

# Food Education for People with Serious Psychiatric Disabilities

## An Evidence-Based Recovery Curriculum

*A curriculum to empower people with serious psychiatric disabilities to achieve nutritional health as a resource for recovery*



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In collaboration with staff and students of the Division of Recovery Services at the  
Center for Psychiatric Rehabilitation

**Boston University** Nutrition & Fitness Center  
**Boston University** Center for Psychiatric Rehabilitation



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# Food Education for People with Serious Psychiatric Disabilities

## An Evidence-Based Recovery Curriculum

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### The Importance of Health in Recovery

People with psychiatric disabilities have a right to have services that increase their functional health. People with psychiatric disabilities can and do experience positive health while living with a serious mental illness. Many people with psychiatric disabilities are survivors of physical and sexual abuse, intense stigma, and poor care within the mental and medical systems. In addition, the disabling consequences of a serious mental illness, including poverty, often result in extremely sedentary lifestyles and poor nutritional habits. Their decreased functional health contributes powerfully to the disability and isolation people with mental illness experience in their communities. In turn, their recovery of a successful role in the community is inhibited by poor health, which then limits full community participation. A large percentage of people who live with serious mental illness also experience significant medical co-morbidity, dying 25 years earlier on average than the general population. This public health crisis demands our immediate attention as providers to deliver health promotion services that are consistent with the mental health system's redefinition of itself as a system that promotes recovery from severe mental illnesses rather than simply alleviating illnesses (New Freedom Commission on Mental Health, 2003). Services that promote practical health strategies are urgently needed to meet the challenge of The Substance Abuse Mental Health Services Administration's wellness pledge (2007) to reduce the excessive mortality rates of people with serious psychiatric disabilities by 10 years in 10 years.

We believe that health strategies are an integral part of anyone's healing process, and it is no different for people with psychiatric disabilities. Many people in recovery lack the knowledge and skills about what it means to be a healthy person, many are unsure of how their lifestyles impact their health, and many have acquired unhealthy coping strategies. Also, many professionals lack experience with personal health strategies or come from clinical disciplines that view health strategies and lifestyle interventions as secondary to psychiatric treatment. Programs designed to serve the needs of people in recovery from psychiatric disabilities often lack the resources and knowledgeable staff to implement health programs to support the recovery of people's health. Environments and community resources also play an important role in the nutritional health of people in recovery.

This nutritional curriculum guide is a resource for programs and providers who want to help people with psychiatric disabilities learn how to eat well to support their functional health. The challenge of eating well with a psychiatric illness, which often requires medications that compromise physical health, is significant. The burden of poverty that many people who live with psychiatric disabilities acquire creates an additional barrier to healthy nutritional practices.

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### Goals

The goal of this curriculum is to provide people with the knowledge and skills necessary to enhance their nutritional wellness. It is based on the 2005 Dietary Guidelines for Americans, the evidenced-based approaches of the Diabetes Prevention Program and the Volumetrics (Energy Density) to Weight Management, and feedback from people in recovery.

This curriculum guide has bundled several evidence-based practices and modified the information relevant to preventing and reversing the metabolic syndrome and promoting healthy weight in

persons with psychiatric disabilities. It is designed to provide practitioners with nutritional lesson plans that can be used in a single session or together as a cohesive skills group. We encourage practitioners to use the lesson plans as frameworks from which the topic can be personalized to meet individual, cultural, and environmental needs.

Another goal of the curriculum is to promote independence in making healthy food choices. Lesson plans are provided that teach strategies for healthy choices in three situations: food shopping, dining out, and meal/snack preparation. In addition, the curriculum presents healthy eating strategies in response to emotions. Changing one's role from a sick patient to a healthy community member is extremely challenging. Clearly, the content described in this curriculum is not exhaustive, rather it is meant as a beginning, as a way of stimulating both programs and people to believe in and claim nutritional health as a resource for living well.

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### **Principles of Health Promotion in Recovery Services**

The principles of health promotion rest on the recognition that there is a deep connection between health and human rights and the assertion that people with psychiatric disabilities have a right to optimal health. These principles acknowledge the personhood of people with psychiatric disabilities in their individuality, their unique needs and goals, their desire for active involvement in their own health promotion activities, and in the complexity of their whole lives. These principles operate independently of the setting in which health promotion activities happen and the professional disciplines of the practitioner.

#### **Principles of Health Promotion for People with Serious Psychiatric Disabilities**

1. Health and access to health care are universal rights of all people.
2. Health promotion recognizes the potential for health and wellness for people with psychiatric disabilities.
3. Active participation of people with serious psychiatric disabilities in health promotion activities is ideal.
4. Health education is the cornerstone of health promotion for people with psychiatric disabilities.
5. Health promotion for people with psychiatric disabilities addresses the health characteristics of environments where people live, learn, and work.
6. Health promotion is holistic and eclectic in its use of many strategies and pathways.
7. Health promotion addresses each individual's resource needs.
8. Health promotion interventions must address differences in people's readiness for change.

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### **Curriculum Logistics—Quick Planning Notes**

#### **Developing a Culture of Health Promotion Services**

- It is essential to communicate, with confidence to the people we serve, the belief that health is possible in the midst of illness or disability. Additionally, the belief that recovery is a reality for persons with psychiatric disabilities is basic to the successful implementation of a health promotion intervention.

- Faith in recovery does not require denial of a disability. Rather the construct of recovery places the illness in perspective, acknowledging it as a reality, but not central to the personhood of an individual.
- Creating an atmosphere that enhances a greater mindfulness of the significance of positive health and the personal capacity to determine one's health nourishes hope, greater self-esteem, and self-efficacy in people. For many people with serious psychiatric disabilities, the possibility of functional health has been an unattainable goal. Their lives have centered on illness and treatment until they themselves identify themselves as sick, dysfunctional, and unhealthy people.
- The prospect of an alternative view is both exhilarating and terrifying. However, without the belief in the possibility of recovery, the prospect of achieving any degree of functional health is meaningless.
- Belief in recovery, made concrete through supports offered and skills and lifestyles modeled by other people living healthy lives despite a psychiatric disability, is often the catalyst that stimulates renewed hope, energy, and positive behavioral change.
- It is essential to reinforce people's right to recover a healthy level of nutritional functioning within their body as a resource for their recovery. It is critical that we provide health promotion interventions, such as food education, which create opportunities for people to become aware of the power of health as a personal resource to help them achieve their goals. Nutritional education will teach people to evaluate their choices, reframe their experiences and strategies, and counter negative lifestyle behaviors with positive approaches.

### **Content**

The curriculum addresses 12 basic nutritional topics: Basics of Balanced Eating, Fats, Whole Grains, Fruits and Vegetables, Proteins, Added Sugar, Hydration, Meal Timing, Holiday Eating, Meal Planning, Healthy Shopping, and Goal Setting. The 22 lesson plans that address these topics can be used individually or bundled together.

### **Structure/Session Length**

Each lesson plan is designed to be delivered in a 90-minute class/session. Modifications of this format to your schedule and program work well. Each lesson plan is a rehabilitation process that includes knowledge sharing, skill teaching, and skill application. Field trips to local food stores, cooking demonstrations, and experiential eating of healthy foods are an integral part of the course. The classes/sessions are designed to be as flexible in routine to allow for class discussions addressing the complex emotions people experience about food while making nutritional changes.

### **Location**

- This food education curriculum has been used successfully in multiple mental health and community settings for people with and without psychiatric disabilities to help them achieve nutritional health as a resource for overall functional health. We believe teaching people how to eat well will help people with psychiatric disabilities lead long, healthy, and productive lives.
- This curriculum can be delivered successfully as a psychoeducational intervention, and thus, is highly applicable to inpatient settings, day treatment, partial hospitalization programs, outpatient settings, clubhouse programs, residential programs, and self-help settings where "groups" typically are provided.

- We encourage you to modify this curriculum to meet the nutritional needs and desires of the people and the environment. It can be taught as a whole food education program or lessons may be inserted into a highly structured treatment groups to bring a more health-oriented focus to the services already provided.
- It is helpful to have a kitchen to demonstrate and create meals and snacks as part of the class, but it is not necessary. A portable toaster oven or microwave can be used easily to demonstrate healthy meals as well. We recommend demonstrating or taste-testing a healthy food in each encounter. Taking a risk with support, such as tasting a new vegetable or fruit, is often more successful when done with a group or a practitioner. This will increase the likelihood that people will attempt to use their new knowledge/skill in their own environments.

### **Handouts, Recipes, and Homework**

The curriculum provides multiple opportunities for students to practice their nutritional skills in their own environment.

