<thead>
<tr>
<th>Semana</th>
<th>Mi hábito saludable esta semana es…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
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</tbody>
</table>
APPENDIX L

HFHC: Week 1 Kids Handouts

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write in your activity</td>
<td>15 Move-It minutes</td>
<td>15 Move-It minutes</td>
<td>15 Move-It minutes</td>
<td>15 Move-It minutes</td>
<td>15 Move-It minutes</td>
<td></td>
</tr>
</tbody>
</table>

Color in the star if you have done 1 hour of extra Move-It minutes.

My favorite Move-It activities are:
Exercise is FUN! - Track your Move-It Minutes:

<table>
<thead>
<tr>
<th>Color the box every time you exercise</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Move-It minutes</td>
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<td></td>
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<tr>
<td>15 Move-It minutes</td>
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<td>15 Move-It minutes</td>
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<td>15 Move-It minutes</td>
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<tr>
<td>Extra Move-It minutes</td>
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</tr>
</tbody>
</table>

My favorite Move-It activities are:

---

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Chef Solus and the Explorers Introduce The Food Groups

Grains Group
Grains are foods like cereal, bread, spaghetti, rice and crackers. Grains give you energy.
Try to make half of your servings whole grains. You can tell if something is a whole grain because the name usually has the word “whole” in it.

Vegetables Group
Vegetables are foods like broccoli, carrots, green beans, potatoes, spinach, and corn.
Vegetables help keep you healthy and feeling good.
You should try to eat at least one dark green vegetable or one orange vegetable each day.

Fruit Group
Some fruits are apples, pears, cantaloupe melon, watermelon, grapes, and blueberries.
Fruits fight off infections and help you heal when you get hurt.
Fruits are a tasty snack to eat everyday.

Milk Group
The milk group includes foods like milk, yogurt, cheese, ice cream and pudding.
Foods from the milk group have calcium, which helps to grow strong bones and healthy teeth.

Meat & Beans Group
The meats and beans group includes foods like hamburgers, chicken, fish, eggs, beans and nuts.
Foods from the meat and beans group are full of protein to help you build strong muscles.
Try to eat leaner, less fatty meats to keep your heart healthy.

Visit www.ChefSolus.com for printable worksheets for kids, nutrition education games, puzzles, activities and more!
Copyright © Woodsch Publications, All Rights Reserved
What's Your Healthy Dinner?

Draw your healthy dinner!
Chef Solus 10 Tips to a Healthy MyPlate - Tip #1

1. Balance MyPlate with daily activity:
   - Go outside and be active.

Visit www.ChefSolus.com for free online nutrition games, healthy interactive tools, fun activities, and MyPlate tips.
Copyright © Nourish Interactive, All Rights Reserved.
4 Foods you should eat every day:

• Eat more vegetables, fruits, whole grains, low fat milk and lean proteins.

Visit www.ChefSolus.com for free online nutrition games, healthy interactive tools, fun activities, and MyPlate tips!

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## APPENDIX M

**HFHC: Week 2 Agenda**

### Healthy Families for Healthy Communities: WEEK 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 - 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 - 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 - 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Food Labels</td>
<td></td>
</tr>
<tr>
<td>5:30 - 5:50 pm</td>
<td>20 min</td>
<td>Lesson 2: Whole Grains</td>
<td></td>
</tr>
<tr>
<td>5:50 - 6:00 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>6:00 - 6:20 pm</td>
<td>20 min</td>
<td>Lesson 3: Rethink Your Drinks</td>
<td>DVD: Walking of the Pounds</td>
</tr>
<tr>
<td>6:20 - 6:35 pm</td>
<td>15 min</td>
<td>Physical Activity</td>
<td>Green Pasta</td>
</tr>
<tr>
<td>6:35 - 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Parents move into kids classroom</td>
</tr>
<tr>
<td>6:55 - 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
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</tr>
<tr>
<td>7:00 - 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
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</table>

### KIDS AGENDA

<table>
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<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 - 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 - 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 - 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Whole Grains &amp; Food Labels</td>
<td></td>
</tr>
<tr>
<td>5:30 - 5:40 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>5:40 - 6:00 pm</td>
<td>20 min</td>
<td>Lesson 2: Rethink Your Drink</td>
<td>Kids Activity</td>
</tr>
<tr>
<td>6:00 - 6:20 pm</td>
<td>20 min</td>
<td>Physical Activity</td>
<td></td>
</tr>
<tr>
<td>6:20 - 6:35 pm</td>
<td>15 min</td>
<td>Preparation for Food Demo</td>
<td></td>
</tr>
<tr>
<td>6:35 - 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td></td>
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<tr>
<td>6:55 - 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
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<tr>
<td>7:00 - 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX N

Healthy Families for Healthy Communities: Week 2

Lesson Plan: Reading Food Labels, Whole Grains, Rethink Your Drink

Objectives: After listening to this class, participants will be able to:

5. Use the nutrition facts labels to compare the nutrients in various foods.
6. Compare the nutritional quality of breads, cereals and tortillas.
7. Compare the sugar content of popular drinks by using the nutrition facts labels.
8. Practice converting grams of sugar to teaspoons.

Materials:
- Sign-in sheet, pens, pocket folders, name tags, 2 black markers, waist measuring tape, weight scale
- Curriculum and power point presentation
- Laptop, projector, screen, computer speakers
- Handouts: A Key to Choosing Healthy Foods
- Handout: Ways to Eat More Whole Grains/Choosing Whole Grains
- Handout: Rethink Your Drink
- 5 whole grain samples (4 sets): drown rice, whole grain barley, old fashioned oats, steel cut oats, bulgur wheat
- DVD: Rethink Your Drink
- 20 ounce soda bottle, white sand (sugar), teaspoon, clear cups
- DVD: Walk Away the Pounds
- Food Demo ingredients and equipment for recipe and spa water

Special Note:
- This class is WEEK 2 of the “Healthy Families for Healthy Communities Program”
- Teach in dialogue! Use the open questions listed in this curriculum to encourage discussion amongst the participants
- Time breakdown (2 hours): 10 min introduction, 20 min Food Labels, 20 min Whole Grains, 10 min stretch break, 20 min Rethink your Drink, 15 min physical activity, 20 min Food Demo, 5 min closing

Methods | Content | Materials
---|---|---
INTRO (10 MIN) | **INTRODUCTION**
Hello, nice to see you again!

Last week, we talked about My Plate, healthy weight, physical activity, and how to track your progress. We also demonstrated a Bulgur Salad from the cookbook.

ANCHOR | What changes did you make in the last week, based on our last class?
What type of physical activity did you do?
Who tried a recipe from the cookbook? How did your family like it?

Thank you for sharing.

Today we will be talking about:
- Reading Food Labels
- Whole Grains
- Rethinking Your Drink
- We will have a 15 minutes work out
- Try a new recipe from the cookbook

Let’s begin! Our first topic today is “Reading The Food Labels”.

109
### Methods

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has looked at a food label?</td>
</tr>
<tr>
<td>What do you look at on the label when you choose foods for your family?</td>
</tr>
<tr>
<td>If you don’t really look at the label, what do you look at, besides price of course?</td>
</tr>
</tbody>
</table>

Thank you for sharing.

### ADD (20 MIN)

**INGREDIENT LIST**

Let’s look at the ingredient list on some drinks.

Find where the ingredients are listed on the drink. The first ingredient that you see listed is the main ingredient in that food or drink. The last ingredient listed is the one in the least amount.

What do you notice on the ingredient list?

What are the differences?

Who would like to share what your group noticed?

Possible answers:

- *The orange juice contains 100% fruit juice (natural) and the Tampico has only 2% fruit juice and many extra ingredients.*
- *The Tampico has mostly just sugar and water.*
- *Both drinks have vitamin C.*

Be aware that some juice drinks or other beverages may say, “contains added vitamin C” and appear to be healthy products, but they do not contain any other nutrients. The problem is that we pay a lot for just sugar and water with a little vitamin C added. When choosing juice, look for “100% juice” on the label, but remember 100% juice still has natural sugar. So limit your intake to one serving per day (adults 8 oz. and children 4 to 6 oz.)

What are your questions about ingredient list?

### ADD NUTRITION FACTS LABEL

Now, let us move on to the nutrition facts label. *(Before passing handout, review different sections with participants)*

1. **SERVING SIZE:** Pay attention to the serving size and how many servings there are in a package. You may be eating more than one serving.

2. **CALORIES:** The calories listed on the label are only for one serving of food.

3. **NUTRIENTS TO LIMIT:** Try to choose foods that are **low in sugar, low in fat, cholesterol and sodium (salt).** These nutrients will increase our risk some disease. Use the %DV as a quick guide to help you guide you in your selection: 5% or less is low and 20% or more is high.

4. **NUTRIENTS YOU WANT:** Try to choose foods that are **high in fiber, vitamins, and minerals.** These nutrients will improve your health and lower your risk of some diseases. Use the %DV as a quick guide to help you guide you in your selection: 5% or less is low and 20% or more is high.

5. **RECOMMENDED LEVELS:** These levels of intake are based on expert’s advice for a healthy diet. Your levels may be different based upon you age and physical activity.

Handout: A Key to Choosing Healthful Foods
Which information on this Nutrition Facts section do you care about?

Remember, the nutrition facts label is mostly useful when you are trying to compare foods to decide which one is healthier.

Let’s practice doing this now by comparing different food items.

Practice #1: Cereals
Let’s compare cereals.

Do you think that these cereals have the same nutritional value? Well, let’s look at the nutrition facts label and see!

For this task, I want you to look at calories, sugar and fiber. Take a moment now to look at the labels. Discuss with your small group what differences you see.

Now, I will ask the question again.

Do you think that these cereals have the same nutritional value? What did you discover? What surprised you? Which cereal is the healthier choice?

Possible answers:
- The All-Bran cereal is healthier choice; it has less sugar, more fiber and a little bit fewer calories.
- The Fruit Loops and Frosted Flakes have more sugar and less fiber.

Do we want to eat less sugar? Why?
Yes, to avoid cavities and avoid gaining weight.

Do we want to eat more fiber? Why?
Yes, fiber will fill us up faster so that we eat less, prevent constipation, lower our cholesterol, and help us control our blood sugars.

Practice #2 Peanut Butter
Okay, let’s do another example. This time we will look at peanut butter.

Do you think that these two kinds of peanut butter have the same nutritional value? In your small group again, look at the labels and compare.

For this task, I want you to look at only the total calories, total fat and sugar. Take a moment now to look at the labels. Discuss with your small group the differences you see.

What did you find out?
Possible answers:
- The two kinds of peanut butters have the same calories, fat and sugar, even though that one of them is honey roasted.

Practice #3: Cookies
Let’s do one last example. This time we are going to look at cookies!

Before we look at the labels, what do you think that you will find out when you compare the nutrition facts label of these two packages of cookies?
<table>
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<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
</table>
| AWAY    | Do you think that the reduced fat cookies will be healthier for you?  
Do you think that they will have more, less, or the same numbers of calories?  
If you bought this bag of reduced fat cookies, do you think that you would eat more, less, or the same amounts of cookies compared to if you had taken home a bag of regular cookies?  
OK, let’s see what we find. In your small group again, look at the labels and compare.  
For this task, I want you to look at only the serving size, calories, and total fat. Take a moment now to look at the label. Discuss with your small group what differences you see.  
What did you find out? Were you surprised by this?  
Possible answers:  
- The Reduced Fat Chips Ahoy do have less fat  
- But there is only 20 calories less per serving  
When experts study eating behavior with reduced fat foods, they find that most people will be more likely to eat MORE cookies if they know beforehand that the cookies are reduced fat. That means they will have eaten more calories! However, if they know that they are regular cookies, they are more likely to LIMIT how much they eat.  
So keep this in mind when thinking you will go for a second cookie.  
TRANSITION  
So, let’s summarize what we learned:  
- Read the ingredient list to find out what is in the food.  
- Look for 100% juice.  
- Go easy on 100% juice, it has natural sugar.  
- Use the nutrition facts label to compare nutrients in food.  
- Use the nutrition facts label to help make healthy choices.  
What do you think that you will do differently next time that you go shopping for food?  
Thank you for sharing!  
Our next topic is whole grains. Before we move onto that topic, what questions do you have about what we have talked about so far? |
| ADD (20 MIN) | WHOLE GRAINS  
Let’s talk about Whole Grains.  
Grains have been used for thousands of years in nearly every culture. They come in many different forms like wheat, oats, and rice.  
This is what whole grains look like when they grow and this is what the actual grain looks like after it is removed from the plant. This is one example of a food that is made from this grain.  
(point and name each grain in the field, as a grain and then as a food: corn tortillas from corn, whole wheat bread from wheat, brown rice, oatmeal form oats and soup from barley)  
Who would like to share which one of these grains your family eats and how you prepare it? (give personal example)  
When grains grow in the fields, they have three edible parts: the fiber rich |
**Methods** | **Content** | **Materials**
--- | --- | ---
ADD | **brand, the heart healthy germ, and the starchy endosperm.** Whole grains keep all three parts even after they are ground up and processed, while refined or enriched flour or grain contains only the starchy endosperm. There are many benefits to eating whole grains.

**What have you heard about why it is important to eat whole grains?**

Possible answers:

- Have all the original vitamins, minerals and fiber.
- Can help reduce constipation.
- Can reduce the risk of heart disease, diabetes and some cancers.
- Help reduce cholesterol
- Better glucose management.
- Fiber provide a feeling of fullness with fewer calories, thus help with weight management.

**LOOK AND FEEL OF WHOLE GRAINS**

I am going to pass around some examples of some of the grains. *(Pass out basket of grains baggies labeled with the name of the grain)*

Which of these grains are you familiar with? Which of these are new to you?

Now that we have taken a closer look at some whole grains and are experts in reading food labels. Let us take some time to practice how to choose whole grain breads, tortillas and cereals, but first here are a few tips you can use when making your selections. *(Pass out handout “Choosing whole-grain foods & Make half your grains whole”)*

**CHOOSING WHOLE GRAINS**

1. Look at the **food label, not at the color** of the food.
   - Look for **100% whole wheat** on the front label when choosing breads.
   - Not all brown bread is 100% whole grain.
   - Look for the food with whole grain listed as the **first ingredient**.

2. **Beware** of tricky food labels.
   - “Made with whole-grain” means it contains some whole grain, but not much.
   - “100% wheat” does not mean 100% whole wheat. This just means the only grain used is wheat.
   - “Multigrain” means it contains more than one kind of grain but they may not be whole grains.

3. If the product provides **at least 3 grams** of fiber per serving, it is a **good source** of fiber. If it contains **5 or more grams** of fiber per serving, it is an **excellent source** of fiber.

Let us look at the flour tortilla label and compare the first ingredient.

**What is the first ingredient for each of the tortillas?**

**Which tortilla is whole grain?**

The one that has whole-wheat flour as the first ingredient is whole grain. Ingredients that have “enriched” flour are not whole grain. It only means that some, but not all, of the vitamins and minerals have been added back into the starchy endosperm. The brand and germ are usually removed.

Basket with Grain Samples: Brown rice, bulgur wheat, old fashioned oats, steel cut oats, whole grain barley

Handout: Choosing whole-grain foods
Methods | Content | Materials
--- | --- | ---
Next, we will look at the bread label.  
**What is the first ingredient for each of the breads?**  
**Which bread is whole grain?**  
The whole-wheat flour is the better choice because it is made from the whole grain.  
Let us look at how to choose whole grain cereals.  
First, we will look at the side with Cheerios and cornflakes. Look at the first ingredients of each.  
**Which one is the whole grain cereal?**  
(*cheerios is whole grain because the first ingredient is “whole grain oats” and the first ingredient in cornflakes is milled corn which is missing the word “whole”)*  
Now let us look Honey Bunches of Oats and Life. Look at the first ingredients of each.  
**Which one is the whole grain cereal?**  
(*Kind of a trick question. Actually, they both are examples of whole grain cereals, because the first ingredient on both labels is a whole grain).*

**What questions do you have?**

**MAKE HALF YOUR GRAINS WHOLE**
Health professional recommend that half of the grains we eat are whole grains.  
The easiest way to do this is to eat as many possible of your grain foods in the whole form and by using My Plate.  
Please turn handout and look at the section titled “Make half your grains whole”. As a group, let’s read these 10 tips together.  
*(Depending on time, ask participants to help you read the list).*  
These tips and ideas are a starting point to help you make half your grains whole.

**TRANSITION**
Today we talked about how to read a food label and how to select whole grains.  
Now it is time for a stretch break! During this time, feel free to use the restroom or to have a cup of infused water, today we have strawberry. Also during this time, if you have any specific question or would like us to review your meal and physical activity diary, please feel free to meet with us.

**BREAK (10 MIN)**

**STRETCH BREAK**  
*During this time, answer any personal questions or review meal and activity trackers in detail with participants individually. Participants can also measure their waist and measure their weight if they have not done so already.*

**ADD (20 MIN)**

**RETHINK YOUR DRINKS**
Now, let’s talk about Healthy Drinks.
Summer is approaching and that is the time of the year that we often drink more to quench our thirst. It is important for us to “rethink our drinks.”  
We all drink beverages with our meals and snacks. We all have our favorites and you may have noticed that drinks are everywhere and there are new ones made every year. Sometimes it can be very confusing to tell which ones are...
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<th>Methods</th>
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<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>ADD</td>
<td>healthy and which ones are not so healthy.</td>
<td></td>
</tr>
</tbody>
</table>
|         | **Please call out examples of the type of beverages you like to drink.**  
**Why do you think some drinks are healthy and others are not?** |  |
|         | During today’s discussion, we will look at some popular drinks, look at the sugar content, and determine which ones are the best choices. |  |
|         | **COMPARE THE SUGAR**  
Let’s see how much sugar is in one of these drinks. As an example, let’s take a typical soda. *(Hold up 20-ounce regular soda bottle).* Turn to your neighbor and share how many teaspoons of sugar you think an average soda has in a 20-ounce bottle. |  |
|         | **How many teaspoons do you think this soda has?**  
An average soda has 16 teaspoons of sugar in a 20-ounce bottle. Let’s see how that much sugar looks like. Let’s watch this short video. *(play the minute video)* |  |
|         | **What do you think about this video clip?**  
**What shocked you about this information?** |  |
|         | **LABEL READING**  
How do we know if there is added sugar in our drinks? You can find the sugar listed in the ingredient list on the label. There are many different types of sugar. Most drinks have some type of added sugar. The most common one is high fructose corn syrup. |  |
|         | **What other names of sugars have you heard?**  
Possible answers:  
- Dextrose, sucrose, glucose, honey, cane juice, maple syrup, molasses  
Here is a Nutrition Facts label *(power point)* |  |
|         | **How many grams of sugar are listed on the label?**  
There are 40 grams. Let’s see how many teaspoons that is.  
Grams of sugar divided by four equal’s teaspoons of sugar.  
40 gm./4 = 10 teaspoons of sugar |  |
|         | We also need to look at the serving size. If a container has more than one serving, we need to think about how much we would drink. **Do you usually drink the whole bottle, or do you share with someone else?**  
If you drink the whole bottle, then you need to multiple the numbers of teaspoons by the number of servings to get the total teaspoons in that container. |  |
|         | **Why should we care about added sugar?** Sugar is extra calories and extra-unwanted weight. One can of soda each day can add up to 10 pound or more of weight gain in a year. |  |
| APPLY   | Let’s see how much sugar is in some of the most popular drinks. Choose your favorite type of drink, or drink that you or your kids often drink. *(Use power point animations to do this activity).* |  |
|         | These pictures will show:  
How much sugar is in several types of popular drinks? How many servings per bottle? How many teaspoons of sugar are in each beverage?  
**What surprises you about the information on the picture?** |  |

DVD: Rethink your Drink

20 oz. Soda bottle
So think about how many times a day you or your child drinks one of these drinks. That is a lot of sugar in a day! It is as simple as extra calories, extra weight.

What about “diet” drinks with artificial sweeteners? Some scientists think that those drinks make us crave sweets, so we might not be getting less calories after all. In any case, they are not good for kids, because the sweeteners have not been proven safe for them.

**SAMPLE MENU:**
Now let’s take a look how this added sugar can add in one days’ worth of drinks. I have a sample menu that shows a variety of drinks that an adult or child might have in one day. We will just be looking at the drinks and not the food. As I go through the menu, I will also show you how much sugar is in each beverage. Remember each teaspoon represents 4 grams of sugar. 
*(As you read the sample menu, ask a participant to pick out the number of teaspoons that corresponds to the drink).*

### Sample Menu

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Drink</th>
<th>Sugar (teaspoons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Cereal with 8 oz. milk</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1 cup Orange juice</td>
<td></td>
</tr>
<tr>
<td>Morning Snack</td>
<td>16 oz. Tampico Fruit Punch</td>
<td>6</td>
</tr>
<tr>
<td>Lunch</td>
<td>1 can Pepsi</td>
<td></td>
</tr>
<tr>
<td>Afternoon Snack</td>
<td>16 oz. Gatorade</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>1 can of fruit nectar</td>
<td></td>
</tr>
<tr>
<td>Bedtime Snack</td>
<td>1 cup of chocolate milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crackers</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>62 tsp.</td>
</tr>
</tbody>
</table>

As you can see, it is not difficult to add up the sugar by drinking beverages. For this person, he or she had **62 tsp., for a total of 248 g of sugar**! This is a lot of sugar and adds up to almost **1000 calories** to your diet! This is a lot when you consider that the average adult should only get about 1,800 to 2,000 calories per day.

**BETTER CHOICE MENU**
Now, I have a second menu called “Better Choice Menu.” I have made some changes to make this day healthier. *(Review the change using the animated power point, changes marked with an asterisk *)

### Better Choice Menu:

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Drink</th>
<th>Sugar (teaspoons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Cereal with 8 oz. milk</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1 cup Orange juice</td>
<td></td>
</tr>
<tr>
<td>Morning Snack</td>
<td>8 oz. Tampico Fruit Punch</td>
<td>6</td>
</tr>
<tr>
<td>Lunch</td>
<td>1 cup milk</td>
<td></td>
</tr>
<tr>
<td>Afternoon Snack</td>
<td>16 oz. water</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>1 cup water</td>
<td></td>
</tr>
<tr>
<td>Bedtime Snack</td>
<td>1 cup of chocolate milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crackers</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>28 tsp.</td>
</tr>
</tbody>
</table>

As you can see, it is not difficult to add up the sugar by drinking beverages. For this person, he or she had **28 tsp., for a total of 112 g of sugar**! This is a lot of sugar and adds up to almost **448 calories** to your diet! This is a lot when you consider that the average adult should only get about 1,800 to 2,000 calories per day.
You don’t have to give up all your favorite drinks. The key is:
1. Choose milk and water more often.
2. Drink water instead of sweetened drinks.
3. Limit juice to one serving per day (4 to 6 ounces).
4. Limit other sweetened beverages to once-in-a-while and control the portion size.

DRINKING MORE WATER
Experts recommend that you drink water instead of sweetened drinks.
- Water makes up about 60% of an adult’s body weight and even higher percentage of a child’s body weight.
- Water plays an important role in different functions of our body:
  1. Carry nutrients and waste throughout the body.
  2. Acts as a lubricant and cushion around the joints, inside the eyes, the spinal cord, and during pregnancy.
  3. Aids in regulating body temperature.

Water Recommendations
Recommendations generally vary for each individual but general recommendations are:
- Men: 3.7 Liters per day (~ 16 cups)
- Women: 2.7 Liters per day (11.5 cups)

What are some ways you can get your family to drink more water?
(Provide handout “Rethink Your Drink”, review with class, depending on time ask a volunteer to read the bullet points).

Tips for Drinking more water:
- Add lemon or lime to your water
- Try spa/infused water
- Cold water may taste better
- Have a glass of water at your table for every meal!
- Have a glass of water near you when you are working
- Drink water when you feel like snacking
- Drink water when you eat out – it is free!
- Go green and save money – take a refillable bottle of water with you

CONCLUSION
Today we have looked at popular drinks and learned how to figure out how much sugar they contain. We also discussed ways to drink more water. Let’s look at your handout, which has a pledge. Let’s take a pledge to keep our children and ourselves healthy. (Invite participants to sign the pledge and take it home).

What will you and your family drink when you go home today?
Thank you for participating in our discussion!

Now it is time for our physical activity workout!

<table>
<thead>
<tr>
<th>ADD</th>
<th>PHYSICAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLY</td>
<td><strong>How have you been doing with exercise?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Who has been successful with increasing the amount of exercise each day?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>How is your daily tracker coming along?</strong></td>
</tr>
<tr>
<td></td>
<td>Now, let’s get 15 minutes in today!</td>
</tr>
</tbody>
</table>

**DVD:** Walk Away the Pounds
<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
</table>
| ADD (20MIN) | **FOOD DEMO**  
Explain the recipe of the day: Green Pasta on page 14, *(Mention ingredients one by one and talk about them. Make sure to make the demonstration interactive. Ask participants to identify what food group each ingredient belongs too).*  
*  
* We are using whole-wheat pasta for this recipe. *Why do you think we picked whole-wheat pasta over white pasta?*  
* Spinach is a green leafy vegetable rich in vitamins and minerals *(vitamin C, vitamin A, vitamin K, folate, magnesium and some calcium and iron)*  
* What do you think about this pasta?  
* Do you think your family would like this recipe?*  
|             |                                                                                                                                                                                                 | Let’s Cook Cookbook  
List of ingredient and cooking equipment found on separate handout. |
| CLOSING (5 MIN) | **CLOSING**  
Wow! We learned a lot today! Today we learned about:  
* Reading Food Labels  
* Whole Grains  
* Rethinking Your Drink  
* You also got a little exercise  
* Tasted some delicious and healthy green pasta  

Think back at everything you heard today, what is one idea you heard that you are ready to start right away?  

Thank you for participating in our class today. I hope you enjoyed it and that we see you again next week!  

THANK YOU!
APPENDIX O

Programa “Familias Saludables para Comunidades Saludables”: Semana 2

Plan de clase: Etiquetas de alimentos, granos integrales, volante “Piense bien lo que toma”

Objetivos: Después de escuchar esta clase los participantes podrán:

1. Usar los datos nutricionales de la etiquetas en los alimentos para compararlos entre sí.
2. Comparar la calidad de granos integrales en panes, cereales y tortillas.
3. Comparar el contenido de azúcar de las bebidas populares usando los datos nutricionales en las etiquetas.
4. Practicar como convertir gramos de azúcar a cucharitas de azúcar.
5. Entender las recomendaciones de la cantidad de agua que se debe consumir diariamente.

Materiales:
- Lista de asistencia, bolígrafo, folder, carnet, dos marcadores negros, cinta de medir, báscula.
- Presentación de PowerPoint, computadora portátil, proyector, pantalla, parlantes de computadora.
- Hoja: “Claves para elegir alimentos saludables”.
- Hoja: “Haga que la mitad de los granos que consume sean integrales /Escoja productos integrales”.
- DVD: “Rethink Your Drink”.
- Botella de soda de 20 oz, arena blanca (azúcar blanca), cucharita, envases transparentes.
- Ingredientes y equipo de cocina para hacer la demostración de receta y agua de spa.
- DVD: “Walk Away the Pounds”.

Nota Especial:
- Esta clase es la segunda semana del programa “Familias Saludables para Comunidades Saludables”
- Abra la clase con un diálogo. Use las preguntas enlistadas en el currículo para motivar el diálogo entre los participantes.
- Tiempo (2 horas): 10 min para introducción, 20 min para los Datos Nutricionales en las etiquetas, 20 min para granos integrales, 10 min para descanso, 20 min para “Piensa Bien lo Que Tomas”, 15 actividad física, 20 min para demostración de receta

<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenidos</th>
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<tbody>
<tr>
<td>INTRO (10 MIN)</td>
<td>INTRODUCCIÓN</td>
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<td></td>
<td>Hola, ¿cómo están?</td>
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<td></td>
<td>La semana pasada, hablamos acerca de “Mi plato”, los diferentes grupos de alimentos, la actividad física y también cómo anotar su progreso. También demostramos y saboreamos una ensalada de bulger.</td>
</tr>
</tbody>
</table>

| ANCLA | ¿Qué cambios han hecho durante esta semana, basados en la clase de la semana pasada? |
|       | ¿Qué tipo de actividad física han hecho? |
|       | ¿Quién preparó una de las recetas del libro de cocina? ¿Le gustó a su familia? |
|       | Gracias por compartir. |
|       | Hoy vamos hablar de lo siguiente: |
|       | - Cómo leer los Datos Nutricionales en las etiquetas de los alimentos. |
|       | - Los granos integrales. |
|       | - Bebidas saludables |
|       | - Tendremos 15 minutos de actividad física. |
|       | - Una nueva receta del libro de cocina. |
# Métodos

Comencemos. Nuestro primer tema es “Leyendo una etiqueta de nutrición”

¿Qué mira usted en la etiqueta de datos nutricionales cuando escoge los alimentos para su familia?
Si usted no mira la etiqueta, ¿qué mira? Además de los precios, por supuesto.

Gracias por compartir.

---

# Contenidos

## LISTA DE INGREDIENTES

Ahora, vamos a mirar a la lista de ingredientes de algunas bebidas. *(Use la presentación de PowerPoint)*.

Encuentre la lista de ingredientes de la bebida. El primer ingrediente que usted ve en la lista es el ingrediente principal, mientras que el último ingrediente en la lista es el de menos cantidad.

¿Qué notó en la lista de ingredientes? ¿Cuáles son las diferencias?

¿A quién le gustaría compartir lo que ha notado?

Posibles respuestas:

- El jugo de naranja contiene 100% jugo de fruta (natural) y el Tampico contiene solo el 2% de jugo de fruta y muchos más ingredientes.
- El Tampico normalmente contiene solo azúcar y agua.
- Las dos bebidas contienen vitamina C

Nota que algunas de las bebidas como jugos u otras bebidas pueden decir “contiene vitamina C” y puede parecer que es un producto saludable, pero esto a su vez no contienen otros nutrientes. El problema es que pagamos demasiado solo por azúcar y agua, con una muy pequeña cantidad de vitamina C añadida. Cuando escoge jugos, mire por “100% jugo” en la etiqueta. Pero recuerde que los jugos de 100% también contienen azúcar natural, por lo que debe limitar la cantidad a una porción por día (8 oz para adultos y 4 a 6 oz para niños).

¿Qué preguntas tienen acerca de los ingredientes de las listas?

---

# Materiales

---

# Añadir

## DATOS NUTRICIONALES EN LA ETIQUETA

Ahora, vamos a pasar a los factores de nutrición en la etiqueta. *(Antes de pasar la hoja, repase las diferentes secciones con los participantes)*.

1. **TAMAÑO DE LA PORCIÓN:** Ponga atención al tamaño de la porción y cuántas porciones hay en el paquete.

2. **CALORÍAS:** Las calorías enlistadas en la etiqueta son solo para una porción.

3. **LIMITE ESTOS NUTRIENTES:** Trate de escoger alimentos que sean bajos en grasa, colesterol, y sodio (sal). Esto nutrientes incrementaran los riesgos de enfermedades. Use el porcentaje (%DV) como una guía rápida para seleccionar productos: 5% o menos es bajo y 20% o más es alto.

4. **NUTRIENTES NECESARIOS:** Trate de escoger alimentos que sean altos en fibra, vitaminas y minerales. Estos nutrientes mantendrán su salud en mejor estado y reducirán los riesgos de desarrollar algunas enfermedades. Use el porcentaje (%DV) como una guía para seleccionar los mejores alimentos.

---

Hoja: “Una clave para elegir alimentos saludables”
### Métodos

#### 5. NIVELES RECOMENDADOS

Estos niveles están basados en una dieta saludable que recomiendan los expertos. Sus niveles pueden variar dependiendo de cuántas calorías son necesarias.

¿Qué información en esta sección de Factores de Nutrición le concierne a usted?

Usar los datos nutricionales de los alimentos le ayudará a comparar y seleccionar alimentos más saludables para su familia. Ahora compararemos diferentes alimentos.

#### APLICAR

**PRÁCTICA #1: LOS CEREALES**

¿Piensa usted que estos cereales contienen el mismo valor nutricional? Ahora, vamos a mirar los datos nutricionales en la etiqueta para comprobar.

Quiero que se fijen sólo en el azúcar y la fibra en este producto, así que tómense un momento para mirar estas etiquetas. Converse con su compañero de al lado sobre las diferencias que está viendo.

Ahora, voy a hacer la pregunta otra vez:

¿Piensa usted que estos cereales contienen el mismo valor nutricional?
¿Qué descubrió?
¿Qué le sorprendió?
¿Cuál cereal es la mejor opción?

*Posible respuestas:*
- All-Bran es la mejor selección.
- Fruit Loops y Frosted Flakes tienen más azúcar y menos fibra.

