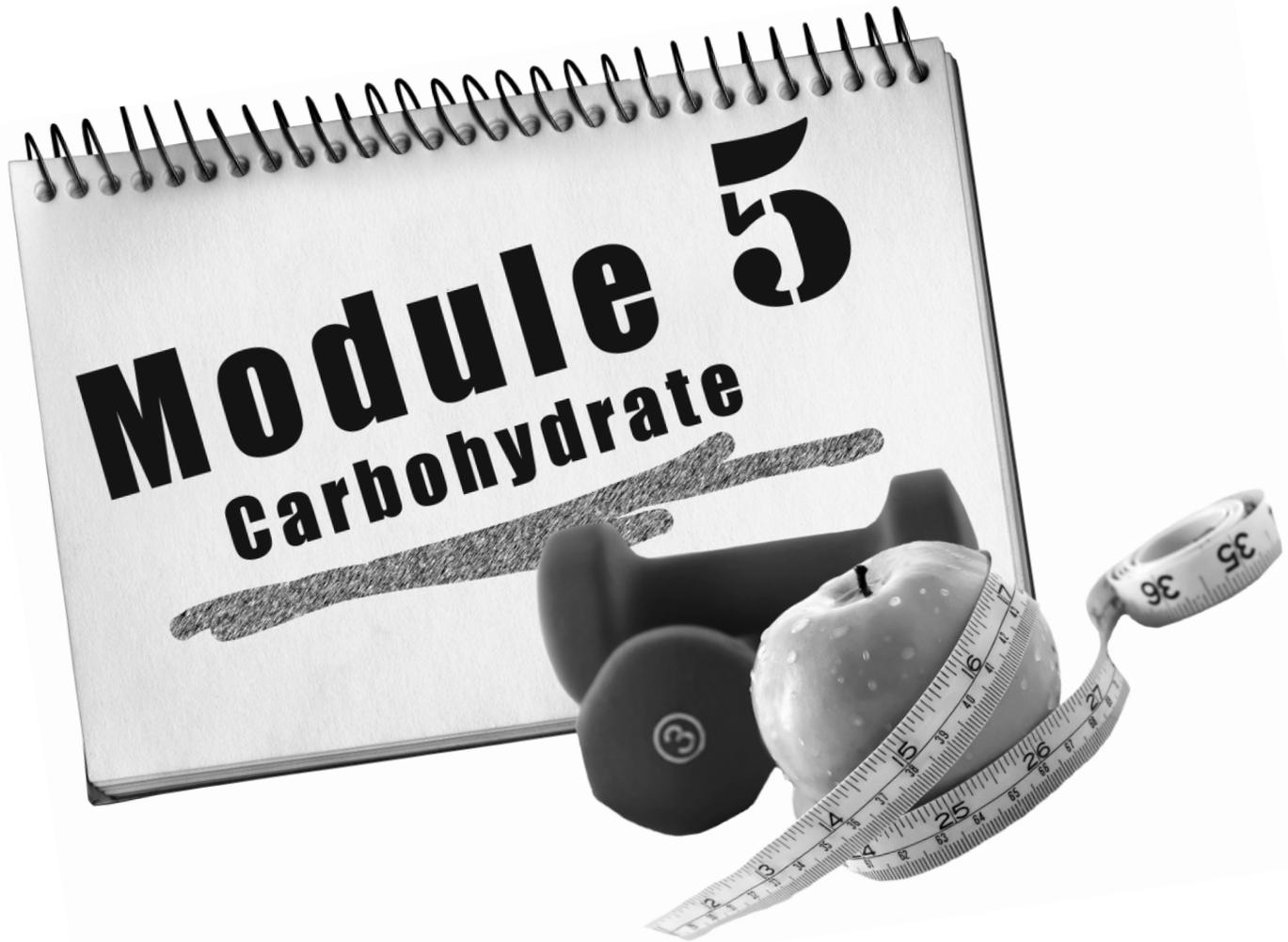


Healthy Lifestyles Training

MODULE 5

Instructor's Guide

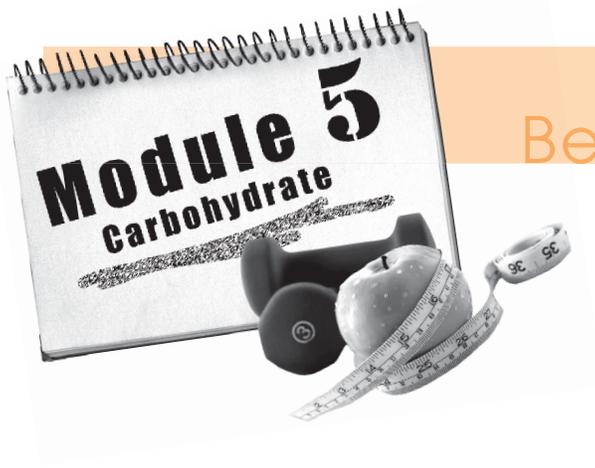


Being Choosy About Carbs



Being Choosy About Carbs

Providing consistent messages about healthy living to support those who make a difference in children's lives



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Team Nutrition Statement

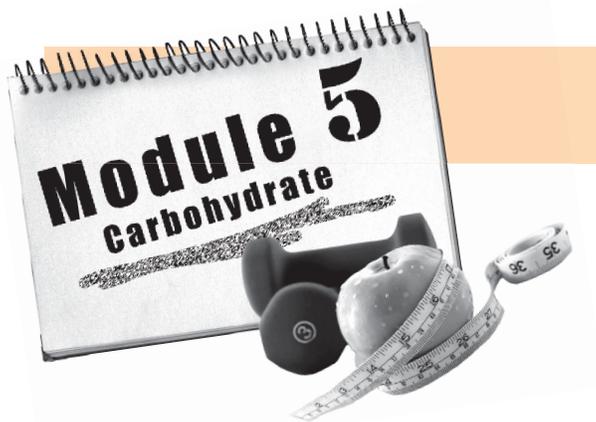
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Providing consistent messages about healthy living to support those who make a difference in children's lives

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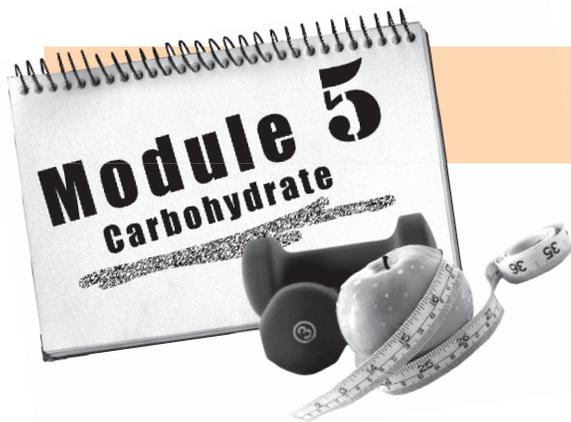
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Providing consistent messages about healthy living to support those who make a difference in children's lives

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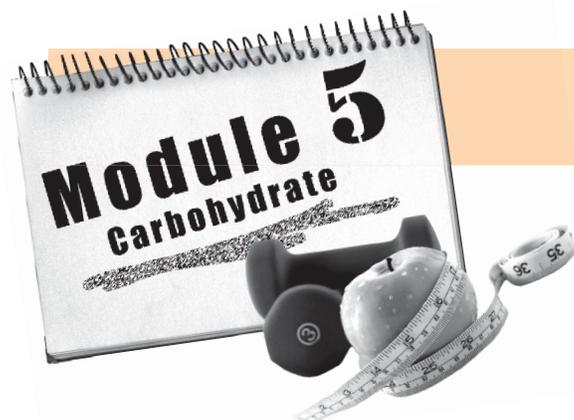
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Table of Contents

Providing consistent messages about healthy living to support those who make a difference in children's lives



Overview	5
Getting Started	12
Skill-Based Outcomes	
Empowerment Messages	
Icebreaker Overview	
PowerPoint® Presentation Overview	
Activities Overview	
Planning	14
What You Will Need to Do	14
Information to Review	
Equipment for Lesson Content	
Copies to Make for Each Participant	
Putting Knowledge Into Practice	15
Pre-K-12 Classroom Resources	
School Foodservice Resources	
Childcare Resources	
Training Tips	20
Icebreaker	22
PowerPoint® Presentation Script (separate page sequence)	
PowerPoint® Handouts (separate page sequence)	
Activities and Handouts	24
Activity 1 “Sugar, Sugar Everywhere”	24
Handout 1: “Sugar Content of Foods”	28
Handout 2: “Thomas’ 24-Hour Food Record”	29
Handout 3: “Helping Thomas Improve His Diet)	30
Activity 2 “Amazing Fiber Feats”	31
Handout 4: “Amazing Fiber Feats”	35
Handout 5: “Fiber Foods I Ate Yesterday”	36
Handout 6: “My Personal Plan for Increasing Intake of High Fiber Foods”	37
Activity 3 “Going for Grains”	38
Handout 7: “Is It Whole Grain”	40
Handout 8: “Identifying Legitimate Whole Grains”	41
Handout 9: “Lifestyle Tips”	43
Wrap It Up	44
Certificate of Completion	45
Evaluation Forms	46
Literature and Websites Cited	48



Providing consistent messages about healthy living to support those who make a difference in children's lives

Healthy Lifestyles Training Skill-Based Outcomes

Module 1

Participants in this training will be able to:

- Examine personal history related to eating.
- Identify how to make healthful choices that are tailored to personal environments.
- Identify ways to increase vegetable, fruit, whole grain, and low fat dairy consumption.
- Set smart, reasonable personal eating and activity goals.

In this training, participants will use these skills to:

- Develop a vision and goals for eating and activity by examining personal values and patterns.
- Practice using tools to make wise personal food choices and to balance physical activity and eating.
- Explore tools that teach children to embrace healthy choices.

Module 2

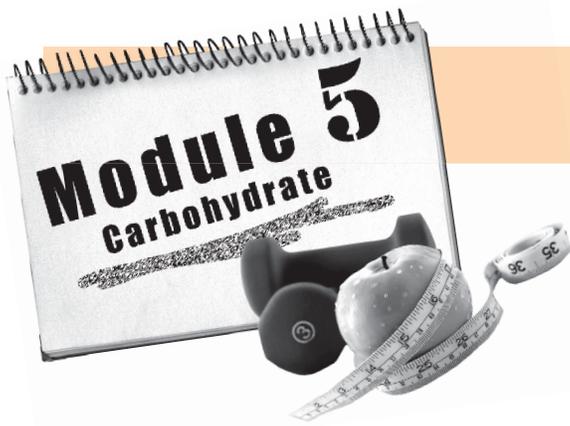
Participants in this training will be able to:

- Evaluate adult weight status and understand the Body Mass Index (BMI).
- Explore values related to healthful eating and activity.
- Identify personal behaviors that lead to imbalances in the calories eaten and the calories burned.

In this training, participants will use these skills to:

- Determine BMI and evaluate personal weight status.
- Apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead healthier lives.

Providing consistent messages about healthy living to support those who make a difference in children's lives



Module 3

Participants in this training will be able to:

- Discover the benefits of active living.
- Learn about and compare the benefits of different types of activity.
- Determine the energy expended in different activities.

Module 4

Participants in this training will be able to:

- Understand the benefits of eating a variety of foods.
- Understand how the DASH eating plan and MyPyramid can help them increase their intake of fruits, vegetables, whole grains and milk products.
- Examine different ways to encourage children to eat more healthfully.