Handouts and recipes are included to prompt use of the skills, provide information, and support nutritional practices. These handouts and recipes that are recommended for student use are included in this curriculum guide following each lesson plan. They can be printed or reproduced as needed for individual group participants. To make it to easier to reproduce the handouts and recipes for individual students, they also are available to purchasers of the curriculum in a password protected PDF file that can be downloaded from the Center's website.

It is recommended that students be provided individual binders to organize the completed handouts, particularly if a number of lesson plans will be taught. A cover page is provided that can be printed or copied and distributed to individual students to serve as a cover for their binders.

The curriculum also directs leaders and students to user-friendly nutritional websites that can be used in adjunct.

### **Practitioner Qualifications**

**Knowledge.** This class is designed to be taught by someone with a sound knowledge of nutrition and food. Research and experience document that people in general, as well as people in recovery, have an enormous amount of food knowledge, much of it based in myths, cultural and regional perspectives, and incorrect information. Having a facilitator who can respond to questions and concerns with accurate information is essential. Staff, such as registered dieticians and nurses, would be knowledgeable facilitators of this curriculum. Other people with knowledge of health nutrition might include fitness trainers, chefs, and people with a strong interest in nutrition and food.

**Facilitator Skills.** The facilitator/participant relationship is the primary foundation of successful implementation of a health promotion intervention. While specific credentials may vary according to topic, the facilitator's capacity to build and maintain strong alliances with the group and individual is critical. Therefore, excellent interpersonal skills and the ability to apply these skills in interactions with people who live with multiple challenges are essential to delivering services that are not only of the highest quality, but create a safe haven for people to begin to pursue greater functional health.

- The skills of actively listening greatly enhances people's participation.

- The skills of giving feedback, sharing perspectives, and acknowledging negative realities sensitively and concretely promotes people’s awareness of their health and increases their willingness to take risks related to nutrition.
- The skill of self-disclosing personal struggles with weight illustrates both positive and negative experiences and establishes the personhood amongst everyone in the program: staff, participants, and administrators.
- The skills of defining and establishing participation guidelines to enhance emotional safety and confidentiality also are critical. Developing a “course syllabus” is a very helpful tool to outline learning and behavioral expectations.
- Teaching skills also are essential in facilitating the use of this nutritional curriculum. These include the ability to modify educational materials in the moment to meet the individual and group needs and to support the learning and emotional experiences. The leader’s ability to listen and respond to class themes while processing individual concerns builds both group cohesiveness and a sense of community.
- This curriculum is derived from two evidenced-based interventions on healthy eating: The Diabetes Prevention Program (The Diabetes Prevention Research Group, 2002) and the Pennsylvania State University Volumetrics Approach to Healthy Eating (Rolls, 2002). In each lesson plan, there are teaching tips and resources for leaders to draw upon to help modify the educational experience to create personal meaning and application for the participants.

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## Teaching Principles

### Use of Education to Deliver Health Promotion Interventions

- Our experience for the last 25 years has centered around the provision of rehabilitation and recovery-oriented services through education.
- We recommend the use of an adult education framework to guide the provision of this nutritional curriculum. Adult education is inclusive of all adults and all types of learners. Adult education programs provide a useful model for delivering a variety of educational courses aimed at enhancing knowledge, attitudes, and skills.
- Many mental health programs provide therapeutic groups on a daily schedule. It is an easy transition to shift the perspective to education in these environments. Groups become classes and seminars.
- Schedules are defined and each participant is given a syllabus explaining the goals of the class, the expectations of the class, and the topics to be covered in the class. The syllabus can be modified to meet the literacy needs of the people in the class.
- Most importantly in this shift to an educational perspective is the role of the participant. Participants are learners and students instead of consumers, members, or patients. The assignment of the role of a student is highly valued in our society, and our services research and experience has shown that people with psychiatric disabilities find this role to be empowering and hopeful.
- It is helpful to modify the environment to be educationally oriented by using flipcharts, handouts, and having didactic discussions that focus on a topic. This approach to service delivery supports people’s motivation, attendance, and skill acquisition.

## Personal Growth and Clinical Changes

- Health promotion services initiate an increasing awareness of the mind-body-spirit connection and encourage people to create a balance in their lives. This process by its very nature is destabilizing. With the growing awareness of the mind-body-spirit connection comes the possibility of experiencing unwanted feelings, memories, and flashbacks.
- Our experience with this curriculum has demonstrated that honest, safe, and empathetic discussions in groups or with individuals helps people move beyond the destabilizing realizations.
- Encourage people to view healthy nutrition as a personal wellness tool that will assist them in achieving and sustaining their important life goals including working, living well, intimate relationships, etc.
- Health education and the group process often encourage people to take on monumental risks, to let go of an illness-centered identity, and to assume a new identity based in health, strength, and personal responsibility. The fact that this may not be possible, or once they have taken the risk that they may falter, can be terrifying for people. Behavior indicators of this fear include increased absences from the service and a reoccurrence or intensification of symptoms. Acknowledging this fear and assisting the student to develop a wellness plan to support his or her participation helps the student self-determine self-care strategies.

## Strategies

Strategies that support learning from the content include:

- Create a safe and confidential environment. It is absolutely essential if people are to feel secure enough to share their life experiences with food and explore their choices and consequences related to nutritional changes.
- Clearly define the roles and responsibilities of participants as learners. These roles need to be clear and reviewed as necessary.
- Make direct efforts to value every person's nutritional experiences and expertise. No one person, including the leader or teacher, has any more power than any other participant. Direct efforts must be made to facilitate mutual relationships.
- Encourage individuals to move slowly, to make small, incremental nutritional changes, and to develop and increase supports. This strategy empowers people to become aware of the positive consequences of lifestyle change while assuming increasing responsibility for managing the impact of their illnesses in their lives. People differ in their readiness to make changes in health practices, even though most will articulate the same desire for functional health. It is important that participants in health promotion services know that the program and its staff hold a belief in them as capable people as they tackle their health issues and obstacles.

## Motivation

Support is one of the most critical factors in the success of any health promotion intervention. It is formidable for anyone with or without a disability, to make lifestyle changes that may have been practiced for years.

- Many people with psychiatric disabilities have limited experience with physical activity, healthy eating, positive health coping strategies, and may have low levels of health literacy.

- People have powerful misperceptions about food that need to be corrected through education. They may approach their adult nutritional lifestyle with myths from their childhoods, such as “potatoes are bad for you” or “starving yourself is the way to lose weight.”
- Healthy eating practices need to be taught that promote skill mastery in the person’s environment, not just the mental health environment.
- People do not typically demonstrate intrinsic motivation for health promotion practices without some extrinsic motivation. Programs and staff need to coach their participants until they begin to see, feel, and experience the benefits of healthy eating and can develop their own internal voice that says “I can.”
- Healthy nutritional practices are useful to all people regardless of gender, race, age, or disability. A useful strategy to increase motivation is to include both staff and program participants as one group who desire to change their nutritional habits. It emphasizes the personhood of health.
- Every person will be motivated differently, and programs must be vigilant to refrain from cookie cutter strategies or one size fits all solutions for motivating people to eat well. Remaining open to the idea that we all differ in how we become motivated and that there are many paths to healthy nutritional habits is extremely beneficial.

***Examples of motivational strategies:***

- *Empathy.* Take the time to listen and establish a rapport. Your relationship may encourage or discourage a person to come to the program.
- *Establish a safe and hopeful environment.* Program, environmental, group, and individual respect should be stressed. Hope for recovery, and hopefulness that people can be healthy, must be part of the program’s culture. People want to be in hopeful, healthy environments.
- *Normalize program resources, language, and materials.* Using educational language, policies, and role responsibilities help people automatically feel they have a valued role, and this will help people make every effort to come even when they don’t feel well enough to come. Be willing to make program changes that participants request will improve the program. Lack of motivation may be due to unappealing or irrelevant programs.

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## Conclusion

This curriculum aims to serve as a framework for providers who wish to help people in recovery eat well in order to improve their nutritional health. One’s nutritional health is a key component of overall health that is essential for optimal living.

We encourage providers to use the curriculum not only as a teaching resource, but also as a teaching process. Engaging people in recovery involves respectful relationships where their nutritional experiences, needs, and wants are the true content. This curriculum is meant to be unbundled and modified to assist you to meet the needs of the people you serve.

Frame the group experience as educational and inform participants that their role is to be students in these classes. Although many people with psychiatric disabilities have been involved in different therapeutic groups, the role of being a student can be an important and healthy aspect of a person’s developing sense of self. It shifts the focus away from other identities that can be stigmatizing and debilitating for many people, such as patient or client. (Spaniol, McNamara, Gagne, & Forbess, 2009).