¿Queremos comer menos azúcar? ¿Por qué?
Sí, para evitar caries y evitar subir de peso.

¿Queremos comer más fibra? ¿Por qué?
Sí, la fibra nos va a llenar más rápido por lo que comeremos menos, previene el estreñimiento, baja el colesterol y ayuda a controlar el nivel de azúcar en la sangre.

**PRÁCTICA # 2: LA CREMA DE CACAHUATE**

Bueno, vamos a hacer otro ejemplo. Esta vez vamos a mirar los datos nutricionales de la crema de cacahuate.

¿Piensa usted que estas dos clases de cremas de cacahuate contienen el mismo valor nutricional?

Con este propósito quiero que se fijen sólo en el total de las calorías, de grasa y de azúcar. Tómese un momento para mirar las etiquetas. Converse con su compañero de al lado sobre las diferencias que está viendo.

¿Qué encontró?

*Posible respuestas:*
- Las dos clases de cremas de cacahuate contienen las mismas calorías, grasa y azúcar.
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<th>Métodos</th>
<th>Contenidos</th>
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<tr>
<td><strong>APLICAR</strong></td>
<td><strong>PRÁCTICA #3: LAS GALLETAS</strong>&lt;br&gt;Vamos a ver un último ejemplo. Esta vez, vamos a mirar a algunas galletas.&lt;br&gt;&lt;br&gt;Antes de mirar las etiquetas, ¿qué piensa que va a encontrar en las etiquetas cuando compare los Datos Nutricionales en estos dos paquetes de galletas?&lt;br&gt;&lt;br&gt;¿Piensa que las galletas reducidas en grasa van a ser más saludables para usted?&lt;br&gt;&lt;br&gt;¿Piensa que éstas van a contener más, menos o la misma cantidad de calorías que las regulares?&lt;br&gt;&lt;br&gt;Si compra este paquete de galletas reducidas en grasa, ¿piensa que va a comer más, menos, o la misma cantidad de galletas que si comprara un paquete de galletas regulares?&lt;br&gt;&lt;br&gt;Bueno, vamos a ver que encontramos. Con este propósito quiero que se fijen sólo en el total de las calorías, de grasa y de azúcar. Tómese un momento para mirar las etiquetas. Converse con su compañero de al lado sobre las diferencias que está viendo.&lt;br&gt;&lt;br&gt;<strong>¿Que encontró? ¿Qué le sorprendió?</strong>&lt;br&gt;<em>Posible respuestas:</em>&lt;br&gt;• Las Chips Ahoy reducidas en grasa contienen menos grasa.&lt;br&gt;• Pero sólo contienen 20 calorías menos por porción.&lt;br&gt;&lt;br&gt;Cuando los expertos estudian los hábitos de comer alimentos reducidos en grasa, encontraron que las personas comen MÁS galletas sabiendo con anticipación que las galletas son reducidas en grasa, es decir, comerían más calorías. Pero si las personas saben que son galletas regulares, podrían LIMITARSE en la cantidad que comen.&lt;br&gt;&lt;br&gt;Por esta razón, piense dos veces antes de comer una segunda galleta.</td>
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<tr>
<td><strong>LLEVAR</strong></td>
<td><strong>TRANSICIÓN</strong>&lt;br&gt;Resumamos lo que hemos aprendido:&lt;br&gt;• Lea los ingredientes en la etiqueta para saber lo que el alimento contiene.&lt;br&gt;• Mire por jugo100% de fruta.&lt;br&gt;• No tome mucho jugo, recuerde que tiene azúcar natural.&lt;br&gt;• Use los Datos Nutricionales en las etiquetas para comparar los nutrientes en los alimentos.&lt;br&gt;• Use los Datos Nutricionales en las etiquetas para escoger alimentos saludables.&lt;br&gt;&lt;br&gt;<strong>¿Qué piensa que va a hacer diferente la próxima vez que vaya al super mercado?</strong>&lt;br&gt;&lt;br&gt;Gracias por compartir.&lt;br&gt;&lt;br&gt;Nuestro siguiente tema son los granos integrales. Antes de avanzar a nuestro tema, ¿tiene alguna pregunta acerca de lo que hemos platicado hasta ahora?</td>
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### Métodos

**ANADIR (20 MIN)**

**CONTENIDOS**

**LOS GRANOS INTEGRALES**

Ahora platicaremos sobre los granos integrales. Los granos se han usado por miles de años en casi todas las culturas. Vienen en muchas formas distintas, como trigo, avena y arroz.

Así es como se ven los granos integrales mientras crecen y así es como se ven el grano después de que se saca de la planta. Este es un ejemplo de un alimento hecho de este grano. *(identifique y nombre cada grano en el campo, primero como grano y luego como producto final: tortillas de maíz con elote, pan de trigo integral)*

¿A quién le gustaría compartir cuál de estos granos come su familia y cómo lo preparan? *(dé un ejemplo personal)*

Cuando los granos crecen en el campo tienen tres partes que se pueden comer. El salvado rico en fibra, el germen saludable para el corazón y el endosperma a base de almidones. Los granos integrales mantienen las tres partes, incluso después de molerlas o procesarlas, mientras que la harina o el grano refinado o enriquecido contiene solo el endosperma a base de almidón.

Hay muchos beneficios al comer granos integrales.

¿Qué han escuchado sobre por qué es importante comer granos integrales?

**Posibles respuestas**

- Tienen todas las vitaminas, minerales y fibra original.
- Pueden prevenir el estreñimiento.
- Pueden reducir el riesgo de enfermedad del corazón, diabetes y algunos tipos de cáncer.
- Ayuda a reducir el colesterol.
- Mejor control de los niveles de azúcar en la sangre.
- Nos satisface después de comer.

**AÑADIR**

**CÓMO SE VEN Y SE SIENTEN LOS GRANOS INTEGRALES**

Voy a pasar algunas muestras de los granos.

¿Cuáles de estos granos conocen bien? ¿Cuáles son nuevos para ustedes?

Ahora que han visto diferentes tipos de granos integrales y son expertos en leer una etiqueta de nutrición. Hay que practicar cómo seleccionar pan integral, tortillas y cereales, pero primero veamos unas sugerencias que le ayudarán a hacer su selección. *(Repunta la hoja “Haga que la mitad de los granos que consume sean integrales y Escoja productos integrales”)*.

#### SELECCIONANDO GRANOS INTEGRALES

1. **Vea a la etiqueta de nutrición, no el color de la comida.**
   - Busque en el etiqueta que diga 100% grano integral.
   - No todo pan de color café es hecho con 100% grano integral.
   - Mire que la palabra grano integral esté como primer ingrediente.

2. **Tenga cuidado** con etiquetas engañosas.
   - “Hecho con grano integral,” esto significa que contiene grano integral pero no mucho.
   - “100% de trigo” no significa hecho con 100% grano integral.
APLICAR

Miramos las etiquetas de tortilla de harina y comparemos el primer ingrediente.

¿Cuál es el primer ingrediente para cada una de las tortillas?

¿Cuál es de grano integral?

La tortilla que tiene harina de trigo integral como primer ingrediente es de grano integral. Los ingredientes que dicen “enriched”, en inglés, quiere decir “enriquecido”, no son de grano integral. Solo quiere decir que algunas de las vitaminas y minerales se han vuelto a agregar. En general el salvado y el germen se sacan.

Ahora miremos las etiquetas de los panes.

¿Cuál es el primer ingrediente en cada uno de los panes?

¿Cuál es de grano integral?

El de harina de trigo integral es la mejor opción porque está hecho con granos integrales.

Ahora miremos algunas muestras de etiquetas de cereales.

Miren los primeros ingredientes de cada cereal.

¿Cuál es el cereal de grano integral?

(Cheerios es de grano integral, el primer ingrediente es grano integral de avena. Corn Flakes es de elote molido y no tiene la palabra “whole”)

Ahora vamos a ver Honey Bunches of Oats and Life. Miren al primer ingrediente de cada cereal.

¿Cuál es de grano integral?

(Los dos cereales son de grano integral, cada cereal lleva como primer ingrediente la palabra “whole grain/grano integral”)

¿Algunas pregunta?

Hoja: Haga que la mitad de los granos que consume sean integrales

LLEVAR

QUE LA MITAD DE LOS GRANOS QUE COMA SEAN INTEGRALES

Los profesionales de la salud recomienden que la mitad de los granos que comamos sean integrales. La manera más fácil de hacer esto es comiendo todos los granos que pueda en forma integral y usando el volante “Mi plato”.

Por favor vean la hoja titulada “Haga que la mitad de los granos que consume sean integrales”. Leamos juntos algunas sugerencias en cómo elegir alimentos de granos integrales. ¿Quién quiere leer el primer punto?

Estas ideas y sugerencias son el comienzo para que la mitad de los granos que consuma sean granos enteros.
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<th>Métodos</th>
<th>Contenidos</th>
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<tbody>
<tr>
<td>TRANSICIÓN</td>
<td>Hasta ahora hemos hablado de cómo leer una etiqueta de nutrición y cómo seleccionar granos integrales. Ahora es tiempo de nuestro <strong>pequeño descanso</strong>.</td>
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<tr>
<td>DESCANZO</td>
<td>DESCANZO Durante este tiempo puede usar el baño, servirse agua fresca o repasar su diario de nutrición y actividad física con nosotros. <em>(Durante este tiempo los participantes pueden pasar hacer preguntas y repasar su diario con el instructor. También pueden medir su cintura y pesarse si no lo han hecho todavía.)</em></td>
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<tr>
<td>AÑADIR</td>
<td>AÑADIR <strong>(20 MIN)</strong> PIENSE BIEN LO QUE TOMA Ahora vamos a hablar acerca de las bebidas saludables.</td>
<td><strong>Refresco de 20 oz.</strong></td>
</tr>
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<td>Se acerca el verano y es una época del año en que bebemos más para calmar nuestra sed. Es importante que planeemos como “pensar bien lo que tomamos”.</td>
<td><strong>DVD:</strong> Rethink your Drink</td>
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<td></td>
<td>Todos tomamos bebidas con nuestras comidas y bocadillos. Todos tenemos nuestras bebidas favoritas y como puede darse cuenta estas bebidas puede encontrarlas en todo lugar y todos los años hay nuevas bebidas. Puede ser confuso poder determinar que bebida es saludable y cual no.</td>
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<td>Por favor mencione las clases de bebidas que le gusta tomar. ¿Porque piensa que algunas bebidas son saludables y otras no?</td>
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<td></td>
<td>Ahora vamos a comparar algunas de las bebidas populares, ver el contenido de azúcar y determinar cuáles son las mejores.</td>
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<tr>
<td>ANCLA</td>
<td><strong>COMPARE EL AZÚCAR</strong> Veamos cuanta azúcar hay en una de estas bebidas. Pongamos como ejemplo un refresco típico. <em>(Muestre el refresco de 20 oz.)</em>. Hablen con la persona que tiene al lado acerca de cuantas cucharaditas de azúcar piensan que tiene un refresco típico en una botella de 20 onzas.</td>
<td><strong>Refresco de 20 oz.</strong></td>
</tr>
<tr>
<td></td>
<td>¿Cuántas cucharaditas piensan ustedes que tiene esta botella de 20 onzas? Un refresco típico tiene 16 cucharaditas de azúcar en una botella de 20 onzas, veamos como se ve tanta azúcar, miremos el video corto. <em>(Inicie el DVD)</em></td>
<td><strong>DVD:</strong> Rethink your Drink</td>
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<tr>
<td></td>
<td>¿Qué piensa acerca de este video? ¿Qué le sorprende acerca de esta información?</td>
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<tr>
<td></td>
<td><strong>LEYENDO LOS DATOS NUTRICIONALES</strong> ¿Cómo sabemos si las bebidas que consumimos tienen azúcar agregada? Puede ver el azúcar numerado en la lista de ingredientes en la etiqueta. Hay muchos tipos de azúcar. La mayoría de las bebidas tienen algún tipo de azúcar agregada. El más común es el jarabe de maíz con alto contenido de fructosa, conocido por su nombre en inglés “high fructose corn syrup”.</td>
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<tr>
<td></td>
<td>¿Con qué otros nombres se le llama al azúcar? <strong>Posible respuestas:</strong> Dextrosa, Sacarosa , Glucosa, miel de abeja, jugo de caña, miel de maple, molasas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquí tengo otra etiqueta de nutrición. <em>(Use la presentación de PowerPoint)</em></td>
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</tbody>
</table>
**¿Cuántos gramos de azúcar aparecen en la etiqueta?**
Hay 40 gramos. Vamos a cuántas cucharaditas equivalen.
40 gramos de azúcar dividido para 4 equivale al número de cucharaditas de azúcar.
40 gm./4 = 10 cucharaditas de azúcar

También debemos fijarnos en el tamaño de la porción. Si un envase contiene más de una porción, debemos pensar cuanto beberemos. Por lo general, ¿beben toda la botella o la comparten con otra persona?

Si toman la botella entera, deben multiplicar el número de cucharaditas por el número de porciones para obtener el total de cucharaditas de azúcar que hay en el envase.

**¿Por qué debemos preocuparnos por la azúcar agregada?** El azúcar significa más calorías y peso adicional no deseado. Una lata de refresco al día puede convertirse en 10 libras de peso o más en un año.

Miremos a algunas bebidas populares. Seleccione su bebida favorita o la que les gusta a sus hijos. (Use las animaciones de la presentación de PowerPoint para hacer esta actividad.) Ñas fotos demostrarán: ¿Cuánta azúcar hay? ¿Cuántas porciones incluye el envase? ¿Cuántas cucharaditas de azúcar hay en la bebida? ¿Qué les sorprendió de lo que aprendimos hoy?

Piense en cuantas veces al día usted o sus hijos beben una de estas bebidas. ¡Es mucha azúcar en un día! Es tan simple como que las calorías adicionales generan peso adicional.

¿Y las bebidas de dieta con endulzantes artificiales? Algunos científicos piensan que bebidas con endulzantes artificiales puede causar antojos de cosas dulces, donde uno quizá al fin del día ingiere más calorías. De otros modos, no son recomendados para niños, porque no sabemos si los endulzantes son seguros para ellos.

**APLICAR**

**EJEMPLO DE MENÚ**
Aquí tengo un ejemplo de menú el cual muestra una variedad de bebidas las cuales el niño o adulto puede tomar en un día. Vamos a mirar las bebidas y no a las comidas. Mientras repasamos el menú, les voy a mostrar el contenido de azúcar en cada bebida. Recuerden cada cucharita de azúcar representa 4 gramos de azúcar. (Mientras se va leyendo el ejemplo de menú, escoja un participante que ayude a poner las cucharitas de azúcar en el envase)

<table>
<thead>
<tr>
<th>Ejemplo de Menú</th>
<th>Cereal con 8 oz. de leche</th>
<th>1 taza de jugo de naranja</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bocadillo</td>
<td>16 oz. jugo Tampico</td>
<td>Palomitas</td>
</tr>
<tr>
<td>Almuerzo</td>
<td>1 lata de Pepsi</td>
<td>Sandwich de pavo</td>
</tr>
<tr>
<td>Bocadillo</td>
<td>16 oz. de Gatorade</td>
<td></td>
</tr>
<tr>
<td>Cena</td>
<td>1 lata de néctar de fruta</td>
<td>Espagueti</td>
</tr>
<tr>
<td>Bocadillo</td>
<td>1 taza de leche de chocolate</td>
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</table>

**Total**

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126
Como puede usted ver, no es dificultoso agregar azúcar tomando bebidas. Para esta persona, ella o él tiene 62 cucharaditas de azúcar, para un total de 249 gm. de azúcar. Esto es mucha azúcar y agrega a más de 900 calorías a su dieta. Esto es mucho cuando usted considera que la cantidad de calorías para un adulto por general es de 1,800 a 2,000 calorías por día.

**MEJOR MENÚ**

Ahora, tengo un segundo menú llamado “Mejor menú”. He hecho algunos cambios para hacer este día más saludable. *Repasa los cambios usando las animaciones de la presentación. Los cambios están marcados con la estrella *)

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<tr>
<th>Ejemplo de Menú</th>
<th>Desayuno</th>
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<tr>
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<td></td>
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<td></td>
<td></td>
<td>Sandwich de pavo</td>
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<tr>
<td>Bocadillo</td>
<td></td>
<td>1 taza de agua</td>
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<tr>
<td>Cena</td>
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<td>1 taza de agua</td>
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<td>Espagueti</td>
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<tr>
<td>Bocadillo</td>
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<td>1 taza de leche de chocolate</td>
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<td>Galletitas</td>
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<td><strong>Total</strong></td>
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No debe dejar de tomar sus bebidas favoritas. La clave de esto es:
1. Tome agua envés de bebidas azucaradas.
2. Limite el jugo a una porción al día (4 a 6 onzas por día).
3. Limite otras bebidas azucaradas a de vez en cuando y controle la medida de la porción.

**BEBER MÁS AGUA**

Los expertos recomiendan que tomen agua en lugar de bebidas endulzadas.
- El agua compone un 60% de nuestro cuerpo y un porcentaje más grande en el cuerpo de niños.
- Tiene funciones claves en nuestro cuerpo:
  1. Trasporta nutrientes y elimina impurezas del cuerpo.
  2. Lubricante y acolchonamiento para los ligamentos, área adentro de los ojos, espina dorsal, y durante un embarazo.
  3. Ayuda a regular la temperatura del cuerpo.

**Recomendaciones sobre la cantidad de agua**

Recomendaciones pueden variar para cada individuo, pero las recomendaciones generales son:
- Hombres: 3.7 litros al día (~16 tazas)
- Mujeres: 2.7 litros al día (11.5 tazas)

**¿Cómo hacer que las familias beban más agua?**

(Reparte la hoja “Piense bien lo que toma”, repase con clase, depende en el tiempo pída a un voluntario que lea las sugerencias).

Sugerencias para tomar más agua:
- Añada una rebanada de limón al agua que beba.
- Prepare agua similar a la que sirven en los spas.
- Agua fría envés de agua a temperatura ambiente.
<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenidos</th>
<th>Materiales</th>
</tr>
</thead>
</table>
| **LLEVAR** | • Tome un vaso de agua con cada comida.  
• Tenga agua disponible en el trabajo.  
• Tome agua cuando quiera un bocadillo.  
• Tome agua cuando coma en restaurantes – ¡es gratis!  
• Ahorre dinero – reúne una botella reciclada. |  |
| **CONCLUSIÓN** | Hoy nos fijamos en algunas bebidas populares y aprendimos cómo saber contar el contenido de azúcar. También hablamos acerca de cómo tomar más agua. Miremos a su hoja que tiene una promesa. Hagamos la promesa de mantener a nuestros hijos y a nosotros mismos. *(Invíte a los participantes a que firmen la promesa y que se la lleven a casa).*  
¿Qué tomarán ustedes y sus familias cuando lleguen a casa hoy?  
Gracias por participar.  
Ahora es tiempo de nuestra actividad física. |  |
| **AÑADIR Y APLICAR (15 MIN)** | **MANTENIÉndonos Activos**  
¿Cómo les va con sus ejercicios?  
¿Quién ha sido exitoso en incrementar su nivel de actividad física cada día?  
¿Cómo les va con su diario de actividad física?  
¡Ahora hay que hacer 15 minutos de actividad física! | **DVD: Walk Away the Pounds**  
Recetario: Vamos a cocinar  
Lista de ingredientes y equipo de cocina se encuentra en hoja separada |
| **AÑADIR (20 MIN)** | **DEMOSTRACIÓN DE RECETA**  
Vamos a demostrar una pasta verde, por favor vaya a página 14 de su recetario. *(Mencione los ingredientes uno por uno y hable acerca de ellos. Haga la demostración interactiva. Pida a los participantes que identifiquen el grupo de alimentos de cada ingrediente).*  
• Estamos usando pasta de trigo integral. ¿Por qué cree usted que seleccionamos pasta de grano integral en vez de pasta refinada?  
• La espinaca es una verdura rica en vitaminas y minerales (vitamina C, vitamina A, vitamina K, ácido fólico, magnesio, calcio y hierro).  
• ¿Qué le pareció esta pasta?  
• ¿Crees que a tu familia le guste esta receta? |  |
| **CONCLUSIÓN (5 MIN)** | **CONCLUSIÓN**  
¡Wow, hemos aprendido mucho hoy! Aprendimos acerca de:  
• Leer etiquetas de nutrición  
• Granos integrales  
• Piense bien en lo que toma  
• Hizo un poco de actividad física  
• Probó una deliciosa y saludable pasta verde  
¿Piense de todo lo que hemos aprendido hoy, cuál nueva idea que escuchó hoy va a comenzar a implementar en casa?  
Gracias por su participación en la clase de hoy. Espero que lo haya pasado bien y espero verlo/a la próxima semana.  
¡GRACIAS! |  |
APPENDIX P

HFHC: Week 2 Kids Handouts
# Food Label Reference Guide

Watch out for the red areas. Don’t get fooled by forgetting to look at how many servings are in the package. The nutrition information is based on only 1 serving!

### Pretzels

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: 28g (about 42 pretzels)</td>
</tr>
<tr>
<td>Servings Per Container: 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Daily Value</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>1g</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>440mg</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>21g</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Percentage Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Look for foods that are high in these green areas. That’s the good stuff your body need!

Use the 5% and 20% rule.

5% is low and 20% is high for any of these nutrients.

Go higher in the Green areas
Stay lower in the red areas


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Chef Solus Food Label Guide

Food labels can seem confusing but if we break them up into blocks, you will see they are actually very easy to use! All the blocks work together to help you pick smart foods that will keep you healthy and feeling great!

Start with the Serving Size. All the numbers are based on one serving size. The package might actually contain several servings. This is very important information that will help you with portion control.

The Servings Per Container tells you how many servings in that package. Some foods are low in calories and fat if you have only one serving. But if you eat more than one serving, then calories and fat can really add up! See how many servings this label shows - 2 servings!

Calories: This tells you how much energy you will get from one serving of this food. If you don’t use up that energy, it gets stored as fat.

Calories from Fat: This tells you how much energy of that food comes from fat. Your heart likes foods lower in fat.

Total Fat is the amount of all the different kinds of fat in one serving. Your body needs some fat. Avoid foods high in saturated fats and look for zero Trans fats. These fats are not good for your heart.

Cholesterol and sodium (salt) tells you how much of that nutrient is in one serving. Pick foods that are low in cholesterol and sodium. Look for 5% or less!

Fiber: This tells you how much fiber is in one serving. Fiber helps your food move through your body easily. Foods with 4 grams or more is high in fiber and good for you!

Sugars is the total amount of natural sugar and added sugar that is in the one serving. Our body does not need too much sugar. Sugar can add a lot of calories that we don’t need.

Protein is very important because it is the building blocks for all cells. Read carefully. High protein foods can be high in fat.

Vitamin Section:
See if these foods are high in vitamins. Vitamins help your body stay healthy. 20% or more is high and makes your body very happy!

More Nutrition Fun: www.ChefSolus.com

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Chef Solus Energy Pals - Meet the Grains Group!

Look for 100% whole grains!

Whole grains give you fiber that keeps your heart happy!

Hello! We are the Grains Group!

Whole wheat flour, bulgur, oatmeal, and brown rice are types of whole grains.

We come from rice, oats, barley and wheat!

Whole grains are usually brown, not white.

BROWN RICE
Chef Solus 10 Tips to a Healthy MyPlate - Tip #7

7. Put whole grains on your plate:
   • Whole grains keep your heart happy!
   • Eat whole-wheat bread instead of white bread.
Chef Sols 10 Tips to a Healthy MyPlate - Tip #10

10. Drink water instead of drinks full of sugar:
   - Sodas, energy drinks and even fruit-flavored drinks can be full of sugar.

Visit www.ChefSols.com for free online nutrition games, healthy interactive tools, fun activities, and MyPlate tips!
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## Chef Solus Food Group Bingo Games

<table>
<thead>
<tr>
<th>Veggies</th>
<th>Fruits</th>
<th>Grains</th>
<th>Protein</th>
<th>Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrot</td>
<td>Apple</td>
<td>Wheat</td>
<td>Turkey</td>
<td>Frozen Yogurt</td>
</tr>
<tr>
<td>Corn</td>
<td>Coconut</td>
<td>Cereal</td>
<td>Beans</td>
<td>Nonfat Yogurt</td>
</tr>
<tr>
<td>Artichoke</td>
<td>Orange</td>
<td>Brown Rice</td>
<td>Walnut</td>
<td>Soy Milk</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Pineapple</td>
<td>Taco Shell</td>
<td>Shrimp</td>
<td>1% Milk</td>
</tr>
<tr>
<td>Asparagus</td>
<td>Pineapple</td>
<td>Taco Shell</td>
<td>Shrimp</td>
<td>Pudding</td>
</tr>
</tbody>
</table>

www.ChefSolus.com

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Learning The Food Groups Memory Card Game - Grains Group

- Cracker (Grains)
- Cracker (Grains)
- Bread (Grains)
- Bread (Grains)
- Brown Rice (Grains)
- Brown Rice (Grains)
- Cereal (Grains)
- Cereal (Grains)

Visit www.ChefSticks.com for free online nutrition games, healthy interactive tools, food group worksheets, and activities, recipes and tips.

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APPENDIX Q

HFHC: Week 3 Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Breakfast</td>
<td></td>
</tr>
<tr>
<td>5:30 – 5:50 pm</td>
<td>20 min</td>
<td>Lesson 2: Meal Planning</td>
<td></td>
</tr>
<tr>
<td>5:50 – 6:00 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Lesson 3: Low Fat Milk</td>
<td>Milk Taste test (make sure no one has a milk allergy or intolerance)</td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Physical Activity</td>
<td>DVD: Walking of the Pounds</td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Cherry Smoothie Parents move to kids classroom</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: breakfast</td>
<td></td>
</tr>
<tr>
<td>5:30 – 5:40 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>5:40 – 6:00 pm</td>
<td>20 min</td>
<td>Lesson 2: Low fat milk</td>
<td>Milk taste test (make sure kids don’t have milk allergy or intolerance)</td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Physical Activity</td>
<td>Kids Activity</td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Preparation for Food Demo</td>
<td></td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Cherry Smoothie</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan: Breakfast, Meal Planning and Low Fat milk

Objectives: After listening to this class, participants will be able to:
1. Compare the characteristics of breakfast eaters with non-breakfast eaters.
2. Compare the fiber, sugar and iron content of various cereals.
3. Identify some benefits of meal planning and using shopping list.
4. Compare the nutrition facts of different kinds of milk.
5. Identify health benefits of low fat milk.

Materials:
- Sign-in sheet, pens, pocket folders, name tags, 2 black markers, waist measuring tape, weight scale
- Curriculum and power point presentation
- Laptop, projector, screen, computer speakers
- Handout: “Start Your Day with a Healthy Breakfast”
- Handouts: “Meal planner”, “Shopping list”, “Eating Healthy in a Budget”
- Handout: “Which Milk is Healthiest?”, “Got your dairy today?”
- ½ gallon of 1% low fat milk, tasting cups (3oz), serving tray
- DVD: Walk Away the Pounds
- Food Demo ingredients and equipment for recipe and spa water

Special Note:
- This class is WEEK 3 of the “ Healthy Families for Healthy Communities Program”
- Make sure all families have signed in
- Teach in dialogue! Use the open questions listed in this curriculum to encourage discussion amongst the participants
- Time breakdown (2 hours): 10 min Introduction, 20 min Breakfast, 20 min Meal Planning, 10 min stretch break, 20 min Low Fat Milk, 15 min physical activity, 20 min food demo, 5 min closing

<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO</td>
<td><strong>INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>(10 MIN)</td>
<td>Hello, nice to see you again!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last week, we talked about reading food labels, whole grains and compared different drinks. We also demonstrated “Green Pasta” from the cookbook made of spinach.</td>
<td></td>
</tr>
<tr>
<td>ANCHOR</td>
<td>What changes did you make in the last week, based on our last class?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What type of physical activity did you do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who tried a recipe from the cookbook? How did your family like it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Today we will be talking about:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The importance of breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meal Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Low Fat Milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 15 min of physical activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Try a new recipe from the cookbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s begin! Our first topic today is “ Breakfast”</td>
<td></td>
</tr>
</tbody>
</table>
**Methods**

ADD (20 MIN)

**Content**

Let’s talk about breakfast, why it is important for all of us?

**BREAKFAST** – it’s that easy!

- This meal is meant to break the fasting that has been occurring all throughout the night.
- Think of breakfast as setting the tone for the rest of the day.
- If you skip it, you are starving by lunchtime and will tend to overeat, which can contribute to weight gain.
  - Weight gain can cause a variety of health-related problems like:
    - High blood pressure
    - Diabetes
    - And many others!

Let’s start by having everyone share:

- If you eat breakfast, what do you usually eat?
- What is your favorite breakfast food?

**CHARACTERISTICS OF BREAKFAST EATERS**

Families are busy these day and many people just don’t have enough time to eat breakfast. Let’s look at a few differences between people who eat breakfast and those who don’t.

<table>
<thead>
<tr>
<th>Breakfast Eaters</th>
<th>Non-breakfast eaters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have more energy</td>
<td>Score lower on test</td>
</tr>
<tr>
<td>Work faster and make fewer mistakes</td>
<td>Have lower intakes of iron, folic acid and B-vitamins</td>
</tr>
<tr>
<td>Are more creative</td>
<td>Snack more on high calorie, high fat foods</td>
</tr>
<tr>
<td>Get more fiber in their diet</td>
<td>Cause more fights in school</td>
</tr>
<tr>
<td>Have fewer absences from school</td>
<td>Have higher rates of obesity</td>
</tr>
</tbody>
</table>

Studies show that people who eat breakfast have higher intakes of most vitamins and mineral and are less likely to become overweight. Plus, kids do better in school!

**APPLY**

What do you find interesting or surprising about this?

**ACTIVITY: CHOOSING A HEALTHY BREAKFAST**

Choose a healthy breakfast can be quick and easy! There are so many good options to choose from. A good suggestion is to include foods from at least 3 different food groups in your breakfast.

For example, choose a food from the grain group, one from the milk group, and one from the fruit group. When you include foods that are whole grain and protein group, you are better able to maintain your blood sugar and energy level and therefore delay your hunger. Here is a chart of the different food groups with different food options. Together let’s create a breakfast combination using these food options.

*What is one example of a healthy breakfast your family might like? Remember to choose from at least 3 different groups! (Invite several families to share ideas, use power point animations for this activity.)*
### Methods

<table>
<thead>
<tr>
<th>ADD</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD</td>
<td><strong>ACTIVITY: SELECT A CEREAL</strong>  &lt;br&gt;Ready-to-eat cereal is one of the fastest, easiest, and most healthy breakfasts there is! Let’s talk about what makes a cereal healthy! To choose a healthy cereal, look at the <strong>fiber, sugar, and iron</strong> content of the cereal.  &lt;br&gt;<strong>Fiber:</strong>  &lt;br&gt;<em>Why do we need fiber in our diet?</em>  &lt;br&gt;- Helps to prevent and relieve constipation.  &lt;br&gt;- Helps to decrease bad cholesterol levels.  &lt;br&gt;- Reduces your risk of colon cancer.  &lt;br&gt;- Helps to maintain your weight.  &lt;br&gt;- Helps to control your blood sugar.  &lt;br&gt;- Helps us feel full.  &lt;br&gt;A cereal is considered a <strong>good source of fiber</strong> if it has <strong>3 or more grams</strong> of fiber per serving.  &lt;br&gt;<strong>Sugar:</strong>  &lt;br&gt;Another way to look for healthier cereals is by comparing the sugar content. A cereal is considered a <strong>good choice</strong> if it has <strong>6 grams of sugar or less</strong> per serving.  &lt;br&gt;<strong>Iron:</strong>  &lt;br&gt;Your cereal should also be a good source of iron. Iron is important because it gives us strong blood, helps us concentrate better, and helps children do better in school. A cereal is considered a <strong>good source of iron if it contains at least 10% of the recommended daily value</strong> of iron in each serving.  &lt;br&gt;In summary, choose cereals that:  &lt;br&gt;- Have at least 3 or more grams of fiber per serving.  &lt;br&gt;- Have no more than 6 grams of sugar per serving.  &lt;br&gt;- Have daily value of iron of 10% of higher.  &lt;br&gt;Let’s look at different cereals and see which cereal meets all three of these categories.  &lt;br&gt;<em>(use power point animation to do this activity)</em></td>
</tr>
</tbody>
</table>

### APPLY

| TRANSITION | To summarize, we talked about the importance of eating breakfast, shared different breakfast ideas and read different cereal food labels.  <br>**What is one thing you heard today about breakfast that is important to you?**  <br>**What is one idea you heard that you would want to try at home?**  <br>I have a handout about breakfast that you can take with you. It has some of the information we talked about today. |

### ADD (20 MIN)

| MEAL PLANNING | Now, let’s talk about planning meals and using a shopping list. Think for a moment about your last trip to the grocery store. **How did you decide what to buy?**  <br>**Possible answers:**  <br>- Using a shopping list  <br>- Planned ahead  <br>- Looked at grocery store ads  <br>- Checked what already had at home  <br>- Buy the same food every time |

---

Handout: *Start Your Day with a Healthy Breakfast*
Using a meal plan is one way to decide what your family will eat each day. Meal planning can help your family:
- Save money
- Save time
- Avoid extra trips to the grocery store
- Eat healthy

I am going to show you how I might use a meal plan. You may use the meal plan differently. Use the meal plan to best meet your family’s needs. Plan meals that are right for your family’s likes and dislikes and that match your time, energy, and interest in cooking.