In this training, participants will use these skills to:

- Select the amounts of different foods that are best for your health.
- Experience trying new foods.
- Choose words to more effectively encourage children to try different foods and to develop healthy eating habits.

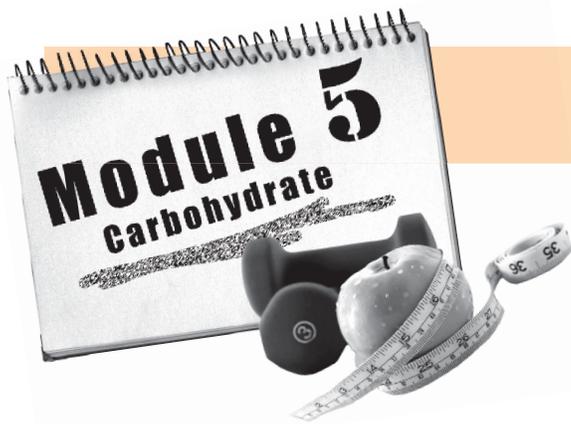
Module 5

Participants in this training will be able to:

- Describe different types of carbohydrate and how they are used by the body.
- Identify where fiber comes from and why it is important for health.
- Identify foods that are made from whole grains.
- Recognize beverages and foods high in sugars.

In this training, participants will use these skills to:

- Develop strategies to reduce intake of foods high in added sugars.
- Determine ways to increase fiber consumption through foods that meet individual taste preferences.
- Find ways to increase daily consumption of vegetables, fruits and whole grains.



Providing consistent messages about healthy living to support those who make a difference in children's lives

As a trainer for the Colorado Team Nutrition program, you will be delivering information and messages to help individuals understand and incorporate the 2005 Dietary Guidelines for Americans into their daily lives. This overview will help you take the steps to prepare you for each of the training modules. All the information you need to deliver these trainings are contained in the overview and the participant materials.

The Colorado Healthy Lifestyles Training is targeted for:

- * Teachers
- * Child care staff
- * Foodservice Professionals
- * Parents
- * Health Educators
- * Physical Education Professionals

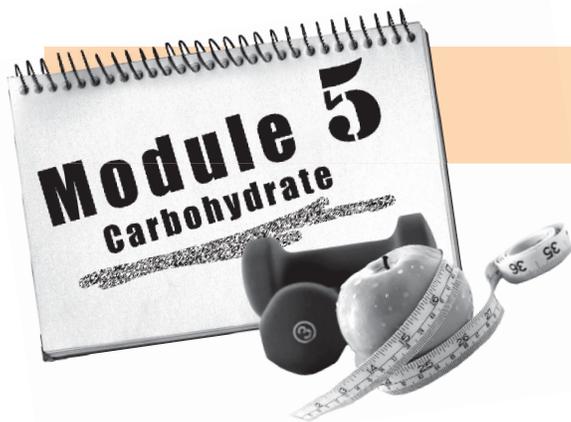
The Colorado Healthy Lifestyles Training Consists of 5 training modules based on the 2005 Dietary Guidelines for Americans. The modules incorporate a variety of learning activities to engage participants on a personal level. The skill-based outcomes and empowerment messages for each module are achieved through completion of all module components.

Each module consists of the following components:

Skill-based Outcomes provide the module objectives and the skills that participants can expect to acquire as a result of attending and participating in the trainings.

Empowerment Messages are communications that can be given to the participants to encourage them to adopt the information and suggestions incorporated into the modules. These messages can be delivered in a variety of ways including during the training, as handouts, as cards or leaflets that are given out before the training or as follow-up. Be creative—empower your participants in a variety of ways!

Planning is a checklist that tells the trainer what to do to get ready for the training. It includes a list of the training background of materials that should be reviewed by the trainer, the equipment that should be gathered for the training and the supplies for the activities that take place during the training.



Carbohydrate Overview

Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge into Practice provides a list of resources for use in school and childcare settings. You may wish to have samples of some of these resources available for the participants to review. Module resources include examples from The Nutrition Literacy Toolkit, designed by the Colorado Department of Education. This tool helps educators design a curriculum using a menu of effective nutrition education resources. The Toolkit is aligned with learner outcomes in the Colorado core standards for reading, writing, math, and physical education and supports teaching skills for healthy eating while practicing skills that will increase students' competencies in reading, writing, math, and physical education. <http://www.cde.state.co.us/nltk/default.asp>.

Training Tips are provided for each module that help the trainer be aware of some of the difficulties that trainers encounter when providing education on the topics.

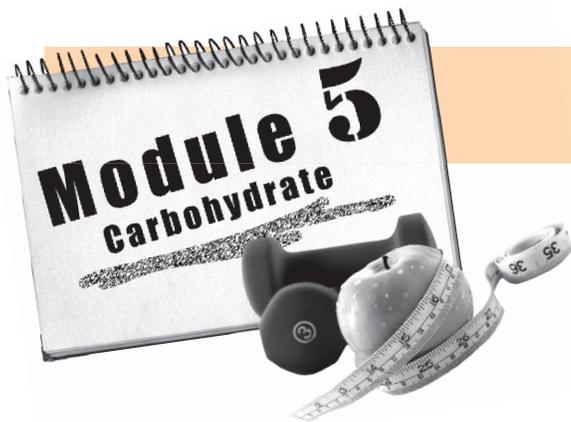
Icebreakers are presented for each training session. The purpose of the icebreaker is to introduce the participants to each other and to the topic of the training. Icebreakers provide an opportunity for interaction among participants from the first moments of training and for engagement in the training session.

Slide Presentations are given to support the module content. Module slides can be used in entirety, or parts can be selected to perform trainings on specific points. Some duplications appear across slide presentations as the principles of the training modules cut across each of the modules.

Scripts provide the content for the training for each module. Each script includes references for materials presented with the slides and is designed to give trainers of all experience levels the background to present the training successfully.

Activities are included with each training module to build skills and to reinforce principles related to the module. Depending on the amount of time allotted for the trainings and the participant skill level, activities may be used together or separately.

Handouts have been created to support each of the training modules. The handouts are designed to be copied for each participant. A list of each handout is included in the What You Will Need To Do section.



Providing consistent messages about healthy living to support those who make a difference in children's lives

Lifestyle Tips: Small Changes Add Up are included on a one-page handout at the end of the activities. These handouts can be used with the activities, or can be given to participants to assist them with making personal goals or for strategies to incorporate healthy habits into their daily lives.

Wrap Ups are found at the end of each training module. These short activities summarize the key points of training and help participants to focus on the information they learned during the training. Wrap Ups are one of the best ways to encourage participants to take the lessons and incorporate them into their daily lives and the lives of the children with whom they work.

Evaluation Forms are included in each module. The evaluation is to determine the extent participants' knowledge and skills have increased as a result of the training.

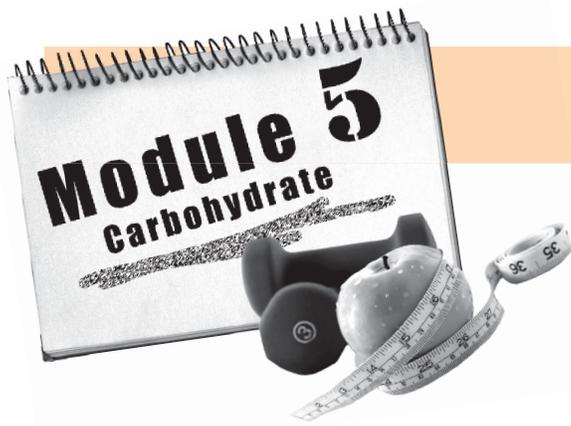
How can trainers use the modules?

Trainers may use the modules exactly as they are presented, or they may select individual pieces to use with other training activities. In general, the modules are designed to last from one to two hours and may be used independently or together, for half or full day trainings. In the event that more than one module is presented on the same day, presenters will want to take care to eliminate duplicate slides from the slide presentations.

The optimal size of groups that can participate in the trainings is between 10–25 individuals. Larger numbers can be accommodated, but the extent of individual participation will be limited by group size number.

Welcoming the Participants

The trainer will set the overall tone for the sessions and will guide the educational experience for the participants. Setting the tone during the welcome and during the icebreaker will help the participants feel at ease and establish the environment for the best learning for all. Make sure to give the participants a “preview” of the training and include important business items such as restroom location.



Providing consistent messages about healthy living to support those who make a difference in children's lives

Facilitating Questions

Active participation is an essential component of adult-centered learning. As a trainer, you can make a tremendous difference in the comfort level of participants and in their ability to fully participate in the training. All questions are good questions—though some may be more expected than others! Welcome interest shown by participants (even though some questions may not be 'topical'). Be willing to state when you don't know the answer to a question, and be prepared with resources to point the participants towards the answers.

Certificates of Completion

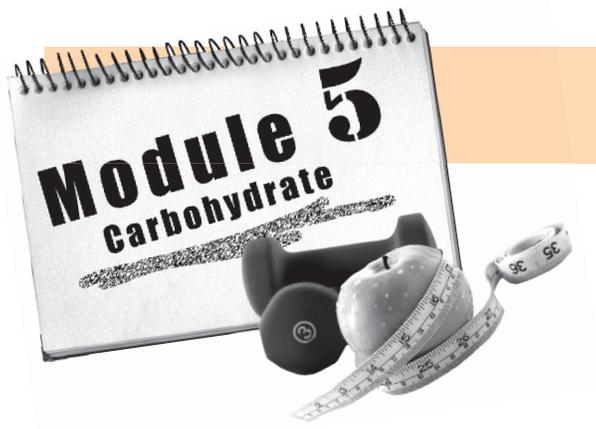
Included in each module is a certificate (in PowerPoint®) that can be customized to the group that is participating in the training. Fill in the participant's name and sign your name for the institution or agency that you represent at the bottom of each certificate.

Evaluation

For your own information or job requirements, you may want to give participants an opportunity to evaluate your performance and the training materials. An evaluation form asking participants' opinions on the information presented, their confidence in adopting the 2005 Dietary Guidelines, the degree to which they feel the training improved their knowledge and skills related to the module objectives, and which activities or parts of the training were most helpful to them is included for each module.

Trainer's Checklist

Each module contains a planning section that will guide your training session for that module. The following checklist contains other major responsibilities and items that you will need to take care of as the trainer for the program. Review this list and also refer to the individual modules for instructions and advice on how to conduct a successful training.



Providing consistent messages about healthy living to support those who make a difference in children's lives

First things to do

- Make arrangements for the facilities and take a look at the room to make sure it has all of the furniture and equipment that you may need.
- Make plans for refreshments, if desired.
- Arrange for staff support, if you will need it.
- Review the modules and select the activities that you plan to do for your training.
- Review the planning section(s) in the module(s) you plan to use as well as the materials needed for each activity.
- Gather necessary materials/prepare handouts.

One week before the training

- Meet with other staff and review their responsibilities.
- Prepare registration materials (nametags, registration list).
- Gather or prepare any remaining materials/handouts.
- Confirm all plans for facilities, equipment, registration, food and any staff support you may be receiving.
- Make signs giving directions to the training site, if needed.
- Practice the scripts for the icebreaker, slide presentation and the activities.
- Familiarize yourself with the equipment you will be using.

On the day of the training

- Put up signs giving directions to the training.
- Arrive at least 1 hour before the training begins.
- Organize the room.
- Set up the registration table.
- Test equipment.

During the training

- Register the participants using the registration list.
- Welcome the participants.
- Facilitate the program.
- Make sure that evaluations get completed.
- Distribute certificates of participation.