Due to the sensitive nature of how people feel about their food choices and physical health, it is important for the instructors to be sensitive to the participants' feelings. Throughout the lessons, there are reminders to respond to the students' feelings about their choices and experiences. Responding demonstrates your understanding of what they have said. Responding or demonstrating understanding is describing what another person is saying and/or feeling. Responding acknowledges the importance of what the other person has said. In addition to responding, respect the students' thoughts, feelings, and experiences. Respect will support individuals when they feel most vulnerable. (Spaniol, McNamara, Gagne, & Forbess, 2009).

When teaching the classes in this food education curriculum, instructors need to incorporate their group process skills *before* the group session, *during* the session, and *after* the session. These preparation, delivery, and follow-up skills help group leaders to facilitate the process of learning the content of the food education curriculum. Some suggestions for encouraging participation are included within the lesson plans that address some of these group process skills. For information about group process guidelines, go to: [www.bu.edu/cpr/products/curricula/groupprocess.html](http://www.bu.edu/cpr/products/curricula/groupprocess.html).

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# Suggested Syllabus: Listed by Content Area and Lesson Plan

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## Introduction and Goal Update Classes

Lesson Plan 1	Introduction to Food Education
Goal Update Class	Recommended every 4 to 6 classes after Lesson 1
Lesson Plan 2	MyPyramid.gov Individual Needs Assessment

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## Added Sugars

Lesson Plan 3	Added Sugar Drink Sampler
Lesson Plan 4	Added Sugar Sources
Lesson Plan 4.s	Sugar Calculations
Lesson Plan 5	Added Sugar Strategies
Lesson Plan 6	Added Sugar Yogurt Activity

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## Grains and Carbohydrate Foods

Lesson Plan 7	Whole Grains
Lesson Plan 8	Whole Grains Strategies
Lesson Plan 9	Carbohydrate Planning

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## Fruits and Vegetables

Lesson Plan 10	Fruits and Vegetables Strategizing
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## Protein and Fats

Lesson Plan 11	Protein Foods
Lesson Plan 12	Fats

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## Meals, Snacks, and Special Occasions

Lesson Plan 13	Meal and Snack Planning
Lesson Plan 14	Meal Planning: Tuna Broccoli Sampler
Lesson Plan 15	Intentional Meal Timing
Lesson Plan 16	Snacking for Satisfaction Field Trip
Lesson Plan 17	Holiday Eating
Lesson Plan 18	Nutritional Assertiveness

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## Cooking and Dining Out

Lesson Plan 19	Food Shopping for Wellness
Lesson Plan 20	Cooking Class
Lesson Plan 21	Dining Out with Wellness
Lesson Plan 22	Scanning Menus for Healthy Eating

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## Instructor Note

Orient to class and first session.

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## Teaching Tips

- Reassure participants that this is not a strict weight loss program or diet.
- It is very helpful to respond to people’s feelings about past failures with eating well and assist them to see the connection between food education, food empowerment, and their recovery goals.
- It can be helpful for some people to view healthy nutrition as “personal medicine” that can give them energy, stamina, and support for their health so they can accomplish their goals.
- Ask participants what they suggest for food activities regarding ethnic, financial, and cultural adaptations to eating well.

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## Goals

1. Ask students what they would like to learn from attending this food education class.
2. Introduce philosophy of class, based on intuitive eating and gaining knowledge and skills to enable healthful and satisfying eating while preventing/reversing chronic diseases and promoting a healthy weight to support their recovery.
3. Promote a non-judging environment while focusing on small changes being made and giving credit to each effort to live more healthfully.
4. Explore feelings around trying something new and address/validate those feelings.

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## Activity 1 Introductions

- Instructor shares his/her background and interest in teaching class.
- Ask students to share the following, giving each individual an option to contribute by following in order of seating:  
Name? What is biggest struggle with food? What would like to learn from class?
- Instructor introduces class philosophy (see goal 2)
- Hand out “Intuitive Eating for Recovery”

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## Activity 2 Binders, goal setting

- Hand out binders and binder cover—explain use.
- Distribute *Handout 2: Goal Setting Log*

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### Activity 3 Discussion about trying new things (time permitting)

- Ask each person to contribute something new they have tried before and the feelings involved. Examples of feelings: fear of failing, anxiety, getting used to something new, messing up, trying again, getting closer, and feeling more confident.
- Share personal example of trying something new. Relate feelings to nutrition, learning new skills, trying new foods, etc.

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### Handouts

Binder, binder cover

*Handout 1: Intuitive Eating for Recovery*

*Handout 2: Goal Setting Log*

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### Homework

Visit <http://www.MyPyramid.gov> – Print MyPyramid Plan.

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### Instructor Note

Summarize main points from lesson.



## Philosophy

The philosophy of a non-diet, intuitive approach to eating is to stop the unpleasant cycle of dieting, short-term weight loss, extreme hunger, feelings of deprivation, overeating, rebound weight gain, guilt, and return to dieting. Intuitive eating is a wellness tool that supports our health.

## Why Diets Don't Work

Most diets are designed to help every person, no matter what his or her nutrition needs are, achieve significant, immediate, weight loss. This often results in a calorie level that is unreasonably low and unsustainable. In addition, food preferences and lifestyle demands are not a consideration.

## Should I Be Hungry?

Biological hunger is a powerful drive and, if allowed to become excessive, eventually will lead to overeating of calorie-dense foods. Intuitive eaters recognize their hunger before it becomes excessive and eat a balanced meal or snack.

## What About Emotional Hunger?

How does a baby signal biological hunger? The baby cries. We feed the baby. As we grow and develop, we “cry” for other reasons including fear, anxiety, anger, loneliness, boredom, stress, fatigue, and even happiness. Food is only a temporary answer. Intuitive eaters learn to recognize the difference and find ways to “feed” their emotional hunger.

## Countless Other Types of Eating

Intuitive eaters possess strategies to avoid overeating that has nothing to do with physical hunger, such as:

- Sensory eating in response to foods that look, smell, or taste good
- Habitual/ritual eating in response to meal times or special occasions
- Social eating in response to peer/family pressure
- Convenience eating in response to limited choices
- Opportunistic eating in response to candy dishes, free food, stocked cupboards
- Value eating in response to the best deal (but is it?)
- Clean plate club eating in response to guilt over waste



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## Food Discrimination

Many of us learn to view food as “good” (which ironically means tasteless and unenjoyable) or “bad” (again, ironically, meaning delicious and satisfying). Foods have a lot of qualities, but they are not morally good or bad. Intuitive eaters learn to discern the qualities in *all* foods that provide pleasure, such as taste, texture, aroma, appearance, volume, etc. They recognize the characteristics that they need food to provide and savor their food choices. Food discrimination is based on these qualities rather than a notion of “good” or “bad.”

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## Forbidden Foods

Given all of the tempting foods available at all hours of the day, dieters often attempt to abide by unreasonable standards. This results in an all or nothing approach. Making the best choice that you can make at each eating occasion is reasonable. Perfection is not.

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## Feeling Full

Many of us are taught to completely finish the portion of food offered regardless of how full we feel. On the other hand, dieters may try to use self-control or “willpower” to stop eating before they are satisfied. Intuitive eaters learn to eat when hungry, stop when full, and plan to eat again when hunger returns.

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## Be Kind to Yourself

Friends treat each other with kindness and respect. Friends focus on each other’s strengths, forgive each other’s weaknesses, and encourage each other to stay on track. Intuitive eaters learn that they must be kind and encouraging to themselves. Focusing on reasonable food and activity goals rather than weight loss is the best recipe for success.

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## Every Step Counts

Every step we take increases our fitness and requires energy. Energy requires food! Intuitive eaters find simple ways to restore lost activity into their daily routine in addition to pursuing activities they love.

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## Balanced Nutrition Is Essential for Health and Wellness

Intuitive eaters recognize the importance of balanced nutrition. Each food group provides protective nutrients that nourish our bodies, satisfy our appetites, and most importantly, position us to continue to make balanced choices. A combination of healthy foods, delicious flavors, and satisfying treats is essential for lifelong intuitive eating.

*Adapted from:*

Koenig, Karen R. (2005). *The Rules of “Normal” Eating*. Carlsbad, CA: Gurze Books.

Orbach, Susie. (2002). *Susie Orbach on Eating*. London, England: Penguin Books.

Tribole, Evelyn & Resch, Elyse. (2003). *Intuitive Eating*. New York: St. Martin’s Press.

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## What would you like to learn from Food Education?

1.

2.

3.

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## Goals (specific, realistic, measurable)

1.

2.

3.

4.

5.

6.

---

## Remember

- Be kind to yourself!
- Everyone here has taken at least one action: Attend class! Give yourself credit!
- If you haven't made any changes yet, think about what you would like to work on and when you are ready, start there.
- **Any change you make will benefit you. Small steps = Success!**

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## Instructor Note

It is recommended that this class be repeated every 4 to 6 classes after Class 1.