Look at the sample meal plan on this slide. As you can see, this meal plan is for 1 week. The days of the week are on the left side. We start Monday and end Sunday. Across the top, we list meals: breakfast, lunch, dinner (or your family’s main meal), and snacks. Writing the snacks down really help have healthy snacks around.

Now look at your blank meal planner and let’s think about how we might fill it out for one day of the week. Tomorrow is ___________. What ideas do you have for me for breakfast? For lunch? For dinner? And for snacks? (Pause each time to give participants time to think. Guide participants to choose foods for each food groups. Give the participants about 5 minutes to fill one or two meals on their meal planner.)

Circle the foods you will need. If a food is not on the list, add it on the line. You may want to keep your list on your refrigerator so you can add things as you think of them. Look at the meals you wrote down on your planner and circle or write on the shopping list what you need to buy at the stores to make those meals. (Give participants about 2 minutes to circle or write in foods on the shopping list).

We have a few blank meal planner and shopping list. If you found these helpful, please take some home with you as you leave today. You can always use a blank sheet of paper too.

I would like to pass out two additional handouts that will give you 10 tips on how to eat better in a budget. (Depending on time, ask a volunteer to read the 10 tips).

Before we have our stretch break, what questions do you have about the topics we just reviewed?

Now it is time for a stretch break! During this time, if you have any specific question or concern please feel free to come and talk to us. (Give participants 10 minutes stretch break. During this time, answer any personal questions or review meal diary or activity tracker in detail with participant individually).
**Methods** | **Content** | **Materials**
--- | --- | ---
**ADD** *(20 MIN)* | **GOT YOUR DAIRY & LOW FAT MILK**<br>The dairy group includes milk, yogurt, cheese, and fortified soymilk. They provide calcium, vitamin D, potassium, protein, and other nutrients needed for good health throughout life. Choices should be low fat or fat-free—to cut calories and saturated fat. |  
**ADD & APPLY** | **LOW FAT**<br>We will now be talking about lower fat milk. We will start with a warm up activity. Making that change to lower fat milk products starts with taste. |  
**Handout: Which Milk is Healthiest?**

**HOW MUCH IS NEEDED?**<br>Older children, teens, and adults need 3 cups a day, while children 4 to 8 years old need 2½ cups, and children 2 to 3 years old need 2 cups.  

**LOW FAT**<br>We will now be talking about lower fat milk. We will start with a warm up activity. Making that change to lower fat milk products starts with taste.  

Think for a moment about what type of milk you and your family drink.  

I invite you to do some taste testing of milk. I have samples that I invite you to try. Please help yourselves. Once everyone has tried his or her sample, I will ask **what type of milk you think you just tasted.** *(Identify any allergies or intolerances to lactose. Bring out the sample of 1% milk from a refrigerator. Do not let participants know what kind of milk is in the sample. Once everyone has tried the milk, invite participants to share their results).*  

All samples are low fat 1% milk. Did you know that many people cannot tell the difference between low fat 1% milk and reduced fat 2% milk?  

**Did you taste a difference?**<br>Is this milk different from your current milk choice?  

Were you surprised by the results?  

**WHICH MILK IS THE HEALTHIEST**<br>We have just tasted low fat 1% milk. Now let’s look at how different types of milk compare. Before we get started, how many of you have heard that low fat milk is just watered down whole milk?  

We are going to look at some information today that will show us that this is NOT true.  

We are going to take the next few minutes to look at the foods labels of each milk. Using the milk label, let’s work together to determine which milk is healthiest. *(Use power point animation to do this activity, pass out handout “Which Milk is Healthier?”).*  

First, let’s look at the fat grams in milk.  

1. How much fat in whole milk?  
2. How much fat in reduced fat 2% milk?  
3. How much fat in low fat 1% milk?  
4. How much fat is in fat-free milk?  

*(Repeat for protein, calcium and vitamin D until all numbers on the chart are filled).*  

Now that we have filled in our chart, let us compare.  

**Which milk has the most Vitamin D?**<br>All 4 types of milk have the same amounts of vitamin D. The words vitamin D appears larger on the whole milk label, which causes people to believe that it has more of the vitamin than in other types of milk.  

143
Methods | Content | Materials
---|---|---
AWAY | **Which milk has the most calcium?**
Low fat 1% milk has the most calcium. When the fat is removed, no water is added but calcium and protein are added to low-fat milk.

**Which two milks have the least amount of fat?**
Non-fat and low-fat milk are the lowest in fat.

**Why is it important to watch how much fat we eat?**
Fat called saturated fat is the kind of fat that causes heart disease. It is a type of fat that clogs your arteries causing high blood pressure, heart attacks and strokes. Eating too much total fat can lead to unwanted weight gain, obesity, heart attacks, strokes, cancer, and type II diabetes.

**What surprises you about how the nutrition compares between the 4 types of milk?**
Of these milks, which milk is healthiest?
How does this compare to what you are currently drinking?

**TRANSITION**
For those of you who already drink lower fat milk or have switched to lower fat milk, **what tips do you have for those considering change?**
Thank you for sharing. If you need more tips for switching to lower fat milk or to help you eat more non-fat dairy foods there are 10 tips on the back of your handout. (Depending on time, ask a volunteer to read some tips).

ADD & APPLY (20 MIN) | **PHYSICAL ACTIVITY**
How have you been doing with exercise?
Who has been successful with increasing the amount of exercise each day?
Now, let’s get our 15 minutes in today!

ADD (20 MIN) | **FOOD DEMO**
Now we are going to demonstrate a new recipe. Please go to page 21 of your cookbook. We will be doing a “Cherry Smoothie”. This is a great drink for breakfast.
*Mention ingredients one by one and talk about them. Make sure to make it interactive. Ask participants to identify what food group each ingredient belongs too.*

Nutritional Tip: Cherries are rich source of potassium, vitamin and B, as well as antioxidants.

**How do you like this beverage?**
**Do you think your family will like this drink?**

CLOSING (5 MIN) | **CLOSING**
We learned a lot today! Today we learned about:
- The importance of breakfast and how to choose healthy ready to eat cereals
- The benefits of meal planning and using shopping list
- Low fat milk
- You also got some exercise today
- Tasted a delicious snack option, cherry smoothie

**Think back at everything you heard today, what is one idea you heard that you are ready to start right away?**
Thank you for participating in our class today! I hope you enjoyed it. See you next week.

Handout: Got your dairy today?

DVD: Walk Away the Pounds

- Let’s Cook Cookbook
- List of ingredient and cooking equipment found on separate handout.
APPENDIX S

Programa “Familias Saludables para Comunidades Saludables” Semana 3

Plan de clase: El desayuno, La planificación de las comidas, La leche baja en grasa

Objetivos: Después de escuchar esta clase, los participantes podrán:
1. Comparar las características de los que desayunan con aquellos que no.
2. Comparar el contenido de fibra, azúcar y hierro de varios cereales.
3. Identificar algunos de los beneficios del planeamiento de comidas y la guía de compras.
4. Comparar el contenido nutritivo de los diferentes tipos de leche.
5. Identificar los beneficios de salud de tomar leche baja en grasa.

Materiales:
- Lista de asistencia, bolígrafo, folder, carnet, dos marcadores negros, cinta de medir, báscula.
- Plan de clase, presentación de PowerPoint, computadora portátil, proyector, pantalla, parlantes de computadora.
- Hoja: El desayuno
- Hoja: Plan de comidas y Lista de compras
- Hoja: Coma mejor dentro del presupuesto
- Hoja: ¿Cuál leche es la más saludable? y ¿Ha consumido lácteos hoy?
- ½ galón de leche 1% de grasa, vasitos de 3 onzas, charola
- Ingredientes y equipo de cocina para hacer la demostración de receta y agua de spa.
- DVD: Walk Away the Pounds

Nota Especial:
- Esta clase es la TERCERA SEMANA del programa “Familias Saludables Para Comunidades Saludables”
- Enseñe la clase en conversación. Use las preguntas enlistadas en el currículo para motivar la conversación entre los participantes.
- Tiempo (2 horas): 10 min para introducción, 20 min para “El desayuno”, 20 min para “Planificación de comidas”, 10 min para descanso, 20 min para “La leche baja en grasa”, 15 min para actividad física, 20 min para la demostración de la receta
INTRO
(10 MIN)

INTRODUCCIÓN
Hola, ¿cómo están?
La semana pasada hablamos sobre cómo leer una etiqueta de datos nutricionales, aprendimos acerca de los granos integrales y comparamos bebidas. También demostramos y saboreamos una pasta verde hecha de espinacas.

¿Qué cambio ha hecho usted durante esta semana basado en la clase de la semana pasada?
¿Qué tipo de actividad física ha hecho?
¿Quién preparó una de las recetas del recetario? ¿Le gustó a su familia?

Hoy vamos a hablar acerca de:
- La importancia de un buen desayuno.
- La planificación de comidas.
- La leche baja en grasa.
- Tendremos 15 minutos de actividad física.
- Prepararemos una nueva receta del recetario.

¡Hay que comenzar! Nuestro primer tema es “El desayuno”

AÑADIR
(20 MIN)

EL DESAYUNO
Vamos a conversar sobre el desayuno, por qué es importante para nosotros y cómo podemos seleccionar un desayuno saludable.

Desayuno: ¡así de fácil!
- Deshacernos del ayuno que ha ocurrido durante toda la noche.
- El desayuno determina la energía del día.
- Si no desayunas, es muy posible que durante el almuerzo tengas mucha hambre y coma demasiado, por lo que puede ocasionar peso no deseado.
  - Sobrepeso puede causar problemas de salud como:
    - Presión arterial alta
    - Diabetes
    - ¡Y mucho más!

Si usted desayuna:
¿Qué es lo que usualmente come durante el desayuno? ¿Cuál es su comida favorita para el desayuno?

CARACTERÍSTICAS DE LOS QUE DESAYUNAN
Las familias están ocupadas en estos días y muchas personas no tienen el tiempo suficiente para desayunar. Vamos a mirar algunas diferencias de aquellos que desayunan con aquellos que no.

ACTIVIDAD: ¿Cuál grupo describe esta frase? - Come Desayuno o No Come Desayuno

<table>
<thead>
<tr>
<th>Come Desayuno</th>
<th>No Come Desayuno</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tienen más energía.</td>
<td>Tienen notas más bajas en los exámenes.</td>
</tr>
<tr>
<td>Trabajan más rápido y cometen menos errores.</td>
<td>Consumen menos hierro, ácido fólico y vitaminas B.</td>
</tr>
<tr>
<td>Son más creativos.</td>
<td>Comen más bocadillos altos en calorías y grasas.</td>
</tr>
<tr>
<td>Tienen más fibra en su dieta.</td>
<td>Provocan más peleas en la escuela.</td>
</tr>
<tr>
<td>Tienen menos ausencias en la escuela.</td>
<td>Tienen mayores probabilidades de obesidad.</td>
</tr>
</tbody>
</table>
Estudios demuestran que las personas que desayunan consumen más vitaminas y minerales y tienen menos probabilidades de tener sobrepeso. Además, a los niños les va mejor en la escuela.

¿Qué encuentras interesante o sorprendente sobre esto?

**ACTIVIDAD: ELIGIENDO UN DESAYUNO SALUDABLE**

Elegir un desayuno saludable puede ser rápido y fácil. Hay tantas opciones para elegir. Una buena sugerencia es incluir alimentos de por lo menos 3 grupos de alimentos diferentes en su desayuno.

Por ejemplo, elija un alimento del grupo de los granos, uno del grupo de lácteos y uno del grupo de las frutas. Cuando elija alimentos del grupo de los granos integrales y proteína, podrá mantener mejor sus niveles de azúcares en la sangre y nivel de energía y por lo tanto reducir el hambre. Aquí tengo una tabla de diferentes grupos de alimentos con diferentes opciones de ese grupo. Juntos hay que crear un desayuno usando estas opciones.

¿Qué ejemplo de un desayuno saludable le podría gustar a su familia? ¡Recuerde escoger por lo menos 3 grupos diferentes! (*Invite a varias familias a que participen*).

**ACTIVIDAD: ESCOJA UN CEREAL**

Cereales listos-para-comer es uno de los desayunos más rápidos, fáciles, y más saludables disponibles. Vamos a hablar sobre qué es lo que hace que un cereal sea saludable. Para elegir un cereal que sea saludable, mire al contenido de *fibra*, *azúcar*, y *hierro* del cereal.

**Fibra:**

¿Por qué necesitamos fibra en nuestra dieta?
- Ayuda a prevenir y aliviar el estreñimiento.
- Ayuda a disminuir los niveles del colesterol malo.
- Reduce el riesgo de desarrollar cáncer de colon.
- Ayuda a mantener el peso.
- Ayuda a controlar los niveles de azúcar en la sangre.

Vamos a mirar a la etiqueta de algunos cereales populares y comparemos su contenido nutricional. Un cereal es considerado una buena fuente de fibra si tiene **3 gramos o más** de fibra por porción.

**Azúcar:**

Otra manera de buscar cereales más sanos es comparando el contenido de azúcar. Busque la palabra “Azúcar” (*Sugar*) en la etiqueta de los cereales. Si los cereales tienen **6 gramos o menos** de azúcar por porción, son considerados una buena elección.

**Hierro:**

También su cereal debería ser una buena fuente de hierro. El hierro es importante porque nos da fortaleza en la sangre, nos ayuda a concentrarnos mejor y ayuda a sus niños a que les vaya mejor en la escuela. Los cereales son considerados una buena fuente de hierro si por lo menos contiene **10% del valor diario** recomendado por cada porción.

En resumen, escoge cereales que:
- Tengan al menos 3 gramos de fibra por porción.
- Tengan no más de 6 gramos de azúcar por porción.
- Tengan un valor diario de hierro de 10% o más.
APLICAR

Hay que comparar cereales y ver cuál cereal satisface estas tres sugerencias. (Use la presentación de power point).

TRANSICIÓN
Para resumir, hablamos sobre la importancia de desayunar, exploramos diferentes opciones para un desayuno y leímos las etiquetas en diferentes cajas de cereales.

¿Qué escuchó hoy sobre el desayuno que es importante para usted?
¿Qué escuchó hoy en la clase que quisiera probar en su casa?

Tengo un folleto sobre el desayuno que puede llevárselo y contiene la información de la cual hablamos aquí hoy.

ANADIR

LA PLANEACIÓN DE COMIDAS
Ahora, vamos a conversar acerca del planeamiento de comidas y el uso de la lista de compras.

Piensen por un momento en su última visita Al supermercado. ¿Cómo decidieron que comprar?

Algunas respuestas:
- Usaron una lista de compras.
- Planearon con anticipación.
- Consultaron los anuncios de los supermercados.
- Miraron sus recetas.
- Revisaron lo que les faltaba en la cocina.
- Compraron los mismos alimentos de siempre.

Planear las comidas es una manera de decidir qué comerá su familia cada día y puede ayudarles a:
- Ahorrar dinero.
- Ahorrar tiempo.
- Evitar viajes adicionales a la tienda de abarrotes.
- Comer saludable.

Voy a mostrarles como yo podría planear mis comidas. Utilice el plan para satisfacer las necesidades de su familia. Cree comidas que son buenas para los gustos de su familia y para su tiempo, energía e interés en cocinar.

Mire el ejemplo del plan de comidas en esta presentación. Como verá, este plan de comidas es para una semana. Los días de la semana están del lado izquierdo. Comenzando con el día lunes y terminando con el día domingo. Arriba tenemos las comidas: desayuno, almuerzo, cena, y bocadillos. Apuntar los bocadillos ayuda a tener alimentos saludables cerca.

Ahora mire su plan para las comidas en blanco y piense en cómo podríamos completarlo para un día de la semana. Mañana es _________.

¿Qué ideas tiene para el desayuno? ¿Para el almuerzo? ¿Para la cena? ¿Bocadillos?

LISTA DE COMPRAS
Ahora vamos a mirar la lista de compras. La lista esta agrupada según los distintos grupos de alimentos: verduras, frutas, pan/granos/cereales, proteína y productos lácteos.

Puede seleccionar los alimentos que necesita usando un círculo. Si un alimento que quiere no está en la lista, agréguelo. Quizás deseé colocar la lista en su refrigerador para agregar alimentos a medida que los recuerden.

Mire las comidas que apuntó en su plan de comidas y marque o escriba en la lista de compras que necesitaría comprar en el supermercado para preparar esas comidas.

148
Ahora me gustaría pasarles dos hojas adicionales que contienen 10 sugerencias en cómo comprar alimentos que se ajusten a su presupuesto. *(Dependiendo en el tiempo, invite a un participante leer las sugerencias).*

**TRANSICIÓN**
Hasta ahora hemos aprendido acerca de la importancia de un buen desayuno y hemos practicado cómo planificar las comidas.

Antes de irnos a nuestro descanso, ¿qué preguntas tienen acerca de los temas que hemos hablado esta tarde?

<table>
<thead>
<tr>
<th>DESCANSO (10 MIN)</th>
<th>DESCANSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahora es tiempo de nuestro descanso. Durante este tiempo si tiene una pregunta por favor venga y hable con nosotros.</td>
<td></td>
</tr>
<tr>
<td>(Durante este tiempo los participantes pueden pasar hacer preguntas y repasar su diario con el instructor. También pueden medir su cintura y pesarse si no lo han hecho todavía).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AÑADIR (20 MIN)</th>
<th>¿HA CONSUMIDO LÁCTEOS HOY? &amp; ¿LECHE CON MENOS GRASA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>El grupo de lácteos incluye leche, yogur, queso y leche de soya enriquecida. Estos suministran calcio, vitamina D, potasio, proteína y otros nutrientes necesarios para la buena salud durante toda la vida. Elija productos con bajo contenido de grasa o descremados para reducir las calorías y las grasas saturadas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿CUÁNTO SE NECESITA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los niños más grandes, adolescentes y adultos necesitan 3 tazas al día, mientras que los niños de 4 a 8 años de edad necesitan 2½ tazas y los de 2 a 3 años de edad necesitan 2 tazas.</td>
</tr>
</tbody>
</table>

**LECHE CON MENOS GRASA**
Ahora vamos hablar acerca de la leche baja en grasa. Vamos a empezar con una pequeña actividad. Para poder hacer un cambio a productos de leche con menos grasa, primero hay que empezar con el sabor.

Píense por un momento en el tipo de leche que toma usted y su familia.

Los invito a que hagan una prueba de sabor de la leche. Tengo una muestra. Los invito a que la prueben. Una vez que todos hayan probado la muestra, les preguntaré ¿cuál es el tipo de leche que acaban de probar? *(Identifique si alguien tiene alergias o intolerancia a productos lácteos. Saque la muestra de leche de 1% del refrigerador. No deje que los participantes sepan qué tipo de leche se les va a dar. Una vez que todos probaron la leche, invite a los participantes a que den su opinión).*

Todas las muestras fueron leche con 1% de grasa (1% low fat milk). Muchas personas no notan ninguna diferencia entre la leche con 1% de grasa y la leche de 2% de grasa (reduced fat 2%).

<table>
<thead>
<tr>
<th>¿Notaron alguna diferencia en el sabor?</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál es la diferencia con la leche que toman ahora?</td>
</tr>
<tr>
<td>¿Les sorprendieron los resultados?</td>
</tr>
<tr>
<td>¿CUÁL LECHE ES LA MÁS SALUDABLE?</td>
</tr>
<tr>
<td>Acabamos de probar la leche con 1% de grasa. Ahora veamos cómo se comparan los diferentes tipos de leche. Antes de empezar, ¿cuántos de ustedes han escuchado que la leche baja en grasa es simplemente leche entera rebajada con agua?</td>
</tr>
</tbody>
</table>

**Hoja: Coma mejor dentro del presupuesto**

**Hoja: ¿Qué leche es más saludable?**
Hoy vamos a ver cierta información que nos demostrará que eso no es cierto.

Vamos a dedicar los próximos minutos a llenar la información que falta en esta tabla. Utilizando la etiqueta de datos nutricionales de la leche, trabajaremos juntos para decidir cuál es la leche más saludable. (*Use las animaciones de la presentación para hacer esta actividad*).

Primero, veamos los gramos de grasa en la leche.

1. ¿Cuánta grasa tiene la leche entera (whole milk)?
2. ¿Cuánta grasa tiene la leche con 2% de grasa (reduced fat 2% milk)?
3. ¿Cuánta grasa tiene la leche con 1% de grasa (low fat 1% milk)?
4. ¿Cuánta grasa tiene la leche descremada, sin grasa (fat free milk)?

(*Repite las mismas preguntas para proteína, calcio, vitamina D hasta que la tabla esté completa*).

Ahora que hemos llenado nuestra tabla, vamos a comparar.

**¿Cuál de las leches tiene más vitamina D?**
Los 4 tipos de leche tienen la misma cantidad de vitamina D. Las palabras “vitamina D” aparecen más grandes en la etiqueta de la leche entera, lo que hace que la gente crea que tiene más vitamina que otros tipos de leche.

**¿Cuál de las leches tiene más calcio?**
La leche con 1% de grasa tiene más calcio. Cuando se elimina la grasa, no se agrega agua, se agrega calcio y proteína a la leche baja en grasa.

**¿Cuáles dos tipos de leche tiene la menor cantidad de grasa?**
La leche descremada y la leche baja en grasa tienen la menor cantidad de grasa.

**¿Por qué es importante cuidar la cantidad de grasa que comemos?**
La grasa llamada “grasa saturada” es el tipo de grasa que causa enfermedades del corazón. Es el tipo de grasa que tapa sus arterias y causa presión arterial alta, ataques al corazón y ataques cerebrales. Si come demasiada grasa puede provocar aumento de peso, obesidad, ataques al corazón, ataques cerebrales, cáncer y diabetes tipo 2.

**¿Qué les sorprende de cómo se compara la nutrición entre los 4 tipos de leche?**
De estas leches, ¿cuál es la más saludable?
¿Cómo se compara con el tipo de leche que actualmente está tomando?

**CONCLUSIÓN**
Para aquellos de ustedes que ya toman leche con menos grasa, ¿qué les recomiendan a los que están pensando en cambiar?

Gracias por compartir. Si necesita más sugerencias en cómo hacer el cambio a leche baja en grasa o en cómo comer más productos de leche bajos en grasa aquí tengo una hoja que tiene 10 sugerencias. (*Dependiendo en el tiempo, invite a participantes a leer las sugerencias*).

**AÑADIR & APLICAR (15 MIN)**

**ACTIVIDAD FÍSICA**
¿Cómo le ha ido con su actividad física? ¿Han podido aumentar la cantidad de actividad física cada día?
¡Hay que hacer ahora nuestros 15 minutos de actividad física!

**DVD: Walk Away the Pounds**
| AÑADIR  (20 MIN) | DEMOSTRACIÓN DE COMIDA: | • Recetario:  
Vamos a Comer  
• Lista de ingredientes y equipo de cocinase encuentra en hoja separada. |
| --- | --- | --- |
| Ahora vamos a demostrar una de las recetas. Vaya a la página 21 del recetario. Vamos a demostrar el licuado de cereza “Cherry Smoothie”. Esta es una buena bebida para el desayuno.  
(*Mencione los ingredientes uno por uno y habla acerca de ellos. Haga la demostración interactiva. Pida a los participantes que identifican el grupo de alimentos de cada ingrediente)*.  
Consejo de nutrición: Las cerezas son una fuente rica de potasio, vitaminas C y B, así como de muchos antioxidantes.  
¿Le gustó esta bebida? ¿Cree que a su familia le va a gustar esta bebida? | |||
| CONCLUSIÓN  (5 MIN) | CONCLUSIÓN | |
| ¡Wow! ¡Aprendimos mucho hoy! Hoy aprendimos sobre:  
• La importancia de un buen desayuno.  
• La planificación de comidas.  
• La leche baja en grasa.  
• Hoy también hizo un poco de ejercicio.  
• Probó un licuado sabroso y refrescante de cerezas.  
¿Qué idea escuchó hoy que está listo para empezar ya?  
Gracias por participar en nuestra clase de hoy. ¡Espero que lo haya disfrutado y esperamos verlo otra vez la próxima semana! | |
APPENDIX T

HFHC: Week 3 Kids Handouts

Chef Solus Breakfast Words

Put these words in alphabetical order.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Oatmeal
Eat
Three
Fiber
Cereal
Protein
Breakfast
Eggs
Milk
Fruit


Copyright © Nourish Interactive, All Rights Reserved
Food Magic - Energize Your Brain

Circle the foods that will energize your brain!
Introducing The Milk Friends On My Plate

Can you name each food?
Chef Solus Milk Mates – Meet the Milk Group!

Have milk or milk foods 2-3 times every day!

Cream, cream cheese, and butter are not part of the milk group.

Hello!
We are the Milk Group!

Ice cream is a tasty once in a while milk food.

We keep your teeth and bones strong!

Drink low fat or nonfat milk or milk foods and your heart will be happy!
Chef Solus Milk Mates - Meet the Milk Group!

Meet my Milk Mates.

Have milk at every meal and you will keep your bones growing!

Please color my friends.

Drink milk instead of sugary drinks and avoid cavities!

Low fat or skim milk go great with cereal and oatmeal.
Who Am I? The Milk Group

We are the milk food group. Can you guess our names? We give lots of vitamin D and calcium for your bones and teeth. Eat or drink milk or milk foods 2-3 times every day!

Draw a line from the Milk food to the name. Color the page when you are done!

- pudding made with low fat milk
- low fat yogurt
- low fat chocolate milk
- ice milk
- frozen yogurt
- cheddar cheese
- ice cream
- low fat cottage cheese
- non fat milk
- swiss cheese

Visit www.Chetilloys.com for Free online nutrition games, healthy interactive tools, food group worksheets and activities, recipes and tips! Copyright © Nourish Interactive, All Rights Reserved
6. Drink nonfat (also called skim milk), 1% or low-fat milk:
   • Keep your heart happy with low fat dairy foods.
### HFHC: Week 4 Agenda

#### AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Feeding Your Kids</td>
<td></td>
</tr>
<tr>
<td>5:30 – 5:50 pm</td>
<td>20 min</td>
<td>Lesson 2: Diabetes</td>
<td></td>
</tr>
<tr>
<td>5:50 – 6:00 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Lesson 3: Fruits &amp; Vegetables</td>
<td>DVD: Walk Away the Pounds</td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Physical Activity</td>
<td></td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Jicama Salad Parents move to kids classroom</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>

#### KIDS AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Fruits &amp; Vegetables</td>
<td>Kids Activity</td>
</tr>
<tr>
<td>5:30 – 5:40 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>5:40 – 6:00 pm</td>
<td>20 min</td>
<td>Lesson 2: Once in a While Foods</td>
<td></td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Physical Activity</td>
<td></td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Preparation for Food Demo</td>
<td></td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Jicama Salad</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V

Healthy Families for Healthy Communities: Week 4

Lesson Plan: Feeding your Kids, Diabetes, and Fruits and Vegetable

Objectives: After listening to this class, participants will be able to:
10. Reviewed the feeding relationship and role of parents and children.
11. Reviewed tips for picky eaters.
12. Examined their own risk for diabetes.
13. Discussed ideas on lowering their risk for diabetes.
15. Discuss how their family might incorporate more fruits and vegetables to meals and snacks.

Materials:
- Sign-in sheet, pens, pocket folders, name tags, 2 black markers, waist measuring tape, weight scale
- Curriculum, power point presentation, laptop, projector, screen, computer speakers
- Handout: “Healthy Tips for Picky Eaters” and “Be a Healthy Role Model”
- Handout: “Diabetes Risk Test” and “Prevent Type 2 Diabetes Step by Step”
- Handout: “Focus on Fruits” and “Add More Vegetables to Your Day”
- DVD: Walk Away the Pounds
- Food demo ingredients and equipment for recipe and spa water

Special Note:
- This class is WEEK 4 of the “Healthy Families for Healthy Communities Program”
- Make sure all families have signed in
- Teach in dialogue! Use the open questions listed in this curriculum to encourage discussion amongst the participants
- Time breakdown (2 hours): 10 min Introduction, 20 min Feeding your kids, 20 min Diabetes, 10 min stretch break
- 20 min fruits and vegetables, 15 min physical activity, 20 min Food Demo, 5 min closing

<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO</td>
<td><strong>INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>(10 MIN)</td>
<td>Hello, nice to see you again!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last week, we talked about breakfast, meal planning and low fat milk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We also demonstrated cherry smoothie from the cookbook.</td>
<td></td>
</tr>
<tr>
<td>ANCHOR</td>
<td><strong>What changes did you make in the last week, based on our last class?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What type of physical activity did you do?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Who tried a recipe from the cookbook?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How did your family like it?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Today we will be talking about:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feeding your kids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diabetes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• We will have our 15 min of physical activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Try out a new recipe form the cookbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s begin! Our first topic today is “Feeding your Kids”</td>
<td></td>
</tr>
<tr>
<td>ADD</td>
<td><strong>FEEDING YOUR KIDS</strong></td>
<td></td>
</tr>
<tr>
<td>(20 MIN)</td>
<td><strong>What are mealtimes like in your house?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For some families, feeding times can be very difficult because sometimes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>children do not want to eat, or they are very picky about what you serve</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is normal.</td>
<td></td>
</tr>
</tbody>
</table>
Today, we will talk about things parents can do to help their children eat well, things to avoid, the roles of parents and child in the feeding relationship and we will review some tips for picky eaters.

**How do you think that parents can HELP children eat well, and how do you think that parents make eating problems WORSE?**

Experts tell us that it is very important for parents to establish a positive feeding relationship with their children. Sometimes parents make things worse when they are only trying so hard to make things better.

Let’s take a look at these differences.

I have ten statements, which go on this chart. We will decide as a group which category these statements go in.

<table>
<thead>
<tr>
<th>Helps Children eat Well</th>
<th>Makes Eating Problems Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan regular mealtimes and snacks</td>
<td>Tell children to eat more or eat less</td>
</tr>
<tr>
<td>Buy healthy foods</td>
<td>Provide too little variety of foods</td>
</tr>
<tr>
<td>Regularly offer familiar foods and new foods</td>
<td>Be a “short order” cook</td>
</tr>
<tr>
<td>Turn off the TV during mealtimes</td>
<td>Bribe the child with dessert</td>
</tr>
<tr>
<td>Be a good example of how to eat well</td>
<td>Allow snacks 1 hour before dinner</td>
</tr>
</tbody>
</table>

What do you think of these two lists?

Experts who study feeding behavior tell us that when it comes to mealtimes, parents need to understand what their job is and understands what the child’s job is. Let’s take a look at it now.

**Mealtime: Whose job is it?**

<table>
<thead>
<tr>
<th>Parents Decide</th>
<th>Children Decide</th>
</tr>
</thead>
<tbody>
<tr>
<td>What foods are served</td>
<td>Whether or not to eat</td>
</tr>
<tr>
<td>When to serve foods</td>
<td>Which foods to eat</td>
</tr>
<tr>
<td>Where to eat</td>
<td>How much to eat</td>
</tr>
</tbody>
</table>

How do you feel about these roles?

How comfortable are you with trusting your child to decide when he has had enough to eat, or when you think he has had too much to eat?

**PICKY EATERS**

Now, let’s talk about picky eaters.

How many of you have children who are picky eaters?

Don’t worry. This is normal part of growing up. Children at this age are trying to do more for themselves and want to do things on their own way.

Now, let’s talk about some common feeding situations and what parents can do. *(Pass out “Healthy Tips for Picky Eaters”. Ask a volunteer to read some tips).*

Which of these tips do you think you will try at home with your child?

I would also like to give you a handout that provides 10 tips on how to be a **Healthy Role Model**.
### APPLY & AWAY

**TRANSITION**

Sometimes it is difficult to be a good parent. Always giving your child what they want is not good for him or for you. Show your child you love him by helping him develop healthy eating habits. Mealtime is a learning time and it is family time. Make mealtimes pleasant by turning off the television and talk to your children.

Our next topic is Diabetes. Before we move onto that topic, what questions do you have about what we have talked about so far?