After each training

- Thank the local individuals and sponsors.
- Clean up any leftover refreshments and clean the room.
- Put equipment away and take down signs.
- Thank your support staff.
- Send thank you notes to the local individuals and sponsors.
- Send thank you notes to your support staff (it is good for their annual evaluations too).

Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives



Skill-Based Outcomes

Participants in this training will be able to:

- ✱ Describe different types of carbohydrate and how they are used by the body.
- ✱ Identify where fiber comes from and why it is important for health.
- ✱ Identify foods that are made from whole grains.
- ✱ Recognize beverages and foods high in sugars.

In this training, participants will use these skills to:

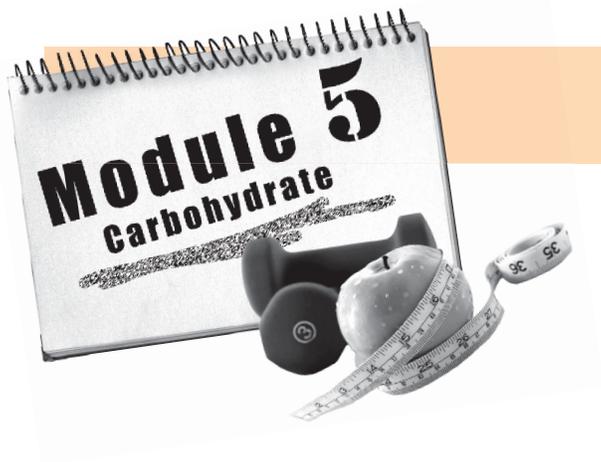
- ✱ Develop strategies to reduce intake of foods high in added sugars.
- ✱ Determine ways to increase fiber consumption through foods that meet individual taste preferences.
- ✱ Find ways to increase daily consumption of vegetables, fruits and whole grains.

Empowerment Messages

- ✱ Focus on fruit. Limit your intake of juice to one serving a day.
- ✱ Fiber is filling. Choosing foods high in fiber, like whole grains and vegetables, instead of high sugar foods, can help with managing your weight.
- ✱ Fiber lasts longer. Choosing foods high in fiber over foods that are high in sugar helps you feel satisfied longer.
- ✱ Make smart beverage choices. Choose low fat milk, water or choose beverages low in sugar.

Icebreaker—Color Jacuzzi—(10 minutes)

During this icebreaker you can get conversations rolling and get participants to express their views on food and eating.



Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives

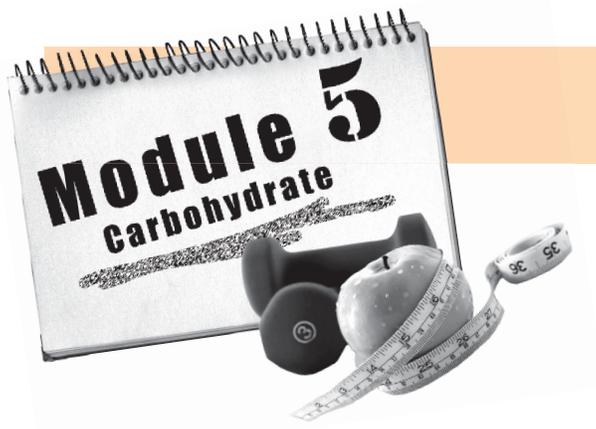
Being Choosy About Carbs PowerPoint® Presentation—(20 minutes)

Use this PowerPoint lesson to help participants discover what carbohydrates are, how they benefit the body, and the best sources of nutritious carbohydrates.

Activities

The following activities have been designed to help participants learn about added sugars in foods, high fiber foods and whole grain products.

1. **Sugar, Sugar Everywhere:** Participants will learn about the hidden sources of sugar in our food supply. **(30 minutes)**
2. **Amazing Fiber Feats:** Participants will discover the water-holding properties of fiber and the benefits of fiber for colon health. **(30 minutes)**
3. **Going for Grains:** Participants will become more "Label Able" and learn how to identify whole grain products. **(25 minutes)**



Providing consistent messages about healthy living to support those who make a difference in children's lives

What You Will Need To Do:

➤ Review:

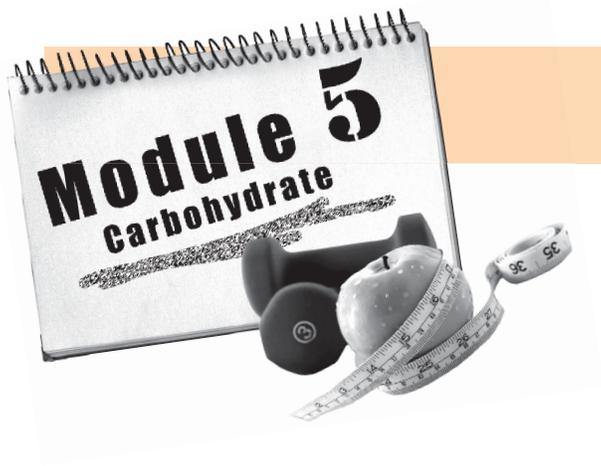
- ✦ And understand the objectives and skills for the module and how they relate to the activities.
- ✦ The section entitled "Training Tips"
- ✦ The section entitled "Putting Knowledge Into Practice"
- ✦ The background material contained in the PowerPoint® slide set.
- ✦ And test the Activities.

➤ Get Equipment for Lesson Content:

- ✦ Computer with Windows® 2000 operating system and Microsoft Office System® with PowerPoint® presentation software.
- ✦ Data Projector or DVD Player
- ✦ Screen or flat light surface to project upon
- ✦ Healthy Lifestyles CD
- ✦ Easel, large white pad and markers (or a board with chalk or markers)
- ✦ 10 oz. plastic cups, measuring spoons (1/2 tsp, 2-1 tsp, and 1 T.), water and containers to put it in, popsicle sticks, guar gum, dishtowels, slips of paper and a timer (see Activity 2).
- ✦ Brown paper grocery bag, packaging from 100% whole wheat bread, wheat bread, pumpernickel, instant or old-fashioned oatmeal, wild rice, brown rice, Triscuits™ crackers, degerminated cornmeal, whole grain cornmeal, popcorn, multi-grain bread, wheat crackers, Cheerios™, and durum wheat pasta (see Activity 3).

➤ Make Copies of the Following for Each Participant:

1. Activity 1, Handout 1: "Sugar Content of Foods"
2. Activity 1, Handout 2: "Thomas' 24-hour Food Record"
3. Activity 1, Handout 3: "Helping Thomas Improve His Diet"
4. Activity 2, Handout 4: "Amazing Fiber Feats"
5. Activity 2, Handout 5: "Fiber Foods I Ate Yesterday"
6. Activity 2, Handout 6: "My Personal Plan for Increasing Intake of High Fiber Foods"
7. Activity 3, Handout 7: "Is It Whole Grain?"
8. Activity 3, Handout 8: "Identifying Legitimate Whole Grains"
9. Handout 9: "Lifestyle Tips: Small Changes Add Up"
10. PowerPoint® handouts
11. Putting Knowledge Into Practice Resource List
12. Evaluation
13. Certificate of Completion



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

Listed below are resources that can be used to apply skills and concepts from the training modules in PreK–12 classrooms, school foodservice programs and childcare facilities. Many of the PreK–12 resources are from the Colorado Nutrition Literacy Toolkit, a nutrition education curriculum planning tool. The entire tool can be accessed at <http://www.cde.state.co.us/nltk/default.asp>.

Pre-K–12 Classroom Resources

Starting Healthy

For Pre–K

Starting Healthy is modeled after NCHE'S nationally recognized and evaluated K–6 Growing Healthy® curriculum and addresses the components of comprehensive health education through active, engaging, age, and developmentally appropriate lessons and activities.

National Center for Health Education

Jeanne Chun, Program Associate

jeanne@nche.org

Phone: 212-463-4057

<http://www.nche.org>

Open Wide and Trek Inside For Grades 1–2

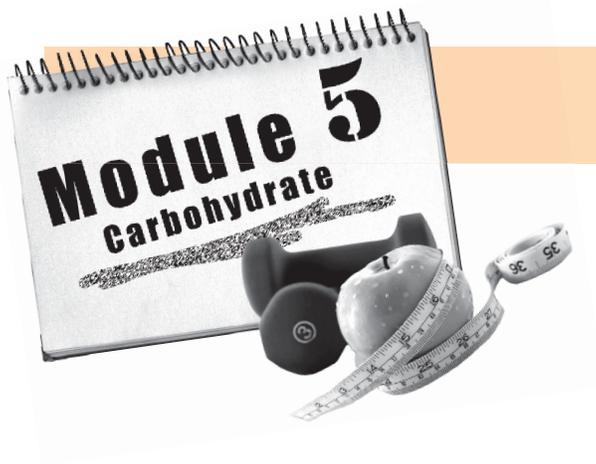
This module focuses on the science of the oral environment, and major scientific concepts relating to oral health.

National Institutes of Health

Office of Science Education

Phone: 301-402-2469

<http://science.education.nih.gov>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

MyPyramid

For Grades 1–6

Classroom materials include lesson plans, an interactive game, and a MyPyramid for Kids Poster. The materials are tailored to children ages 6 to 11 and provide fun, colorful graphics that attract the attention of children and encourage them to learn more about MyPyramid for Kids. The nutrition and physical activity messages in the materials teach children how to make healthy eating and physical activity choices.

USDA Team Nutrition

Phone: 703-305-1624

<http://www.fns.usda.gov/tn/kids-pyramid.html>

BAM!

For Grades 4–8

BAM! Body and Mind gives children the information they need to make healthy lifestyle choices. The site focuses stress and physical fitness—using child-friendly lingo, games, quizzes, and other interactive features. BAM! Body and Mind also serves as an aid to teachers, providing them with interactive, educational, and fun activities.

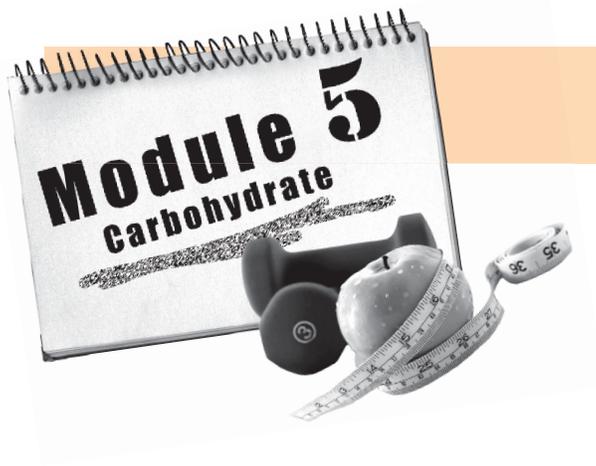
BAM! Body and Mind

Centers for Disease Control and Prevention

Phone: 800-311-3435

bam@cdc.gov

<http://www.bam.gov/>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

WIN the Rockies

For Grades 5–6

'How Sweet Is It?'

The Wellness in the Rockies (WIN) project mission is educating people to value health, respect body-size differences, enjoy the benefits of self-acceptance, enjoy physically active living, and enjoy healthful and pleasurable eating. "How Sweet Is It" is one of many lesson plans available on the website. It teaches children about the sugar content in soft drinks and how to make healthy choices.