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## Goals

1. Students will discuss recent efforts to make changes, and share with the class.
2. Students will receive support for challenges faced.
3. Students will reflect on goals and reformulate as needed.

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## Teaching Tips

- Sharing personal experiences with food can be an intimate experience for some people. Feelings of shame, hopelessness, and frustration often accompany people's motivational stories. Responding to people's feelings and their reasons for those feelings will help build a respectful and trusting learning community.
- Sharing your own successes and challenges with healthy eating will help humanize and normalize students' experiences. Eating well is challenging for everyone.
- This class is the opportunity to set the tone for all successive classes. Encourage people to set very small goals that are achievable.
- Encourage homework with the participants. Offer to "do" the assignments as well.

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## Activity 1 Discuss student progress made and challenges faced.

Each student is invited to share the following:

- A change that has been made and how it is going.
- A change that a student has been thinking about making and what is keeping him/her from making the change.
- A challenge that a student has faced and how he/she overcame the obstacle, or what would help he/she make the change.

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## Activity 2 Review goals and determine if they need adjustment.

Refer to Goal Setting Worksheets and help students review goals and adjust them as needed.

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## Activity 3 Try new recipe in class (optional but encouraged).

Refer to recipe provided and plan for a snack, if desired.

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### Materials

#### Handouts

*Handout 3–8: Goal Setting Worksheets*

*Recipes 1–9*

#### Snack

*Recipe 2: Yogurt Parfait* or group suggestions of recipes for a healthy snack

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### Homework

Try new goal or new strategy as discussed during class, or continue with changes already made until feel ready for additional changes.

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### Instructor Note

Summarize main points from lesson.





## Instructions

Step 1: What am I drinking currently? Identify one beverage you would like to set a goal around, track it, and document intake in Step 1 below.

Step 2: Does what I'm drinking fit into my daily needs? Compare what you are drinking to what your needs are and determine whether it would be helpful to set a goal in that area.

Step 3: How can I adjust and set a goal? Set a goal using the format below.

### Step 1: Assessment of current beverage intake

Currently, I drink:

**Type of drink—check one to focus on:**

Non-diet Soda or Iced Tea  Diet Soda or Iced Tea  Fruit juice  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Cans  Bottles  Ounces  Cups  Calories  Other

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to describe current intake:

Currently, I drink \_\_\_\_\_ of \_\_\_\_\_.

Amount Type of drink Frequency

### Step 2: Do my beverages fit into my daily needs?

Compare my daily discretionary calorie budget to calories from my daily beverage intake.

Item: \_\_\_\_\_

How much am I having? \_\_\_\_\_ (from step #1) = \_\_\_\_\_ calories

Added sugar calorie budget: \_\_\_\_\_ calories per day

Difference: \_\_\_\_\_ calories

### Step 3: Beverage goal(s)

I would like to drink—check one:  Less  More

**Type of drink—check one:**

Non-diet Soda or Iced Tea  Diet Soda or Iced Tea  Fruit juice  Water  Other \_\_\_\_\_

**Amount—fill in on blank line and circle a serving size:**

Cans  Bottles  Ounces  Cups  Calories  Other

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to form goal:

I would like to drink \_\_\_\_\_ of \_\_\_\_\_.

Amount Type of drink Frequency



## Instructions

Step 1: How much whole fruit am I currently eating? If you would like to set a goal around fruit, track how many cups you are eating per day, and record your findings in Step 1 below.

Step 2: Does my whole fruit consumption meet my daily needs? Compare how many cups of fruit you are consuming to your needs to help with goal setting.

Step 3: How can I adjust and set a goal? Set a goal using the format below.

### Step 1: Assessment of current fruit consumption

Currently, I eat:

**Type of whole fruit—check one to focus on:**

Berries  Melon  Apple  Orange  Pear  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Cups  Cubes  Slices  Piece of fruit  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to describe current consumption:

Currently, I eat \_\_\_\_\_ of \_\_\_\_\_.

Amount Type of fruit Frequency

### Step 2: Do my fruit intake fit into my daily needs?

Compare my daily needs for whole fruit to what I currently eat:

Item: \_\_\_\_\_

How much am I having? \_\_\_\_\_ (from step #1) = \_\_\_\_\_ cups

Fruit needs: \_\_\_\_\_ cups of fruit per day

Difference: \_\_\_\_\_ cups

### Step 3: Fruit goal(s)

I would like to eat—check one:  Less  More

**Type of whole fruit—check one to focus on:**

Berries  Melon  Apple  Orange  Pear  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Cups  Cubes  Slices  Piece of fruit  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

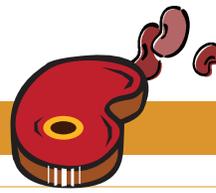
Re-write full sentence to form goal:

I would like to eat \_\_\_\_\_ of \_\_\_\_\_.

Amount Type of fruit Frequency







## Instructions

Step 1: How many ounces of meat and beans am I currently eating? If you would like to set a goal around meat and beans, track how many ounces you are eating per day, and record findings in Step 1 below.

Step 2: Does my meat and beans consumption fit into my daily needs? Compare how many ounces of you are consuming to your needs to help with goal setting.

Step 3: How can I adjust and set a goal? Set a goal using the format below.

### Step 1: Assessment of current meat and beans consumption

Currently, I eat:

**Type of meat and beans—check one to focus on:**

Fried meat/poultry  Sausage/Bacon/Hot dogs  Beans  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Ounces  Calories  Cups  Patties  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to describe current consumption:

Currently, I eat \_\_\_\_\_ of \_\_\_\_\_.

*Amount*                      *Type of meat and beans*                      *Frequency*

### Step 2: Does my meat and beans intake fit into my daily needs?

Compare my daily needs for grains to what I currently eat:

Item: \_\_\_\_\_

How much am I having? \_\_\_\_\_ (from step #1) = \_\_\_\_\_ ounces

Meat and beans needs: \_\_\_\_\_ ounces of meat/beans per day

Difference: \_\_\_\_\_ ounces

### Step 3: Meat and beans goal(s)

I would like to eat—check one:  Less  More

**Type of meat and beans—check one to focus on:**

Fried meat/poultry  Sausage/Bacon/Hot dogs  Beans  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Ounces  Calories  Cups  Patties  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to form goal:

I would like to eat \_\_\_\_\_ of \_\_\_\_\_.

*Amount*                      *Type of meat and beans*                      *Frequency*

# Orange Juice Spritzer

# Recipe

# 1

Yield: 1 cup (1 serving)

Ease of Preparation: Easy

Active Time: 2 minutes

Total Time: 2 minutes

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## Ingredients

Ice

4 fluid ounces (½ cup) seltzer

4 fluid ounces (½ cup) orange juice (OJ)\*

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## Preparation

1. Fill your favorite glass or mug with ice.
2. Pour in seltzer
3. Add orange juice and enjoy.

*\* Start by adding orange juice to seltzer until drink is just sweet enough. Continue to taper orange juice and increase seltzer as you get used to the new flavor.*

---

## Nutrition information Per Serving

### Meal Planning Equivalents:

Fruit ½ cup

### % Daily Value

Vitamin C 50%

Per serving: 50 calories; 0g fat; 0mg cholesterol; 5mg sodium; 13g total carbohydrate; 0g fiber; 0g protein

NOTE: At the dilution above, calories and sugar are cut in half compared to 1 cup of regular orange juice.

---

## Tips & Serving Ideas

Replace seltzer with water or any other calorie-free, unsweetened beverage you would enjoy with orange juice. Apply this strategy to any other type of juice or sugary drink.

Yield: 1 serving; Meal size: 2½ cups; Snack size: 1¼ cups

Ease of Preparation: Easy

Active Time: 5 minutes

Total Time: 5 minutes



## Ingredients

Meal size	Snack size
1 cup plain, fat free yogurt	½ cup plain, fat free yogurt
1 cup fruit*	½ cup fruit*
¼ cup dry oats, or	⅛ cup dry oats or
½ cup whole grain dry cereal	¼ cup whole grain dry cereal

\* Fruit ideas: banana slices, fresh or frozen berries, pear slices, grapes, pineapple

## Preparation

### Yogurt parfait to go:

1. Sprinkle oats at the bottom of a sealable container.
2. Spread yogurt over oats.
3. Add fruit on top of yogurt.
4. Seal container, and store in refrigerator until ready to eat.

### Instant yogurt parfait:

1. Combine yogurt and fruit.
2. Sprinkle cereal on top.

Enjoy!