### ADD (20 MIN)

**DIABETES & HOW TO PREVENT IT**

The idea of disease prevention is thousands of years old, found in many cultures, and handed down from generation to generation. In fact, there are many prevention sayings such as…

- It’s better to be safe than sorry.
- An apple a day keeps the doctor away.
- An ounce of prevention is worth a pound of cure.

What are your thoughts about why these ideas of prevention have been around for so long, all over the world?

What example of prevention do you know about?

Possible answers

- This class!
- Eating a diet rich in fruits and vegetables
- Taking vitamins
- Getting enough exercise
- Getting regular check-ups from the doctor
- Brushing your teeth
- Wearing your seat belt
- Putting on sunscreen

We have been talking so far about PREVENTION in a general way. Now, we would like to focus on Diabetes prevention.

**How many of us know someone with diabetes?**

There are 4 main types of diabetes.

- Gestational Diabetes – Develops during pregnancy and is caused by hormonal changes or a shortage of insulin.
- Type 1 Diabetes – Usually first occurs in children or young adults. The pancreas no longer makes insulin so insulin shots or a pump is needed.
- Type 2 Diabetes – Is the most common form of diabetes and can occur at any age. The body cells do not use insulin properly.
- Prediabetes – means you don’t have diabetes, but if you do nothing you may develop type II diabetes in the future. Most people have no symptoms, so it is always important to have regular blood exams.

**Let’s look at some National Diabetes Facts**

- Diabetes affects 25.8 million people 8.3% of the United States population.
- 7.0 million more have it and don’t know it!
- 79 million of American adults aged 20 years or older are pre-diabetic.
- More children are getting type II diabetes, about 215,000 people.
Methods | Content | Materials
--- | --- | ---
APPLY | younger than 20 years had diabetes (type 1 or type 2) in the U.S. in 2010.  
- Overweight children are at greater risk for type II diabetes.  
- Women who have had gestational diabetes have 45% to 60% chances of developing diabetes in the next 10 to 20 years.  
- Diabetes complications include blindness, kidney failure, heart attacks, and lower limb amputations.  
- DM is the major cause of heart disease and stroke and the seventh leading cause of death in the U.S.  

**What happens in our bodies when we have type II diabetes?**

Our body’s cells need glucose, also called sugar, from our blood for energy. Insulin, made by the pancreas, is the key that opens the door of the cell, called receptor, to let glucose in. In type II diabetes, the cells are insulin resistant. The insulin “key” cannot open the door. Thus, glucose “sugar” does not enter the cells but stays in the blood.

Here are some signs of Diabetes  
- Increased thirst and hunger  
- Increased urination  
- Unexplained weight loss  
- Tiredness  
- Blurred vision  
- Sores that do not heal  

**APPLY**  
Having these signs does not mean you have Diabetes, although we recommend that you see your doctor to find out!

So, you may be wondering if you are at risk for Type II Diabetes. I have a handout for you to help you find out. ([Pass out handout, “Are you at Risk for Type II Diabetes” and help participant’s complete this activity).]

Write your score in the box. Don’t worry, you won’t be sharing this information with anyone, and we will not collect it from you. Please raise your hand if you need any help.

**ADD**  
**HOW CAN WE PREVENT TYPE II DIABETES?**

Eating sugar does not cause diabetes, but being overweight can! Preventing diabetes can be as simple as…

1. **Being active (60 minutes a day)**
2. **Losing a little weight (every 10 pounds makes a difference!)**
3. **Eating Healthy!**

As you can see, most of what you are learning in these classes will help you and your family with preventing diabetes. I have another handout for you to take home. This handout has 8 ways to help prevent type 2 diabetes, as you can see this handout summarizes many things that we have already talked about during the past weeks. ([Pass out handout, “Prevent type 2 Diabetes Step by Step”).]

Before we move on to our stretch break and next topic, **what questions do you have about what we have talked about so far?**

Our next topics are fruits and vegetables, but first let’s have a stretch break.

**BREAK**  
**STRETCH BREAK**

Now it is time for a stretch break! During this time, if you have any specific question or concern please feel free to come and talk to us. ([Give participants 10 minutes stretch break. During this time, answer any personal questions or review meal diary or activity tracker in detail with participant individually).]
Now, let’s talk about fruits and vegetables. Think for a moment about your last trip to the grocery store. **What fruit and vegetable did you buy? How did you prepare them?**

As we have discussed any fruit or vegetable or 100% fruit or vegetable juice counts as a member of the fruit and vegetable group. Fruits and vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated. Beans and peas are also part of the vegetable group. Do keep in mind that canned or dried/dehydrated fruits and vegetables may have added sugar or salt, so it is important to read the ingredient list of the nutrition facts label.

### HOW MUCH IS NEEDED?

The amount of fruit and vegetable you need to eat depends on your age, whether you are a male or female, and level of physical activity. However, to ensure that you are eating enough focus on making half of your plate fruits and vegetables. Also, make sure you are eating a rainbow of fruits and vegetables for added health benefit. If you are not eating a fruit with your meal, incorporate a fruit as a desert or as a snack.

### HEALTH BENEFITS AND NUTRIENTS

As we have discussed before fruits and vegetables provide important nutrients needed for health and maintenance of your body.

- Reduce risk for heart disease, which can lead to heart attack and stroke.
- Protect against certain types of cancers.
- May reduce the risk of obesity and type 2 diabetes.
- May lower blood pressure, may reduce the risk of developing kidney stones and help to decrease bone loss.
- Help lower calorie intake.

### KEY NUTRIENTS

- Low in fat, sodium, and calories.
- None have cholesterol.
- Rich sources of many essential nutrients, including potassium, dietary fiber, vitamin C, vitamin A, folate (folic acid) and antioxidants.

### WHAT IS FIBER?

- Substances in plant foods that are not digested in the stomach or small intestine.
- Fiber naturally found in foods is called dietary fiber.
- Dietary fiber = Soluble fiber + Insoluble fiber

#### Soluble Fiber - Dissolves in water. Found in the following foods:

- Oats
- Brown Rice
- Dried Beans
- Seeds
- Fruits (apples, oranges, etc.)
- Vegetables (Corn, Sweet Potato, Cauliflower, etc.)

#### Insoluble Fiber - Does not dissolve in water. Found in the following foods:

- Whole Wheat Breads & Cereals
- Fruits
- Vegetables (Green Beans, Potatoes w/ skin, etc.)

### WHAT ARE THE HEALTH BENEFITS OF EACH TYPE OF FIBER?

**Soluble Fiber** has a number of health benefits!
### Methods | Content | Materials
--- | --- | ---
**APPLY & AWAY** | One health benefit is that it has the ability to lower cholesterol, which may reduce the risk of heart disease. Another health benefit of soluble fiber is its ability to maintain blood glucose [sugar] levels. Soluble fiber does this by slowing the absorption of glucose [sugar] into the blood. This is particularly important for people with Diabetes. **Insoluble fiber** has many health benefits too!
- Since this type of fiber attracts water, the elimination of waste becomes easier (helping to prevent constipation). This type of fiber also has been shown to reduce the risk of certain cancers for example, colon cancer. Since waste is eliminated more easily, that is less time that waste is sitting in the colon. Limited waste elimination may cause damage to the colon.
- Now let’s look at some tips on how to increase your fruits and vegetable intake. *(Pass handout “Focus on Fruits” and “Add More Vegetables to Your Day”, as a class read each tip).*
**WHERE CAN YOU BUY SEASONAL AND LOCAL FRUITS AND VEGETABLES?**
- Check out [www.ams.usda.gov/farmersmarkets/map.htm](http://www.ams.usda.gov/farmersmarkets/map.htm) or call 1-800-384-8704, for more information about your local farmers market.
- So, far today we have reviewed the feeding relationship and role of parents and children, we learned about diabetes and how to help prevent it, and we also looked at fruits and vegetables.
- **Before we have our physical activity, what questions do you have about the topics we just reviewed?**
- Now let’s do our 15 minutes of physical activity.
**ADD & APPLY (15 MIN)** | **PHYSICAL ACTIVITY**
- How have you been doing with exercise?
- Who has been successful with increasing the amount of exercise each day?
- Now, let’s get our 15 minutes in today!
**ADD (20 MIN)** | **FOOD DEMO**
- Now we are going to demonstrate a new recipe. Please go to page 16 of your cookbook. We will be doing a “Spicy Jicama Salad”. *(Mention ingredients one by one and talk about them. Make sure to make it interactive. Ask participants to identify what food group each ingredient belongs too).*
- Nutritional Tip: Jicama is low in calories and an excellent source of vitamin C, making it a great addition to a salad or crunch snack for the whole family to enjoy.
- How do you like this beverage?
- Do you think your family will like this drink?
**Handout: Focus on Fruits & Add More Vegetables to Your Day**
**DVD: Walk Away the Pounds**
- Let’s Cook Cookbook
- List of ingredient and cooking equipment found on separate handout.
We learned a lot today! Today we learned about:
- How to feed your kids and help them learn how to eat new foods
- How to help prevent diabetes
- Fruits and vegetables
- You also got some exercise
- Tasted a delicious healthy fruit and vegetable salad

Think back at everything you heard today, what is one idea you heard that you are ready to start right away?

Thank you for participating in our class today! I hope you enjoyed it. Next week we will be talking about protein, eating out and heart disease. See you next week.

THANK YOU!
APPENDIX W

Programa “Familias Saludables para Comunidades Saludables” Semana 4

Plan de Clase: Alimentando a sus niños, La diabetes, Las frutas y las verduras

Objetivos: Después de escuchar esta clase, los participantes podrán:
1. Entender la relación del tiempo de comidas y las funciones de padre e hijo.
2. Repasar sugerencias sobre los niños delicados para comer.
3. Examinarán su riesgo de adquirir diabetes.
4. Repasarán nuevas ideas sobre cómo disminuir su riesgo de adquirir diabetes.
5. Identificar los beneficios de salud sobre tener una alimentación rica en frutas y verduras.
6. Repasarán ideas de cómo la familia puede incorporar más frutas y verduras a las comidas y bocadillos.

Materiales:
- Lista de asistencia, bolígrafo, folder, carné, dos marcadores negros, cinta de medir, báscula.
- Plan de Clase, presentación de power point, computadora laptop, proyecto, pantalla, parlantes de computadora.
- Hoja: “Consejos saludables para los caprichosos con la comida” y “Dé un buen ejemplo de salud a los niños”.
- Hoja: “Are you at risk for type 2 diabetes?”
- Hoja: “Prevengamos la diabetes tipo 2 paso a paso”.
- Hoja: “Enfoque en las frutas” y “Agregue más vegetales a sus comidas diarias”
- Recetario: Vamos a cocinar
- Ingredientes y equipo de cocina para hacer la demostración de receta y agua de spa.
- DVD: Walk Away the Pounds

Nota Especial:
- Esta clase es la CUARTA SEMANA del programa “Familias Saludables para Comunidades Saludables”
- Enseñe la clase con una conversación. Use las preguntas enlistadas en el currículo para motivar el diálogo entre los participantes.
- Tiempo (2 horas): 10 min para introducción, 20 min para “Alimentando sus niños”, 20 min para “La diabetes”, 10 min para descanso, 20 min para “Las frutas y las verduras”, 15 min para actividad física, 20 min para la demostración de la receta, 5 min para la conclusión

<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Materiales</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO (10 MIN)</td>
<td>INTRODUCCIÓN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hola, ¿cómo están? La semana pasada, hablamos acerca de la importancia de comer un buen desayuno, cómo planear comidas y aprendimos acerca de los beneficios de tomar leche baja en grasa. También demostraremos y saboreemos un refrescante licuado.</td>
<td></td>
</tr>
<tr>
<td>ANCLA</td>
<td>¿Qué cambio ha hecho usted durante esta semana, basado en la clase de la semana pasada?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¿Qué tipo de actividad física ha hecho?</td>
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<td></td>
<td>¿Quién preparó una de las recetas del recetario?</td>
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<tr>
<td></td>
<td>¿Le gusto a su familia?</td>
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<tr>
<td></td>
<td>Hoy vamos hablar acerca:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alimentando sus niños.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• La diabetes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Las frutas y las verduras.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tendremos 15 minutos de actividad física</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Una nueva receta del recetario</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¡Hay que comenzar! Nuestro primer tema es “Alimentando a sus niños”</td>
<td></td>
</tr>
<tr>
<td>Métodos</td>
<td>Contenido</td>
<td>Materiales</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>AÑADIR (20 MIN)</td>
<td><strong>ALIMENTANDO A SUS NIÑOS</strong>&lt;br&gt;¿Cómo son las horas de las comedias en su casa?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Para algunas familias, el tiempo de las comedias puede ser muy difícil porque algunos niños no siempre quieren comer o son muy delicados acerca de lo que se les sirve. Esto es normal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoy, vamos a hablar acerca de cómo los padres pueden ayudar a sus niños a comer bien, cosas qué evitar, las funciones de los padres y niños en la relación con las comedias y vamos a revisar algunos consejos para niños delicados para comer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>¿Cómo piensa que los padres pueden ayudar a los niños a comer bien y cómo empeoran los padres los problemas con las comedias?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Los expertos nos dicen que es muy importante establecer una relación de comedias positivas con sus niños. Algunos padres hacen que las cosas sean peores cuando solamente están tratando de hacer que las cosas sean mejores.</td>
<td></td>
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<tr>
<td></td>
<td>Vamos a mirar estas diferencias. Tengo diez afirmaciones. En grupo vamos a decir en que categoría están.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ayudar a los niños comer bien</strong>&lt;br&gt;- Planee el tiempo de las comedias y bocadillos.&lt;br&gt;- Compre alimentos saludables.&lt;br&gt;- Regularmente ofrezca comedias conocidas y comedias nuevas.&lt;br&gt;- Apague la TV durante el tiempo de comedias.&lt;br&gt;- Sea un buen ejemplo de cómo comer bien.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Que los problemas de comedias sean peores</strong>&lt;br&gt;- Ofreciendo muy poca variedad de comedias.&lt;br&gt;- Ser un cocinero “a la orden”.&lt;br&gt;- Sobornar al niño con postres.&lt;br&gt;- Permitir bocadillos 1 hora antes de la cena.&lt;br&gt;- Decirle al niño que coma más o que coma menos.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>¿Qué piensa de estas dos listas?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Los expertos que estudian los comportamientos durante las comedias, nos dicen que cuando es la hora de las comedias, los padres necesitan entender cuál es su trabajo y cuál es el trabajo de los niños. Vamos a mirar esto ahora.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tiempo de comida: ¿De quién es el trabajo?</strong>&lt;br&gt;- Los padres deciden&lt;br&gt;- Que comedias están servidas.&lt;br&gt;- Cuando servir las comedias.&lt;br&gt;- En dónde comer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Los niños deciden</strong>&lt;br&gt;- Comer o no comer.&lt;br&gt;- ¿Qué comedias comer.&lt;br&gt;- Cuánto comer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>¿Cómo se siente acerca de estas funciones?</strong>&lt;br&gt;<strong>¿Qué tan cómodo se siente dejando a su niño decidir cuánto va a comer o cuando usted piense que ya ha comido demasiado?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>DELICADOS PARA COMER</strong>&lt;br&gt;Ahora, vamos a hablar acerca de los niños delicados para comer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>¿Cuántos de ustedes tienen niños que son delicados para comer?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Métodos | Contenido | Materiales
--- | --- | ---

**APLICAR & LLEVAR**

No se preocupe. Esto es parte normal del crecimiento. Los niños a esta edad tratan de hacer cosas por sí mismos y quieren hacerlo a su manera.

Ahora, vamos a hablar acerca de algunas situaciones comunes a la hora de la comida y de lo que pueden hacer los padres. (*Reparta la hoja “Consejos saludables para los caprichosos con la comida” y pida a un participante que le ayude a leer las sugerencias)*.

¿Cuáles de estos consejos piensa que puede intentar con su niño en casa?

Ahora me gustaría darles una hoja con 10 consejos sobre cómo poder ser un buen modelo para sus hijos. Hay que leer cada consejo juntos. (*Reparta la hoja “Dé un buen ejemplo de salud a los niños”, dependiendo en el tiempo pida a un participante leer los consejo)*.

**TRANSICIÓN**

A veces es difícil alimentar a su niño saludablemente. Dar siempre a su niño lo que él quiere no es bueno para él o para usted. Demuéstrele a su niño que lo quiere al ayudar a desarrollar hábitos de comida saludables. Recuerde que la hora de las comidas no es solo acerca de alimentación. El tiempo de las comidas es tiempo de aprender y tiempo de familia. Haga el tiempo de comidas placentero apagando la televisión y hablando con sus niños.

Nuestro próximo tema es acerca de la diabetes. ¿Antes de pasar al siguiente tema, qué preguntas tiene acerca de lo que hemos conversado?

**AÑADIR (20 MIN)**

**LA DIABETES Y CÓMO PREVENIRLA**

El concepto de la prevención de las enfermedades tiene miles de años, se encuentra en muchas culturas y se ha pasado de generación en generación.

**Proverbios preventivos:**
- Es mejor prevenir que lamentar.
- Hombre prevenido vale por dos.
- Excava el pozo antes de que tengas sed.

¿Cuál es su opinión de por qué estas ideas de prevención han existido por tanto tiempo por todo el mundo?

¿Qué otros ejemplos de prevención sabe usted?

*Posibles respuestas:*
- Esta clase!
- Dieta rica en frutas y verduras
- Tomando suplementos de vitaminas
- Actividad física
- Visitar al doctor regularmente
- Cepillarnos los dientes
- Usar el cinturón de seguridad
- Aplicarse protector solar

Hemos hablado de prevención en general. Ahora me gustaría enfocarme en la prevención de la diabetes.
### Métodos

<table>
<thead>
<tr>
<th>¿Algunos de ustedes conocen a alguien que tiene diabetes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hay 4 tipos importante de diabetes</strong></td>
</tr>
<tr>
<td>• Diabetes Gestacional: Se desarrolla durante el embarazo y es causado por cambios hormonales o una deficiencia de insulina.</td>
</tr>
<tr>
<td>• Diabetes Tipo 1: usualmente ocurre primero en los niños o jóvenes. El páncreas deja de producir insulina, se requiere insulina inyectada.</td>
</tr>
<tr>
<td>• Diabetes Tipo II: Es la forma más común de diabetes, puede ocurrir a cualquier edad. Las células del cuerpo no pueden usar la insulina propiamente.</td>
</tr>
<tr>
<td>• Pre-diabetes: niveles de glucosa en la sangre mayores a los normales pero no lo suficientemente altos como para diagnosticar diabetes.</td>
</tr>
</tbody>
</table>

**Veamos información relacionada con la diabetes Tipo II**

- En los Estados Unidos, hay aproximadamente 23.6 millones de personas con diabetes, lo que equivale al 8% de la población.
- 7.0 millones de personas tienen diabetes pero no lo saben.
- 79 millones de adultos de 20 años o más tienen pre-diabetes.
- Más niños están desarrollando diabetes tipo II (como 215,000 jóvenes menores de 20 años tipo 1 y 2).
- Niños obesos tienen más riesgo de desarrollar diabetes tipo II.
- Mujeres que han tenido diabetes gestacional tienen el 45% a 60% de probabilidades de desarrollar diabetes.
- Complicaciones de diabetes incluye ceguera, problemas del riñón, ataques al corazón, amputaciones por falta de circulación.

### Contenido

**¿QUÉ PASA EN NUESTRO CUERPO CUANDO TENEMOS DIABETES TIPO II?**

Las células del cuerpo necesitan glucosa (o azúcar) de la sangre para producir energía. La insulina ( producida por el páncreas) es la llave para abrir la puerta de las células (llamado un receptor) para que ingrese la glucosa. En la diabetes tipo II, las células son resistentes a la insulina. La llave (insulina) no puede abrir la puerta. Por esta razón, la glucosa no entra a la célula y permanece en la sangre.

**Signos y síntomas de la diabetes:**

- Incremento en sed y hambre
- Incremento en orinar
- Pérdida de peso inesperado
- Cansancio
- Vista borrosa
- Heridas que no sanan

¡Tener estos síntomas no significa que usted tiene diabetes, pero recomendamos que consulte al doctor para que usted se dé cuenta!

**APLICAR**

Así que...usted se está preguntando, ¿Estoy en riesgo de contraer diabetes tipo II? *(Reparte la hoja, “Are you at risk for Type 2 diabetes?”, ayude al participante a completar esta actividad).*

---

**Materiales**

- Hoja: *Are you at risk for type 2 diabetes*
- Hoja: *Prevengamos la diabetes tipo 2 paso a paso*
¿COMO PREVENIR LA DIABETES TIPO II?
El comer azúcar no causa diabetes, pero estar con sobrepeso le incrementa el riesgo. Prevenir la diabetes puede ser tan sencillo como:

1. **Ejercitar!** (60 minutos al día).
2. Perder un poco de peso (10 libras cuentan bastante).
3. Comer saludable.

Como pueden observar, los diferentes temas que hemos aprendido van a ayudarle, a que usted y su familia puedan prevenir la diabetes. Tengo una hoja que pueden llevar a casa. Esta hoja tiene 9 maneras en cómo prevenir la diabetes, como pueden ver esta hoja es un resumen de las diferentes cosas que ya hemos platicado estas últimas semanas. *(Reparte la hoja, “Prevengamos la diabetes tipo 2 paso a paso”).*

Antes de continuar con nuestro pequeño descanso, ¿Qué preguntas u opiniones tiene acerca de la información que hemos aprendido? Nuestros siguientes temas son Las frutas y las verduras, pero primero hay que tomar un descanso de 10 minutos.

**Métodos** | **Contenido** | **Materiales**
--- | --- | ---
LLEVAR | ¿COMO PREVENIR LA DIABETES TIPO II? | [Imagen]
|  | El comer azúcar no causa diabetes, pero estar con sobrepeso le incrementa el riesgo. Prevenir la diabetes puede ser tan sencillo como: |  |
|  | 1. **Ejercitar!** (60 minutos al día). |  |
|  | 2. Perder un poco de peso (10 libras cuentan bastante). |  |
|  | 3. Comer saludable. |  |
|  | Como pueden observar, los diferentes temas que hemos aprendido van a ayudarle, a que usted y su familia puedan prevenir la diabetes. Tengo una hoja que pueden llevar a casa. Esta hoja tiene 9 maneras en cómo prevenir la diabetes, como pueden ver esta hoja es un resumen de las diferentes cosas que ya hemos platicado estas últimas semanas. *(Reparte la hoja, “Prevengamos la diabetes tipo 2 paso a paso”).* |  
|  | Antes de continuar con nuestro pequeño descanso, ¿Qué preguntas u opiniones tiene acerca de la información que hemos aprendido? Nuestros siguientes temas son Las frutas y las verduras, pero primero hay que tomar un descanso de 10 minutos. |  |
DESCANSO (10 MIN) | DESCANSO |  |
|  | Ahora es tiempo de nuestro descanso. Durante este tiempo si tiene una pregunta por favor venga y hable con nosotros. *(Durante este tiempo los participantes pueden pasar hacer preguntas y repasar su diario con el instructor. También pueden medir su cintura y pesarse si no lo han hecho todavía).* |  |
ANADIR (20 MIN) | LAS FRUTAS Y LAS VERDURAS |  |
<p>|  | Ahora hay que hablar sobre las frutas y las verduras. Piense por un momento acerca de su última viaje al supermercado, ¿qué frutas y verduras compró? ¿Cómo las preparó? |  |
|  | Como hemos repasado antes, cualquier fruta o verdura o 100% jugo de fruta o verdura es parte del grupo de las frutas y las verduras. Las frutas y verduras pueden ser frescas, enlatadas, congeladas, desecadas y pueden ser enteras, cortadas, o en papilla. Las legumbres también forman parte del grupo de las verduras. Recuerden que las frutas y las verduras que son enlatadas o desecadas pueden tener azúcar o sal añadida, por esta razón es importante comparar productos usando la etiqueta de nutrición. |  |
|  | ¿QUÉ CANTIDAD ES NECESARIA? |  |
|  | La cantidad de frutas y verduras que usted necesita depende en su edad, si es hombre o mujer y el nivel de su actividad física. Para asegurarse que está comiendo suficiente frutas y verduras enfóquese en que la mitad del plato sean frutas y verduras. Recuerde es importante comer un arco iris de frutas y verduras. Si no está comiendo una fruta con su comida, incorpore una fruta como postre o como bocadillo. |  |
|  | LOS BENEFICIOS PARA LA SALUD Y LOS NUTRIENTES |  |
|  | Las frutas y verduras brindan nutrientes importantes que son necesitados para una buena salud. |  |
|  | • Reduce el riesgo de enfermedades del corazón o infarto/ derrame cerebrales. |  |
|  | • Protege contra ciertos tipos de cáncer. |  |
|  | • Puede reducir la obesidad y la diabetes tipo 2. |  |
|  | • Puede reducir la presión alta, el riesgo de adquirir cálculos |  |</p>
<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Materiales</th>
</tr>
</thead>
<tbody>
<tr>
<td>AÑADIR</td>
<td>NUTRIENTES IMPORTANTES:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Bajos en grasa, sal y calorías.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No tienen colesterol.</td>
<td></td>
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<tr>
<td></td>
<td>- Le dan nutrientes importantes que ayudan a mantener el cuerpo fuerte y saludable,</td>
<td></td>
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<tr>
<td></td>
<td>- Vitamínas (vitamina C, A, ácido fólico)</td>
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<tr>
<td></td>
<td>- Minerales (potasio)</td>
<td></td>
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<tr>
<td></td>
<td>- Fibra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Antioxidantes</td>
<td></td>
</tr>
<tr>
<td>AÑADIR &amp; APLICAR</td>
<td>¿QUÉ ES LA FIBRA?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Substancia que se encuentra en las plantas que no son digeridos por el estómago o intestino delgado.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- La fibra se encuentra naturalmente en los alimentos y se llama fibra alimentaria.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fibra alimentaria = soluble + Insoluble</td>
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</tr>
<tr>
<td></td>
<td><strong>Soluble:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Capta mucha agua y forma geles viscosos.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Predomina en las legumbres, en los cereales (avena y cebada) y en algunas frutas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Beneficios para la salud:</td>
<td></td>
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<tr>
<td></td>
<td>- Contribuye a regular los niveles de colesterol y de glucosa en la sangre.</td>
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<tr>
<td></td>
<td><strong>Insoluble:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Retienen poca agua.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Predomina en alimentos como el salvado de trigo, granos enteros, algunas verduras y en general en todos los cereales.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Beneficios para la salud:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Previene el estreñimiento.</td>
<td></td>
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<tr>
<td></td>
<td>- Previene ciertos tipos de cáncer, como el cáncer de colon.</td>
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<tr>
<td></td>
<td>Ahora hay que ver algunas sugerencias sobre cómo podemos incrementar el consumo de frutas y verduras. <em>(Reparta la hoja “Enfóquese en las frutas” y “Agregue más verduras a sus comidas diarias” y repase las sugerencias con la clase).</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>¿EN DÓNDE PUEDE COMPRAR FRUTAS Y VERDURAS QUE ESTÁN EN TEMPORADA?</td>
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<tr>
<td></td>
<td>Hasta ahora hemos repasado la importancia de un buen desayuno, de la diabetes y cómo poder prevenirla y también acerca de las frutas y verduras.</td>
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</tr>
<tr>
<td></td>
<td>¿Antes de comenzar nuestra actividad física, qué preguntas tiene acerca de los tres temas que hemos estudiado?</td>
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<tr>
<td></td>
<td>Ahora hay que hacer 15 min de actividad física.</td>
<td></td>
</tr>
<tr>
<td>Métodos</td>
<td>Contenido</td>
<td>Materiales</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| AÑADIR & APLICAR (15 MIN) | **ACTIVIDAD FÍSICA**  
¿Cómo les ha ido su actividad física? ¿Han podido aumentar la cantidad de actividad física cada día?  
¡Hay que hacer ahora nuestros 15 minutos de actividad física! | DVD: Walk Away the Pounds |
| **DEMOSTRACIÓN DE COMIDA:** | Ahora vamos a demostrar una nueva receta. Vaya a la página 16 del recetario. Vamos a demostrar una rica ensalada picante de jícama.  
*(Mencione los ingredientes uno por uno y habla acerca de ellos. Haga la demostración interactiva. Pida a los participantes que identifiquen el grupo de alimentos de cada ingrediente).*  
Consejo de nutrición: Las jícamas son bajas en calorías y una excelente fuente de vitamina C, lo que hace que sea una buena opción para añadir a las ensaladas o como bocadillo crujiente para toda la familia.  
¿Les gustó esta ensalada?  
¿Cree que le gustará a su familia? |  
- Recetario: Vamos a Comer  
- Lista de ingredientes y equipo de cocinase encuentra en hoja separada. |
| CONCLUSIÓN (5 MIN) | **CONCLUSIÓN**  
Wow! ¡Aprendimos mucho hoy! Hoy aprendimos sobre:  
- La importancia de un buen desayuno.  
- La diabetes y como poder prevenirla.  
- Las frutas y las verduras.  
- También hizo un poco de ejercicio  
- Probó una rica ensalada de frutas y verduras  
¿Qué idea escuchó hoy que está listo para empezar ya?  
Gracias por participar en nuestra clase de hoy, ¡Espero que lo haya disfrutado y esperamos verlo otra vez la próxima semana! |  

173
Chef Solus introduces his friends - Meet the Fruit Group!

If you like our juice, look for 100% fruit!

Eat fruit everyday!

Hello! We are the Fruit Group!

We are sweet and taste great!

We are great fresh, frozen, or dried!

We help heal your cuts and bruises!
Chef Solus’ Learning about High Fiber Foods

Do you know how much fiber you need every day for a healthy heart?

See how much fiber you need every day!

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Fiber Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids 4 to 8 years old</td>
<td>25 grams</td>
</tr>
<tr>
<td>Boys 9 to 13 years old</td>
<td>31 grams</td>
</tr>
<tr>
<td>Girls 9 to 13 years old</td>
<td>26 grams</td>
</tr>
</tbody>
</table>

Kids need fiber! Are you getting enough fiber? Look at our list of high fiber foods and see if you can create a meal full of fiber from some of your favorite foods!
Introducing The Vegetable Friends On My Plate

Can you name each food?
Chef Solus Good Buddies - Meet the Veggie Group!

- Have you tried our 100% veggie juice?
- Eat vegetables everyday!
- Hello! We are the Vegetable Group!
- We are great raw, cooked, fresh, frozen, or canned!
- Your body needs lots of us EVERYDAY to be healthy!
- We have the power to FIGHT disease!
Chef Solus Good Buddies - Meet the Veggie Group!

Meet my friends, the Veggies Club.
They jazz up every meal and have you tried them as a crunchy snack? mmm!
Please color my friends.

Eat green and orange veggies everyday!

We don't like to be Fried.
Bake, steam or sauté us!
Chef Sues 10 Tips to a Healthy MyPlate - Tip #5

Make half of your plate fruits and vegetables:

- Add fruits and vegetables to all your meals.
- There are so many to choose from!

We make great snacks and desserts!
Chef Solus’ Learning about High Fiber Foods

1. I am from the 100% Whole Grains Family and I am loaded with fiber!
2. I am from the Vegetables Family and we have fiber too!
3. Fiber comes from plant foods.
4. I am from the Fruits Family and we have fiber! Leave our peel on to get more fiber!
5. I am from the Beans Family and I have lots of fiber!
2. Pay attention to when your stomach says you are full:
   • It's best not to watch TV while eating.
   • Try not to eat too fast. Sit back, relax and take your time.
These are once in a while foods:

- Candy, soda, chips and fast foods have lots of fat and sugar.
- Only eat them sometimes as a treat, not every day.
APPENDIX Y

HFHC: Week 5 Agenda

<table>
<thead>
<tr>
<th>AGENDA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Length</td>
<td>Content</td>
</tr>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Fast Foods Choices ... Make the healthy choice</td>
</tr>
<tr>
<td>5:30 – 5:50 pm</td>
<td>20 min</td>
<td>Lesson 2: Heart Disease</td>
</tr>
<tr>
<td>5:50 – 6:00 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Lesson 3: Rethink Your Protein</td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KIDS AGENDA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Length</td>
<td>Content</td>
</tr>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
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<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Fast Food Choices</td>
</tr>
<tr>
<td>5:30 – 5:40 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
</tr>
<tr>
<td>5:40 – 6:00 pm</td>
<td>20 min</td>
<td>Lesson 2: Protein</td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Preparation for Food Demo</td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
</tr>
</tbody>
</table>
Healthy Families for Healthy Communities: Week 5

Lesson Plan: Fast Food Choices… Make the Healthy Choice!, Heart Disease, Rethink Your Protein

Objectives: After listening to this class, participants will be able to:

16. Make healthy food choices at fast-food restaurants.
17. Discussed ideas on lowering their risk for heart disease.
18. Be able to use the nutrition facts label to select food products low in saturated fat, cholesterol and sodium.
19. Be able to understand the health benefits associated with a low intake of animal products.