*WIN the Rockies (WWAMI Medical Education & Public Health)
University of Wyoming
Family & Consumer Sciences—Cooperative Extension
College of Agriculture, Department
Phone: 307-766-5177*

http://www.uwyo.edu/WINTHEROCKIES_EDUR/how-sweet.asp

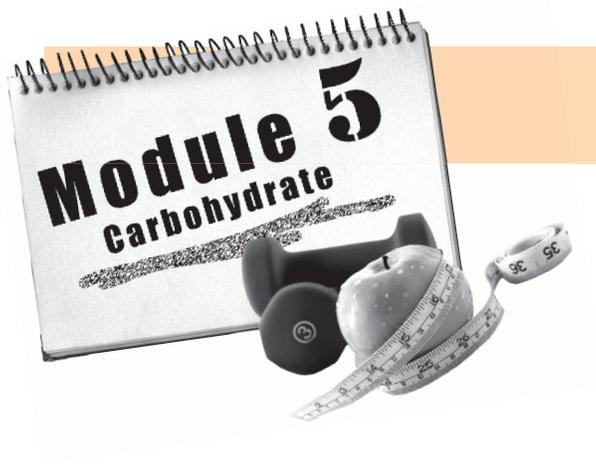
Eat Smart. Play Hard™.

For Grades 5–8

Eat Smart. Play Hard.™ is about making America's children healthier. It's about practical suggestions that will help you motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard.™ campaign messages and materials are fun for children and informative for caregivers. To make your job easier, USDA has kid-tested the messages and based them on the Food Guide Pyramid and Dietary Guidelines for Americans.

*United States Department of Agriculture
Food & Nutrition Service
USDA Food and Nutrition Services
Denver Field Office Phone: 303-844-0379*

<http://www.fns.usda.gov/eatsmartplayhard/>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

The Low-Carb Craze: Healthy or Hype?

For Grades 6–12

This presentation package includes a slide presentation, activities and handouts that analyze the “health and hype” of the “Low-Carb” diet trend. The material covers the types of carbohydrates, how they affect our energy and health, and why they have gotten a bad rap.

Learning Zone Express

Phone: 888-455-7003

customersupport@learningzonexpress.com

<http://www.learningzonexpress.com/products.php?id=29082>

TeensHealth

For Grades 7–12

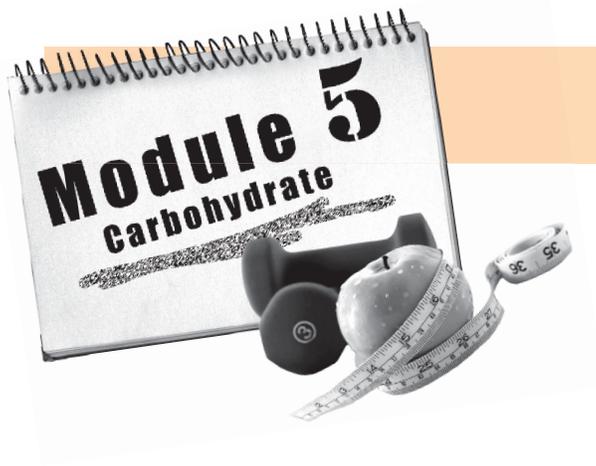
Contains ‘Diet-Plan Diagnosis: Is Yours Healthy and Safe?’ and “Smart Snacking” Website for teens. There are literally thousands of in-depth features, articles, animations, games, and resources—all original, with age-appropriate content and tone, and all developed by experts in the area of adolescent health.

Nemours Foundation

Center for Children’s Health Media

Phone: 888-494-5252

<http://www.kidshealth.org/teen/>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

School Food Service Resources

USDA Team Nutrition

For Grades K–12

Feed Me and Move It Posters

Feed Me and Move It! are companion posters, designed to deliver healthy eating and physical activity messages to middle and high school students.

MyPyramid for Kids Poster

A 2-sided poster of MyPyramid for Kids. Choose the side that is most appropriate for your students. One side of the poster, suitable for young children, highlights a simplified MyPyramid for Kids graphic. The other side, appropriate for more advanced students, features both the MyPyramid for Kids graphic and healthy eating and physical activity messages. This poster is available to schools and child care providers.

USDA Team Nutrition

Phone: 703-305-1624

<http://teamn nutrition.usda.gov/foodservice.html>

Foodservice and Childcare Resources

WELCOA

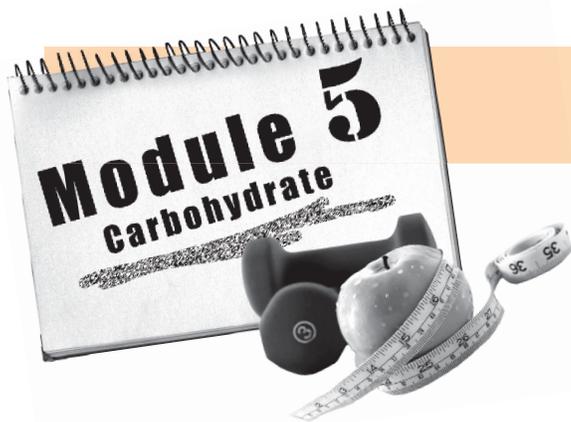
For Child Care and Foodservice Professionals

WELCOA is a national, non-profit, membership organization dedicated to promoting healthier lifestyles for all Americans, especially through health promotion initiatives at the worksite. Organizationally, WELCOA serves as an umbrella, linking communities and coalitions together into a supportive network that includes locally-affiliated wellness councils, well-city initiatives, well-workplaces and individual and corporate members throughout the United States.

The Wellness Councils of America

Phone: 402-827-3590

<http://www.welcoa.org/>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Avoid fad diets: Diets come and diets go...without very many people managing to maintain weight loss. Low carbohydrate diets seem to come and go in their popularity. It's true that you can experience a dramatic weight loss in the first few days. What isn't as well known is that early weight loss on low carb diets is mostly due to water loss. A better strategy might be to make slow changes in eating and activity behaviors—learning new habits that can be sustained over a lifetime.

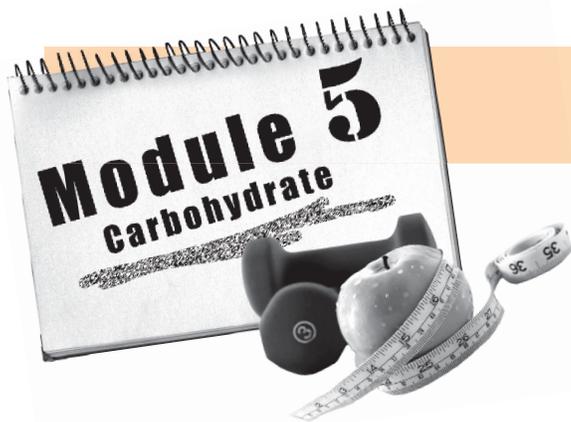
There are no bad foods: Food can be your friend and can give you pleasure. Turning food into the enemy means that you give up your will and your power of choice. Start viewing food and eating as something you are in charge of—foods aren't bad; our decisions could probably use a little work, though. If you have a bad day and slip into overeating or eat too much of a particular food, don't punish yourself. Instead, encourage yourself to get back on track.

Carb Myths

MYTH #1—Carbohydrates make you fat. Eating too many calories from any food group and not burning them off makes people gain weight. Carbohydrates supply power to the brain, the red blood cells, the kidney and muscles. Eliminating them from your diet produces low blood sugar and can impair performance. Be sure to include grains, fruit and vegetables in your day's diet.

MYTH #2—Brown sugar is better than white sugar. Did you know that brown sugar is actually white granulated sugar with molasses sprayed onto it? Brown sugar contains small amounts of minerals, but the difference between brown sugar and white sugar from a nutrition point of view is insignificant.

MYTH #3—Carbohydrates are addictive. An addiction involves physical withdrawal—carbohydrates are not addictive. They do, however, help your brain produce serotonin, a "feel good" chemical that enhances mood. Healthy carbohydrates such as whole grains, fruits and vegetables, are an important part of our diet—we need them. They provide antioxidants, energy, fiber and vitamins. It's the processed carbs—the cakes, candy, cookies, white bread and rice, that we want to avoid. They have little nutrient value other than empty calories.



Providing consistent messages about healthy living to support those who make a difference in children's lives

MYTH #4—Sugar makes children hyper. Many adults believe that sugar makes children hyper. As hard as it may be to believe, the research shows that it's just not that simple. It's more likely that when children are at a low energy point (like after school), giving them calories from any source is likely to boost their energy levels. We really notice their increase in liveliness when WE are feeling low energy, too.

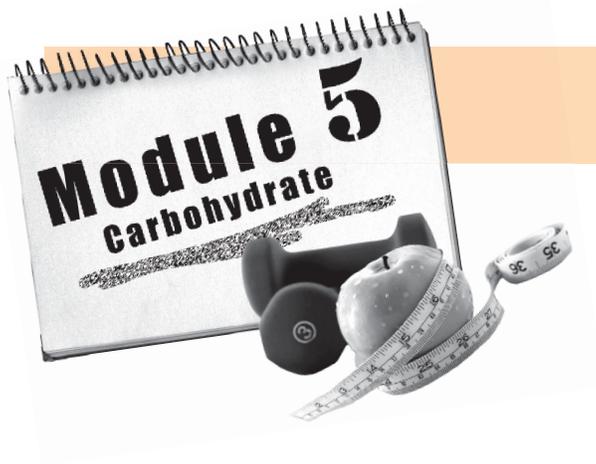
MYTH #5—Avoid nuts because they are fattening. It's true that nuts have lots of calories. 15 cashews, for instance, give about 180 calories! BUT, they also contain a lot of fiber and, if you pay attention to when you start feeling full, you will not overeat them. Instead of simply adding nuts to your diet, the best approach is to eat them in replacement of foods high in saturated fats.

MYTH #6—The best way to keep up your energy is to consume "energy" bars. The best way to consistently have energy is to establish an eating routine that includes 3 meals and a couple of snacks each day. Energy bars do provide calories—lots of them. For your snacks, a better bet is to include a food with protein. Try raisins and nuts or cottage cheese and fruit, either of which can give you protein, iron and fiber. Another bonus? They are a lot cheaper.

MYTH #7—Low carb foods are low calorie foods. Sometimes. When manufacturers replace regular sugars with ingredients like sugar alcohols, they reduce the calories of the product but it does not necessarily mean that it turns it into a low calorie food. When manufacturers replace the carbs with fiber, the chances of the food being a lower calorie version are increased.

MYTH #8—Organic foods are lower in sugar. Organic foods are only lower in sugar if there is less sugar added to them. Be very savvy when reading labels. Learn to spot all the different kinds of added sugars including sugar from juice concentrates and from "natural sources" like cane juice, turbinado sugar and honey.

MYTH #9—Juice is the ultimate health food. Another trend in carbohydrate consumption relates to juicing. Claims state that juicing is essential to maintain health because juice is "raw" food. While juice can fit into a healthful diet, juice does not contain any benefits over the whole fruit or vegetable—and eliminating the pulp from fruits and vegetables removes much of their fiber content. As for the relative merits of raw vs. cooked vegetables? Increasing our vegetable consumption, whether they are raw or cooked, will improve the quality of our diets.



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Let's Get Started: Color Jacuzzi—(10 minutes)

The object of this group exercise is to get the group to quickly meet the other members and to introduce the topic of the training.

Materials required: You may find it helpful to have examples of the colors that you are using for people to look at and to inspire their answers. You could put up a PowerPoint® slide with these colors as backgrounds. If you have a large group, you may want to select 3–4 of the colors to save time instead of going through all of them.