## Nutrition Information for Meal Size Parfait

### Meal Planning Equivalents:

			% Daily Value
Dairy	1 cup	Calcium	30%
Fruit	1 cup	Vitamin C	30%
Whole Grain	¼ ounce	Iron	10%

Per serving: 320 calories; 2g fat (0g saturated fat); 5mg cholesterol; 190mg sodium; 61g total carbohydrate; 4g fiber; 18g protein

Yield: 3 servings

Ease of Preparation: Easy

Active Time: 15 minutes

Total Time: 15 minutes



## Ingredients

- (2) 3 oz cans chunk light tuna fish in water, drained
- 4 teaspoons reduced fat mayonnaise
- 4 teaspoons plain fat free yogurt
- ½ teaspoon black pepper
- 3 cups frozen broccoli florets, defrosted in microwave\*
- 3 tablespoons red onion or scallion, chopped (optional)
- 6 mini whole wheat pitas or 3 six-inch whole wheat pitas, cut in half

\* Substitute 3 cups broccoli for any non-starchy vegetable of your choice. See below for examples.

## Preparation

1. Mix mayonnaise and yogurt together in a large bowl. Add black pepper, tuna, and broccoli and mix until combined.
2. Enjoy 1/3 of tuna vegetable mixture with red onion (if desired) and pita pockets or use alternative suggestions below.
3. Share the rest with others or store covered in refrigerator for later use.

## Nutrition Information Per Serving

### Meal Planning Equivalents:

Meat Equivalent	2 ounces
Oil	2/3 teaspoon
Vegetables	1 cup
Grain	2 ounces

### % Daily Value

Vitamin A	30%
Vitamin C	100%
Iron	15%
Calcium	8%

### Per Serving:

290 calories; 3g fat (0.5g saturated fat); 15mg cholesterol; 590mg sodium; 44g total carbohydrate; 9g fiber; 25g protein

## Tips & Serving Ideas

Add parsley, lemon juice, or other non-salt based herbs and spices to taste as desired. Instead of using whole wheat pita, enjoy over 1 cup whole wheat pasta, or other cooked whole grain. Add beans or eat as a topping to undressed greens.

\* Feel free to substitute any non-starchy vegetable of choice for the broccoli, such as bell pepper, cucumber, celery, tomato, and/or carrot.

Yield: 4 servings

Ease of Preparation: Easy

Active Time: 10 minutes

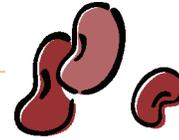
Total Time: 25 minutes

## Ingredients

16 oz can kidney beans, drained & rinsed  
15 oz can low sodium diced tomatoes  
15 oz can low sodium tomato sauce  
1/3 lb 90% lean ground beef  
1 medium yellow onion, diced  
2 green bell pepper, diced  
2 cups cooked whole wheat pasta

## Seasonings:

1 clove garlic, minced  
1/2 Tbsp chili powder  
1/4 tsp black pepper  
1/8 tsp salt  
1 tsp cumin



## Preparation

1. Brown meat in a large (3.5–4 quart) saucepan. Drain drippings.
2. Add onions. Cook until onions are transparent.
3. Add the rest of the ingredients. Mix and simmer on medium-low, stirring occasionally for 15 minutes.
4. Serve over 1/2 cup cooked whole wheat pasta.

## Nutrition Information Per Serving

### Meal Planning Equivalents:

Meat and Beans	3 ounces
Vegetables	3/4 cup
Oil	1 teaspoon
Whole Grain	1 ounce

### % Daily Value

Vitamin A	30%
Vitamin C	110%
Iron	30%

Per serving: 320 calories; 5g fat (1.5g saturated fat); 25mg cholesterol; 410mg sodium; 52g total carbohydrate; 12g fiber; 20g protein

## Tips & Serving Ideas

- Enjoy chili over cooked whole wheat pasta or other cooked whole grain
- Use chili to top one 6-inch whole wheat tortilla or pita bread
- Pour over undressed greens
- Feel free to substitute any fresh or frozen non-starchy vegetables if desired

Recipe adapted from: Good, Phyllis Pellman. (2004). *Fix It and Forget It, Lightly*. Intercourse, PA: Good Books.

Yield: 3 servings

Ease of Preparation: Moderate

Active Time: 15–25 minutes

Total Time: 30–40 minutes

## Ingredients

1½ cups sliced leeks, white parts only	1 cups low sodium vegetable stock
½ cup sliced celery	1 tablespoons cornstarch
1 tablespoon minced garlic	1 teaspoons low-sodium tamari soy sauce
1 teaspoon minced gingerroot	5 ounces light firm tofu, cubed
¼ teaspoon crushed red pepper	2 cups cooked brown rice, warm
2 cups sliced bok choy	black pepper to taste
2 cups snow peas, strings removed	
½ cup chopped green bell pepper	

## Preparation

1. Spray wok or large skillet with cooking spray and heat over medium heat until hot.
2. Stir fry leeks, celery, garlic, gingerroot, and crushed red pepper 2–3 minutes.
3. Add bok choy and stir fry 1 minute.
4. Add snow peas and bell pepper, and stir fry 2–3 minutes longer.
5. Combine stock, cornstarch, and soy sauce; stir into wok and heat to boiling. Boil, stirring constantly until thickened, about 1 minute. Season with pepper to taste.
6. Gently stir in tofu; cook 1–2 minutes longer.
7. Serve over ⅔ cup brown rice.

## Nutrition Information Per Serving

### Meal Planning Equivalents:

Meat and Beans	2 ounces
Vegetables	2 cups
Oil	⅓ teaspoon
Whole Grain	1.5 ounces

Per serving: 275 calories; 1.5g fat (0g saturated fat); 0mg cholesterol; 194mg sodium; 54g total carbohydrate; 12g protein

NOTE: Sodium will vary with type of stock and soy sauce used.

## Tips & Serving Ideas

Pre-cut vegetables and pre-measure all ingredients prior to starting this recipe.

Adapted from: Spittle, S. (2004). *1,001 Low-Fat Vegetarian Recipes, 3rd edition*. Surrey books.

Yield: 4 servings, 1 cup pasta, 2 <sup>3</sup>/<sub>4</sub> cup vegetables and sauce

Ease of Preparation: Easy

Active Time: 20 minutes

Total Time: 20 minutes

## Ingredients

<sup>1</sup>/<sub>2</sub> pound (<sup>1</sup>/<sub>2</sub> box) dry whole wheat pasta

1 pound (or more) frozen broccoli

26 oz. jar of a branded tomato sauce (or seasoned low sodium plain tomato sauce)\*

16 oz. can rinsed cannellini, black or kidney beans (optional)

*\* If using low sodium tomato sauce: season with garlic powder, black pepper, oregano, basil, and/or parsley to taste*

## Preparation

1. Cook pasta according to directions on pasta box, but add frozen broccoli to the cooking pasta for the last 4 minutes of pasta cooking time.\*
2. Continue to cook pasta and broccoli until pasta is al dente and broccoli is cooked throughout. Broccoli is done when a fork is easily inserted and removed from pieces. This requires an extra 2–3 minutes cooking time, so if pasta usually cooks in 8 minutes, cook pasta/broccoli combination for 10–11 minutes total.
3. Drain pasta and vegetables in strainer and pour pasta & vegetables back into pasta pot.
4. Add tomato sauce, optional beans and seasonings to pot and mix together. Heat on medium-low until sauce and beans are warmed.

*\* If smaller vegetables or fresh vegetables are used, add during the last 2 minutes of pasta cooking time, and no need to increase total cooking time*

## Nutrition information Per Serving

### Meal Planning Equivalents:

Meat and Beans

2.5 ounces

Vegetables

2<sup>3</sup>/<sub>4</sub> cup

Oil

1 teaspoon

Whole Grain

2 ounces

### % Daily Value

Vitamin A

50%

Vitamin C

110%

Iron

25%

Calcium

25%

Per serving: 390 calories; 6g fat (0g saturated fat); 0mg cholesterol; 800mg sodium; 68g total carbohydrate; 8g fiber; 18g protein

NOTE: Sodium will vary with type of tomato sauce used. Try choosing a sauce low in sodium.

Yield: 6 servings, 1 cup each

Ease of Preparation: Easy

Active Time: 20 minutes

Total Time: 20 minutes

## Ingredients

- 1 cup canned corn, drained & rinsed
- 1 cup canned black beans, drained & rinsed
- 1 cup canned kidney beans, drained & rinsed
- 3 cups bell peppers, chopped or diced
- $\frac{3}{4}$  cup Newman's Own Light Italian Dressing
- $\frac{1}{2}$  cup red onion or scallion (optional)

## Preparation

1. Measure corn, black beans, kidney beans, and pepper.
2. Place in bowl and mix together.
3. Toss in dressing and add red onion or scallion, if desired. Enjoy immediately, or store in covered container in refrigerator.