Materials:
- Sign-in sheet, pens, pocket folders, name tags, 2 black markers
- Curriculum, power point presentation, laptop, projector, screen, computer speakers
- Handout: “Fast Food Make the Healthy Choice”
- Handout: “Salt and Sodium - 10 Tips To Help You Cut Back” and “Know the Facts About Heart Disease”
- Handout: “Meatless Mondays” and “With Protein Foods Variety Is Key”
- DVD: Walk Away the Pounds
- Food Demo ingredients and equipment for recipe and spa water

Special Note:
- This class is WEEK 5 of the “Healthy Families for Healthy Communities Program”
- Make sure all families have signed in.
- Teach in dialogue! Use the open questions listed in this curriculum to encourage discussion amongst the participants.
- Time breakdown (2 hours): 10 min introduction, 20 min fast food choices… Make the healthy choice, 20 min heart disease, 10 min stretch break, 20 min rethink your protein, 15 min physical activity, 20 min food demo, 5 min closing.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO</td>
<td><strong>INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>(10 MIN)</td>
<td>Hello, nice to see you again!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last week, we talked about the importance of eating breakfast, looked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at Diabetes and fruits and vegetables. We also demonstrated the Spicy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jicama Salad from the cookbook.</td>
<td></td>
</tr>
<tr>
<td>ANCHOR</td>
<td><strong>What changes did you make last week, based on our last class?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What type of physical activity did you do?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Who tried a recipe from the cookbook? How did your family like it?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Today we will be talking about:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fast-food choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Heart disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Protein food group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• We will also have 15 minutes of physical activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepare a new recipe from the cookbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s begin! Our first topic today is “Fast-food restaurants”</td>
<td></td>
</tr>
</tbody>
</table>
OVERVIEW OF FAST FOOD
We know that children like to eat out because they like the kid’s meals, the toys, and because they like the playground. **What are some reasons do you think that parents like to eat-out?**

The GOOD NEWS about fast food restaurants is that some fast foods do have nutrients that your body needs like protein, vitamins, and minerals. In addition, many fast food restaurants are adding healthier foods to their menu and the playgrounds are a good way for children to get some physical activity. **What have you noticed differently in the menus?** Now fast food restaurants are showing the nutrition information on their menu items, such as calories and fat. This information can also be found online. This is great so that next time you eat at a fast food restaurant or restaurant you and your family will be able to choose the healthier choice.

The BAD NEWS about fast food restaurants is that many of their foods are still very high in calories, fat, and salt. Eating too much of these can be unhealthy for our children or ourselves so we should try to limit the amounts.

For most families, it is unrealistic to avoid fast food completely. After all, most of us have very busy lives. However, if you eat at fast food restaurants all the time, you may want to choose lower calorie and lower fat foods. If you only eat at fast food restaurants once in a while, don’t feel guilty about splurging once in a while. Whether you are dining out or eating at home, the real keys to healthy eating are balance, variety and moderation and try to make healthy choices most of the time. As parents, we need to set a good example towards children.

GENERAL GUIDELINES FOR EATING OUT
Now, I am going to pass out a handout. As I read the list, see which items you are already doing. I will ask one or two people to share.

<table>
<thead>
<tr>
<th>Choose these foods MORE often</th>
<th>Choose these food LESS often</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foods that are grilled, roasted, baked or broiled</td>
<td>• Breaded and fried foods</td>
</tr>
<tr>
<td>• Burgers and sandwiches with ketchup and mustard instead of mayonnaise</td>
<td>• Burgers and sandwiches with mayonnaise</td>
</tr>
<tr>
<td>• Veggie burgers</td>
<td>• Dishes with creamy sauces or butter.</td>
</tr>
<tr>
<td>• Grilled chicken sandwiches</td>
<td>• Foods that are &quot;super-size,&quot; &quot;double,&quot; &quot;supreme,&quot; or &quot;jumbo.&quot;</td>
</tr>
<tr>
<td>• Steamed vegetables</td>
<td>• Foods with too much cheese and sour cream</td>
</tr>
<tr>
<td>• Plain baked potato</td>
<td>• Soda and other sweet drinks</td>
</tr>
<tr>
<td>• Salads with the dressing on the side</td>
<td>• Large order of fries</td>
</tr>
<tr>
<td>• Chicken without the skin</td>
<td>• Dishes with salsa instead of sour cream or cheese</td>
</tr>
<tr>
<td>• Dishes with salsa instead of sour cream or cheese</td>
<td>• Pizza with vegetable toppings</td>
</tr>
<tr>
<td>• Pasta with tomato sauce</td>
<td>• Water, milk, juice, and iced tea</td>
</tr>
<tr>
<td>• Water, milk, juice, and iced tea</td>
<td>• Breaded and fried foods</td>
</tr>
</tbody>
</table>

I will share with you what I checked off. When I eat out, I like to
_________.

**How about you? Let’s hear what you selected!**
Let’s look at a few more tips for eating healthy when eating out.

- Ask for whole-wheat bread for sandwiches.
- In a restaurant, start your meal with a salad packed with veggies, to help control hunger and to feel satisfied sooner.
- Choose main dishes that include vegetables, such as stir-fries, kebobs, or pasta with a tomato sauce.
• Choose a “small” or “medium” portion. This includes main dishes, side dishes, and beverages.
• Order an item from the menu instead heading for the "all-you-can-eat" buffet.
• If main portions at a restaurant are larger than you want, try one of these strategies to keep from overeating:
  ○ Order an appetizer-sized portion or a side dish instead of an entrée.
  ○ Share a main dish with a friend.
  ○ If you can chill the extra food right away, take leftovers home in a "doggy bag."
  ○ When your food is delivered, set aside or pack half of it to go immediately.
  ○ Resign from the "clean your plate club" - when you've eaten enough, leave the rest.
• On long commutes or shopping trips, pack some fresh fruit, cut-up vegetables, low-fat string cheese sticks, or a handful of unsalted nuts to help you avoid stopping for sweet or fatty snacks.

APPLY
WHERE IS THE FAT?
How I had mentioned earlier many restaurants are now required to show how many calories and how many grams of fat each food item has. By looking at this information, you and your family will be able to make healthier food choices when eating out.

Now let’s practice selecting healthier food option buy using the nutrition information of this X restaurant. (Using power point presentation, have students answer the following questions out loud.)

How many grams of fat are in a quarter-pound hamburger? **18 grams**
How many grams of fat are in a regular hamburger? **9 grams**

Which food has less fat?
Taco salad with ground beef OR Beef soft taco
Bean burrito OR Fried fish filet sandwich
Crispy fried chicken OR Hamburger

POPULAR FAST FOOD RESTAURANTS
Great! Now, the next thing we are going to do is look at both fat and calories of some of your favorite fast foods and I will show you some healthy choices.

Before we review these meals, keep in mind that the average adult needs about 1,800 - 2,000 calories a day, depending on your weight, height, and activity level. When we review these meals, also keep in mind that ideally fat calories should be limited to 30% or less.

(Using the power point presentation ask participants which fast food restaurants they go to. Select that restaurant using the computer and examine the calories and fat content. Using the computer, press enter to activate the animation to show the better choice. Review about 4 restaurants, or more as time permits).

- BURGER KING
- CARL’S JR
- MCDONALD’S
- IN-N-OUT
- DOMINO’S PIZZA
- PIZZA HUT
- SUBWAY
- TACO BELL
- YOSHINOYA
- KFC
TRANSITION
To review what we have learned, I want to ask you:

Which is a healthier fast food a choice: a grilled chicken sandwich or a crispy chicken sandwich? Answer: grilled chicken sandwich

Based on what we talked about today, what will you do differently next time you go to a fast food restaurant?

Our next topic is about heart disease, we will be looking at fat, cholesterol and salt in greater detail. Before we move onto that topic, what questions do you have about what we have talked about so far?

HEART DISEASE & RISK FACTORS

What have you heard about heart disease?
Heart disease is the leading cause of death in the United States. More than 616,000 Americans die of heart disease each year. That is almost one in every four deaths in this country. The term “heart disease” refers to several types of heart conditions. The most common type is coronary artery disease, which can cause heart attack, angina, heart failure, and arrhythmias. Coronary artery disease is a type of heart disease that occurs when a substance called plaque builds up in the arteries that supply blood to the heart. Plaque is made up of cholesterol deposits, which can accumulate in your arteries. When this happens, your arteries can narrow over time. This process is called atherosclerosis.

RISK FACTORS
- High blood pressure, high LDL cholesterol (bad cholesterol), and smoking are key risk factors for heart disease.
- About half of Americans (49%) have at least one of these three risk factors.
- Several other medical conditions and lifestyle choices can also put people at a higher risk for heart disease, including:
  - Diabetes
  - Overweight and obesity
  - Eating an unhealthy diet
  - Physical inactivity
  - Excessive alcohol use

PROTECTING YOUR HEART
- Decrease cholesterol, saturated fat, trans fat and high sodium intake
- Increase fiber by eating whole grains and more fruits and vegetables
- Incorporate one vegetarian day during your week
- Weight management
- Physical activity at least 30 min/day
- Have your blood cholesterol checked, this blood test is called a lipid profile
  - Total cholesterol normal level < 200 mg/dl
  - LDL: 70 – 130 mg/dL
  - HDL: more than 40 – 60 mg/dL
  - Triglycerides: 10 – 150 mg/dL

FAT
Let’s look at fat, cholesterol, trans fats and salt in detail. Fat is found in both animal and plant based foods. Functions in the body:
- Long-term energy storage
- Cushioning for joints
- Insulation against temperature extremes

ADD
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FAT
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- Long-term energy storage
- Cushioning for joints
- Insulation against temperature extremes
What Are Fatty Acids? Building blocks of fat 2 main types:
- Saturated (animal-based – except coconut and palm oil - solid at room temp)
  - Saturated fats, trans fats, and cholesterol tend to raise “bad” (LDL) cholesterol levels in the blood, which in turn increases the risk for heart disease. To lower risk for heart disease, cut back on foods containing saturated fats, trans fats, and cholesterol.
- Unsaturated (plant-based, liquid at room temp)
  - Monounsaturated(MUFA): olive and canola oils
  - Polyunsaturated (PUFA): sunflower, safflower, corn, soybean, and flaxseed oils, walnuts, fish.
  - The MUFAs and PUFAs do not raise LDL (“bad”) cholesterol levels in the blood.
  - Major source of vitamin E in typical American diets.

What Are Trans Fats?
Unsaturated fats (which are usually liquid) have been processed to become solid. Eating a lot of trans fats can clog arteries and can cause health problems. Trans fats can be found in deep-fried foods, sweet treats (cakes, cookies, pastries, doughnuts), and some margarines. On the ingredient list, you may see trans fats as “hydrogenated oil” or “partially hydrogenated oil.” Check the product label; amounts of trans fat are required to be listed on labels.

CHOLESTEROL
Two types of cholesterol
- LDL (“unhealthy”)
- HDL (“healthy”)

Is it bad? No! Cholesterol is not bad! It is made by the liver and is needed in the body for many functions, but moderation is important.

OMEGA FATTY ACIDS
What have you heard of Omega 3 and Omega 6 fatty acids?
Omega 3 is harder to find but is found in fatty fish (mackerel, salmon, and sardines), walnuts, flaxseeds, and vegetable oils such as canola, soybean, and flaxseed oils. Eating omega-3 fatty acids can help prevent blood clots, protect against irregular heartbeats, and reduce blood pressure in people with hypertension!

Omega 6 is found in a lot of foods, mostly found in red meats. Eating too much omega 6 can lead to inflammation and atherosclerosis.

Basic Tips to Help Prevent Heart Disease
- Eat more:
  - Fat-free dairy products
  - Fruit and vegetables
  - Whole grains
  - Fish
  - Turkey and chicken without skin
  - Lean cuts of meat
  - Beans and lentils
- Cut back on:
  - Egg yolks
  - Whole milk, full-fat cheese
  - Fatty cuts of meat
  - Hotdogs, sausage
  - Butter and stick margarine
HYPERTENSION/HIGH BLOOD PRESSURE (BP)

About 1 in 3 U.S. adults—as estimated 68 million—have high blood pressure. Of Americans with HBP, 36 million adults do not have it under control and about 30 percent of American adults have prehypertension, which is a blood pressure measurement that is higher than normal, but not yet in the high blood pressure range.

High blood pressure is called the "silent killer" because it often has no warning signs or symptoms, and many people don't realize they have it. That's why it's important to get your blood pressure checked regularly.

Here is a chart showing normal and high blood pressure.

<table>
<thead>
<tr>
<th>Blood Pressure Levels</th>
<th>Systolic: less than 120 mmHg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>Diastolic: less than 80 mmHg</td>
</tr>
<tr>
<td>At risk (prehypertension)</td>
<td>Systolic: 120–139 mmHg</td>
</tr>
<tr>
<td></td>
<td>Diastolic: 80–89 mmHg</td>
</tr>
<tr>
<td>High</td>
<td>Systolic: 140 mmHg or higher</td>
</tr>
<tr>
<td></td>
<td>Diastolic: 90 mmHg or higher</td>
</tr>
</tbody>
</table>

BP is the amount of blood your heart pumps and the amount of resistance to blood flow in your arteries. The more blood your heart pumps and the narrower your arteries, the higher your blood pressure. No symptoms, develops over many years. Uncontrolled high BP increases your risk of serious health problems, including heart attack and stroke.

HOW TO PREVENT HIGH BLOOD PRESSURE

People at any age can take steps each day to keep blood pressure levels normal. Here are some tips to help reach and maintain good blood pressure.

- Maintain a healthy weight
- Be physically active
- Do not smoke
- Control your stress and learn how to manage it
- Limit alcohol use
- Check your blood pressure regularly
- Eat a healthy diet
  - Eat lots of fresh fruits and vegetables (potassium and fiber) and whole grains
  - Eat foods low in saturated fat and cholesterol
  - Cut back on your sodium (salt) intake
    - Prepare foods at home,
    - Use as little salt in cooking as possible. You can cut at least half of the salt from most recipes.
    - Do not salt food at the table
    - Read food labels
    - Cook without mixes and “instant” products that already contain salt or additives with sodium.
    - Select no-sodium or low-sodium canned foods, such as vegetables or tuna.
    - Season foods with herbs, spices, garlic, onions, peppers, and lemon or lime juice

Now I would like us to look at some food labels to practice selecting healthier food choices. Before we do this activity, what questions do you have about heart disease, fat and/or salt?
As reviewed before use the facts label to compare products by **look at highs and lows**. The %DV gives you a framework for deciding if a food is high or low in a nutrient. Use the Quick Guide rule, look at %DV: **5% or less is low and 20% or more is high**. When comparing similar products make sure the servings sizes are similar, especially the weight (e.g., gram, milligram, ounces) of each product so you can see which foods are higher or lower in nutrients.

Here is a handout with 10 tips on how to cut back on salt. *(Pass out handout “Salt and Sodium - 10 Tips To Help You Cut Back” and “Know the Facts About Heart Disease”, if time allows it as a group review handout).*

**CONCLUSION**
- Select foods that are higher in unsaturated fat and lower in saturated fat.
- Read food labels and watch out for high amounts of trans-fat, saturated fat, cholesterol, and sodium.
- Consume foods rich in Omega 3 to help prevent heart disease.
- Moderation is the key to success!

**BREAK (10 MIN)**

**STRETCH BREAK**
Now it is time for a stretch break! During this time, if you have any specific question or concern please feel free to come and talk to us.

*(Give participants 10 minutes stretch break. During this time, answer any personal questions or review meal diary or activity tracker in detail with participant individually).*

**ADD (20 MIN)**

**RETHINK YOUR PROTEIN!**
Now we will be discussing about the protein food group and explore the benefits of a low intake of meat/animal products.

You might remember from our previous class, we talked about My Plate.

**Who can tell how we should divide our plate by using the My Plate method?**
This tool was created to help us build healthy, balanced meal by divide the plate into 4 sections.
- 1/2 fruits and vegetables (choose a rainbow of colors)
- 1/4 grains (make at least half your grains whole grains)
- 1/4 protein (make leaner and more varied protein selections)
- Don’t forget dairy (try fat-free or 1% milk)

By using this simple plate method, you and your family will be able to enjoy your favorite foods while still avoiding oversized portions. In this class segment, we will be looking at the protein food group in detail.

**So, what is protein?**
Proteins are the building blocks of our body. They are vital for health, growth, and maintenance of our body. The amount of protein we need depends on age, if you are a male or female, and level of physical activity. A simple way to meet your protein needs is by use My Plate with all of your meals.

Let’s now look at foods found in the protein food group. All foods made from meat, poultry, seafood, and eggs are considered part of the protein foods group.

**Can you think of other foods that are also found in the protein group?**
In addition to animal protein sources, there are also non-animal food sources that are rich in protein, such as beans, peas, soy products, nuts and seeds.
What have you heard about eating too much meat or animal products?

Possible answers:
- Heart disease (high cholesterol levels)
- Diabetes
- Obesity
- Cancer

Animal products tend to be high in saturated fat and cholesterol, such as fatty cuts of beef, pork, and lamb, sausages, hot dogs, bacon, egg yolk and poultry. Eating too much of these food can increase the risk of developing chronic, preventable conditions, such as heart disease, diabetes, obesity and cancer.

A way you can reduce this risk is by reducing your meat and animal product consumption.

What have you heard about Meatless Mondays?

Meatless Mondays, is a current international movement designed to helps people reduce their meat consumptions by promoting the idea of going meatless once a week. Let’s look at the benefits of going meatless once a week. Please look at the handout and look at the section titled “Benefits of a Meatless Day.” (Point to the section in the handout). As a group, let’s read these bullet points together. (Depending on time, ask participants to help you read the list).

Reduce Heart Disease:
- Non-animal protein, such as beans, peas, nuts, and seeds contain little to no saturated fats.
- Reducing saturated fats can help keep your cholesterol low and cut the risk of heart disease.

Limit Cancer Risk:
- A high intake of red meats and processed meats has been liked to colon and breast cancer.
- Soy products and legumes have been shown to have anti-cancer properties.
- Diets high in fruits and vegetables can reduce cancer risk.

Fight Diabetes:
- Plant-based diets, particularly those low in processed meats, can reduce your risk of developing diabetes.

Curb Obesity:
- People on low fat, plant-based diets tend to have lower body weight.
- A plant-based diet is a great source of fiber, which makes you feel full with fewer calories.

Cut Weekly Budget:
- As food prices continue to rise, going meatless once a week is a great way to cut your weekly expense.

What do you think about this list of benefits we just reviewed?

You might be wondering if you and family will get enough protein on meatless days. The answer is YES; by having a variety of plant protein sources throughout the day and by using the plate method, you and family will be able to meet your protein needs. It is important to mention that protein deficiency in the U.S. is very rare. Current studies show that Americans consumes as much as 160-190% of their protein needs with the majority of the protein coming from meat and other animal sources. So in short, well-planned meatless days are nutritious and provide many health benefits.
TIPS ON HOW TO CREATE A MEATLESS DAY

Now that we have reviewed the benefits of eating less meat and animal products, let’s look at some tips on how to create meatless meals for your meatless days.

1. **Make one day out of the week a meatless day.**
   - Any day is a perfect day to go meatless. Choose a day that works best for you and your family.
   - Having a day scheduled will remind you to start your week on a nutritious note.
   - Monday is a great day to go meatless. Being the first day of the week, you can re-evaluate your food choices and set-up your weekly goals.

2. **Vary your protein choices:**
   - Choose beans, peas, or soy products as a main dish.
     - **Here are some ideas:**
       1. Black bean enchiladas
       2. Garbanzo or kidney beans on a salad or soup
       3. Rice and beans
       4. Veggie burgers
       5. Hummus (chickpeas) spread on pita bread
   - Choose unsalted nuts or seeds as a snack, on salads, or in main dishes.
     - **Here are some ideas:**
       1. Add slivered almonds to steamed vegetables.
       2. Add toasted peanuts or cashews to a vegetable stir-fry instead of meat.
       3. Sprinkle a few nuts on top of low-fat ice cream or frozen yogurt.
       4. Add walnuts or pecans to a green salad instead of cheese or meat.

3. **Try different veggie versions**
   - Vegetarian products look and may taste like their meat counterparts but are usually lower in saturated fat and contain no cholesterol.
   - For breakfast, try soy-based sausage patties or links.
   - For dinner, rather than hamburger a veggie patty.

4. **Meatless recipes**
   - Online recipes
   - Vegetarian cookbook (Let’s Cook)

Here is a handout that gives you 10 tips for choosing protein and to add variety to your diet. *(Depending on time, ask participants to help you read the list).*

CONCLUSION
Remember, eliminating meat or animal products does not automatically make your diet healthier. It is still important to eat the right balanced of foods by choosing “MyPlate” and to limit your intake of foods high in fat, cholesterol, sugar, and salt.

Who would like to share one thing that you heard today that will be useful for you and your family?

What questions do you have about any information that we discussed today?
<table>
<thead>
<tr>
<th>ADD &amp; APPLY (15 MIN)</th>
<th>PHYSICAL ACTIVITY</th>
<th>DVD: Walk Away the Pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How have you been doing with exercise?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who has been successful with increasing the amount of exercise each day?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Now, let’s get our 15 minutes in today!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADD (20 MIN)</th>
<th>FOOD DEMO</th>
<th></th>
</tr>
</thead>
</table>
|              | Now we are going to demonstrate a new recipe. Please go to page 52 of your cookbook. We will be doing a “Yam and Bean Burrito”. *(Mention ingredients one by one and talk about them. Make sure to make it interactive. Ask participants to identify what food group each ingredient belongs too).* Nutritional Tip: Beans provide:  
- Fiber, which helps with digestion, lowers cholesterol, and fills you up faster.  
- Iron, which helps prevent iron-deficient anemia and builds stronger blood.  
- Protein, which help with the body’s growth and development.  
- Cholesterol free, great for a heart healthy diet.  
|              | How do you like this burrito? Do you think your family will like it? |  |
|              |  |

<table>
<thead>
<tr>
<th>CLOSING (5 MIN)</th>
<th>CLOSING</th>
<th></th>
</tr>
</thead>
</table>
|                 | We learned a lot today! Today we learned about:  
- How to choose healthier meals when eating out  
- We learned about heart disease and how to reduce our risk  
- We also looked at the protein food group and explored going meatless one day out of the week  
- You got 15 minutes of exercise today  
- Tasted a delicious healthy meatless burrito  
|                 | Think back at everything you heard today, what is one idea you heard that you are ready to start right away?  
Thank you for participating in our class today! I hope you enjoyed it. Next week we will be talking about Protein, eating out and healthy snacks. See you next week.  
THANK YOU! |  |

|               | Let’s Cook Cookbook  
List of ingredient and cooking equipment found on separate handout. |  |
## APPENDIX AA

### Programa “Familias Saludables para Comunidades Saludables” Semana 5

**Plan de Clase:** Las comidas rápidas…escoja lo saludable, Las enfermedades del corazón, Las proteínas

<table>
<thead>
<tr>
<th>Objetivos: Después de escuchar esta clase, los participantes podrán:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seleccionar comidas saludables en los restaurantes de comida rápida.</td>
</tr>
<tr>
<td>2. Tener ideas sobre cómo disminuir su riesgo de adquirir enfermedades del corazón.</td>
</tr>
<tr>
<td>3. Usar los datos nutricionales para poder seleccionar productos bajos en grasa saturada, colesterol y sodio.</td>
</tr>
<tr>
<td>4. Entender los beneficios de seguir una alimentación baja en productos de origen de animal.</td>
</tr>
</tbody>
</table>

### Materiales:
- Lista de asistencia, bolígrafo, folder, carnet, dos marcadores negros, cinta de medir, báscula.
- Plan de clase, presentación de PowerPoint, computadora portátil, proyector, pantalla, parlantes de computadora.
- Hoja: “La sal y el sodio/ cambio de sus hábitos alimenticios”
- Hoja: “La alimentación sana para vegetarianos/ en lo que concierne a las proteínas, la variedad es la clave”
- Recetario: Vamos a cocinar
- Ingredientes y equipo de cocina para hacer la demostración de receta y agua de spa
- DVD: Walk Away the Pounds

### Nota Especial:
- Esta clase es la QUINTA SEMANA del programa “Familias Saludables para Comunidades Saludables”
- Enseñe la clase en conversación. Use las preguntas enlistadas en el currículo para motivar el diálogo entre los participantes.
- Tiempo (2 horas): 10 min para la introducción, 20 min para “Las comidas rápidas”, 20 min para enfermedades del corazón, 10 min para descanso, 20 min para proteína, 15 min para actividad física, 20 min para demostración de receta, 5 min para conclusión

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<th>Métodos</th>
<th>Contenido</th>
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<td><strong>INTRO (10 MIN)</strong></td>
<td><strong>INTRODUCCIÓN</strong>&lt;br&gt;<strong>La semana pasada hablamos sobre cómo alimentar a sus niños, la diabetes y las frutas y verduras. También demostramos y saboreamos una ensalada refrescante de jícama.</strong>&lt;br&gt;<strong>¿Qué cambio ha hecho usted durante esta semana basado en la clase de la semana pasada?</strong>&lt;br&gt;<strong>¿Qué tipo de actividad física ha hecho?</strong>&lt;br&gt;<strong>¿Quién preparó una de las recetas del recetario? ¿Le gustó a su familia?</strong>&lt;br&gt;Hoy vamos a hablar acerca de:&lt;br&gt;• Opciones de comida rápida saludables&lt;br&gt;• Enfermedades del corazón&lt;br&gt;• El grupo de las proteínas y los beneficios de reducir el consumo de proteína de origen de animal.&lt;br&gt;• Tendremos 15 minutos de actividad física&lt;br&gt;• Una nueva receta del recetario&lt;br&gt;¡Hay que comenzar! Nuestro primer tema es “Las comidas rápidas”.</td>
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<td><strong>ANCLA</strong></td>
<td><strong>LAS COMIDAS RÁPIDAS…ESCOJA LO SALUDABLE</strong>&lt;br&gt;Sabemos que a los niños les gusta salir y comer las comidas que les gusta a los niños, por los juguetes que ofrecen y los juegos que tienen en el lugar. ¿Cuál razones cree usted que tienen los padres para que les guste comer afuera?</td>
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<td><strong>AÑADIR (20 MIN)</strong></td>
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Las buenas noticias acerca de los restaurantes de comidas rápidas es que algunas de las comidas contienen los nutrientes que nuestro organismo necesita como: la proteína, el hierro y las vitaminas. Muchos de estos restaurantes de comidas rápidas están incorporando en su menú comidas saludables y los lugares de juego que proveen hacen que los niños puedan practicar una buena actividad física.

¿Qué ha notado de diferencia en los menús?

Hoy en día los restaurantes de comidas rápidas están publicando la información nutricional de sus menús, como la cantidad de calorías y grasas. Esta información también se puede encontrar por medio de la computadora o se le puede pedir en el restaurante. Esto es fantástico, así para que la próxima vez que usted y su familia vayan a un restaurante podrán seleccionar opciones más saludables.

Las malas noticias acerca de estos restaurantes es que muchos de ellos siguen manteniendo comidas altas en calorías, en grasa, en azúcar y en sal. El comer demasiado de estas comidas puede no ser saludable para nosotros y nuestros niños es por ello que debemos tratar de limitar la cantidad.

A muchas familias, les es imposible el evitar completamente las comidas rápidas. El por qué, es que muchos de nosotros llevamos una vida muy agitada. Si necesitamos comer en un restaurante de comidas rápidas, elija comidas bajas en calorías y grasas. Si come en restaurantes de comida rápida sólo de vez en cuando, no se sienta culpable por darse el gusto. Aunque coma afuera o en su casa, lo importante es el comer saludable, balanceado, variado y moderado. Trate todo el tiempo de escoger saludable. Como padres, necesitamos establecer un buen ejemplo para nuestros niños.

### GUIA GENERAL PARA COMER AFUERA

(Mientras vamos leyendo la lista de la hoja que le he dado, señale lo que usted ya está haciendo. Voy a preguntarles a uno o dos de ustedes para que comparta su selección.)

<table>
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<tr>
<th>Escoja estas comidas MÁS seguido</th>
<th>Escoja estas comidas MENOS seguido</th>
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<tbody>
<tr>
<td>• Alimentos que estén asados, rostizados, al horno o al vapor</td>
<td>• Empanizadas o comidas fritas</td>
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<tr>
<td>• Hamburguesas y sándwiches con salsa cátup y mostaza en vez de mayonesa</td>
<td>• Hamburguesas y sándwiches con mayonesa</td>
</tr>
<tr>
<td>• Hamburguesas vegetarianas</td>
<td>• Plátanos con salsas cremosas o mantequilla</td>
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<tr>
<td>• Sándwiches de pollo a la parrilla</td>
<td>• Comidas que son “súper grandes” “doble”, “supreme” o “jumbo”</td>
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<tr>
<td>• Vegetales al vapor</td>
<td>• Comidas con demasiado queso o crema agria</td>
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<tr>
<td>• Papa al horno</td>
<td>• Soda y otras bebidas dulces</td>
</tr>
<tr>
<td>• Ensaladas con salsa en vez de crema agria o queso</td>
<td>• Orden de papas fritas grandes</td>
</tr>
<tr>
<td>• Pizza con vegetales</td>
<td>• Pasta con salsa de tomate</td>
</tr>
<tr>
<td>• Pasta con salsa de tomate</td>
<td>• Agua, leche, jugo, té frío</td>
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Voy a compartir con ustedes lo que señale. Cuando como afuera, me gusta comer ___________.

Vamos a escuchar lo que usted señaló
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<th>Métodos</th>
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<th>Materiales</th>
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</table>
| Hay que ver a otras sugerencias cuando uno come afuera: | - Solicite pan de grano integral  
- Comience su comida con una ensalada  
- Que su plato fuerte esté lleno de verduras ya sean frescas o cocidas  
- Seleccione porciones pequeñas o medianas  
- Seleccione comidas del menú evité de ir a al buffet  
- Si las opciones del plato fuerte están muy grandes
  - Ordene un aperitivo  
  - Comparta el plato fuerte  
  - Lleve la mitad a casa  
  - No trate de limpiar su plato, cuando esté lleno está bien dejar la comida que no comió
  - Si está haciendo un viaje largo lleve con usted bocadillos saludables como, fruta, verduras, nueces o cacahuates | |

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<tr>
<th>AÑADIR</th>
<th>¿QUÉ ES DE LA GRASA?</th>
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| Como les he mencionado, muchos restaurantes ahora requieren que se enseñe el contenido de calorías y gramos de grasa en sus opciones de menú. Viendo esta información usted y su familia podrán hacer la selección más saludable cuando coman en un restaurante.  
Hay que practicar haciendo selecciones saludables usando la información de nutrición del restaurante X. | (Usando la presentación de power point, pídale a los participantes qué contesten las respuestas en voz alta). |

| APLICAR | ¿Cuántos gramos de grasa tiene la hamburguesa de un cuarto de libra? 18 gramos  
¿Cuántos gramos de grasa tiene la hamburguesa? 9 gramos  
¿Cuál comida tiene menos grasa? Hamburguesa regular  
¿Cuál comida tiene menos grasa? Taco salad OR Beef soft taco  
Bean burrito OR Fried fish filet sandwich  
Crispy fried chicken OR Hamburger | |

| LLEVAR | ¿Esplendido! Lo siguiente que haremos, es ver por el % de grasa y calorías en algunas de nuestras comidas rápidas favoritas. Les mostraremos algunas selecciones saludables. Antes de revisar estas comidas, hay que mantener en mente que un adulto por general necesita de 1,800 – 2,000 calorías por día, dependiendo de su peso, altura y nivel de actividad. Cuando revisemos estas comidas, mantengamos en mente que la caloria en grasa ideal se debe limitar a 30% o menos.  
(Usando la presentación de power point pídale a los participantes que seleccionen un restaurante. Seleccione el restaurante usando la computadora y examine las calorías y el contenido de grasa. Después seleccione entre para ver la opción más saludable. Repase cuando menos 4 restaurantes o lo que el tiempo permita). |

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<tr>
<th>LLEVAR</th>
<th>TRANSICIÓN</th>
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<tr>
<td>¿Basado en lo que hemos platicado, qué haría diferente la próxima vez que vaya a comer a un restaurante de comida rápida?</td>
<td>Nuestro próximo tema es acerca de enfermedades cardiacas. Antes de pasar al siguiente tema, ¿qué preguntas tiene acerca de lo conversado?</td>
</tr>
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</table>
¿Qué ha escuchado usted acerca de las enfermedades del corazón?