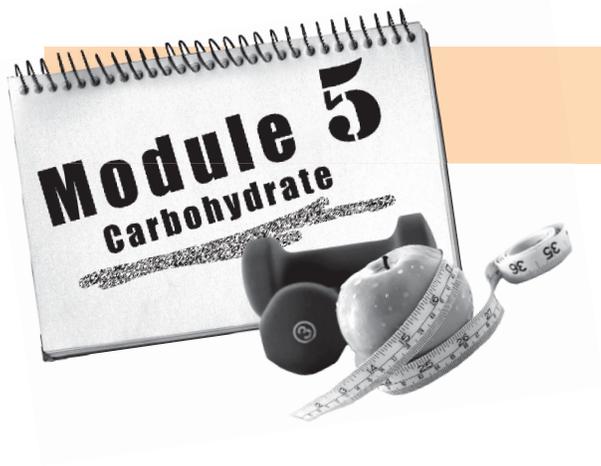
- **SAY:** We are going to have a short activity just to get things warmed up. I am going to call out a color and give you a characteristic of that color. After that, I'll ask a question and then ask each of you to respond with the first answer that comes to mind. Now for the 1st color:

Red: Red typically is the “stop” or “turn it off” color. Quickly tell me a healthy food that is really a turn off for you—that you can't imagine eating.

NOTE: Be ready with an example of your own for each of these. That way you can get the activity started if you need to.

- **NEXT SAY:**
Green: is the money color. What food would you buy (more often) if you weren't limited by the price?

- **NEXT SAY:**
Yellow: Yellow is the inspiration or creativity color. What is the best idea you've heard to improve the healthiness of your diet?



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➤ **NEXT SAY:**

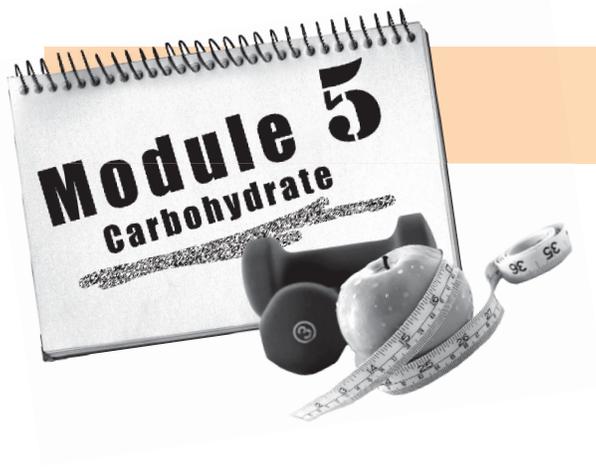
Chartreuse: is an odd or different color. What is the most daring food you have ever eaten?

➤ **NEXT SAY:**

Purple: is the color of royalty. If you were ruler of the universe for a day—what is the first thing you would change about our food supply?

After participants have finished giving their answers, close the activity and transition to the PowerPoint® presentation: "Being Choosy About Carbs."

➤ **SAY:** Now that we've gotten things started, I'd like to give you some background information from the 2005 Dietary Guidelines about carbohydrates.



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Activity 1: Sugar, Sugar Everywhere—(30 minutes)

This activity will enable participants to identify foods that contain added sugars and how high sugar foods can be replaced with lower sugar foods to improve the overall quality of their diets.

Materials required for each “Sugar Kit”: 1 Ziploc bag with 41 sugar cubes, 11 small colorful paper plates (~6” diameter), marking pen. You will need 1 kit for every 6–10 participants.

NOTE: You will need to set up this activity before your training begins. Look at the food listed on **For the trainer: Sugar Content of Foods** and write the name of each food on a plate. Make a set for each “Sugar Kit.” Have the sugar cubes available for each group and a copy of **Handout 1:** “Sugar Content of Foods”, **Handout 2:** “Thomas’ 24-hour Food Record” and **Handout 3:** “Helping Thomas Improve His Diet” for each participant.

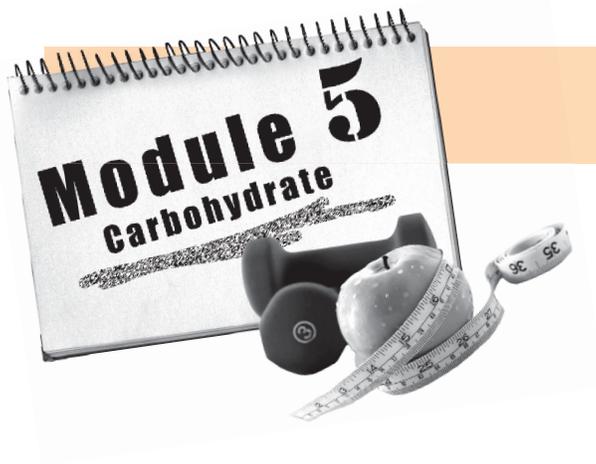
➤ **SAY:**

You learned in the “Being Choosy About Carbs” PowerPoint® presentation that Americans consume over 140 pounds of sugar per person in a year. How do we do that and where is all that sugar going?

To learn more about that, you are going to participate in an activity that helps you get acquainted with all those hidden sources of added sugars in your diet. Let’s get into groups.

Divide the participants into groups of 6–10 people

- **SAY:** Each group has a “Sugar Kit” and a handout with a set of instructions and a list of foods. Briefly, each kit has a bag with 41 sugar cubes in it. Each sugar cube represents 4 grams of sugar. Take a look at the foods on the list. Note that the handout specifies that you are trying to estimate the number of sugar cubes that 1 serving of each food contains.



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Also note that your kit has 11 plates, each with a name of a food written on it. As you decide how many sugar cubes 1 serving of the food would contain, put that number of cubes on the plate. You can do the foods in any order you wish.

BUT, use all the sugar cubes up!

This activity should take you about 10 minutes.

After 10 minutes have passed (or earlier if the groups have all finished) reconvene the group.

➤ **Then SAY:** Now that you've chosen a number of cubes for each of the foods, let's go through them and compare answers.

Call out the foods 1 at a time and let groups respond with their answers. Then supply the answers for the entire group.

➤ **SAY:** Now that you have an idea of the amounts of added sugars that different kinds of food contain, let's take a look at how that can affect our diets.

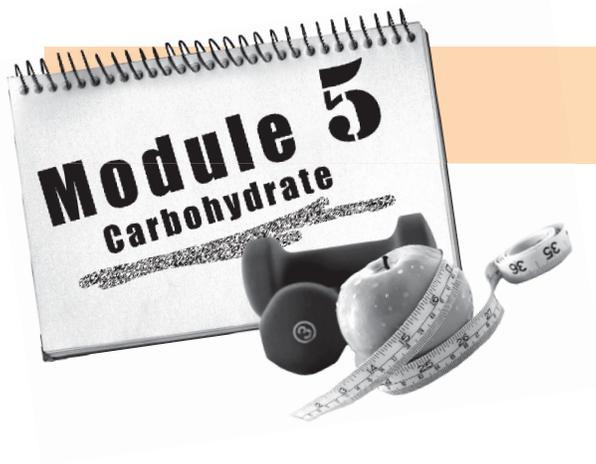
Distribute Handout 2: "Thomas' 24-hour Food Record" & **Handout 3:** "Helping Thomas Improve His Diet".

➤ **SAY:** Take a look at Handout 2: "Thomas' 24-hour Food Record". Thomas is a 35-year-old male who lives by himself. He doesn't pay a lot of attention to what he eats but thinks that, in general, he eats pretty well. You can see that he eats 3 meals and a couple of snacks each day.

I'd like you to focus on the amounts of added sugars in Thomas' diet. Over the course of one day he is consuming a whopping 284 grams of sugar! That's about 1136 calories from sugar!

I've also given you Handout 3: "Helping Thomas Improve His Diet". Take a moment to review the foods that Thomas is eating.

Thinking about the information that you learned earlier in the "Being Choosy About Carbs" PowerPoint® presentation:



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1. What is your first impression of Thomas' diet? How is he doing with respect to fruit, vegetable and whole grain intake?

(Probably ~1+ serving of fruit, 1 serving vegetables, no whole grains)

2. Identify the biggest contributors of added sugar to Thomas' diet. How do beverages contribute to his sugar consumption?

(Baked goods & beverages are largest contributors)

3. Can you suggest some simple changes that might decrease Thomas' intake of added sugars without decreasing the good taste of the foods he is consuming?

(Noncaloric sweetener in coffee, breads/baked products that are lower in sugar or higher in whole grains, reduce soft drink intake and replace Capri Sun® with 100% juice, eat fresh fruit or fruit in it's own juice, read labels to detect hidden sugars.)

4. Calculate an estimate of Thomas' annual sugar consumption based upon this one day of information. Hint: There are 457 g in one pound.

($284/457 = 0.6$ pounds of sugar/day. If this day is representative, 0.6 pounds per day x 365 days per year and he consumes ~227 pounds of sugar/year.)

Wrap up this activity and move to Activity 2 on Fiber.

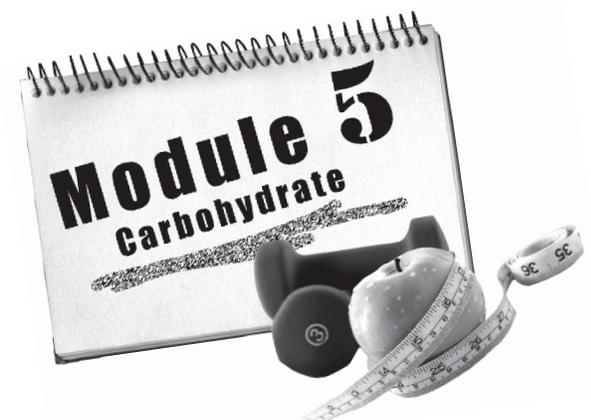
- **SAY:** We've taken a good hard look at sugar content of foods and how they can creep into our diet. Next, let's take a look at fiber and explore ways to increase our consumption of it.

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For the Trainer: Sugar Content of Foods Key

1 serving of	Grams Added Sugar	Number of Sugar Cubes**
Soft Drink	40	10
Cheerios®	1	0
Cracklin' Oat Bran®	15	4
Fig Newtons®	13	3
Snackwell's® Fat Free Chocolate Cookies	9	2
Starbuck's® Frappacino®	32	8
Ketchup (1 T)	4	1
Peanut Butter	3.5	1
Margarita	30	7
Fat Free Raspberry Vinaigrette	7	2
Honey Wheat Bagel, Large	12	3

****1 sugar cube has about 4g of sugar in it**



Activity 1

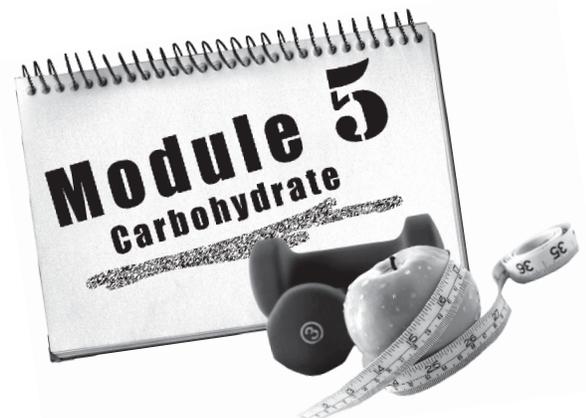
Handout 1: Sugar Content of Foods

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Instructions: Listed below are some foods that contain added sugar. In your "Sugar Kits" you will find a bag of sugar cubes, and plates that have food names on them.