## Nutrition information Per Serving

### Meal Planning Equivalents:

Meat Equivalent

1 ounce

Oil

$1\frac{1}{2}$  teaspoons

Vegetables

$\frac{1}{2}$  cup

### % Daily Value

Vitamin A

20%

Vitamin C

150%

Iron

15%

Calcium

4%

Per serving: 170 calories; 7g fat (1g saturated fat); 0mg cholesterol; 470mg sodium; 23g total carbohydrate; 6g fiber; 6g protein

## Tips & Serving Ideas

- Substitute any non-starchy vegetable of choice for the bell pepper, such as carrot or celery
- Substitute any type of beans for the black or kidney beans, such as garbanzo or pinto beans
- Substitute corn for peas, if desired
- Enjoy over undressed salad
- Use for filling in whole wheat pita pocket with lettuce

Yield: 8 servings, ½ cup each

Ease of Preparation: Easy

Active Time: 5 minutes

Total Time: 5 minutes

## Ingredients

- 1 cup hummus, any type
- 2 cups tomato salsa
- 1 cup black beans, drained & rinsed
- ½ cup reduced fat shredded cheese (optional)

## Preparation

1. Measure each ingredient and layer or mix together in bowl.
2. Sprinkle ½ cup reduced fat shredded cheese on top, if desired
3. Enjoy immediately or store covered in refrigerator. See below for serving suggestions.

## Nutrition information Per Serving

Meal Planning Equivalents:		% Daily Value	
Meat and Beans	1 ounce	Iron	10%
Vegetables	¼ cup		
Oil	½ teaspoon		

Per serving: 110 calories; 3g fat (0g saturated fat); 0mg cholesterol; 250mg sodium; 15g total carbohydrate; 6g fiber; 6g protein

NOTE: Nutrition information does not include reduced fat shredded cheese or whole wheat pita pocket.

## Tips & Serving Ideas

- Use as dip for 1 oz tortilla chips or 1 mini whole wheat pita pocket.
- Use as dip for baby carrots or other cut vegetables.
- Serve over undressed greens.
- Add ¼ cup to mini whole wheat pita pocket & stuff with favorite vegetables.

Serving Suggestion: 2 cups sauce over 1 cup pasta (1 serving)

Ease of Preparation: Easy

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## Ingredients

- 1 pound 100% whole wheat pasta, cooked and drained
- 2 onion, chopped
- 2 green pepper, chopped
- 1 pound frozen broccoli, thawed in microwave
- 28 oz can Hunt's whole canned tomatoes, rinsed
- 10 oz can Hunt's tomato sauce
- 1 jar of a branded tomato sauce
- 15 oz can cannellini, rinsed
- ½ pound 90% lean ground beef or ground turkey breast meat

*Seasonings:* 2 tablespoons garlic powder  
oregano, basil, parsley, onion powder, and/or black pepper to taste

---

## Preparation

1. Prepare whole wheat pasta according to instructions on label of pasta box.
2. Brown meat in a large (3.5 – 4 quart) saucepan. Drain drippings.
3. Add onions. Cook until onions are transparent.
4. Add the rest of the ingredients, including spices. Mix and simmer on medium-low, stirring occasionally for 15 minutes, or until sauce is adequately warmed.
5. Serve over cooked whole wheat pasta

---

## Nutrition Information

Not available for this recipe. The following changes were made from original recipe:

- Reduced amount of meat
- Used leaner type of meat
- Added beans
- Added more vegetables
- Used whole grain pasta instead of refined pasta

---

**Instructor Note**

Review prior lesson briefly and orient to new lesson.

---

**Goals**

- Students will identify their daily food group needs based on individualized needs as entered into MyPyramid Plan on the food guide pyramid website: [www.MyPyramid.gov](http://www.MyPyramid.gov).
- Students will identify calorie needs for safe and healthy weight.
- Students will count how many foods from each food group they are consuming on a daily basis.

---

**Teaching Tips**

- This lesson requires access to a computer and the Internet.
- This lesson may be done individually with a practitioner if people are unfamiliar with computers and the Internet.
- If there is only one computer, demonstrating the food pyramid as a fun tool can be a useful activity.
- If there is no computer or if computer literacy is low, skip Activity 1 and just do Activity 2 and Activity 3.

---

**Activity 1 Discuss MyPyramid calorie results.**

Tips for using MyPyramid Plans:

- Calorie estimations from MyPyramid are:
  - An underestimation for individuals who are obese (Body Mass Index (BMI) of >30).
  - Accurate for individuals who are healthy weight (BMI 18–24.9) or overweight (BMI 25–29.9).
- Use calories presented as a goal to work towards, but not necessarily a starting point or diet plan.
- Fruit and vegetable cup allotments are goals, not limits. There is no food lower in calories and more filling than fruits and non-starchy vegetables.

---

**Activity 2 Discuss calories to promote safe and healthy weight loss.**

- Most individuals can lose weight safely at a rate of 1/2 to 2 pounds per week, or less than 1% of body weight per week. This rate of weight loss will promote losing fat mass, while maintaining muscle mass, which keeps metabolic rate as high as possible. Any weight lost in addition to 2 pounds or greater than 1% puts individuals at risk for losing muscle mass in addition to fat mass, resulting in a reduced metabolic rate; which makes it more difficult to continue to lose weight and stay strong in aging. If more than 2 pounds of body weight or greater than 1% of body weight is lost in the first week, this is mostly water loss, not fat loss.

- **Weight loss math:** It is necessary to create a 3,500 calorie deficit in order to lose 1 pound of body weight. Divided by 7 days per week, this equates to a 500 calorie deficit per day from combined food plus activity to promote a 1 pound weight loss in 1 week. If an individual can promote a 100 calorie deficit per day, it will take 35 days (3,500 calories per pound /100 calorie deficit per day) to lose 1 pound of body weight. This is why weight loss can get frustrating, as it might not seem like all the hard work is paying off, even if it is. It might take weeks or months to notice changes in weight.

---

**Activity 3 Calculate sugar calorie budget and solid fat calorie budget.**

- What are discretionary calories?  
Calories from solid fat (saturated and trans fat) and sugar in the diet (learn about in more detail in other classes)
- What is my sugar budget?
  - Divide discretionary calories in half to get sugar calorie budget for the day.
  - The other half of discretionary calories will be solid fat calorie budget.

---

**Materials**

**Instructor online reference:** [www.MyPyramid.gov](http://www.MyPyramid.gov)

- Tips and resources ([http://www.mypyramid.gov/tips\\_resources/index.html](http://www.mypyramid.gov/tips_resources/index.html))
- Click on any food group
- Click discretionary calories in “Related Topics” box below

**Handouts**

- *Handout 9: [www.MyPyramid.gov](http://www.MyPyramid.gov)*
- *Handout 10: Meal Planning for Satisfaction and Health*

---

**Homework**

Ask students to complete their own “MyPyramid Plan” by visiting <http://www.MyPyramid.gov> and following instructions on *Handout 9: [www.MyPyramid.gov](http://www.MyPyramid.gov)*.

---

**Instructor Note**

Summarize main points from lesson.



**Instructions: How to print MyPyramid Plan**

1. Visit: <http://www.mypyramid.gov>
2. Click on “My Pyramid Plan”
3. Enter age, sex, weight, height, and activity level
4. Click “submit”
5. Click “Click here to view and print a PDF version of your results,” or if your result indicates that you are above a healthy weight, click on: “To gradually move toward a healthier weight” and print out PDF of your results.

The screenshot shows the MyPyramid.gov website interface. At the top, there's a navigation bar with links like Home, About Us, News & Media, Site Help, Online Ordering, Contact Us, and En Español. Below this is a search bar and a sidebar with various subjects and interactive tools. The main content area features a heading 'MyPyramid Plan' and a form titled 'Want to know the amount of each food group you need daily? Enter your information below to find out and receive a customized food guide.' The form includes fields for Age, Sex, Weight (optional), Height (optional), and Physical Activity. A 'SUBMIT' button is located at the bottom of the form. A note on the right side of the form states: 'NOTE: MyPyramid food plans are designed for the general public ages 2 and over; they are not therapeutic diets. Those with a specific health condition should consult with a health care provider for a dietary plan that is right for them. More tailored MyPyramid Plans are available for preschoolers (2-5y) and women who are pregnant or breastfeeding.'



## Balanced Meal Basics

- Meals: Choose foods from at least 3 food groups. Refer to examples below.
- Snacks: Enjoy a “mini meal,” using the same types of foods in the same proportions, but smaller amounts.
- Color your plate with fruits and vegetables at every eating occasion.
- Balance and proportionality:
  - Be thoughtful about amounts of grains, beans, starchy vegetables, and meats.
  - Fill at least half your plate with filling fruits and vegetables.
- Use only as much sauce and dressing as you need to get the taste you want, in order to save significant calories.