Las enfermedades del corazón es la causa principal de muerte tanto en hombres como en mujeres en los Estados Unidos. Unos 616,000 estadounidenses mueren de enfermedades cardiacas cada año, esto equivale a 1 de cada 4 muertes. El término enfermedades cardiacas se refiere a diferentes tipos de condiciones del corazón. La más común es la enfermedad de las arterias coronarias, lo que puede producir ataques al corazón, insuficiencia cardíaca, angina y arritmias. La enfermedad de las arterias coronarias es un tipo de enfermedad del corazón que ocurre por la acumulación de placa en las arterias que transportan el oxígeno al corazón, la placa está compuesta de depósitos de colesterol, por lo cual se acumula en las arterias. Cuando esto pasa, sus arterias se obstruyen, este proceso se llama aterosclerosis.

**Factores de Riesgo**
- La presión arterial alta, el colesterol LDL alto (colesterol malo) y fumar son los principales factores de riesgo de las enfermedades cardiacas.
- Casi la mitad de los estadounidenses (49%) tienen cuando menos uno de estos 3 factores de riesgos.
- Otros factores que también pueden poner a las personas en mayor riesgo.
  - Diabetes
  - Sobrepeso y obesidad
  - Mala alimentación
  - Inactividad física
  - Consumo excesivo de alcohol

**Proteja el Corazón**
- Limitar el consumo de colesterol, grasa saturada y sal.
- Consumir alimentos que sean naturalmente bajos en grasa, entre ellos:
  - Granos integrales
  - Legumbres
  - Frutas y verduras
  - Comer pescado 2 veces por semana
- Incorporar un día vegetariano durante la semana.
- Alcanzar un peso saludable.
- Hacer ejercicio regularmente.
- No fumar.
- Revisar sus niveles de colesterol regularmente.
  - LDL: 70-130 mg/dL
  - HDL: más de 40-60 mg/dL
  - Colesterol total: menos de 200 mg/dL
  - Triglicéridos: 10-150 mg/dL

**GRASA**
Grasa se encuentra en alimentos de origen de animal y también en alimentos de base de planta.

Ahora, ¿qué son los ácidos grasos? Los ácidos grasos son los componentes más importantes de las grasas. Hay dos tipos primordiales:
- **Los ácidos saturados**
  - Son sólidos en temperatura de ambiente
  - Origen de animales y en algunos vegetales como el aguacate y el coco.
- **Los ácidos insaturados**
  - Son líquidos en temperatura de ambiente
Añadir

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<td>o El uso cotidiano vienen en los aceites de origen vegetal, en pescados y mariscos (con los Omega 3).</td>
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¿Qué son las grasas “trans”?
Las grasas trans son un tipo de grasa que se forma cuando el aceite líquido se transforma en una grasa sólida. La mayoría de las grasas trans de nuestra alimentación provienen de alimentos procesados: margarinas, pastelería, galletas, papas fritas y otros bocadillos. Investigaciones recientes han indicado que este tipo de grasas pueden ser dañinas para la salud, fundamentalmente debido a que elevan el colesterol “malo” (LDL) y los triglicéridos. Asegúrese de leer la etiqueta de nutrición, se requiere que la cantidad esté enlistada en la etiqueta.

Tipos de colesterol
• Colesterol total: todos los colesterol combinados.
• Lipoproteína de alta densidad (colesterol HDL); con frecuencia llamado colesterol “bueno”.
• Lipoproteína de baja densidad (colesterol LDL); con frecuencia llamado colesterol “malo”.

¿Es el colesterol dañino? No necesariamente, es producido por el hígado y es necesario para el cuerpo para muchas funciones, la clave es moderación.

¿Qué son los ácidos grasos Omega 3 y Omega 6?
Los ácidos grasos Omega 3 se encuentran en el pescado, nueces, linaza y en algunos aceites como el de maíz, de soya y de linaza. Una buena alimentación que incluya ácidos Omega 3 ayuda con la coagulación y la presión arterial o la regulación de los procesos inflamatorios. También contribuyen al buen funcionamiento del cerebro, el sistema inmunológico y el sistema nervioso.

Los Omega 6 se encuentran más en las carnes rojas. Su consumo excesivo está relacionado con procesos inflamatorios y arteriosclerosis.

Sugerencias básicas para ayudar a prevenir enfermedades cardiacas
• Coma más:
  o Productos lácteos bajos en grasa
  o Frutas y verduras
  o Frijoles y lentejas
  o Granos integrales
  o Pescado
  o Pavo y pollo sin el pellejo
  o Cortes de carne bajos en grasa

• Limita el consumo de:
  o Yemas de huevo
  o Leche entera, quesos altos en grasa
  o Cortes de carne altos en grasa
  o Salchichas
  o Mantequilla

PRESIÓN ARTERIAL ALTA
Uno de cada 3 adultos – 68 millones adultos– tienen presión arterial alta. De los estadounidenses con la presión alta, 36 millones de adultos no la tienen bajo control y el 30% tienen pre-hipertensión. La presión arterial alta es conocida como un “asesino silencioso” porque no presenta signos o síntomas y muchas personas no saben que lo tienen. Por eso razón es importante revisarse la presión arterial regularmente.

Aquí tengo una tabla que muestra presión normal, pre-hipertensión y presión alta.
### Métodos

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<td><strong>Niveles</strong></td>
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| **Normal** | Sistólica: < 120 mmHg  
Diastólica: < 80 mmHg |
| *(pre-hipertensión)* | Sistólica: 120–139 mmHg  
Diastólica: 80–89 mmHg |
| **Alta** | Sistólica: 140 mmHg >  
Diastólica: 90 mmHg > |

El término "presión arterial" se refiere a la fuerza que la sangre ejerce contra las paredes de las arterias cuando el corazón bombea sangre. Si esta presión aumenta y permanece elevada bastante tiempo, puede causar daños en el organismo de muchas formas, incluyendo ataque del corazón o infarto cerebral.

¿Cómo se puede prevenir la presión arterial alta?

Gente de todas la edades pueden comenzar a hacer cambios cada día para ayudar a mantener la presión arterial bajo control. Aquí tengo algunos hábitos saludables que pueden ayudarle a mantener una presión arterial normal.

- Mantenga un peso saludable.
- Realice actividades físicas.
- Deje de fumar.
- Controle el estrés y aprenda a controlarlo.
- Revise su presión regularmente.
- Lleve una buena alimentación:
  - Coma muchas frutas y verduras (potasio y fibra) y granos integrales
  - Baja en grasas saturadas y colesterol
  - Limite el consumo de sal
  - Prepare comidas en casa y controle la cantidad de sal que usa en sus comidas
  - No tenga un salero en la mesa
  - Lea las etiquetas de nutrición
  - No cocine con productos que ya están condimentados o que son instantáneos
  - Seleccione latas que no tengan sal o son reducidos en sal como vegetales o atún.
  - Sazone las comidas con hierbas, especerías, ajo, cebolla, pimienta y limón

Ahora me gustaría ver algunas etiquetas de nutrición para poder practicar como seleccionar alimentos más saludables. Antes de comenzar esta actividad, ¿Qué preguntas tienen acerca de enfermedades cardiacas, grasa o sal?

Un pequeño repaso, cuando lean una etiqueta de nutrición para comparar productos similares recuerde ver los porcentajes de DV (valor diario). Cuando el %DV es menos de 5% esto significa que el producto está bajo de ese nutrienté y cuando es más de 20% el producto está alto de ese nutrienté. Asegúrese de comparar productos similares con el mismo número de porciones o del mismo peso para poder hacer una buena comparación.

Aquí tengo una hoja con 10 sugerencias en como poder reducir el consumo de la sal y 5 sugerencias en como poder bajar o conservar el colesterol a un nivel deseable.
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| **(Pase la hoja “la sal y el sodio” y “cambio de sus hábitos alimenticios”, si el tiempo lo permite como grupo lea cada sugerencia).** | **CONCLUSIÓN**  
- Seleccione alimentos que sean bajos en grasas saturadas/colesterol y en sal  
- Compare alimentos usando la etiqueta de nutrición  
- Consuma comidas ricas en Omega-3 para prevenir enfermedades cardiacas  
- ¡Prevención es clave! | **Materiales** |
| **DESCANSO (10 MIN)** | **DESANSO**  
Ahora es tiempo de nuestro descanso. Durante este tiempo si tiene una pregunta por favor venga y hable con nosotros.  
(Durante este tiempo los participantes pueden pasar hacer preguntas y repasar su diario con el instructor. También pueden medir su cintura y pesarse si no lo han hecho todavía). | **Materiales** |
| **ANADIR (20 MIN)** | **LAS PROTEINAS**  
Ahora hay que hablar del grupo de las proteínas y a explorar los beneficios de llevar una alimentación baja en productos de origen de animal. Recuerdan que en nuestra primera clase hablamos acerca de “Mi plato”.  
¿Quién me puede decir como dividir los alimentos en un plato usando el método “Mi Plato”?.  
Esta herramienta fue creada para poder preparar comidas saludables dividiendo el plato en 4 secciones:  
- ½ frutas o verduras (escoja un arco iris de colores)  
- ¼ granos ( granos integrales)  
- ¼ proteína (selecciones baja en grasa y variedad)  
- No hay que olvidarnos de los productos lácteos ( bajo en grasa)  
Usando este método usted y su familia podrán comer sus comidas favoritas mientras evitan el consumo de porciones grandes. En este segmento, vamos a estudiar al grupo de las proteínas en más detalle y ver los beneficios de reducir el consumo de proteína de origen de animal.  
¿Qué son las proteínas?  
Las proteínas son los bloques de nuestro cuerpo. Es vital para la salud, crecimiento y mantenimiento de nuestro cuerpo. La cantidad de proteína que usted necesita depende de su edad, si es hombre o mujer y de su nivel de actividad física. La manera más fácil para asegurarse que está comiendo la cantidad adecuada es usando el método “Mi plato”. Incorpore opciones vegetarianas de proteína y seleccione carnes y pollo bajo en grasa saturada. Ahora hay que ver en que alimentos proteína se encuentra. Cualquier comida hecha de carne, pollo, pescado/mariscos, huevos.  
¿Puede alguien compartir que otros alimentos se encuentran en el grupo de las proteínas?  
Además de los alimentos de origen de animal, hay también alimentos que no son de origen animal que son ricos en proteína, como las legumbres, productos de soya, nueces y semillas.  
¿Qué ha escuchado acerca de una dieta alta en carnes y de alimentos de origen de animal?  
**Posibles respuestas:**  
- Enfermedades cardiacas (el colesterol alto)  
- Diabetes | **Materiales** |
- Obesidad
- Cáncer

Productos de origen de animal son altos en grasa saturada y colesterol, como los cortes grasoso de carne de res, puerco y becerro. También las salchichas, tocino, yema de huevo y el pollo. El comer mucho de estas comidas puede incrementar su riesgo de adquirir enfermedades crónicas y prevenibles así como, enfermedades cardiacas, diabetes, obesidad, y cáncer.

Una manera de reducir este riesgo es reduciendo el consumo de carne y productos de origen de animal.

¿Qué ha escuchado acerca de “Un lunes sin carne”?
Lunes sin carne, es un movimiento internacional diseñado para ayudar a la gente a reducir el consumo de carne promoviendo la idea de tener un día durante la semana sin carne.

Hay que ver los beneficios de no comer carne un día de la semana.

**Reducir enfermedades cardíacas:**
- Las proteínas de base de plana, como los frijoles, nueces y semillas contienen poco o nada de grasa saturada.
- Reduciendo el consumo de grasas saturadas puede mantener el colesterol bajo y limitar el riesgo de las enfermedades cardíacas.

**Limita el riesgo de cáncer:**
- El consumo alto de carnes rojas y carnes procesadas se ha relacionado con cáncer al colon y cáncer de mama.
- Los productos de soya y legumbres tienen propiedades anti-cáncer.
- Dietas altas en frutas y verduras pueden reducir el riesgo de cáncer.

**Pelear la diabetes:**
- Dietas vegetarianas, en particular bajo en carnes procesadas, pueden reducir su riesgo de desarrollar diabetes.

**Evitar obesidad:**
- Las personas con alimentación baja en grasa y ricas en frutas y verduras tienden a pesar menos.
- Una dieta a base de plantas es rica de fibra, por lo que la persona se siente satisfecho con menos calorías.

**Reducir el presupuesto semanal:**
- Mientras los precios continúan subiendo, el tener un día por semana sin carne es una manera fantástica de recortar el presupuesto.

¿Qué piensan sobre esta lista de beneficios?
Quizás se estará preguntando si usted y su familia van a obtener suficiente proteína los días que no coma carne. La respuesta es ¡SÍ! Teniendo una variedad de proteína de origen vegetal todo el día y usando el método del plato usted y su familia podrán cubrir sus necesidades de proteína. Es importante mencionar que la deficiencia de proteína en los Estado Unidos es muy rara. Recientes estudios han mostrado que los estadounidenses consumen el 160 – 190% de sus necesidades de proteína, donde la mejoría de la proteína viene de origen animal. En resumen, las comidas vegetarianas bien planeadas son muy saludables, llenas de nutrición y de beneficios para la salud.

**SUGERENCIAS PARA INCORPORAR UN DÍA SIN CARNE**
Ahora que hemos repasado los beneficios de comer menos carne o productos de origen animal, hay que ver algunas sugerencias sobre cómo crear comidas sin carne para sus días sin carne.

1. **Selezione un día de la semana que no va a comer carne.**
   - Cualquier día es perfecto. Seleccione un día que funcione mejor para usted y su familia.
   - Teniendo un día programado le recordará a empezar su semana
con una nota nutritiva.
- Lunes son perfectos, ya que es el primer día de la semana, usted podrá re-evaluar sus selecciones de comida y establecer sus metas de la semana.

2. **Tenga variedad en sus opciones de proteína.**
- Seleccione legumbres o productos de soya como su plato fuerte.
  - Aquí hay algunas ideas:
    - Enchiladas de frijoles
      1. Garbanzos o frijoles en ensaladas o sopas
      2. Arroz con frijoles
      3. Hamburguesas vegetarianas
      4. Puré de garbanzo en pan pita
- Seleccione nueces o semillas como bocadillos, en ensaladas o en su plato fuerte.
  - Aquí hay algunas ideas:
    1. Añada almendras a sus verduras al vapor.
    2. Añada cacahuate rostizado a su estofado de verduras envés de carne.
    3. Ponga unas cuantas nueces en su nieve reducida en grasa o a su yogur congelado.
    4. Añada nueces a sus ensaladas verdes envés de queso o carne.

3. **Trate diferentes versiones vegetarianas**
- Productos vegetarianos se ven y pueden saber cómo carne pero en realidad son más bajo en grasa saturada y no contienen colesterol.
- Para desayunar, pruebe salchichas o croquetas de soya.
- Para la cena, envés de hamburguesa de carne de res, qué tal una hamburguesa vegetariana.

4. **Recetas sin carne**
- Recetas en el internet
- Recetarios vegetarianos (vamos a cocinar)

Aquí tengo dos hojas con 10 sugerencias para seleccionar proteínas y para tener más variedad en su dieta. *(Dependiendo en el tiempo, pida a un participante que las lea).*

**CONCLUSION**
Hoy hemos visto como comer más saludable en restaurantes de comidas rápidas, aprendimos sobre las enfermedades del corazón y cómo reducir su riesgo, repasamos rápidamente “Mi plato” y estudiamos el grupo de las proteínas. También vimos los beneficios de comer menos carne o productos de origen animal y compartimos ideas en cómo incorporar un día sin carne durante la semana.

¿Qué idea escuchó hoy que se le ha hecho útil y le gustaría comenzar en casa?
¿Qué pregunta tiene acerca de los diferentes temas que hemos hablado hoy?

Recuerden, eliminando carne o productos de origen animal no significa que su alimentación es más saludable. Es simplemente importante tener equilibrio en los alimentos, seleccionando “Mi plato” y también a limitar el consumo de comidas altas en grasa, colesterol, azúcar y sal.
<table>
<thead>
<tr>
<th>ANADIR &amp; APLICAR (15 MIN)</th>
<th>ACTIVIDAD FÍSICA</th>
<th>¿Cómo les ha ido con la actividad física? ¿Han podido aumentar la cantidad de actividad física cada día? ¡Hay que hacer ahora nuestros 15 minutos de actividad física!</th>
<th>DVD: Walk Away the Pounds</th>
</tr>
</thead>
</table>
| ANADIR (20 MIN)          | DEMOSTRACIÓN DE COMIDA: Ahora vamos a demostrar una nueva receta. Vaya a la página 52 del recetario. Vamos a demostrar un burrito de camote y frijoles. (Mencione los ingredientes uno por uno y hable acerca de ellos. Haga la demostración interactiva. Pide a los participantes que identifiquen el grupo de alimentos de cada ingrediente). | Consejo de nutrición: Los frijoles proporcionan:  
  - Fibra, la cual ayudan con la digestión, baja el colesterol y lo satisface más rápido.  
  - Hierro, el cual ayuda a evitar la anemia por deficiencia de hierro y fortalece la sangre.  
  - Proteína, la cual ayuda al crecimiento y desarrollo del cuerpo.  
  - No tienen Colesterol.  
  ¿Le gustó este burrito?  
  ¿Cree que le va a gustar a su familia? | Recetario: Vamos a Comer  
  Lista de ingredientes y equipo de cocina se encuentra en una hoja separada. |
| CONCLUSION (5 MIN)       | CONCLUSIÓN       | Wow! ¡Aprendimos mucho hoy! Hoy aprendimos sobre:  
  - Cómo seleccionar comidas saludables cuando come afuera de casa  
  - Aprendimos acerca de las enfermedades cardiacas y como reducir su riesgo  
  - Estudiamos al grupo de las proteínas y exploramos un día de la semana sin carne  
  - Hizo 15 min de actividad física  
  - Probó un delicioso burrito vegetariano  
  ¿Qué idea escuchó hoy que está listo para empezar ya?  
  Gracias por participar en nuestra clase de hoy. ¡Espero que lo haya disfrutado y esperamos verlo otra vez la próxima semana!  
  ¡Gracias! |
APPENDIX BB

HFHC: Week 5 Kids Handouts
Chef Solus Protein Pals - Meet the Meat & Beans Group!

Give your muscles protein to keep you strong.

Soy and tofu types are healthy non-meat proteins.

Hello! We are the Meat & Beans Group!

Eat lean meats that don’t have a lot of fat for a healthy heart.

Beans give you lots of protein and fiber!

A handful of nuts and seeds are packed with protein and healthy oils!
Chef Solus Protein Pals - Meet the Meat & Beans Group!

Meet my friends:
Meet the Meat & Beans Group.
A little protein at each meal keeps you growing!

Seafood gives you healthy protein.

Be healthy with white meat from chicken and turkey, without the skin.
Chef Solus 10 Tips to a Healthy MyPlate - Tip #9

Choose foods with less salt (sodium):
- Be careful of foods that come in boxes, bags or cans because they are often high in salt.
- Read the food label and choose the food with less sodium.
APPENDIX CC

HFHC: Week 6 Agenda

### Healthy Families for Healthy Communities: WEEK 6

#### AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:05 pm</td>
<td>5 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:05 – 5:25 pm</td>
<td>20 min</td>
<td>Lesson 1: Food Safety</td>
<td></td>
</tr>
<tr>
<td>5:25 – 5:55 pm</td>
<td>30 min</td>
<td>Jeopardy</td>
<td></td>
</tr>
<tr>
<td>6:10 – 6:10 pm</td>
<td>15 min</td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td>6:10 – 6:20 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>6:20 – 6:40 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Tune Tubs (parents move to kids classroom)</td>
</tr>
<tr>
<td>6:40 – 7:00 pm</td>
<td>20 min</td>
<td>Closing</td>
<td>Raffle, Certificates, Goody Bags</td>
</tr>
<tr>
<td>4:30 – 5:00 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>

#### KIDS AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Length</th>
<th>Content</th>
<th>Comments</th>
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<tbody>
<tr>
<td>4:00 – 5:00 pm</td>
<td>60 min</td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:10 pm</td>
<td>10 min</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>5:10 – 5:30 pm</td>
<td>20 min</td>
<td>Lesson 1: Food Safety</td>
<td></td>
</tr>
<tr>
<td>5:30 – 5:40 pm</td>
<td>10 min</td>
<td>Stretch Break</td>
<td></td>
</tr>
<tr>
<td>5:40 – 6:00 pm</td>
<td>20 min</td>
<td>Lesson 2:</td>
<td>Kids Activity</td>
</tr>
<tr>
<td>6:00 – 6:20 pm</td>
<td>20 min</td>
<td>Physical Activity</td>
<td></td>
</tr>
<tr>
<td>6:20 – 6:35 pm</td>
<td>15 min</td>
<td>Preparation for Food Demo</td>
<td></td>
</tr>
<tr>
<td>6:35 – 6:55 pm</td>
<td>20 min</td>
<td>Food Demo</td>
<td>Tune Tubs</td>
</tr>
<tr>
<td>6:55 – 7:00 pm</td>
<td>5 min</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30 pm</td>
<td>30 min</td>
<td>Clean-up</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX DD

Healthy Families for Healthy Communities: Week 6

Lesson Plan: Be Food Safe, Jeopardy, Post-survey, Food Demo

<table>
<thead>
<tr>
<th>Objectives: After listening to this class, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Apply four key steps in keeping food safe to help prevent food poisoning.</td>
</tr>
<tr>
<td>21. Review key points from class series.</td>
</tr>
<tr>
<td>22. Get ideas on how to involve their kids in the kitchen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sign-in sheet, pens, name tags, 2 black markers</td>
</tr>
<tr>
<td>• Curriculum, power point presentation, laptop, projector, screen</td>
</tr>
<tr>
<td>• Handout: “Be Food Safe” and “Storage Times for the Refrigerator and Freezer”</td>
</tr>
<tr>
<td>• Jeopardy game points /small prize for both teams</td>
</tr>
<tr>
<td>• Handout: Post – survey</td>
</tr>
<tr>
<td>• Certificates of Participation &amp; Certificate of Perfect Attendance</td>
</tr>
<tr>
<td>• Goody bags</td>
</tr>
<tr>
<td>• Cookbook: Let’s cook with kids</td>
</tr>
<tr>
<td>• Food Demo ingredients and equipment for recipe and spa water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This class is WEEK 6 of the “Healthy Families for Healthy Communities Program”</td>
</tr>
<tr>
<td>• Make sure all families have signed in</td>
</tr>
<tr>
<td>• Teach in dialogue! Use the open questions listed in this curriculum to encourage discussion amongst the participants</td>
</tr>
<tr>
<td>• Time breakdown (2 hours): 5 min introduction, 20 min food safety, 30 min Jeopardy game, 15 min post – survey</td>
</tr>
<tr>
<td>10 min stretch break, 20 min food demo, 20 min closing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO (5 MIN)</td>
<td>INTRODUCTION Hello, nice to see you again! Last week, we talked about healthy fast food choices, looked at heart disease and the protein group. We also looked at some benefits of eating less animal product and we demonstrated a yam and bean burrito from the cookbook. What changes did you make last week, based on our last class? What type of physical activity did you do? Who tried a recipe from the cookbook? How did your family like it? Today we will be talking about: • Food safety and how to prevent food poisoning • Review all of the topics we have covered during the past 5 weeks by playing a game “Jeopardy” • A short post- survey • Prepare a new recipe from new cookbook Let’s begin! Our first topic today is “Food safety”</td>
<td></td>
</tr>
<tr>
<td>ANCHOR</td>
<td>BE FOOD SAFE What have you heard about food safety? What are you currently doing at home to keep your food safe and prevent food poisoning?</td>
<td></td>
</tr>
</tbody>
</table>

211
An important part of healthy eating is keeping foods safe. At your own homes, you can reduce contaminants and keep food safe to eat by following safe food handling practices. Four basic food safety principles work together to reduce the risk of foodborne illness: Clean, Separate, Cook, and Chill.

Before we look at these four food safety principles, let me share with you some statistics about food poisoning.

**Statistics**
- One in six Americans will get sick from food poisoning this year alone.
- Food poisoning not only sends more than 100,000 Americans to the hospital each year, it can also have long-term health consequences.
  - Kidney Failure
  - Chronic Arthritis
  - Brain & Nerve damage
  - Death
- Approximately 3,000 people die each year of illnesses associated with food poisoning.

**Who is at risk?**
- Pregnant women and unborn baby
- Older adults
- Persons with chronic illnesses (HIV, cancer, DM)

**REDUCE THE RISK OF FOODBORNE ILLNESS**

Now let’s look at the 4 food safety principles closely.

1. **Clean: Wash Hands and Surfaces Often**
   - Wash hands the right way
     - 20 seconds with soap and running water.
   - Wash surfaces and utensils after each use.
     - Bacteria can be spread throughout the kitchen and get onto cutting boards, utensils, and counter tops.
   - Wash fruits and veggies, but not meat, poultry, or eggs!
     - By washing meat, poultry or eggs you may splash contaminated water onto clean surfaces.
     - Fruits and veggies that need to be peeled or cut, it’s important to wash them first because bacteria can spread from the outside to the inside as you cut or peel them.

2. **Separate: Don’t Cross-Contaminate**
   - Use separate cutting boards and plates for produce and for dairy, meat, poultry, seafood, and eggs.
   - Keep meat, poultry, seafood, and eggs separate from all other foods at the grocery.
     - Make sure you aren’t contaminating foods in your grocery bag by:
       - At the checkout, place raw meat, poultry, and seafood in plastic bags to keep their juices from dripping on other foods.
   - Keep meat, poultry, seafood, and eggs separate from all other foods in the fridge.
     - Bacteria can spread inside your fridge if the juices of raw meat, poultry, seafood, and eggs drip onto ready-to-eat foods.

3. **Cook the Right Temperature**
   - Cooked food is safe only after it’s been heated to a high enough temperature to kill harmful bacteria.
**Methods**  
**Content**  
* Use a food thermometer, color and texture alone won’t tell you whether your food is done.  
* Keep food hot after cooking (at 140 °F or above).  
* To make sure harmful bacteria have been killed in your foods, it’s important to microwave them to 165° or higher.  
  - When you microwave, stir your food in the middle of heating.  
  - If the food label says, “Let stand for X minutes after cooking,” don’t skip on the standing time.  
  - Use a food thermometer.  

**Materials**

---

**ADD**  
**FOOD SAFETY MYTHS EXPOSED**  
Now, I would like to look over two common myths regarding food safety. You tell me if you think they are true or false.  

- **Myth #1:** “When cleaning my kitchen, the more bleach I use, the better. More bleach kills more bacteria, so it’s safer for my family”  
  - False: There is no advantage to using more bleach than needed. To clean kitchen surfaces effectively, use just one tablespoon of unscented bleach to one gallon of water.

- **Myth #2:** “If I really want my produce to be safe, I should wash fruits and veggies with soap or detergent before I use them”  
  - False: It’s best not to use soaps or detergents on produce, since these products can linger on foods and are not safe for consumption. Using clean running water is actually the best way to remove bacteria and wash produce safely.

---

**AWAY**  
**TRANSITION**  
To review what we have learned, here is a handout with 10 tips on how to be food safe. (Pass out handout, “Be Food Safe,” as a group review each bullet point. When reviewing 3rd tip, point to the handout, “Storage Times for the Refrigerator and Freezer.”)  

Based on what we talked about today, what will you do differently next time you go to the market or prepare a meal at home?

---

**APPLY**  
**JEOPARDY GAME**  
Now, it’s time for a game! Let us play a Jeopardy Game!  

*Rules:*  
1. Divide the class in two groups  
2. Each group can come up with a team name and select a representative of the group to report the final answer.  
3. Decide which team goes first. (suggestion: flip a coin)  
4. First team picks a question.  
   - Click on the points on the slide.  
   - Ask the question.  
   - Give one minute for the team to answer question, team is able to discuss in-group.  
   - If question is answered correctly, give the points to the team.  

---

Handout: Be Food Safe  
Handout: Storage Times for the Refrigerator and Freezer

- Jeopardy Points  
- Small prize for both participating teams

---

213
214

<table>
<thead>
<tr>
<th>Methods</th>
<th>Content</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST-</td>
<td><strong>Second team picks a question.</strong></td>
<td>Post-survey</td>
</tr>
</tbody>
</table>
| SURVEY           | • Follow same rules as above.  
5.  Continue until all questions are selected.  
6.  Once all questions have been answer, have each team member of each group answer the final Jeopardy question.  
8.  Tally the points for each group.  
10. If available, pass out a small gift to all participants.                                                                                       | Pens                       |
| (15 MIN)         | **STRETCH BREAK**  
Now it is time for a stretch break! During this time, if you have any specific question or concern please feel free to come and talk to us.  
(Give participants 10 minutes stretch break. During this time, answer any personal questions or review meal diary or activity tracker in detail with participant individually.) |                            |
| BREAK            | **FOOD DEMO**  
Now we are going to demonstrate a new recipe from a new cookbook, “Let’s Cook with Kids.” We would like to give each one of you this new cookbook, so that you can cook with your kids.  
Before we move on to our food demonstration, remember that cooking in the kitchen is a great way for the whole family to spend time together. Parents and grandparents can share new foods, encourage creativity, and practice patience. When kids help in the kitchen, they feel good about themselves and are willing to try new foods. If you can please turn to page 4 of your new cookbook, here you will find some ideas on how your child can help in the kitchen. We encourage you to involve your child in the kitchen as you prepare the recipes in the cookbook. The steps for children are in colored text for each recipe.  
Now, let’s move on to our food demonstration, please go to page 43. We will be doing “tuna tubs.” (Mention ingredients one by one and talk about them. Make sure to make it interactive. Ask participants to identify what food group each ingredient belongs too.)  
**Did you know?**  
• Using vegetables as bowels or spoons might encourage your little one to eat their vegetables.  
How do you like these tuna tubs? Do you think your family will like it? | Cookbook: Let’s Cook with Kids  
List of ingredient and cooking equipment found on separate handout. |
Methods | Content | Materials
--- | --- | ---
CLOSING (20 MIN) | **CLOSING**  
We reviewed a lot today and over the last 6 weeks! Today we learned about:  
- Food safety  
- Reviewed information from previous classes  
- How to involve kids in the kitchen  
- Tried a new recipe  

Now we would like to recognize you and family for your commitment to learning and staying healthy. We would first like to name the participants that attended all 6 weeks. *(Name each participant one by one, have participant come forward to pick up his or her certificate of perfect attendance, certificate of accomplishment and a goody bag if available. Then call other participants to pick up their certificate of accomplishment and goody bag.)*  

Thank you for participating in our program! We hope you enjoyed it.  

**THANK YOU!!!**

Certificates  
Good Bags
APPENDIX EE

Programa “Familias Saludables para Comunidades Saludables” Semana 6

Plan de Clase: Sanidad alimentaria, Juego “Jeopardy”, Encuesta final, Demostración de comida

Objetivos: Después de escuchar esta clase, participantes podrán:

23. Aplicar cuatro principios de limpieza con los alimentos para reducir el riesgo de enfermedades por contaminación de alimentos.
24. Repasar los puntos claves de las clases anteriores.
25. Recibir ideas de cómo involucrar a los niños en la cocina.

Materiales:
- Lista de asistencia, bolígrafo, folder, carnet, dos marcadores negros
- Plan de clase, presentación de PowerPoint, computadora portátil, proyector, pantalla
- Hoja: “Sanidad en la alimentación” y “Tiempo de conservación en el refrigerador y congelador”
- Puntos del juego Jeopardy y pequeño regalo para los dos equipos
- Hoja: Encuesta final
- Certificados de participación y asistencia perfecta
- Bolsa de regalo
- Recetario: Vamos a Cocinar con los Niños
- Ingredientes y equipo de cocina para hacer la demostración de receta y agua de spa.

Nota Especial:
- Esta clase es la Sexta SEMANA del programa “Familias Saludables para Comunidades Saludables”
- Enseñe la clase con una conversación. Use las preguntas enlistadas en el currículo para motivar el diálogo entre los participantes.
- Tiempo (2 horas): 5 min para introducción, 20 min para sanidad en la alimentación, 30 min para el juego Jeopardy,
  15 min para encuesta final, 10 min para descanso, 20 min para demostración de receta, 20 min para conclusión

<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Material</th>
</tr>
</thead>
</table>
| INTRO (10 MIN) | INTRODUCCIÓN
¡Hola, como están!

La semana pasada, hablamos acerca de cómo hacer selecciones más saludables en los restaurantes, de enfermedades cardíacas y el grupo de proteína. También vimos algunos beneficios de comer menos productos de origen de animal y demostramos un burrito de camote con frijoles. |  |
| ANCLA | ¿Qué cambio ha hecho usted durante esta semana basado en la clase de la semana pasada?
¿Qué tipo de actividad física ha hecho?
¿Quién preparó una de las recetas del recetario? ¿Cómo le gustó a su familia?