1. In your groups, decide upon the number of sugar cubes that you think 1 serving of each of these foods or beverages contains. Record this number below. Each sugar cube represents 4 grams of added sugar.
2. Then, place the number of sugar cubes determined for each food/drink on its respective plate.
3. You should use up all of the sugar cubes in the bag.

1 Serving of	Number of Sugar Cubes
Soft drink (12 oz can)	
Cheerios® (3/4 c)	
Cracklin' Oat Bran® (3/4 c)	
Fig Newtons® (3 cookies)	
Snackwell's® Fat Free Chocolate Cookies (3 cookies)	
Starbuck's® Frappacino® (Tall)	
Ketchup (1 T)	
Peanut Butter (2 T)	
Margarita (6 oz.)	
Fat Free Raspberry Vinaigrette (2 T)	
Honey Wheat Bagel (1 large)	



Activity 1

Handout 2: Thomas' 24-hour Food Record

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Name: Thomas X		Date: July 27, 2006	
Meal or Snack	Amount/ Measure	Item Description	Added Sugars (g)
Breakfast	2 med.	Eggs	-
	1 large	Bagel, honey wheat	12
	2 T.	Flavored cream cheese	3
	2 c.	Coffee with 2 tsp. sugar	8
Snack	1 large	Blueberry muffin	25
	12 oz.	Coffee with 2 tsp. sugar	8
Lunch	2 sl.	Wheat bread	6
	2 sl.	Honey cured ham	2
	¼ c.	Lettuce	-
	1	Brownie	18
	1 med.	Apple	-
	7 fl oz.	Capri Sun®	27
Snack		Nutri-grain® bar	13
	24 oz.	Pepsi®	80
Dinner	4 oz.	Barbecued chicken breast	2
	1 c.	Salad	-
	2 T.	Fat free raspberry vinaigrette	7
	1/2 c.	Canned pineapple in lite syrup	32
	1	Biscuit	-
	1 tsp.	Butter	-
	1 packet	Honey	11
6 oz.	Margarita	30	
Total Sugars Thomas ate this day:			284*

Activity 1

Handout 3: Helping Thomas Improve His Diet

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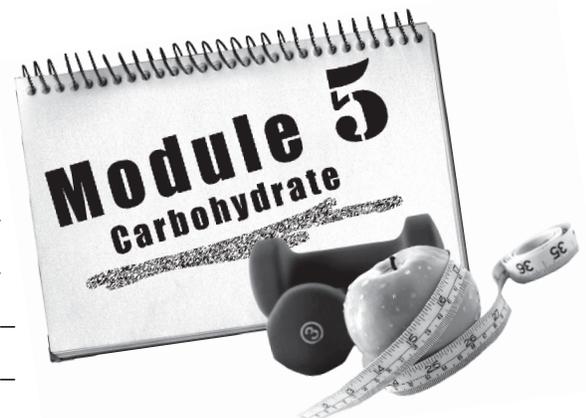
1. What is your first impression of Thomas' diet? How is he doing with respect to fruit, vegetable and whole grain intake?

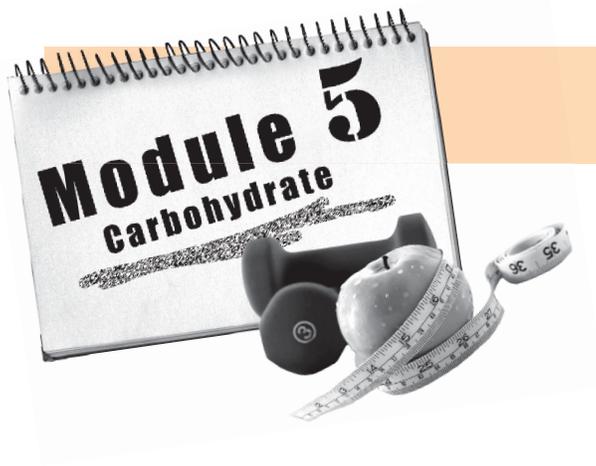
2. Identify the biggest contributors of added sugar to Thomas' diet.

3. How do beverages contribute to his sugar consumption?

4. Can you suggest some simple changes that might decrease Thomas' intake of added sugars without decreasing the good taste of the foods he is consuming?

5. Calculate an estimate of Thomas' annual sugar consumption based upon this one day of information. **Hint: There are 457 g in one pound.**





Providing consistent messages about healthy living to support those who make a difference in children's lives

Activity 2: Amazing Fiber Feats—(30 minutes)

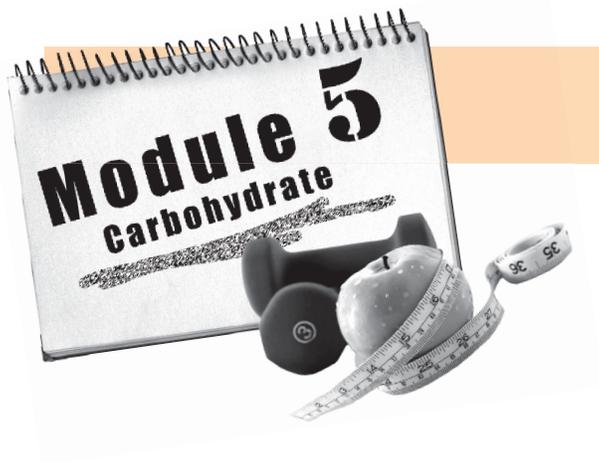
In this activity, participants will learn about the properties of fiber, how it benefits the body and how to include more high fiber foods in their diets.

Materials required: A copy of **Handout 4:** “Amazing Fiber Feats”, **Handout 5:** “Fiber Foods I Ate Yesterday”, **Handout 6:** “My Personal Plan for Increasing Intake of High Fiber Foods” and **Handout 9:** “Lifestyle Tips: Small Changes Add Up” for each participant. A pen or pencil for each participant. 4-10 oz plastic cups, 3 measuring teaspoons ($\frac{1}{2}$ tsp, 2-1 tsp and 1 T measuring spoons), water at room temperature, 4 wooden popsicle sticks or tongue depressors, about 5 T. (about 45 g) of guar gum (you can buy it in most grocery stores in the supplements area and it can be purchased online), 4 dishcloths that can go over the plastic cup, a timer, and 4 slips of paper. Write on the 4 slips of paper: 1) $\frac{1}{2}$ tsp; 2) 1 tsp; 3) 2 tsp; and 4) 1 T.

You should make 4 kits of materials for the activity. Each contains the following items:

1. A 10 oz. plastic cup
2. 1 measuring spoon (1 station will get $\frac{1}{2}$ tsp, 2 will get the 1 tsp. and 1 will get the T.)
3. 8 oz. of water
4. Popsicle stick
5. 1 T. guar gum
6. Dishtowel

➤ **SAY:** I asked you earlier to tell me the first words that came to mind when you hear the word “fiber.” Many times when people think of eating foods that are high in fiber, they focus on what they perceive to be the negative aspects of these foods. Some people feel like taste is a problem; for some it’s texture; and for others it may be the after effects of eating fiber—some of which can be socially embarrassing and uncomfortable.



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BUT, today we're going to do an activity that shows how powerful and amazing that fiber can be.

Just as a reminder of what we talked about in the "Being Choosy About Carbs" PowerPoint® presentation, fiber is hard for the body to digest and winds up in the large intestine (or colon) largely undigested. The good thing about this is that fiber in the colon makes laxation easier AND fiber binds to many unhealthy molecules like cholesterol and helps us rid the body of them.

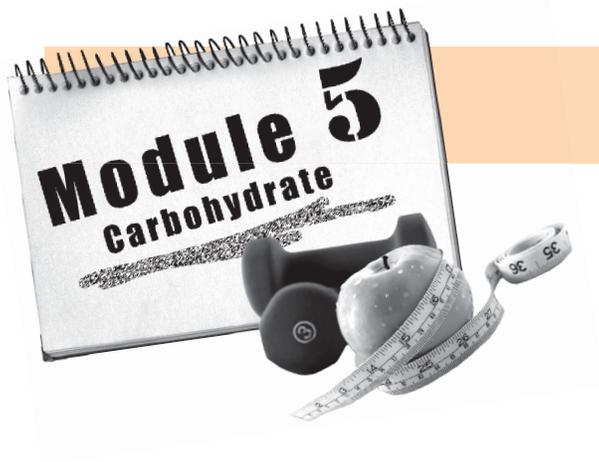
Now, let's get ready for a really fun activity.

Divide the participants into 4 groups. Ask one participant in each group to draw a slip of paper from your hand. What is written on the slip of paper will determine which kit the group is given.

- **SAY:** Each group has received a kit which contains all the ingredients you need and the instructions for what your group will do with them on Handout 4: "Amazing Fiber Feats". Take a few moments and read the instructions and then make your recipes! When you have finished mixing the ingredients, cover your "concoctions" and let me know that you have finished.

When every group has made their concoction, I'll set the timer for 10 minutes and we'll let them "cook."

Walk around the room while the groups are making their recipes to make sure that they stir the mixtures well and finish the process quickly. When all groups are finished and have covered their cups, **set the timer for 10 minutes.**



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- **SAY:** While the concoctions are “cooking” let’s review a little of what we learned about in the PowerPoint® presentation.

Does anyone remember the amount of fiber that is recommended to be ingested everyday? (14g/1000 calories is the general recommendation)

Of course not everyone consumes the same amount of calories so the amounts differ from person to person. The general recommendations for women are about 25g and for men it’s more like 38 grams.

On the handout I am passing out now, Handout 5: “Fiber Foods I Ate Yesterday”, I’d like you all to take a moment and write down the foods with fiber that you consumed yesterday. Use the list on the right side of the page to estimate how many grams of fiber were in those foods and give yourself a total for the day.

This should take about 5 minutes for participants to finish.

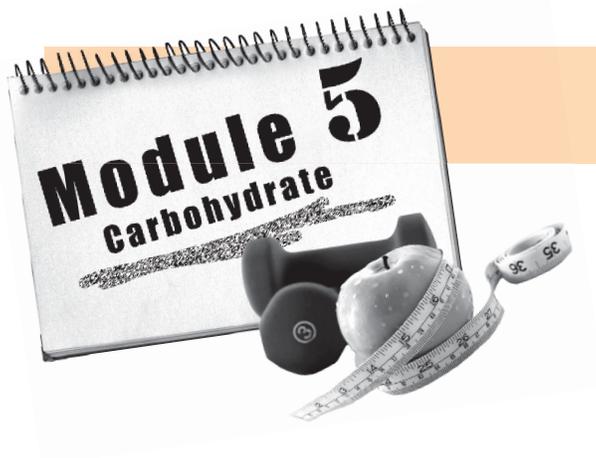
- **SAY:** Given the recommendations for daily fiber intake of about 25g per day for women and 38g per day for men, how did you do on fiber intake for yesterday?

If you had guessed ahead of time about how many foods with fiber you normally eat in a day, would you have been on target?

Let participants share their information, if they want to, and then redirect the participants back to the concoctions that are under the dishtowels.

- **SAY:** Now, before we take a peek at your “recipes”, what do you suppose is going on in there?

Do you have any ideas about what we mixed together? The powder that you mixed in is a fiber from locust beans called “guar gum.” You may have noticed it in some ingredient lists.



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Ok, let's reveal those concoctions.

NOTE: The cups with $\frac{1}{2}$ tsp of guar gum will now have a thin gel in it and the cup with 1 tsp will have a thick gel. The cups with 2 tsp or 1 T will be "solid." You will be able to turn the cups with 2 tsp and 1 T of guar gum completely over and nothing will fall out. In the 1 T. cup, you may be able to pick the cup up by the popsicle stick.