## Sample Breakfasts (pick one item from each column)

Grain or Starchy Vegetable	Beans, Meat, or Dairy	Fruit or Non-Starchy Vegetable
Cheerios or Wheaties	Skim or 1% Milk	Sliced Banana
Whole Grain Toast	Fat free or 1% Cottage Cheese	Sliced Peach
Oatmeal	Skim or 1% Milk (to cook oats)	Berries
Whole Grain English Muffin	Reduced Fat Cheese, melted	Sliced Tomato
Pancakes	Yogurt	Grapes
Whole Grain Pita	Peanut Butter	Apple
Potato	Egg	Pepper and Onion

## Sample Lunches (pick one item from each column)

Grain or Starchy Vegetable	Beans, Meat, or Dairy	Fruit or Non-Starchy Vegetable
Whole Grain Bread	Turkey	Lettuce, Tomato, and Cucumber
Whole Grain Pita	Crushed Nuts or Reduced Fat Shredded Cheese	Salad
Peas	Tuna Fish	Celery and Red Onion
Soup with: Barley	Chicken	Onion, Mushroom, Celery

## Sample Dinners (pick one item from each column)

Grain or Starchy Vegetable	Dairy or Protein	Fruit or Non-starchy Vegetable
Corn	Beans	Broccoli, Red Pepper, and Salsa
Whole Wheat Pasta	Lean Hamburger Meat	Spinach, Mushrooms, and Tomato
Whole Wheat Cous Cous	Salmon	Carrots
Brown Rice	Tofu	Onion, Carrot, and Bok Choy



## Instructor Note

Review prior lesson briefly and orient to new lesson.

## Goals

- Students will identify how high calorie, high sugar drinks impact body weight.
- Students will reflect on personal satisfaction and preference relating to high calorie drinks versus no calorie drinks.
- Students will identify about how timing of sugar and caffeine impact sleep, symptoms, and energy levels, and how these consequences impact mental and physical health.
- Students will name alternatives to high calorie, high sugar drinks.

## Teaching Tips

- Remind students that they are not “bad,” “lazy,” or “unhealthy” for desiring sweet foods and drinks. Normalize these desires and promote the idea of balance.
- Certain medications and their side effects create cravings for sugar and caffeine. Encourage students to connect how their intake of sugar and caffeine actually may be increasing distressing symptoms as well as promoting weight gain.
- Discuss the healthy eating principle of Calories In = Calories Out to promote a healthy weight.
- Discuss the concept of choices and consequences as it relates to food. Redefine people’s choices as simply that, a choice, not a *bad* choice or a *good* choice. Every choice has implications that impact health. Balanced eating is a lifestyle that allows people to make choices that include sugar and non-sugared options.
- Explore people’s feelings and their intake of sugar and caffeine. Do they notice patterns? Brainstorm health options instead of sugar and caffeine in response to feelings.

## Activity 1 Discuss added sugars in drinks, calories and impact on weight

Question to prompt discussion: *If I drink one 20-fluid ounce Coke every day, how will that impact my weight by the end of one week?*

### Calorie/weight math:

250 calories in one 20-fluid ounce coke

250 calories per day, 7 days/week = 1,750 calories/week

3,500 calories = 1 pound body weight

- *So, 1750 calories/week ÷ 3500 calories/pound = ½ pound body weight/week gained or not lost per week!*
- If this 250 calories is substituted with a no-calorie option, that equates to a possible ½ pound weight loss or ½ pound not gained over one week
- 1 month = 2 pounds
- 1 year = 24 pounds

Show that one packet of sugar = 4 grams of sugar or 1 teaspoon of sugar. Show how many packets of sugar are in a Coca Cola or Lipton iced tea (39 grams = 9.5 packets of sugar in one can).

## Activity 2 Do liquid drinks fill us up or help us feel satisfied from a meal or snack?

Research shows that foods containing water, including fruits and vegetables are filling; however, liquids on their own are not physically filling. Liquids can be filling when they are absorbed by a food that is high in fiber, such as a whole grain cereal absorbing milk in cereal or oatmeal absorbing water or milk during cooking.

### Quick Quiz: Are the following filling?

Items in Question	Answers
a. Orange juice	No – liquid only, no fiber
b. Dried apricot	No – no water, fiber only
c. Whole orange	Yes – fiber makes up the cells of the orange, and water plus some naturally occurring sugar fill up the cells. Even though there is some energy, it is dilute, and the combination of fiber plus water in the food fills us up from fewer calories

## Activity 3 Discuss caffeine and sugar and impact on sleep and energy levels

### How does caffeine work?

Stimulates the brain to make us feel less tired, more energized, and more alert

**Considerations for drinking caffeinated beverages:** How do I know if I would benefit from cutting back on caffeine?

- *Do I experience difficulty sleeping?*  
If yes, am I drinking caffeinated beverages within 8 hours of bedtime? Caffeine stays in body for 8 hours, so if you have a caffeinated drink at 2pm, it could keep you from falling asleep before 10pm. If getting more sleep or having an easier time sleeping is a goal of yours, enjoy caffeinated drinks in the morning, but not in the afternoon.
- *Does drinking even a small amount of caffeine make me lose sleep, get anxious, experience abnormal heart rate, or gastrointestinal distress?*  
You might be sensitive to caffeine and would benefit from cutting back on caffeinated beverages.
- *Am I drinking more than 4 cups of coffee per day (>400 mg caffeine)?*  
400 mg of caffeine or less is considered safe and is not associated with increase risk of heart disease, hypertension, osteoporosis, or high cholesterol.
- *Am I taking medications that interact with caffeine?*  
Check with your doctor or pharmacist if you are not sure whether your medications interact with caffeine.

**Considerations for sugar:** How do sugary drinks and foods impact my energy levels?

Sugar from sugary drinks and foods enters the bloodstream quickly after being consumed. This quick entry causes a quick boost in energy, which feels good but only lasts a short time because the sugar leaves the bloodstream quickly. This leaves us feeling low energy and makes us want to eat another sugary item to pick our energy level back up, usually within 1 hour.

On the other hand, when eating a balanced meal that is low in sugar, the combination of carbohydrate, protein, and fat in the meal allow for more even rise and fall in blood sugar, which won't provide the quick 'high' that sugar does, but will provide a more extended and even release of energy into the bloodstream, allowing us to feel good for longer. We will get hungry again in a few hours instead of within 1 hour.

**Strategies for reducing caffeine:**

- Gradual reduction so don't go into withdrawal (headache, irritable); withdrawal goes away within 2 days
- Replace caffeinated with non-caffeinated: Decaf coffee/tea/herbal tea
- Brew tea for less time to reduce caffeine content
- Over the counter medications (e.g., Excedrin) may contain caffeine. Check labels.

**Strategies for reducing sugar:** (to be expanded upon in "Lesson Plan 4: Added Sugar Strategies")

- Replace sugared with non-sugared drinks
- Dilute juice with seltzer or water and gradually decrease ratio of juice to water
- Gradually cut back on the amount of sugar added to coffee, tea, other drinks and other foods. For example, reduce sugar by ½ teaspoon (or ½ sugar packet) each week.

**Activity 4 Discuss alternatives to high sugar high calorie drinks during "Drink Sampler" activity.**

Apply strategies of reducing sugar and caffeine to drink sampler activity, based on the shopping list below.

**Materials Shopping List**

Quantity	Size	Item Name
1	32 oz	Snapple iced tea
1	20 oz	Diet Snapple
1	20 oz	Coke
1	20 oz	Diet Coke
1 case	8 oz	Fresca
2	Bottles	Flavored seltzer water
1	Carton	Orange juice
1	Quart	Seltzer (plain)
1	Bag	Ice
1	Package	Plastic cups
Measuring cups		
8 fluid ounce (1 cup) plastic cups		

---

### Handouts

*Recipe 1: Orange Juice Spritzer*—sample drink to see it's tasty

*Handout 11: Nutritional Information for Fast Food Restaurants*

(Refer to Dunkin' Donuts and Starbucks for this class, instructor points out before class)

---

### Homework

Set beverage goal on *Handout 4: Goal Setting Worksheet–Beverages*

Try to carry a water bottle to drink from throughout the day

---

### Instructor Note

Summarize main points from lesson.

Yield: 1 cup (1 serving)

Ease of Preparation: Easy

Active Time: 2 minutes

Total Time: 2 minutes

---

## Ingredients

Ice

4 fluid ounces ( $\frac{1}{2}$  cup) seltzer

4 fluid ounces ( $\frac{1}{2}$  cup) orange juice (OJ)\*

---

## Preparation

1. Fill your favorite glass or mug with ice.
2. Pour in seltzer
3. Add orange juice and enjoy.

*\* Start by adding orange juice to seltzer until drink is just sweet enough. Continue to taper orange juice and increase seltzer as you get used to the new flavor.*

---

## Nutrition Information Per Serving

### Meal Planning Equivalents:

Fruit  $\frac{1}{2}$  cup

### % Daily Value

Vitamin C 50%

Per serving: 50 calories; 0g fat; 0mg cholesterol; 5mg sodium; 13g total carbohydrate; 0g fiber; 0g protein

NOTE: At the dilution above, calories and sugar are cut in half compared to 1 cup of regular orange juice.