Hoy vamos a hablar acerca de:
- Sanidad en la alimentación
- Todos los temas que han aprendido
- Pequeña encuesta
- Una nueva receta del recetario

¡Hay que comenzar! Nuestro primer tema es “sanidad en la alimentación” |  |
| AÑADIR (20 MIN) | SANIDAD EN LA ALIMENTACIÓN
¿Qué ha escuchado acerca de la sanidad en la alimentación?
¿Qué está haciendo en casa para reducir el riesgo de enfermedades por contaminación de alimentos? |  |
Una parte crítica de la alimentación saludable es mantener la sanidad de los alimentos. En sus propias casas, puede reducir la posibilidad de contaminar los alimentos siguiendo buenas prácticas al manipularlos. Hay cuatro principios básicos de sanidad alimentaria para reducir el riesgo de contraer enfermedades por contaminación de los alimentos: lavar, separar, cocinar y refrigerar. Antes de repasar estos 4 principios de sanidad, me gustaría compartir algunas estadísticas acerca de la contaminación de los alimentos.

**Estadísticas**
- Uno de cada 6 estadounidenses se enfermará de contaminación de alimentos cada año.
- Contaminación por alimentos manda a más de 100,000 estadounidenses al hospital cada año, lo que puede traer muchas consecuencias de salud a largo plazo.
  - Insuficiencia renal
  - Artritis crónica
  - Daño a los nervios o cerebro
  - Muerte
- Aproximadamente 3,000 personas mueren cada año por una enfermedad asociada con contaminación de alimentos.

¿Quién está en riesgo?
- Mujeres embarazadas y bebés
- Adultos de edad avanzada
- Personas con enfermedades crónicas (Cáncer, DM, VIH)

**REDUZCA EL RIESGO DE CONTAMINACIÓN DE LOS ALIMENTOS**
Ahora, hay que repasar estos 4 principios de sanidad.

1. **Limpliar:**
   - Lávese las manos de manera adecuada.
     - Con jabón y agua durante 20 segundos
   - Lave las superficies y los utensilios luego de cada uso.
     - Las bacterias se pueden dispersar por toda la cocina y contaminar las tablas de cortar, los utensilios y las encimeras o mesones.
   - Laver las frutas y las verduras, pero no la carne, pollo o los huevos!
     - Al lavar carne, pollo o huevos usted podrá salpicar agua contaminada en las superficies que están limpias.
   - Las frutas y verduras que requieren que se les pele o corte deben ser lavadas antes porque bacteria se puede dispersar de afuera hacia adentro cuando la corta o la pela.

2. **Separar:**
   - Utilice diferentes tablas de cortar o platos para productos frescos y para la carne cruda, pollo, mariscos y huevos.
   - Mantenga las carnes, pollo, mariscos y huevos separados de los otros alimentos en su carrito de compras mientras esté en el supermercado.
## Métodos

<table>
<thead>
<tr>
<th>Contenido</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cuando esté empaquetando, coloque la carne, pollo y mariscos crudos en bolsas de plástico para evitar que sus jugos se esparzan sobre los otros alimentos.</td>
<td></td>
</tr>
<tr>
<td>• Mantenga las carnes, pollo, mariscos y huevos separados de los otros alimentos en el refrigerador.</td>
<td></td>
</tr>
<tr>
<td>• Bacterias se pueden dispersar adentro del refrigerador y contaminar las comidas listas para comer.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Cocinar:

- Los alimentos cocidos son seguros sólo después de haberse calentado a una temperatura lo suficientemente alta como para matar a las bacterias perjudiciales.
- Use un termómetro. El color y la textura por sí solos no le dirán si sus alimentos están listos.
- Mantenga la comida caliente después de la cocción (a 140 °F o superior).
- Asegúrese que las bacterias han muerto cuando usa un microondas, es importante que la comida llegue a una temperatura de 165 °F o más.
- Cuando use el microondas, mezcle la comida para que se caliente por completo.
- Si la etiqueta dice, “Deje reposar por ciertos minutos después de cocinar,” siga las indicaciones.
- Use un termómetro.

### 4. Refrigerar:

- Refrigere los alimentos dentro de dos horas.
- Nunca descongele o marine los alimentos sobre la encimera.
- Sepa cuándo tirar los alimentos.

### MITOS SOBRE LA SANIDAD DE LOS ALIMENTOS SON EXPUESTOS

Ahora, me gustaría repasar dos mitos sobre la sanidad. Usted me dice si piensa si son verdaderos o falsos.

- **Mito #1:** “Mientras más cloro (bleach) use es mejor para limpiar mi cocina. Usar más cloro mata más bacterias, es por eso que es seguro para mi familia”
  - **Falso:** En realidad no se obtiene ninguna ventaja al usar más cloro de la necesaria. Para limpiar las superficies de la cocina de manera más efectiva, únicamente use una cucharada de cloro sin aroma en un galón de agua.

- **Mito #2:** “Si realmente deseo que mis productos estén seguros, debo lavar las frutas y las verduras con jabón o detergente antes de utilizarlos”
  - **Falso:** En realidad es mejor no usar jabones ni detergentes con los alimentos ya que pueden persistir y no son seguros para el consumo. Usar agua limpia es la mejor forma de retirar las bacterias y lavar los productos de forma segura.
<table>
<thead>
<tr>
<th>Métodos</th>
<th>Contenido</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLEVAR</td>
<td>TRANSICIÓN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Para repasar lo que hemos aprendido, aquí tengo una hoja con 10 sugerencias sobre cómo aplicar sanidad en la alimentación. <em>(Pase la hoja, “Sanidad en la alimentación,” como grupo repasen cada punto. Cuando estén en el consejo número 3, señale la hoja, “Tiempos de conservación en el refrigerador y congelador.”)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basado en lo que hemos conversado hoy, ¿qué hará diferente la próxima vez que vaya al mercado o esté preparando una comida en casa?</td>
<td></td>
</tr>
<tr>
<td>APLICAR (30 MIN)</td>
<td>JUEGO JEOPARDY</td>
<td>Puntos de Jeopardy</td>
</tr>
<tr>
<td></td>
<td>! Ahora es tiempo para nuestro juego! Juguemos Jeopardy.</td>
<td>Regalo para los dos equipos</td>
</tr>
<tr>
<td></td>
<td>Reglas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Divida la clase en dos grupos.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Cada grupo puede ponerle un nombre al equipo y elegir un representante del grupo para reportar la respuesta final.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Decida qué equipo va a ir primero (sugerencia: use un moneda)</td>
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<tr>
<td></td>
<td>4. El primer equipo selecciona la pregunta:</td>
<td></td>
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<tr>
<td></td>
<td>• Selecciona los puntos en la presentación de PowerPoint.</td>
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<tr>
<td></td>
<td>• Haga la pregunta.</td>
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<tr>
<td></td>
<td>• Dé un minuto para que el equipo conteste la pregunta, se permite discusión entre el grupo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Si la contestan correctamente, los puntos son para ese equipo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Si contestan incorrectamente o se pasaron de tiempo, el otro equipo puede contestar la pregunta.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Si la contestan correctamente, los puntos son para ese equipo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Si la contestan incorrectamente, los puntos son descartados.</td>
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<tr>
<td></td>
<td>5. El segundo equipo selecciona una nueva pregunta.</td>
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<tr>
<td></td>
<td>• Siga las mismas reglas anteriores.</td>
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<tr>
<td></td>
<td>6. Continúe hasta que todas las preguntas han sido seleccionadas.</td>
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</tr>
<tr>
<td></td>
<td>7. Ya que las preguntas han sido seleccionadas, se le hace la pregunta final de Jeopardy a cada miembro de cada grupo.</td>
<td></td>
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<tr>
<td></td>
<td>8. Sume los puntos de cada equipo.</td>
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<tr>
<td></td>
<td>9. El equipo con el puntaje más alto gana.</td>
<td></td>
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<tr>
<td></td>
<td>10. Si hay disponibilidad, reparta un regalo a todos los participantes.</td>
<td></td>
</tr>
<tr>
<td>ENCUESTA FINAL</td>
<td>ENCUESTA FINAL</td>
<td>Encuesta final y polígrafos</td>
</tr>
<tr>
<td>(15 MIN)</td>
<td>Ahora, tengo una pequeña encuesta que me gustaría que la llenaran. Al final de la encuesta, puede notar lo que le gustó de las clases y también dar sugerencias para poder mejorarlasy. Si necesitan ayuda, por favor levanten la mano. Cuando termine con la encuesta, puede ir a tomar su pequeño descanso, mientras esperamos que todos hayan completado la encuesta.</td>
<td></td>
</tr>
<tr>
<td>DESCANSO</td>
<td>DESCANSO</td>
<td></td>
</tr>
<tr>
<td>(10 MIN)</td>
<td>Ahora es tiempo de nuestro descanso. Durante este tiempo si tiene una pregunta por favor venga y hable con nosotros. <em>(Durante este tiempo los participantes pueden pasar a hacer preguntas y repasar su diario con el instructor. También pueden medir su cintura y pesarse si no lo han hecho todavía).</em></td>
<td></td>
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</tbody>
</table>
## Métodos

<table>
<thead>
<tr>
<th>Contenido</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AÑADIR (20 MIN)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DEMOSTRACIÓN DE COMIDA:</strong></td>
<td>• Recetario: Vamos a cocinar con los niños</td>
</tr>
<tr>
<td>Ahora vamos a demostrar una nueva receta de un nuevo recetario, “Vamos a cocinar con los niños”. Nos gustaría darles una copia de este recetario para que pueda cocinar con sus hijos.</td>
<td>• Lista de ingredientes y equipo de cocina encuentran en hoja separada.</td>
</tr>
<tr>
<td>Antes de hacer la demostración, recuerden que el cocinar en la cocina es una gran manera para que toda la familia pase tiempo junta. Los padres y los abuelos pueden compartir nuevos alimentos, animar la creatividad y ejercitar la paciencia. Cuando los niños ayudan en la cocina, se sienten bien con ellos mismos y están más interesados en probar nuevos alimentos. <em>(Pase los recetarios).</em> Por favor valla a la página número 5 de su nuevo recetario, aquí usted puede agarrar ideas de como su hijo pueden ayudar en la cocina. Le motivamos que involucre a su hijo en la cocina mientras prepara las recetas de este recetario. Los pasos para los niños están en letra a color para cada receta.</td>
<td></td>
</tr>
<tr>
<td>Ahora, hay que hacer nuestra demostración, vaya a la página 43 del recetario. Vamos hacer “canoeas de atún.” <em>(Mencione los ingredientes uno por uno y habla acerca de ellos. Haga la demostración interactiva. Pida a los participantes que identifiquen el grupo de alimentos de cada ingrediente.)</em></td>
<td></td>
</tr>
<tr>
<td>¿Sabía usted que? Usar verduras como tazones o cucharas podría animar a su pequeño a comer sus verduras.</td>
<td></td>
</tr>
<tr>
<td>¿Cómo te gustaron estas canoas de atún?</td>
<td>Certificados</td>
</tr>
<tr>
<td>¿Creen que a su familia le van a gustar?</td>
<td>Bolsa de regalo</td>
</tr>
<tr>
<td><strong>CONCLUSIÓN (10 MIN)</strong></td>
<td></td>
</tr>
<tr>
<td>¡Hemos aprendido mucho hoy y durante estas 6 semanas! Hoy aprendimos sobre:</td>
<td></td>
</tr>
<tr>
<td>• Sanidad en la alimentación</td>
<td></td>
</tr>
<tr>
<td>• Repasamos información de las últimas clases.</td>
<td></td>
</tr>
<tr>
<td>• Como involucrar a los niños en la cocina.</td>
<td></td>
</tr>
<tr>
<td>• Probó un una nueva receta</td>
<td></td>
</tr>
<tr>
<td>Ahora nos gustaría reconocer a usted y su familia por su dedicación a aprender y en mantenerse saludable. Primero nos gustaría reconocer a los participantes que asistieron a todas las 6 semanas. <em>(Nombre cada participante individualmente, haga que el participante se acerque a recoger su certificado de asistencia perfecta/participación y una bolsa de regalo, si está disponible. Después llame a los otros participantes para que pasen a recojan su certificado de participación y bolsa de regalo.)</em></td>
<td></td>
</tr>
<tr>
<td>Gracias por participar en nuestro programa.</td>
<td></td>
</tr>
<tr>
<td>¡GRACIAS!</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX FF

HFHC: Week 6 Kids Handouts

Be a Food Safety Explorer Don't Let the Bacteria Grow.

The Basics: Clean, Separate, Cook and Chill
You can help prevent food poisoning from bacteria and viruses by following four simple steps when you prepare food:

CLEAN: Wash hands and countertops often
- Wash your hands with warm water and soap for at least 20 seconds before and after you touch food.
- Items that touched food like cutting boards, dishes, silverware, and counter tops need to be washed with hot soapy water. Wash before and after each food item and those nasty bacteria won't have a chance to grow.
- Rinse fresh fruits and vegetables under running tap water.
- If you have a vegetable scrubber, you can give an extra scrub to fruits and vegetables that have firm skins. Scrub under running tap water.

SEPARATE: Don't mix raw with cooked!
- Separate raw meat, poultry, seafood and eggs from other foods.
- Use one cutting board for fresh produce and a separate one for raw meat, poultry and seafood.
- Keep raw foods separate from cooked foods. Don't use the same plate.

Visit [www.ChefSolus.com](http://www.ChefSolus.com) for free printable worksheets for kids, nutrition education games, healthy eating tips, exercise and healthy goals and food diary and more!

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Steps to Washing Your Hands - It's Easy!

Step 1: Wet your hands with warm water.

Step 2: Add soap to your hands.

Step 3: Rub your hands together for 20 seconds.

Step 4: Rinse all the soap off your hands with warm water.

Step 5: Dry both your hands with a towel.

Step 6: Throw your paper towel away.
Congratulations!

This certifies that

[Signature]

has been awarded a certificate of completion in Nutrition Class.

Signed:

Dairy
Grains
Protein
Fruits
Vegetables
### Healthy Families for Healthy Communities Program

**Sign-In Sheet / Lista de Asistencia**

<table>
<thead>
<tr>
<th>Family Name / Nombre de Familia</th>
<th>Week / Semana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Amount</th>
<th>Unit</th>
<th>Recipes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pending</td>
<td></td>
<td>Bulgur Salad Week 1 page 66</td>
</tr>
<tr>
<td>?</td>
<td>cup</td>
<td>Water</td>
</tr>
<tr>
<td>?</td>
<td>cup</td>
<td>Dry bulgur</td>
</tr>
<tr>
<td></td>
<td>cup</td>
<td>Parsley, minced</td>
</tr>
<tr>
<td></td>
<td>cup</td>
<td>Tomatoes, chopped</td>
</tr>
<tr>
<td></td>
<td>cup</td>
<td>Green onion, minced</td>
</tr>
<tr>
<td></td>
<td>cup</td>
<td>Cucumber, chopped</td>
</tr>
<tr>
<td></td>
<td>tbsp</td>
<td>Mint, minced</td>
</tr>
<tr>
<td></td>
<td>tbsp</td>
<td>Olive oil</td>
</tr>
<tr>
<td></td>
<td>tbsp</td>
<td>Lemon juice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salt and pepper</td>
</tr>
</tbody>
</table>

| pending|      | Green Pasta Week 2 (whole grain week) page 14 |
| ?      | lbs  | Whole wheat angel hair                       |
| ?      | oz   | Fresh spinach, bagged (pre-washed)           |
|        | cup  | Basil leaves, packed                         |
|        | tbsp | Cloves garlic, minced                        |
|        | tbsp | Olive oil                                    |
|        | cup  | Low fat milk                                  |
|        | cup  | Mozzarella cheese, shredded                  |
|        |      | Salt and pepper                              |

| pending|      | Cherry Smoothie Week 3 (low fat milk week) page 21 |
| ?      | cup  | Frozen Cherries, pitted                      |
| ?      | cup  | Nonfat cherry yogurt or vanilla              |
|        | cup  | Nonfat milk (milk also used for taste test)  |
|        | cup  | Ice, crushed                                 |

<p>| pending|      | Spicy Jicama Salad Tacos Week 4 (vegetable week) page 16 |
| ?      | cup  | Jicama, peeled and cut into small strips      |
|        |      | Orange juice                                 |
|        |      | Lime juice                                   |
|        |      | Grapefruit juice                             |
|        | tsp  | Salt                                         |
|        |      | Olive oil                                    |
|        | cup  | Red apple, cored and cut into small strips   |
|        | cup  | Canned mandarin oranges, drained             |
|        | tbsp | Cilantro, finely chopped                     |
|        | tsp  | Chili powder                                 |</p>
<table>
<thead>
<tr>
<th>Pending</th>
<th>Yam and Bean Burrito Week 5 (protein) page 52</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yams, peeled and cut into chunks</td>
</tr>
<tr>
<td></td>
<td>Vegetable oil</td>
</tr>
<tr>
<td></td>
<td>Onion, diced</td>
</tr>
<tr>
<td></td>
<td>Black beans, rinsed and drained</td>
</tr>
<tr>
<td></td>
<td>Cumin</td>
</tr>
<tr>
<td></td>
<td>Salt and pepper</td>
</tr>
<tr>
<td></td>
<td>Whole wheat tortillas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuna Tub: page 45 from Let's Cook with Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>can Tuna in water</td>
</tr>
<tr>
<td>tbsp. Low fat yogurt</td>
</tr>
<tr>
<td>tbsp. Shredded carrots</td>
</tr>
<tr>
<td>Salt and paper</td>
</tr>
<tr>
<td>each Bell peppers (different colors)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Infused water for all 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Gallon Drinking water</td>
</tr>
<tr>
<td>Cucumber, watermelon, strawberries, or lemons</td>
</tr>
<tr>
<td>tbsp. Mint leaves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Large plastic container</td>
</tr>
<tr>
<td>1</td>
<td>Volume measuring cups</td>
</tr>
<tr>
<td>2</td>
<td>Liquid measuring cup</td>
</tr>
<tr>
<td>1</td>
<td>Measuring spoons</td>
</tr>
<tr>
<td>1</td>
<td>Sharp chef knife</td>
</tr>
<tr>
<td>1</td>
<td>Cutting board</td>
</tr>
<tr>
<td>1</td>
<td>Blender</td>
</tr>
<tr>
<td>1</td>
<td>Two Burner Electric Stove ($30 Target or Wal-Mart): Stove</td>
</tr>
<tr>
<td>1</td>
<td>Large sauce pan</td>
</tr>
<tr>
<td>1</td>
<td>Large pot for spaghetti</td>
</tr>
<tr>
<td>1</td>
<td>Pot holder set</td>
</tr>
<tr>
<td>2</td>
<td>Dish rag</td>
</tr>
<tr>
<td>2</td>
<td>Small clear bowls for ingredients (when demonstrating) 1 quart</td>
</tr>
<tr>
<td>2</td>
<td>Large clear salad bowls 3 1/2 quart</td>
</tr>
<tr>
<td>1</td>
<td>Small whisk</td>
</tr>
<tr>
<td>1</td>
<td>Large plastic colander</td>
</tr>
<tr>
<td>2</td>
<td>Serving spoons</td>
</tr>
<tr>
<td>1</td>
<td>Spaghetti ladle</td>
</tr>
<tr>
<td>2</td>
<td>Wooden spoons</td>
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<tr>
<td></td>
<td>Trays for serving</td>
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<tr>
<td></td>
<td>Water pitchers</td>
</tr>
<tr>
<td></td>
<td>Large trash bags</td>
</tr>
<tr>
<td></td>
<td>Sets of sanitary gloves</td>
</tr>
<tr>
<td></td>
<td>Water resistant table cloths</td>
</tr>
<tr>
<td></td>
<td>Packet 4 - 6 oz cups for water</td>
</tr>
<tr>
<td></td>
<td>Packet small plates (tasting food)</td>
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<tr>
<td></td>
<td>Packet forks</td>
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<tr>
<td></td>
<td>Packet small napkins</td>
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<tr>
<td></td>
<td>Packet Roll of paper towels</td>
</tr>
<tr>
<td></td>
<td>Roll Cellophane wrap</td>
</tr>
<tr>
<td></td>
<td>Packet Large plastic Ziploc bags</td>
</tr>
<tr>
<td></td>
<td>dish soap</td>
</tr>
<tr>
<td></td>
<td>dish brush with handle</td>
</tr>
<tr>
<td></td>
<td><strong>Equipment for Lectures</strong></td>
</tr>
<tr>
<td></td>
<td>Laptops with DVD players / instructors can bring own laptop</td>
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<tr>
<td></td>
<td>Projectors/cables and white screens</td>
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<tr>
<td></td>
<td>Computer speakers</td>
</tr>
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<td></td>
<td>Name tags</td>
</tr>
<tr>
<td></td>
<td>Pens</td>
</tr>
<tr>
<td></td>
<td>Black permanent marker</td>
</tr>
<tr>
<td></td>
<td>Packet folders</td>
</tr>
<tr>
<td></td>
<td>Measuring tape</td>
</tr>
<tr>
<td></td>
<td>Scale</td>
</tr>
<tr>
<td></td>
<td>Workout DVD – Walk away the pounds</td>
</tr>
<tr>
<td></td>
<td>Workout DVD – Rethink your Drink DVD</td>
</tr>
<tr>
<td></td>
<td>20 oz Orange Soda</td>
</tr>
<tr>
<td></td>
<td>White sand (sugar)</td>
</tr>
<tr>
<td></td>
<td>Let’s Cook Cookbook 3rd edition</td>
</tr>
<tr>
<td></td>
<td>Let’s Cook with Kids Cookbook</td>
</tr>
<tr>
<td></td>
<td>Certificates of Participation</td>
</tr>
</tbody>
</table>
Healthy Families for Healthy Communities Nutrition and Health Series

Are you and your family curious about good nutrition and how it relates to health?

Then this 6-week class is for you and your family!

Healthy Families for Healthy Communities Nutrition and Health Series is a fun-filled, six-week family program focus in helping build healthier communities by creating healthier families.

Families will learn about:
- Good nutrition
- Build healthier meals
- Reading food labels
- Physical activity
- Eating out
- Healthy drinks and snacks
- And much more!

Families will also get to taste new food and take part in fun, hands-on activities that teach healthy eating and encourage physical activity.

When: Thursday, February 21st & 28th, March 7th, 14th & 21st, April 4th
What Time: First Thursday at 4:30 pm to 7:00 pm
Following Thursdays from 5:00 pm to 7:00 pm
Where: CDI Kitchenette
Please sign-up the entire family by Friday, February 15th

Eat Well...Move More...Have Fun Doing it!
Familias Saludables para Comunidades Saludables

¿Está usted y su familia curiosa de cómo una buena nutrición se relaciona con salud?
¡Entonces esta clase de 6 semanas es para usted y su familia!

Familias Saludables para Comunidades Saludables es un programa familiar de 6 semanas lleno de diversión enfocado en ayudar a desarrollar comunidades saludables creando a familias más saludables.

Las familias aprenderán acerca de:
- Buena nutrición
- Como crear comidas saludables
- Como leer etiquetas de nutrición
- Actividad física
- Comidas fuera de casa
- Bebidas y bocadillos saludables
- ¡y mucho más!

Familias también podrán probar nuevas comidas y participar en actividades divertidas e interactivas que enseñaran acerca de cómo comer más sano y ser más activos.

Cuando: Jueves, 21 y 28 de febrero; 7, 14, y 21 de marzo; 4 de abril
Qué Hora: Primer jueves de 4:30 pm a 7:00 pm
Los siguientes jueves de 5:00 a 7:00 pm
Dónde: Pequeña Cocina en CDI
Por favor inscriba a su familia antes del 15 de febrero

¡Coma Bien...Muévase Más...Diviértase Haciéndolo!
# Healthy Families for Healthy Communities

## Sign-up Sheet

### Family and Contact Information

<table>
<thead>
<tr>
<th>Family Name:</th>
<th>Telephone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( )</td>
</tr>
</tbody>
</table>

**Preferred Language:**
- ☐ English
- ☐ Spanish
- ☐ No preference

**Number of family members that will participate in the program:** __________

**Number of children in your household that will participate in the program:** __________

**What age group best describes your child’s/children’s age?**
- ☐ 0 to 6 yrs. old
- ☐ 7 to 11 yrs. old
- ☐ 12 to 18 yrs. old

---

*Eat Well...Move More...Have Fun Doing it!*
Familias Saludables para Comunidades Saludables

Lista de inscripción

Información de Familia y de contacto

<table>
<thead>
<tr>
<th>Nombre de Familia:</th>
<th>Número de Teléfono:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferencia de Idioma:</th>
<th>Correo electrónico:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Inglés</td>
<td>□ Español</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Número de miembros de la familia que participaran en el programa:</th>
<th>¿Qué edad mejor describe a su niño(s)?</th>
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¡Coma Bien...Muévase Más...Diviértase Haciéndolo!
CERTIFICATE OF COMPLETION

Presented to

Congratulations for Completing the 6 week Healthy Families for Healthy Community Program presented by California State University, Northridge in collaboration with Child and Family Guidance Center.

THANK YOU!
CERTIFICADO DE COMPLETACIÓN

Felicidades por haber completado el curso de 6 semanas, “Familias Saludables para Comunidades Saludables” presentado por la Universidad Estatal de California, Northridge con colaboración del centro Child and Family Guidance Center.

¡GRACIAS!
## Body Mass Index Table

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**Source:** Adapted from Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults. The Expert Report.
Physical Activity Pyramid

Be creative in finding ways to stay active!

**Less**
- Watching TV, sitting at the computer, sitting for more than 30 minutes at a time

**Some**
- Leisure Activities
  - Golf, softball, housework, leisurely walking
- Flexibility and Strength
  - Stretching, yoga, pushups, weight lifting

**Plenty**
- Aerobic Exercise
  - Brisk walking, bicycling, swimming, jogging, Aerobics classes
- Recreational (30+ minutes)
  - Soccer, basketball, tennis, Martial arts, dancing, hiking

**Everyday**
- As Much As Possible
  - Walk to the store, work in your garden, park your car farther away, make extra steps in your day, walk the dog, take the stairs instead of the elevator, bike or walk to work or to the gym, carry the groceries, wash the car...

MOVE!

P26 Version 3.0
www.move.va.gov
10 tips

build a healthy meal

10 tips for healthy meals

A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains. Think about how you can adjust the portions on your plate to get more of what you need without too many calories. And don’t forget dairy—make it the beverage with your meal or add fat-free or low-fat dairy products to your plate.

1. make half your plate veggies and fruits
   Vegetables and fruits are full of nutrients and may help to promote good health. Choose red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.

2. add lean protein
   Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate.

3. include whole grains
   Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

4. don’t forget the dairy
   Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Don’t drink milk? Try soymilk (soy beverage) as your beverage or include fat-free or low-fat yogurt in your meal.

5. avoid extra fat
   Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. For example, steamed broccoli is great, but avoid topping it with cheese sauce. Try other options, like a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

6. take your time
   Savor your food. Eat slowly, enjoy the taste and textures, and pay attention to how you feel. Be mindful. Eating very quickly may cause you to eat too much.

7. use a smaller plate
   Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.

8. take control of your food
   Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose healthier options such as baked instead of fried.

9. try new foods
   Keep it interesting by picking out new foods you’ve never tried before, like mango, lentils, or kale. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.

10. satisfy your sweet tooth in a healthy way
    Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

Go to www.ChooseMyPlate.gov for more information.

USDA
United States Department of Agriculture
Center for Nutrition Policy and Promotion

D3 Tipsheet No. 7
June 2011
USDA is an equal opportunity provider and employer.
Healthy Tips for Active Play

Why Is active play Important?
Active play helps your child learn healthy habits. There are many health benefits of active play, such as:

- Active children are less likely to weigh too much.
- Keeping your child active now helps lower the chance of developing chronic diseases like Type 2 diabetes.
- Activities, like running and jumping rope, help your child learn movement skills to develop muscles and strong bones.
- Active play can also help the mind develop. Playing “pretend” lets kids be creative.
- Active children are more likely to be happy and feel good about themselves. Children feel proud after learning how to bounce a ball or ride a bike.

Your child loves to move!
Encourage your child to play actively several times each day. Active play for children can happen in short bursts of time and can be led by you or your child. Active play can include playing on the playground, playing tag with friends, or throwing a ball.

Do you wonder if your child is active enough?

- My child plays outside several times a day or inside where he or she is free to move. Yes No
- I make sure my child’s TV and screen time is less than 2 hours a day. Yes No
- I make sure my child is actively moving for at least 60 minutes a day. Yes No
- When actively playing, my child breathes quickly or sweats. Yes No

If you can usually answer yes to these statements, your child is probably getting enough active play.
Choosing Whole-Grain Foods

10 Tips for Purchasing and Storing Whole-Grain Foods

Whole grains are important sources of nutrients like zinc, magnesium, B vitamins, and fiber. There are many choices available to make half your grains whole grains. But whole-grain foods should be handled with care. Over time and if not properly stored, oils in whole grains can cause spoilage. Consider these tips to select whole-grain products and keep them fresh and safe to eat.

1. Search the label
Whole grains can be an easy choice when preparing meals. Choose whole-grain breads, breakfast cereals, and other prepared foods. Look at the Nutrition Facts labels to find choices lower in sodium, saturated (solid) fat, and sugars.

2. Look for the word “whole” at the beginning of the ingredients list
Some whole-grain ingredients include whole oats, whole-wheat flour, whole-grain corn, whole-grain brown rice, wild rice, and whole rye. Foods that say “multi-grain,” “100% wheat,” “high fiber,” or are brown in color may not be a whole-grain product.

3. Kids can choose whole grains
The new school meal standards make it easier for your kids to choose whole grains at school. You can help your child adapt to the changes by slowly adding whole grains into their favorite recipes, meals, and snacks at home.

4. Find the fiber on label
If the product provides at least 3 grams of fiber per serving, it is a good source of fiber. If it contains 5 or more grams of fiber per serving, it is an excellent source of fiber.

5. Is gluten in whole grains?
People who can’t eat wheat gluten can eat whole grains if they choose carefully. There are many whole-grain products, such as buckwheat, certified gluten-free oats or oatmeal, popcorn, brown rice, wild rice, and quinoa that fit gluten-free diet needs.

6. Check for freshness
Buy whole-grain products that are tightly packaged and well sealed. Grains should always look and smell fresh. Also, check the expiration date and storage guidelines on the package.

7. Keep a lid on it
When storing whole grains from bulk bins, use containers with tight-fitting lids and keep in a cool, dry location. A sealed container is important for maintaining freshness and reducing the possibility of bug infestations or moisture.

8. Buy what you need
Purchase smaller quantities of whole-grain products to reduce spoilage. Most grains in sealed packaging can be kept in the freezer.

9. Wrap it up
Whole-grain bread is best stored at room temperature in its original packaging, tightly closed with a quick-lock or twist tie. The refrigerator will cause bread to lose moisture quickly and become stale. Properly wrapped bread will store well in the freezer.

10. What’s the shelf life?
Since the oil in various whole-grain flours differs, the shelf life varies too. Most whole-grain flours keep well in the refrigerator for 2 to 3 months and in the freezer for 6 to 8 months. Cooked brown rice can be refrigerated 3 to 5 days and can be frozen up to 6 months.

Go to www.ChooseMyPlate.gov for more information.
A Key to Choosing Healthful Foods

Using the Nutrition Facts on the Food Label

Have you ever read the Nutrition Facts label on food packages and wondered: serving sizes, percentages, daily values – what do they all mean? Well, you’re not alone. Many consumers would like to know how to use the Nutrition Facts label more easily and effectively — and help is finally here.

Use this information to make quick, informed food choices that contribute to healthy lifelong eating habits for you and your family.

Product Info and “Daily Values”

The Nutrition Facts label is divided into Two Main Areas:

- Sections 1-5 provide product-specific information (serving size, calories, and nutrient information). These vary with each food product.
- Section 6 is a Footnote with Daily Values (DV’s). The footnote provides information about the DV’s for important nutrients, including fats, sodium and fiber. The DV’s are listed for people who eat 2,000 or 2,500 calories each day.
  - The amounts for total fat, saturated fat, cholesterol, and sodium are maximum amounts. That means you should try to stay below the amounts listed.
  - The DVs for total carbohydrate and dietary fiber daily represent the minimum amounts recommended for a 2,000-calorie diet. This means you should consume at least this amount per day for each of these nutrients.
  - The footnote is only found on larger labels, and does not change from product to product.

Details on the Daily Value

3 Easy Ways to Use the % Daily Value

1. Look at highs and lows.
   The %DV gives you a framework for deciding if a food is high or low in a nutrient. Use the Quick Guide to %DV: 5% or less is low and 20% or more is high.