➤ **SAY:** Pretty amazing isn't it. This is a great example of how fiber can bind water and keep it in the colon. Think about pushing this gel/solid through a plastic tube vs. pushing modeling clay through the tube. The gel would be a lot easier on our colons! That's part of the purpose of consuming foods with dietary fiber.

Distribute Handout 6: "My Personal Plan for Increasing Intake of High Fiber Foods" and **Handout 9:** "Lifestyle Tips: Small Changes Add Up".

Take a moment to think about how you could include more foods with fiber in your diet and consider setting a goal to increase your fiber intake. Use **Handout 6:** "My Personal Plan for Increasing Intake of High Fiber Foods" to set a goal and strategize ways to make it to your goal. Use some of the Lifestyle Tips on **Handout 9** to help you think of ways to meet your goals.

Get ready for Activity 3 which helps participants learn about whole grains.

Activity 2

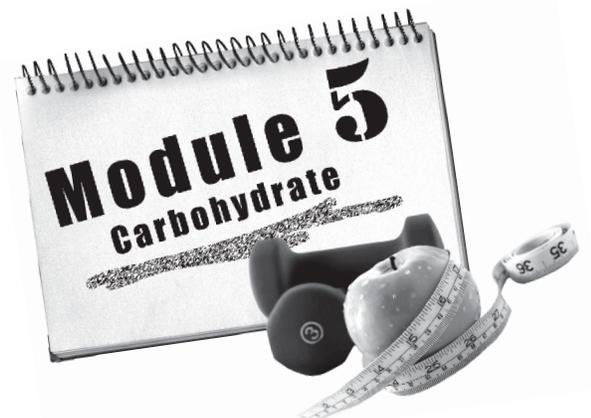
Handout 4: Amazing Fiber Feats

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Each kit contains the following:

1. A 10 oz. plastic cup
2. 1 measuring spoon
3. 8 oz. of water
4. Popsicle stick
5. 1 T. nontoxic, edible powder
6. Dishtowel

1. The slip of paper that you drew in the beginning of the activity tells you the amount of powder you will be using in your "recipe." Measure out that amount of powder into the plastic cup.
2. Add the water into the cup with the powder and use the popsicle stick to stir the solution. **QUICKLY STIR THE MIXTURE VERY WELL UNTIL ALL THE POWDER HAS DISSOLVED.** You will need to stir for about 15–20 seconds to accomplish this.
3. Leave the popsicle stick in the cup and cover the cup with the dishtowel.
4. Tell your trainer that you have finished and wait for the rest of the groups to complete their recipes.



Activity 2

Handout 5: Fiber Foods I Ate Yesterday

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Fiber-containing foods I ate for breakfast:

Foods	Fiber (g)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Fiber-containing foods I ate for lunch:

Foods	Fiber (g)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Fiber-containing foods I ate for dinner:

Foods	Fiber (g)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Fiber-containing foods I ate for snacks:

Foods	Fiber (g)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Total fiber I ate yesterday: _____ grams

Fabulous High Fiber Foods

Fruits

Apple	1 = 3 grams
Orange	1 = 2 grams
Peach	1 = 2 gram
Raspberries	½ cup = 4 grams

Vegetables

Acorn squash	¾ cup = 4 grams
Asparagus	½ cup = 1 gram
Broccoli	½ cup = 4 gram
Brussels sprouts	½ cup = 3 grams
Cabbage	½ cup = 2 grams
Carrot	1 = 2 grams
Cauliflower	½ cup = 1 gram
Potato, peeled	1 = 2 grams
Romaine lettuce	1 cup = 1 gram
Spinach (raw)	½ cup = 1 gram
Tomato	1 = 2 grams
Zucchini	½ cup = 3 grams

Legumes

Black beans	½ cup = 9 grams
Black-eyed peas	½ cup = 8 grams
Lima beans	½ cup = 6 grams
Kidney beans	½ cup = 9 grams
Pinto beans	½ cup = 6 grams

Whole Grains

Brown rice (cooked)	1 cup = 5 grams
Oatmeal	½ cup = 4 grams
White rice (cooked)	1 cup = 1 gram
Whole wheat cereal	1 cup = 3 grams
Whole wheat bread	1 slice = 3 grams
White bread	1 slice = 1 gram

Nuts and Seeds

Almonds	24 nuts = 3 grams
Cashews	18 nuts = 1 gram
Peanuts	28 nuts = 2.5 grams
Walnuts	14 halves = 2 grams
Sunflower seeds	¼ cup = 3 grams
Sesame seeds	1 T. = 1 gram

Activity 2

Handout 6: My Personal Plan for Increasing Intake of High Fiber Foods

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My Action Plan

I will do these three things to increase my intake of fiber-containing foods.

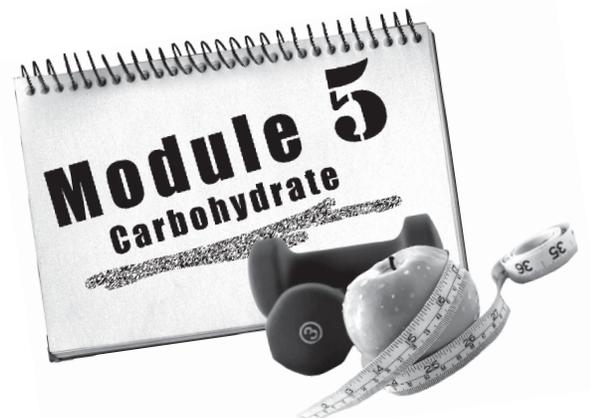
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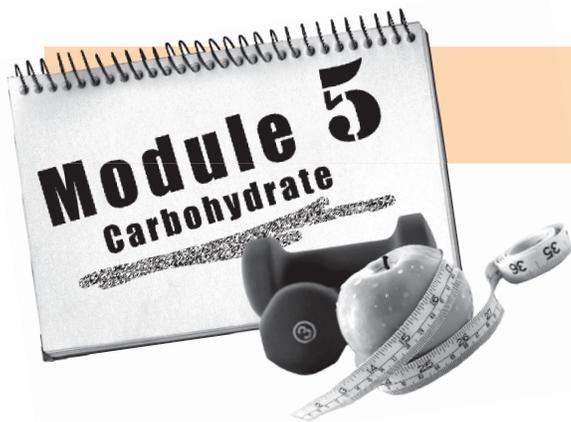
High fiber foods I like:

Barriers to reaching my fiber goals:

What do I need to do to address the barriers?

What barrier can I overcome in the next week?





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Activity 3: Going for Grains!—(25 minutes)

This activity will help participants learn how to identify whole grain products based upon the information in product ingredient lists.

Materials required: A copy of **Handout 7:** "Is It Whole Grain?" and **Handout 8:** "Identifying Legitimate Whole Grains" for each participant. A pen or pencil for each participant. Brown paper grocery bag with packaging from various grain products such as:

100% whole wheat bread, wheat bread (not a whole grain), pumpernickel bread (not 100% rye and not whole grain), instant or old fashioned oatmeal, wild rice, brown rice, Triscuit® crackers, degerminated cornmeal (not whole grain), whole grain cornmeal, popcorn, multi-grain bread (not whole grain), wheat crackers (not a whole grain cracker), Cheerios®, durum wheat pasta (not a whole grain).

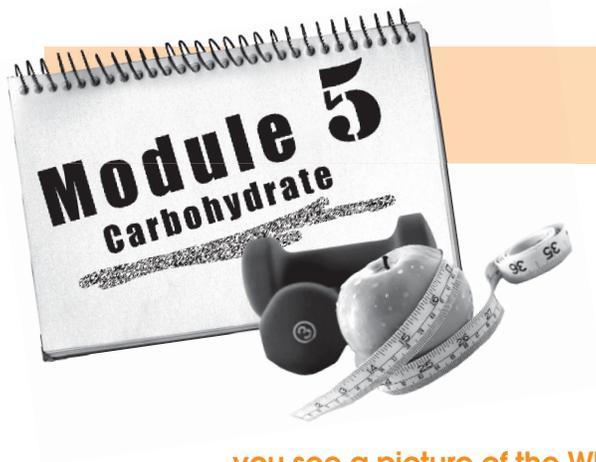
*Start by distributing the items that are in the grocery sack and asking participants to take a look at the items. Also distribute **Handout 7:** "Is It Whole Grain?" On the sheet provided, ask them to write down whether they think the item is a whole grain product.*

- **SAY:** I'd like you to take a look at the food packages that I am passing around. These are all brands that are available in your average supermarket chain. Take a look at the packages and then circle the names of the items on your Handout 7: "Is It Whole Grain?" that you think are whole grain products.

Give participants about 10 minutes to complete the task.

- **SAY:** To remind you of the definition we gave in the "Being Choosy About Carbs" PowerPoint® presentation, whole grains, or foods made from them, contain all the essential parts and naturally-occurring nutrients of the entire grain seed. If the grain has been processed (e.g., cracked, crushed, rolled, extruded, and/or cooked), the food product should deliver approximately the same balance of nutrients that are found in the original grain seed.

The Whole Grains Council has created an official packaging symbol called the Whole Grain Stamp that helps consumers determine which products are whole grain. The stamp started to appear on store shelves in mid-2005 and is becoming more widespread every day. On Handout 8: "Identifying Legitimate Whole Grains",



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you see a picture of the Whole Grain Stamp. This handout also includes more detailed information on the stamp.

One problem with relying on the stamp is that manufacturers are not required to use the stamp and not all packages that contain whole grains have it.

Additional important information about whether a product is “whole grain” is contained in the product ingredient list. If a product is whole grain, it must state “whole grain” somewhere on the package, or say something like “100% whole wheat.” It must also list a whole grain ingredient at the front of the ingredient list.

Take a minute or two to read the second page of Handout 8: Identifying Legitimate Whole Grains.

Give participants 2 minutes to read the 2nd page of the Handout 8: “Identifying Legitimate Whole Grains”.

➤ **SAY:** If the first ingredient listed contains the word “whole” (such as “whole wheat flour” or “whole oats”), it is likely—but not guaranteed—that the product is predominantly whole grain. If there are two grain ingredients, and only the second ingredient listed is a whole grain, the product may contain as little as 1% or as much as 49% whole grain (in other words, it could contain a little bit of whole grain, or nearly half).

If there are several grain ingredients, the situation gets even trickier. For instance, let's say a “multi-grain bread” is 30% refined flour and 70% whole grain. But the whole grains are split between several different grains, and each whole grain comprises less than 30% of the total. The ingredients might read “Enriched white flour, whole wheat, whole oat flour, whole cornmeal and whole millet” and you would NOT be able to tell from the label whether the whole grains make up 70% of the product or 7% of the product.

Now, let's pass those packages around again, and see if you change any of your answers based upon new information.

Close the activity by telling participants answers to which products meet the criteria for “whole grain.”

Information adapted from The Whole Grains Council website:
<http://www.wholegrainscouncil.org/WholeGrainStamp.htm>

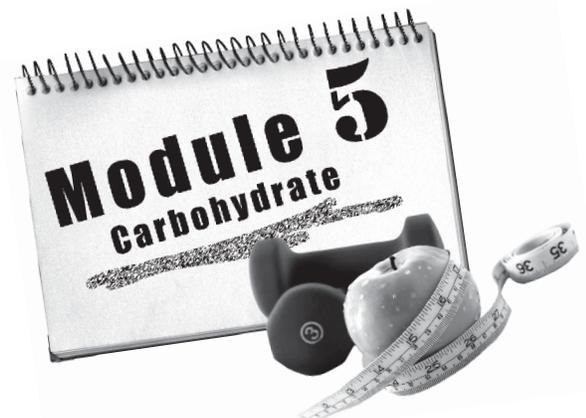
Activity 3

Handout 7: Is It Whole Grain?