   Compare products – Use the %DV to compare one food product or brand to a similar product. Make sure the servings sizes are similar, especially the weight (e.g., gram, milligram, ounces) of each product so you can see which foods are higher or lower in nutrients.

2. Evaluate claims.
   So you don’t have to memorize definitions, use the %DV to help you quickly distinguish one claim from another, such as “reduced fat” vs. “light” or “nonfat.” Just compare the %DV’s for Total Fat in each food product to see which one is higher or lower in that nutrient. There is no need to memorize definitions. This works when comparing all nutrient content claims, e.g., less, light, low, free, more, high, etc.

   Make dietary trade-offs using the %DV. For example, when a food you like is high in saturated fat, select foods that are low in saturated fat at other times of the day.
What's On the Label?

Nutrition Facts

1. Serving Size
   This section is the basis for determining number of calories, amount of each nutrient, and %DV (daily value) of a food. Use it to compare a serving size to how much you actually eat. Serving sizes are given in familiar units, such as cups or pieces, followed by the metric amount, e.g., number of grams.

2. Amount of Calories
   If you want to manage your weight (lose, gain, or maintain), this section is especially helpful. The amount of calories is listed on the left side. The right side shows how many calories in one serving come from fat. In this example, there are 250 calories, 110 of which come from fat. The key is to balance how many calories you eat with how many calories your body uses. Tip: Remember that a product that's fat-free isn't necessarily calorie-free.

3. Limit these Nutrients
   Eating too much total fat (including saturated fat and trans fat), cholesterol, or sodium may increase your risk of certain chronic diseases, such as heart disease, some cancers, or high blood pressure. The goal is to stay below 100% DV for each of these nutrients per day.

4. Get Enough of these Nutrients
   Americans often don’t get enough dietary fiber, vitamin A, vitamin C, calcium, and iron in their diets. Eating enough of these nutrients may improve your health and help reduce the risk of some diseases and conditions.

5. Percent (% Daily Value)
   This section tells you whether the nutrients (total fat, sodium, dietary fiber, etc.) in one serving of food contribute a little or a lot to your total daily diet.

   The %DV's are based on a 2,000-calorie diet. Each listed nutrient is based on 100% of the recommended amounts for that nutrient. For example, 18% for total fat means that one serving furnishes 18% of the total amount of fat that you could eat in a day and stay within public health recommendations. Use the Quick Guide to Percent DV (%DV): 5%DV or less is low and 20%DV or more is high.

6. Footnote with Daily Values (DV)
   The footnote provides information about the DVs for important nutrients, including fats, sodium, and fiber. The DVs are listed for people who eat 2,000 or 2,500 calories each day.

   - The amounts for total fat, saturated fat, cholesterol, and sodium are maximum amounts. That means you should try to stay below the amounts listed.

FDA

For more information, contact The U.S. Food and Drug Administration Center for Food Safety and Applied Nutrition Food Information Line at 1-888-SAFEFOOD (1-888-723-3366), 10 AM to 4 PM ET, Monday through Friday. Or visit the FDA Web site at www.fda.gov.
10 tips
Nutrition Education Series

make half your grains whole

10 tips to help you eat whole grains

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples. Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases.

1. Make simple switches
   To make half your grains whole grains, substitute a whole-grain product for a refined-grain product. For example, eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice.

2. Whole grains can be healthy snacks
   Popcorn, a whole grain, can be a healthy snack. Make it with little or no added salt or butter. Also, try 100% whole-wheat or rye crackers.

3. Save some time
   Cook extra bulgur or barley when you have time. Freeze half to heat and serve later as a quick side dish.

4. Mix it up with whole grains
   Use whole grains in mixed dishes, such as barley in vegetable soups or stews and bulgur wheat in casseroles or stir-fries. Try a quinoa salad or pilaf.

5. Try whole-wheat versions
   For a change, try brown rice or whole-wheat pasta. Try brown rice stuffing in baked green peppers or tomatoes, and whole-wheat macaroni in macaroni and cheese.

6. Bake up some whole-grain goodness
   Experiment by substituting buckwheat, millet, or oat flour for up to half of the flour in pancake, waffle, muffin, or other flour-based recipes. They may need a bit more leavening in order to rise.

7. Be a good role model for children
   Set a good example for children by serving and eating whole grains every day with meals or as snacks.

8. Check the label for fiber
   Use the Nutrition Facts label to check the fiber content of whole-grain foods. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

9. Know what to look for on the ingredients list
   Read the Ingredients list and choose products that name a whole-grain ingredient first on the list. Look for “whole wheat,” “brown rice,” “bulgur,” “buckwheat,” “oatmeal,” “whole-grain cornmeal,” “whole oats,” “whole rye,” or “wild rice.”

10. Be a smart shopper
    The color of a food is not an indication that it is a whole-grain food. Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not 100% whole-grain products, and may not contain any whole grain.

Go to www.ChooseMyPlate.gov for more information.
My Promise To Rethink My Drink:

☐ I promise to be a role model by limiting my sweetened drinks such as:

☐ I promise to keep my family healthy by not buying or serving sweetened drinks, such as:

☐ I promise to:

Signature __________________________ Date ___________

Spa Water Recipe

Fill a pitcher with cool water. Add ½ cup thinly sliced cucumber and ½ cup fresh mint leaves. Chill in refrigerator. Enjoy!

Try different combinations of flavors:
Thin slices: lemon, lime, orange, grapefruit, cucumber, apple, berries, melon, pineapple, fresh ginger
Fresh whole leaves or sprigs: mint, basil, rosemary, parsley

How much sugar is in your drink?

grams (g) of sugar ÷ 4 = teaspoons of sugar

Example:
40 g ÷ 4 = 10 teaspoons of sugar

Check the number of servings per container!

Tips for drinking more water:

• Add lemon or lime to your water
• Try the spa water recipe above
• Cold water may taste better
• Have a glass of water at the table for every meal
• Have a glass of water near you when you are working
• Drink water when you feel like snacking
• Drink water when you eat out—it’s free!
• Go green and save money—take a refillable bottle of water with you
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10 tips to help you stretch your food dollars

Get the most for your food budget! There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

1. Plan, plan, plan!
   Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or stir-fries, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.

2. Get the best price
   Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.

3. Compare and contrast
   Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is more economical.

4. Buy in bulk
   It is almost always cheaper to buy foods in bulk. Smart choices are family packs of chicken, steak, or fish and larger bags of potatoes and frozen vegetables. Before you shop, remember to check if you have enough freezer space.

5. Buy in season
   Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

6. Convenience costs...
   Go back to the basics
   Convenience foods like frozen dinners, pre-cut vegetables, and instant rice, oatmeal, or grits will cost you more than if you were to make them from scratch. Take the time to prepare your own—and save!

7. Easy on your wallet
   Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy carrots, greens, or potatoes. As for fruits, apples and bananas are good choices.

8. Cook once...eat all week!
   Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won’t have to spend money on take-out meals.

9. Get your creative juices flowing
   Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry or over a garden salad, or to make chicken chili. Remember, throwing away food is throwing away your money!

10. Eating out
    Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Stick to water instead of ordering other beverages, which add to the bill.

Go to www.ChooseMyPlate.gov for more information.
got your dairy today?
10 tips to help you eat and drink more fat-free or low-fat dairy foods

The Dairy Group includes milk, yogurt, cheese, and fortified soymilk. They provide calcium, vitamin D, potassium, protein, and other nutrients needed for good health throughout life. Choices should be low-fat or fat-free—to cut calories and saturated fat. How much is needed? Older children, teens, and adults need 3 cups* a day, while children 4 to 8 years old need 2½ cups, and children 2 to 3 years old need 2 cups.

1 “skim” the fat
Drink fat-free (skim) or low-fat (1%) milk. If you currently drink whole milk, gradually switch to lower fat versions. This change cuts calories but doesn’t reduce calcium or other essential nutrients.

2 boost potassium and vitamin D, and cut sodium
Choose fat-free or low-fat milk or yogurt more often than cheese. Milk and yogurt have more potassium and less sodium than most cheeses. Also, almost all milk and many yogurts are fortified with vitamin D.

3 top off your meals
Use fat-free or low-fat milk on cereal and oatmeal. Top fruit salads and baked potatoes with low-fat yogurt instead of higher fat toppings such as sour cream.

4 choose cheeses with less fat
Many cheeses are high in saturated fat. Look for “reduced-fat” or “low-fat” on the label. Try different brands or types to find the one that you like.

5 what about cream cheese?
Regular cream cheese, cream, and butter are not part of the dairy food group. They are high in saturated fat and have little or no calcium.

6 ingredient switches
When recipes such as dips call for sour cream, substitute plain yogurt. Use fat-free evaporated milk instead of cream, and try ricotta cheese as a substitute for cream cheese.

7 choose sweet dairy foods with care
Flavored milks, fruit yogurts, frozen yogurt, and puddings can contain a lot of added sugars. These added sugars are empty calories. You need the nutrients in dairy foods—not these empty calories.

8 caffeinating?
If so, get your calcium along with your morning caffeine boost. Make or order coffee, a latte, or cappuccino with fat-free or low-fat milk.

9 can’t drink milk?
If you are lactose intolerant, try lactose-free milk, drink smaller amounts of milk at a time, or try soymilk (soy beverage). Check the Nutrition Facts label to be sure your soymilk has about 300 mg of calcium. Calcium in some leafy greens is well absorbed, but eating several cups each day to meet calcium needs may be unrealistic.

10 take care of yourself and your family
Parents who drink milk and eat dairy foods show their kids that it is important. Dairy foods are especially important to build the growing bones of kids and teens. Routinely include low-fat or fat-free dairy foods with meals and snacks—for everyone’s benefit.

* What counts as a cup in the Dairy Group? 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

Go to www.ChooseMyPlate.gov for more information.
add more vegetables to your day

10 tips to help you eat more vegetables

It's easy to eat more vegetables. Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1. discover fast ways to cook
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2. be ahead of the game
   Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.

3. choose vegetables rich in color
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4. check the freezer aisle
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5. stock up on veggies
   Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as “reduced sodium,” “low sodium,” or “no salt added.”

6. make your garden salad glow with color
   Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.

7. sip on some vegetable soup
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8. while you’re out
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9. savor the flavor of seasonal vegetables
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer’s market.

10. try something new
   You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

Go to www.ChooseMyPlate.gov for more information.
be a healthy role model for children

10 tips
Nutrition Education Series

You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

1. show by example
   Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

2. go food shopping together
   Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

3. get creative in the kitchen
   Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve “Janie’s Salad” or “Jackie’s Sweet Potatoes” for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

4. offer the same foods for everyone
   Stop being a “short-order cook” by making different dishes to please children. It’s easier to plan family meals when everyone eats the same foods.

5. reward with attention, not food
   Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need “extrads”—such as candy or cookies—as replacement foods.

6. focus on each other at the table
   Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.

7. listen to your child
   If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask “Which would you like for dinner: broccoli or cauliflower?” Instead of “Do you want broccoli for dinner?”

8. limit screen time
   Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

9. encourage physical activity
   Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.

10. be a good food role model
    Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

Go to www.ChooseMyPlate.gov for more information.
10 tips to help you eat more fruits

**Eating fruit provides health benefits.** People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

1. **keep visible reminders**
   Keep a bowl of whole fruit on the table, counter, or in the refrigerator.

2. **think about taste**
   Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.

3. **think about variety**
   Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4. **don’t forget the fiber**
   Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.

5. **be a good role model**
   Set a good example for children by eating fruit every day with meals or as snacks.

6. **include fruit at breakfast**
   At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.

7. **try fruit at lunch**
   At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

8. **experiment with fruit at dinner, too**
   At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

9. **snack on fruits**
   Dried fruits make great snacks. They are easy to carry and store well.

10. **keep fruits safe**
    Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.

Go to www.choosemyplate.gov for more information.
Healthy Tips for Picky Eaters

Do any of the statements below remind you of your child?

“Ebony will only eat peanut butter sandwiches!”
“Michael won’t eat anything green, just because of the color.”
“Bananas used to be Matt’s favorite food, now he won’t even touch them!”

Your child may eat only a certain type of food or refuse foods based on a certain color or texture. They may also play at the table and may not want to eat. Don’t worry if your child is a picky eater. Picky eating behavior is common for many children from the age of 2 to 5 years. As long as your child has plenty of energy and is growing, he or she is most likely eating enough to be healthy. If you have concerns about your child’s growth or eating behavior, talk to your child’s doctor.

How to cope with picky eating

Your child’s picky eating is temporary. If you don’t make it a big deal, it will usually end before school age. Try the following tips to help you deal with your child’s picky eating behavior in a positive way. Check the ones that work for you and your child.

☐ Let your kids be “produce pickers.” Let them pick out fruits and veggies at the store.

☐ Have your child help you prepare meals. Children learn about food and get excited about tasting food when they help make meals. Let them add ingredients, scrub veggies, or help stir food.

☐ Offer choices. Rather than ask, “Do you want broccoli for dinner?” ask “Which would you like for dinner, broccoli or cauliflower?”

☐ Enjoy each other while eating family meals together. Talk about fun and happy things. If meals are times for family arguments, your child may learn unhealthy attitudes toward food.

☐ Offer the same foods for the whole family. Don’t be a “short-order cook,” making a different meal for your child. Your child will be okay even if he or she does not eat a meal now and then.
Trying new foods

Your child may not want to try new foods. It is normal for children to reject foods they have never tried before. Here are some tips to get your child to try new foods:

- **Small portions, big benefits.** Let your kids try small portions of new foods that you enjoy. Give them a small taste at first and be patient with them. When they develop a taste for more types of foods, it’s easier to plan family meals.

- **Offer only one new food at a time.** Serve something that you know your child likes along with the new food. Offering more new foods all at once could be too much for your child.

- **Be a good role model.** Try new foods yourself. Describe their taste, texture, and smell to your child.

- **Offer new foods first.** Your child is most hungry at the start of a meal.

- **Sometimes, new foods take time.** Kids don’t always take to new foods right away. Offer new foods many times. It may take up to a dozen tries for a child to accept a new food.

Make food fun!

Help your child develop healthy eating habits by getting him or her involved and making food fun! Get creative in the kitchen with these cool ideas. Check the ones you try at home, and be sure to add your own ideas, too!

- **Cut a food into fun and easy shapes with cookie cutters.**

- **Encourage your child to invent and help prepare new snacks.** Create new tastes by pairing low-fat dressings or dips with vegetables. Try hummus or salsa as a dip for veggies.

- **Name a food your child helps create.** Make a big deal of serving “Maria’s Salad” or “Peter’s Sweet Potatoes” for dinner.

- **Our family ideas to make food fun:**
  - 
  - 
  - 

For more great tips on these and other subjects, go to
ChooseMyPlate.gov/preschoolers/
with protein foods, variety is key

10 tips for choosing protein

**Protein foods include both animal (meat, poultry, seafood, and eggs) and plant (beans, peas, soy products, nuts, and seeds) sources.** We all need protein—but most Americans eat enough, and some eat more than they need. How much is enough? Most people, ages 9 and older, should eat 5 to 7 ounces* of protein foods each day.

1. **Vary your protein food choices**
   Eat a variety of foods from the Protein Foods Group each week. Experiment with main dishes made with beans or peas, nuts, soy, and seafood.

2. **Choose seafood twice a week**
   Eat seafood in place of meat or poultry twice a week. Select a variety of seafood—include some that are higher in oils and low in mercury, such as salmon, trout, and herring.

3. **Make meat and poultry lean or low fat**
   Choose lean or low-fat cuts of meat like round or sirloin and ground beef that is at least 90% lean. Trim or drain fat from meat and remove poultry skin.

4. **Have an egg**
   One egg a day, on average, doesn’t increase risk for heart disease, so make eggs part of your weekly choices. Only the egg yolk contains cholesterol and saturated fat, so have as many egg whites as you want.

5. **Eat plant protein foods more often**
   Try beans and peas (kidney, pinto, black, or white beans; split peas; chickpeas; hummus), soy products (tofu, tempeh, veggie burgers), nuts, and seeds. They are naturally low in saturated fat and high in fiber.

6. **Nuts and seeds**
   Choose unsalted nuts or seeds as a snack, on salads, or in main dishes to replace meat or poultry. Nuts and seeds are a concentrated source of calories, so eat small portions to keep calories in check.

7. **Keep it tasty and healthy**
   Try grilling, broiling, roasting, or baking—they don’t add extra fat. Some lean meats need slow, moist cooking to be tender—try a slow cooker for them. Avoid breading meat or poultry, which adds calories.

8. **Make a healthy sandwich**
   Choose turkey, roast beef, canned tuna or salmon, or peanut butter for sandwiches. Many deli meats, such as regular bologna or salami, are high in fat and sodium—make them occasional treats only.

9. **Think small when it comes to meat portions**
   Get the flavor you crave but in a smaller portion. Make or order a smaller burger or a “petite” size steak.

10. **Check the sodium**
    Check the Nutrition Facts label to limit sodium. Salt is added to many canned foods—including beans and meats. Many processed meats—such as ham, sausage, and hot dogs—are high in sodium. Some fresh chicken, turkey, and pork are brined in a salt solution for flavor and tenderness.

*What counts as an ounce of protein foods? 1 ounce lean meat, poultry, or seafood; 1 egg; 1/4 cup cooked beans or peas; 1/4 ounce nuts or seeds; or 1 tablespoon peanut butter.

Go to www.ChooseMyPlate.gov for more information.
salt and sodium

10 tips to help you cut back

1 think fresh
Most of the sodium Americans eat is found in processed foods. Eat highly processed foods less often and in smaller portions—especially cheesy foods, such as pizza; cured meats, such as bacon, sausage, hot dogs, and deli luncheon meats; and ready-to-eat foods, like canned chili, ravioli, and soups. Fresh foods are generally lower in sodium.

2 enjoy home-prepared foods
Cook more often at home—where you are in control of what’s in your food. Preparing your own foods allows you to limit the amount of salt in them.

3 fill up on veggies and fruits—they are naturally low in sodium
Eat plenty of vegetables and fruits—fresh or frozen. Eat a vegetable or fruit at every meal.

4 choose dairy and protein foods that are lower in sodium
Choose more fat-free or low-fat milk and yogurt in place of cheese, which is higher in sodium. Choose fresh beef, pork, poultry, and seafood, rather than those with salt added. Deli or luncheon meats, sausages, and canned products like canned beef are higher in sodium. Choose unsalted nuts and seeds.

5 adjust your taste buds
Cut back on salt little by little—and pay attention to the natural tastes of various foods. Your taste for salt will lessen over time.

6 skip the salt
Skip adding salt when cooking. Keep salt off the kitchen counter and the dinner table. Use spices, herbs, garlic, vinegar, or lemon juice to season foods or use no-salt seasoning mixes. Try black or red pepper, basil, curry, ginger, or rosemary.

7 read the label
Read the Nutrition Facts label and the ingredients statement to find packaged and canned foods lower in sodium. Look for foods labeled "low sodium," "reduced sodium," or "no salt added."

8 ask for low-sodium foods when you eat out
Restaurants may prepare lower sodium foods at your request and will serve sauces and salad dressings on the side so you can use less.

9 pay attention to condiments
Foods like soy sauce, ketchup, pickles, olives, salad dressings, and seasoning packets are high in sodium. Choose low-sodium soy sauce and ketchup. Have a carrot or celery stick instead of olives or pickles. Use only a sprinkling of flavoring packets instead of the entire packet.

10 boost your potassium intake
Choose foods with potassium, which may help to lower your blood pressure. Potassium is found in vegetables and fruits, such as potatoes, beet greens, tomato juice and sauce, sweet potatoes, beans (white, lima, kidney), and bananas. Other sources of potassium include yogurt, clams, halibut, orange juice, and milk.
KNOW THE FACTS ABOUT

Heart Disease

What is heart disease?
Heart disease is the leading cause of death in the United States. More than 616,000 Americans die of heart disease each year. That’s almost one in every four deaths in this country.¹

The term “heart disease” refers to several types of heart conditions. The most common type is coronary artery disease, which can cause heart attack. Other kinds of heart disease may involve the valves in the heart, or the heart may not pump well and cause heart failure. Some people are born with heart disease.

Are you at risk?
Anyone, including children, can develop heart disease. It occurs when a substance called plaque builds up in your arteries. When this happens, your arteries can narrow over time, reducing blood flow to the heart.

Smoking, eating an unhealthy diet, and not getting enough exercise all increase your risk for having heart disease.

Having high cholesterol, high blood pressure, or diabetes also can increase your risk for heart disease. Ask your doctor about preventing or treating these medical conditions.

What are the signs and symptoms?
The symptoms vary depending on the type of heart disease. For many people, chest discomfort or a heart attack is the first sign.

Someone having a heart attack may experience several symptoms, including:

- Chest pain or discomfort that doesn’t go away after a few minutes.
- Pain or discomfort in the jaw, neck, or back.
- Weakness, light-headedness, nausea (feeling sick to your stomach), or a cold sweat.
- Pain or discomfort in the arms or shoulder.
- Shortness of breath.

If you think that you or someone you know is having a heart attack, call 9-1-1 immediately.


National Center for Chronic Disease Prevention and Health Promotion
Division for Heart Disease and Stroke Prevention
Know the Facts About Heart Disease

How is heart disease diagnosed?
Your doctor can perform several tests to diagnose heart disease, including chest X-rays, coronary angiograms, electrocardiograms (ECG or EKG), and exercise stress tests. Ask your doctor about what tests may be right for you.

Can it be prevented?
You can take several steps to reduce your risk for heart disease:
- Don’t smoke. CDC’s Office on Smoking and Health Web site has information on quitting smoking.
  http://www.cdc.gov/tobacco
- Maintain a healthy weight. CDC’s Healthy Weight Web site includes information and tools to help you lose weight.
  http://www.cdc.gov/healthyweight/index.html
- Eat a healthy diet. Tips on reducing saturated fat in your diet are available on the Web site for CDC’s Division for Nutrition, Physical Activity, and Obesity.
  http://www.cdc.gov/nutrition/everyone/basics/fat/saturatedfatlist.html
- Exercise regularly. Visit CDC’s Physical Activity Web site for more information on being active.
  http://www.cdc.gov/physicalactivity/index.html
- Prevent or treat your other health conditions, especially high blood pressure, high cholesterol, and diabetes.

How is it treated?
If you have heart disease, lifestyle changes, like those just listed, can help lower your risk for complications. Your doctor also may prescribe medication to treat the disease. Talk with your doctor about the best ways to reduce your heart disease risk.

For More Information:
Learn more at the following Web sites.
- Centers for Disease Control and Prevention’s Division for Heart Disease and Stroke Prevention:
  http://www.cdc.gov/dhsp/index.htm
- Centers for Disease Control and Prevention’s National Center on Birth Defects & Developmental Disabilities:
  http://www.cdc.gov/ncbddd/birthdefects/default.htm
- American Heart Association:
  http://www.americanheart.org
- National Heart, Lung, and Blood Institute:
  http://www.nhlbi.nih.gov
FAST FOOD
Make the Healthy Choice!

Eating fast food is a way of life for many families for many different reasons. Fast food can still be a part of a healthy diet if eaten only once-in-a-while and if you make healthy choices. Below are some suggestions to help you make the healthy choice!

Choose these foods MORE often:

- Foods that are grilled, roasted, baked or broiled.
- Burgers and sandwiches with ketchup and mustard instead of mayonnaise
- Veggie burgers
- Grilled chicken sandwiches
- Steamed vegetables
- Plain baked potato
- Salads with the dressing on the side
- Chicken without the skin
- Dishes with salsa instead of sour cream or cheese
- Pizza with vegetable toppings
- Pasta with tomato sauce
- Water, milk, juice, and iced tea

Choose these foods LESS often:

- Breaded and fried foods
- Burgers and sandwiches with mayonnaise
- Dishes with creamy sauces or butter.
- Foods that are "super size," "double," "supreme," or "jumbo."
- Foods with too much cheese and sour cream
- Soda and other sweet drinks
- Large order of fries

Healthy Choices = Healthy Family

Northeast Valley Health Corporation WIC Program ★ (818) 361-7541

"This institution is an equal opportunity provider."
For more information on Meatless Monday, please visit our website at www.MeatlessMonday.com

Our website has hundreds of recipes that you can use to go meatless at home—and the tips and tools you need to take action in your community!

For additional resources, contact us at info@meatlessmonday.com, or follow us on Facebook and Twitter!
www.Facebook.com/MeatlessMonday
www.Twitter.com/MeatlessMonday

JOIN US!

MEATLESS MONDAY
One day a week, cut out meat.

T.G.I.M!
Why Meatless?

Health Benefits

LIMIT CANCER RISK: Diets high in fruits and vegetables may reduce cancer risk and both red and processed meat are associated with colon cancer.

REDUCE HEART DISEASE: Replacing saturated fat rich foods (like meats and full fat dairy) with polyunsaturated fat rich foods (like vegetals oil, nuts and seeds) reduces heart disease risk.

FIGHT DIABETES: Research suggests that higher consumption of red and processed meat increases the risk of type 2 diabetes.

CURB OBESITY: People on low meat vegetarian diets have significantly lower body weights and body mass indices.

LIVE LONGER: Red and processed meat consumption is associated with modest increases in both mortality, cardiovascular disease mortality.

IMPROVE YOUR DIET: Consuming beans or peas results in lower intake of total fat (including saturated fat) and higher intakes of fiber, protein, folate, zinc, iron and magnesium.

Environmental Benefits

REDUCE YOUR CARBON FOOTPRINT: The United Nations estimates the meat industry generates nearly one-sixth of the man-made greenhouse gas emissions that are accelerating climate change... for more than transportation.

MINIMIZE WATER USAGE: The water need of livestock far outstrips those of vegetables or grains. An estimated 1,800 to 2,500 gallons of water go into a single pound of beef.

HELP REDUCE FOSSIL FUEL DEPENDENCE: On average, about 40 calories of fossil fuel energy go into every calorie of meat. To produce the 2.2 calories of fossil fuel energy needed to produce one calorie of plant-based protein.

Why Monday?

As the start of the week, Monday holds a unique opportunity. It’s the perfect time to take a look at the past 7 days, think about the behaviors we’d like to improve upon and reset our routine. In fact, research has shown that Monday is the day we are most likely to start new and lasting healthy habits.

That’s the notion behind Meatless Monday: start each week with healthy intentions and you’re more likely to stick with them. And if you fall off the wagon one week, you always have another chance to go meatless next Monday!

Who’s With Us?

SCHOOLS: Over 100 universities, 20 K-12 school districts and dozens of public and private institutions offer Meatless Monday to their students.

CELEBRITIES: Meatless Monday supporters include food activist Michael Pollan, star Olivia Wilde, media mogul Oprah Winfrey, NASA Rdwr and Leatst Munther and former Beatle Sir Paul M McCartney.

RESTAURANTS: From large chains like Moe’s Southwest Grill to the dining spots like Donato’s, restaurants have found that Meatless Monday benefits their patrons and their bottom lines.

COUNTRIES: 23 nations across the globe now have their own Meatless Monday movements from Sweden to South Africa, organizations are using the campaign to teach citizens about healthy eating and the environmental impact of their plates.

“Even one meatless day a week – a Meatless Monday, which is what we do in my household – if everybody in America did that, that would be the equivalent of taking 20 million mid-size sedans off the road.”

- Michael Pollan

“March to a different drumbeat. Go meatless Monday.”

- Mario Batali
be food safe

10 tips to reduce the risk of foodborne illness

A critical part of healthy eating is keeping foods safe. Individuals in their own homes can reduce contaminants and keep food safe to eat by following safe food handling practices. Four basic food safety principles work together to reduce the risk of foodborne illness—Clean, Separate, Cook, and Chill. These four principles are the cornerstones of Fight BAC®, a national public education campaign to promote food safety to consumers and educate them on how to handle and prepare food safely.

CLEAN

1. wash hands with soap and water
   Wet hands with clean running water and apply soap. Use warm water if it is available. Rub hands together to make a lather and scrub all parts of the hand for 20 seconds. Rinse hands thoroughly and dry using a clean paper towel. If possible, use a paper towel to turn off the faucet.

2. sanitize surfaces
   Surfaces should be washed with hot, soapy water. A solution of 1 tablespoon of unscented, liquid chlorine bleach per gallon of water can be used to sanitize surfaces.

3. clean sweep refrigerated foods once a week
   At least once a week, throw out refrigerated foods that should no longer be eaten. Cooked leftovers should be discarded after 4 days; raw poultry and ground meats, 1 to 2 days.

4. keep appliances clean
   Clean the inside and the outside of appliances. Pay particular attention to buttons and handles where cross-contamination to hands can occur.

5. rinse produce
   Rinse fresh vegetables and fruits under running water just before eating, cutting, or cooking. Even if you plan to peel or cut the produce before eating, it is important to thoroughly rinse it first to prevent microbes from transferring from the outside to the inside of the produce.

SEPARATE

6. separate foods when shopping
   Place raw seafood, meat, and poultry in plastic bags. Store them below ready-to-eat foods in your refrigerator.

7. separate foods when preparing and serving
   Always use a clean cutting board for fresh produce and a separate one for raw seafood, meat, and poultry. Never place cooked food back on the same plate or cutting board that previously held raw food.

COOK AND CHILL

8. use a food thermometer when cooking
   A food thermometer should be used to ensure that food is safely cooked and that cooked food is held at safe temperatures until eaten.

9. cook food to safe internal temperatures
   One effective way to prevent illness is to check the internal temperature of seafood, meat, poultry, and egg dishes. Cook all raw beef, pork, lamb, and veal steaks, chops, and roasts to a safe minimum internal temperature of 145 °F. For safety and quality, allow meat to rest for at least 3 minutes before carving or eating. Cook all raw ground beef, pork, lamb, and veal to an internal temperature of 160 °F. Cook all poultry, including ground turkey and chicken, to an internal temperature of 165 °F (www.fsis.gov).

10. keep foods at safe temperatures
    Hold cold foods at 40 °F or below. Keep hot foods at 140 °F or above. Foods are no longer safe to eat when they have been in the danger zone between 40-140 °F for more than 2 hours (1 hour if the temperature was above 90 °F).

Go to www.ChooseMyPlate.gov for more information.
Go to www.fda.gov for food safety information.
## Storage Times for the Refrigerator and Freezer

<table>
<thead>
<tr>
<th>Category</th>
<th>Food</th>
<th>Refrigerator (40 °F or below)</th>
<th>Freezer (0 °F or below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salads</td>
<td>Egg, chicken, ham, tuna &amp; macaroni salads</td>
<td>3 to 5 days</td>
<td>Does not freeze well</td>
</tr>
<tr>
<td>Hot dogs</td>
<td>opened package</td>
<td>1 week</td>
<td>1 to 2 months</td>
</tr>
<tr>
<td></td>
<td>unopened package</td>
<td>2 weeks</td>
<td>1 to 2 months</td>
</tr>
<tr>
<td>Luncheon meat</td>
<td>opened package or deli sliced</td>
<td>3 to 5 days</td>
<td>1 to 2 months</td>
</tr>
<tr>
<td></td>
<td>unopened package</td>
<td>2 weeks</td>
<td>1 to 2 months</td>
</tr>
<tr>
<td>Bacon &amp; Sausage</td>
<td>Bacon</td>
<td>7 days</td>
<td>1 month</td>
</tr>
<tr>
<td></td>
<td>Sausage, raw — from chicken, turkey, pork, beef</td>
<td>1 to 2 days</td>
<td>1 to 2 months</td>
</tr>
<tr>
<td>Hamburger &amp; Other Ground Meats</td>
<td>Hamburger, ground beef, turkey, veal, pork, lamb, &amp; mixtures of them</td>
<td>1 to 2 days</td>
<td>3 to 4 months</td>
</tr>
<tr>
<td>Fresh Beef, Veal, Lamb &amp; Pork</td>
<td>Steaks</td>
<td>3 to 5 days</td>
<td>6 to 12 months</td>
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<td></td>
<td>Chops</td>
<td>3 to 5 days</td>
<td>4 to 6 months</td>
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<tr>
<td></td>
<td>Roasts</td>
<td>3 to 5 days</td>
<td>4 to 12 months</td>
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<td>1 to 2 days</td>
<td>1 year</td>
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<tr>
<td></td>
<td>Chicken or turkey, pieces</td>
<td>1 to 2 days</td>
<td>9 months</td>
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<td>Soups &amp; Stews</td>
<td>Vegetable or meat added</td>
<td>3 to 4 days</td>
<td>2 to 3 months</td>
</tr>
<tr>
<td></td>
<td>Cooked meat or poultry</td>
<td>3 to 4 days</td>
<td>2 to 6 months</td>
</tr>
<tr>
<td>Leftovers</td>
<td>Chicken nuggets or patties</td>
<td>3 to 4 days</td>
<td>1 to 3 months</td>
</tr>
<tr>
<td></td>
<td>Pizza</td>
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