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Examine the packages that are being passed around and circle the items in the list below that you believe are whole grain products.

- * 100% Whole wheat bread
- * Wheat bread
- * Pumpernickel bread
- * Instant or old fashioned oatmeal
- * Wild rice
- * Brown rice
- * Triscuit® crackers
- * Degerminated cornmeal
- * Whole grain cornmeal
- * Popcorn
- * Multi-grain bread
- * Wheat crackers
- * Cheerios®
- * Duram wheat pasta



Activity 3

Handout 8: Identifying Legitimate Whole Grains

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The **Whole Grain Stamp** on the packaging identifies products two ways:



Whole Grain Stamp

For products offering a half serving or more of whole grain.

Contains **at least 8g** whole grain per serving.

8g = 1/2 a MyPyramid serving



100% Whole Grain Stamp

For products where **ALL** of the grain is whole grain.

Contains **at least 16g** whole grain per serving.

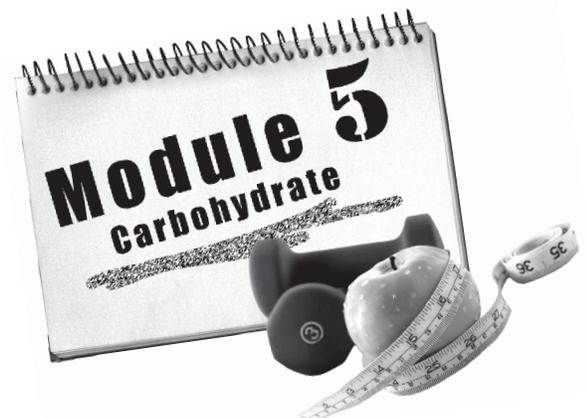
16g = a full MyPyramid serving

The graphics above illustrate the minimum whole grain content for qualifying products. However, the actual stamps on food packaging show a **DIFFERENT** number on each product, reflecting the actual whole grain content of specific foods.

Eating three whole grain food products labeled “100% Whole Grain” does the trick—or six products bearing ANY Whole Grain Stamp.

The original Phase I Stamps carried the words “Good Source” for products with 8–15g of whole grain content, and “Excellent Source” for products with 16g or more of whole grain content. These original graphics may still be visible on grocers’ shelves, as manufacturers transition to new packaging featuring the Phase II design above.

Adapted from: Whole Grains Council. Whole Grain Stamp page. Available at <http://wholegrainscouncil.org/whole-grain-stamp>.



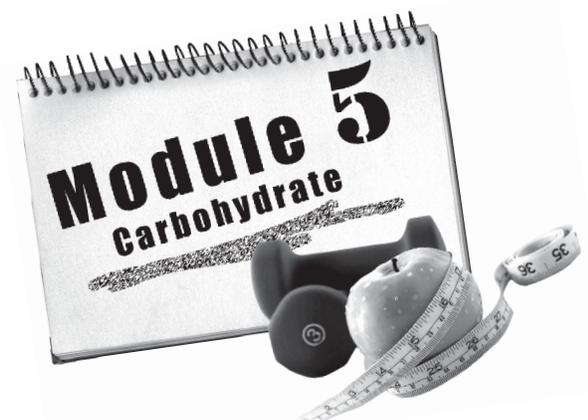
Activity 3

Handout 8: Identifying Legitimate Whole Grains (continued)

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Words You May See on Packages	What They Mean
<ul style="list-style-type: none"> • whole grain (name of grain) • whole wheat • whole (other grain) • storeground whole (grain) • brown rice • wheat flour • semolina • durum wheat • organic flour • multigrain (may describe several whole grains or several refined grains, or a mix of both) • enriched flour • degerminated (on corn meal) • bran • wheat germ 	<p>YES— <i>Contains all parts of the grain, so you're getting all the nutrients of the whole grain.</i></p> <p>MAYBE— <i>These words are accurate descriptions of the package contents, but because some parts of the grain MAY be missing, you are likely missing the benefits of whole grains.</i></p> <p>NO— <i>These words never describe whole grains.</i></p>

Source: The Whole Grains Council. <http://wholegrainscouncil.org/whole-grain-stamp>

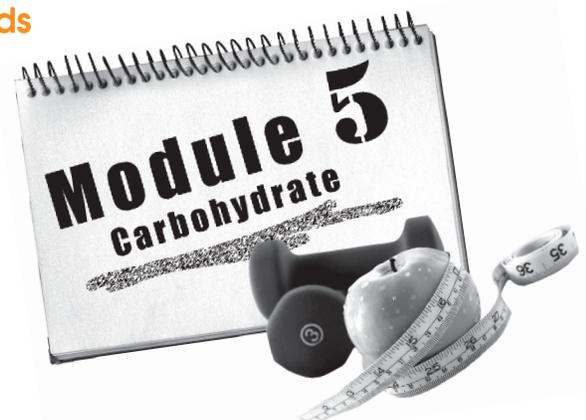


Handout 9: Lifestyle Tips

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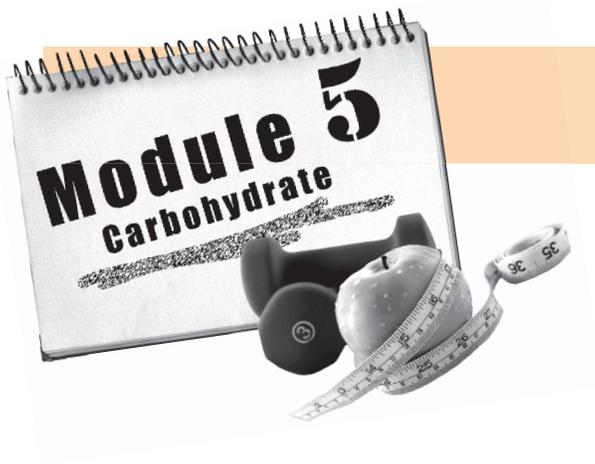
Small Changes Add Up

- * **Add more fiber-rich beans and peas to your meals.** Garbanzo beans are a great addition to soups and salads. Put baby lima beans, a little lemon juice, some garlic and a little olive oil into your food processor and presto! You have a great dip for vegetables or a tasty spread for bread.
- * **Need to lose some weight?** Forget the crazy diets that you can't live with for more than a week. Cut calories and increase your activity a little at a time. For example, replace high calorie snacks with a piece of fruit and a small handful of nuts.
- * **Plan a MyPyramid meal**—choose at least one food from each of the groups. See how many colors you can include in one meal!
- * **Try some new vegetables** like arugula, golden beets, jicama, garnet red sweet potatoes or papaya. These beautiful foods are easy to prepare, packed with nutrients and taste fantastic!
- * **Create your own breakfast cereal:** Mix together several high fiber cereals and include some rolled oats, raisins and flax seed. Look for cereals that have no more than 8g of sugar per serving. You'll create a great tasting, interesting morning treat.
- * **Watch for calories in beverages.** Juice drinks, carbonated beverages, sport drinks, alcoholic beverages, and "entertainment drinks" (like those found in coffee houses) all add extra calories without adding much in the way of nutrients.
- * **Going to a breakfast or lunch meeting?** Bring some yogurt and a piece of fruit or some cherry tomatoes and take a pass on the donuts, chips and cookies.
- * **Got "brownbag boredom?"** Break out of that rut and try a wrap instead of a sandwich; make extra salad for dinner and pack it into a lunch-sized container for the next day; bring frozen fruit to add to plain yogurt; make extra soup on those cold winter weekends to have for lunch during the week. **Perk up those lunches!**
- * **Learn smart ways to eat healthfully in all kinds of restaurants.** Request healthier substitutions (steamed veggies instead of fried) or additions (ask for vegetables with your pasta dishes). Try ordering two appetizers instead of an entrée. Get more for your money by taking home something for tomorrow's lunch.



Wrap It Up

Providing consistent messages about healthy living to support those who make a difference in children's lives



Wrap it up by giving participants the option to make action plans for making healthy lifestyle changes.

Review what they learned about this topic by asking:

- * **What was the most surprising fact that you learned about carbohydrates today?**
- * **Think for a minute about the information that you learned about added sugars in foods. Can you identify places where you consume more added sugar than you realized?**
- * **Now that you've completed the training, what key concept do you think you will try and implement into your own eating habits?**
- * **Think about the children with whom you work. If you had to choose one of the points that we talked about, what are you most excited about communicating to them?**

Ask participants to complete the evaluation forms. Distribute the certificates of completion. Close by bringing participants to the Resource Table/Toolkit and providing sufficient time and opportunity to examine materials for their target audiences.

Certificate of Completion

is hereby granted to

to certify that he/she has completed to satisfaction

Module 5 Carbohydrate Being Choosy About Carbs

Granted

Instructor

Evaluation Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

Date _____ Location/Institution _____

Please place an X next to the phrase that describes the occupation you represent at this training:

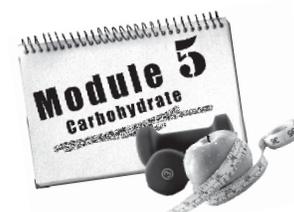
- Childcare provider Elementary school teacher
 Secondary school teacher School foodservice professional
 Health educator/physical education professional
 Parent Other (please provide) _____

Please circle the number that best represents the extent to which you agree with the following statements:

The training has improved my knowledge and skills related to:		Disagree		Neutral		Agree
a.	Describing different types of carbohydrate and how they are used by the body.	1	2	3	4	5
b.	Identifying where fiber comes from and why it is important for health.	1	2	3	4	5
c.	Identifying foods that are made from whole grains.	1	2	3	4	5
d.	Recognizing beverages and foods high in sugars	1	2	3	4	5
e.	Creating strategies to reduce intake of foods high in added sugars.	1	2	3	4	5
f.	Determining ways to increase fiber consumption through foods that meet individual taste preferences.	1	2	3	4	5
g.	Finding ways to increase daily consumption of vegetables, fruits and whole grains.	1	2	3	4	5

With regard to the training components		Disagree		Neutral		Agree
a.	The goals of the training were clearly stated	1	2	3	4	5
b.	The content of the training was well organized to meet the training goals	1	2	3	4	5
c.	The training provided opportunities to apply the skills being taught	1	2	3	4	5
d.	The trainer was knowledgeable in the topic areas covered	1	2	3	4	5
e.	I know where to seek additional help if I need it	1	2	3	4	5

Comments _____



Evaluation Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

What do you see as your greatest challenge in applying the skills you learned related to increasing consumption of whole grains, fruits and vegetables??

What was the most helpful information you received during this training?

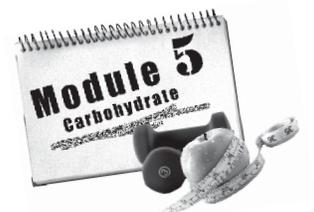
What, if anything, do you suggest we do differently in the future?

What types of trainings would you like to see provided in the future?

Do you have any specific feedback for the trainers?

Any other thoughts?

Thank you for your participation! Drive home safely.



Literature Cited in Being Choosy About Carbs

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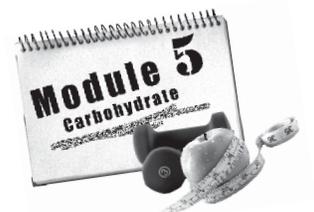
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