---

## Tips and Serving Ideas

Replace seltzer with water or any other calorie-free, unsweetened beverage you would enjoy with orange juice. Apply this strategy to any other type of juice or sugary drink.

## Websites for Nutritional Information for Fast Food Restaurants

Au Bon Pain	<a href="http://www.aubonpain.com/nutrition/">http://www.aubonpain.com/nutrition/</a>
Burger King	<a href="http://www.bk.com/#menu=3,1,-1">http://www.bk.com/#menu=3,1,-1</a>
Dunkin' Donuts	<a href="https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf">https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf</a>
Kentucky Fried Chicken	<a href="http://www.kfc.com/nutrition/">http://www.kfc.com/nutrition/</a>
McDonald's	<a href="http://www.mcdonalds.com/usa/eat.html">http://www.mcdonalds.com/usa/eat.html</a>
Panda Express	<a href="http://www.pandaexpress.com/menu/nutrition.aspx">http://www.pandaexpress.com/menu/nutrition.aspx</a>
Papa Gino's	<a href="http://www.papaginos.com/menus.html">http://www.papaginos.com/menus.html</a>
Pizza Hut	<a href="http://www.pizzahut.com/Nutrition.aspx">http://www.pizzahut.com/Nutrition.aspx</a>
Qdoba Mexican Grill	<a href="http://www.qdoba.com/MenuItem.aspx?p=healthy">http://www.qdoba.com/MenuItem.aspx?p=healthy</a>
Sbarro	<a href="http://www.sbarro.com/ourFood/nutrition.php">http://www.sbarro.com/ourFood/nutrition.php</a>
Starbucks	<a href="http://www.starbucks.com/retail/nutrition_info.asp">http://www.starbucks.com/retail/nutrition_info.asp</a>
Wendy's	<a href="http://www.wendys.com/food/NutritionLanding.jsp">http://www.wendys.com/food/NutritionLanding.jsp</a>



## Instructor Note

Review prior lesson briefly and orient to new lesson.

## Goals

- Students will identify sources of carbohydrate and added sugars in foods.
- Students will list common names for sugar as they appear on the food label.
- Students will review how foods containing added sugar impact daily energy levels, weight, and chronic disease risk.
- Students will review relationship of food, health, and recovery.

## Teaching Tips

- Explore students' relationship with sugar in their diets. Do they believe they consume extra sugar? Do they believe it has played a role in their current weight or health status? Do they think they can reduce sugar in their diet and still enjoy their foods? Respond to people's feelings.
- Remind students that sugar is a pleasurable food source so balance is important. However, today's processed foods and drinks often are over-sugared giving us more than we need, and therefore, giving us more calories than we need for a healthy weight.
- Point out to students that healthy eating by eating sugars in moderation is a form of self-care that will increase their functional health. They will feel better and have more energy and stamina to do the things they want to do in their lives.
- Encourage students to identify sugar sources in their work, living, learning, and social environments. How could they be reduced or modified?

## Activity 1 Discuss major food sources of added sugar

Question to prompt discussion: *What foods have added sugar?*

List of food with added sugar:

Sweetened Grains	Desserts	Drinks	Others
Muffins	Donuts	Soda	Canned Fruit
Cereal	Candy	Iced Tea	Sweetened Yogurt
Energy bars	Cakes	Juice Drinks	Flavored Milk
Sweet rolls	Cookies	Flavored/Sweetened Coffee	Syrups & Jelly
Quick breads	Pies	Flavored/Sweetened Tea	
Pancakes	Ice Cream		
Waffles			

Refer to food label suggestions listed in the materials section on the following page as examples for class.

---

**Activity 2 Determine how sugar in foods contributes to weight gain and, therefore, health risk for heart disease, diabetes, stroke, and certain cancers.**

- Use food labels listed below to complete activity on handout
- Translate findings back to pound of body weight per year if consumed daily
- Discuss “treat” strategies on last section of *Handout 12: The Scoop on Added Sugars*

**Instructor Note:** Refer to *Lesson Plan 4.S: Sugar Calculations* (on following page) for an explanation of how to:

1. Convert grams of sugar to teaspoons of sugar
2. Convert grams of sugar to calories
3. Convert calories to pounds of body weight

---

**Materials**

**Instructor Reference:** *Lesson Plan 4.S: Sugar Calculations*

*Handout 12: The Scoop on Added Sugars*

<b>Food Labels</b>	<b>Low sugar</b>	<b>High sugar</b>
Cereals:	Cheerios, plain oatmeal	Team cheerios, flavored oatmeal
Bars:	TLC chewy bars	Cliff bar

Sugary Drinks from *Lesson Plan 3: Added Sugars Drink Sampler* (page 42)

*Handout 11: Nutritional Information for Fast Food Restaurants*—Most fast food restaurants have a website that lists nutritional information. Instructor prints out one before class to use an example, e.g., *Dunkin’ Donuts Nutrition Information*: <https://www.dunkindonuts.com/>

- Click “Nutrition” (top right)
- Click “Printable Nutrition Guide (PDF)”
- Compare muffins, donuts, and English muffin

---

**Homework**

Check a food label at home for added sugar. Bring it into class if desired for review. Ask students to jot down the grams of sugar in their favorite foods and bring that number into class.

---

**Instructor Note**

Summarize main points from lesson.

---

**Purpose of Sugar Calculations**

Calculating *grams of sugar* in food in terms of calories and *pounds of body weight* gained or not lost can be a **motivating factor** for individuals to make changes around how much added sugar they consume. This guide offers instruction on how to:

1. Convert grams of sugar to teaspoons of sugar
2. Convert grams of sugar to calories
3. Convert calories to pounds of body weight

The example below explains the difference in grams of sugar, calories from added sugar, and body weight between consuming strawberry nonfat yogurt and plain nonfat yogurt daily for one year. *Always refer to, and point out, the serving size first to reference how much of the food is being discussed.*

---

**1. Convert Grams of Sugar to Teaspoons of Sugar**

*4 grams* of sugar on food label = *1 teaspoon* of sugar = *1 packet* of sugar

If 1 cup of a food has 16 grams of added sugar (from food label):

$16 \text{ grams added sugar} \div 4 \text{ grams sugar/teaspoon} = 4 \text{ teaspoons of sugar/cup}$

---

**2. Convert Grams of Sugar to Calories**

**1 gram** of sugar = **4 calories**

If 1 cup of a food has 16 grams of added sugar (from food label):

$16 \text{ grams sugar/cup} \times 4 \text{ calories/gram} = 60 \text{ calories from added sugar}$

---

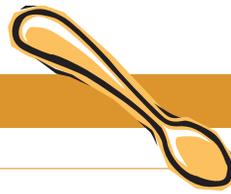
**3. Convert Calories to Pounds of Body Weight**

365 days = 1 year

3,500 calories = 1 pound

If consumed daily for one year (365 days), those 60 extra calories (answer from above) would equate to:

$60 \text{ calories/day} \times 365 \text{ days/year} \div 3,500 \text{ calories/pound} = 6 \text{ pounds of body weight gained or not lost}$



## Types of Carbohydrate in Foods

### Naturally Occurring Carbohydrates

Energy plus lots of nutrition

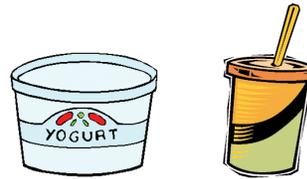
Examples: Grains, vegetables, beans, milk, plain yogurt, and fruit



### Added Sugars

Energy and limited nutrition

Examples: Many foods and drinks (see examples below)



## What Foods and Drinks Contain Added Sugars?

Examples: Muffins, donuts, cereal, granola bars, sweetened yogurt

What are some additional examples of foods and drinks with added sugars?

- 1.
- 2.
- 3.
- 4.

## Names for Added Sugars on the Ingredient List

Corn or Malt Syrup  
Dextrose  
Glucose  
Fructose  
Fruit Juice Concentrate  
Honey  
Molasses  
Brown Sugar  
Raw Sugar  
Sucrose  
Sugar

**Foods that list one (or more) of the above sugar words as the 1st, 2nd, and/or 3rd ingredient are likely to be high in added sugar and low in nutrition.**



## How Do These Foods Compare?

	Calories	Sugar (grams)		Calories from sugar
Cheerios (1 cup)	_____	_____	x 4 =	_____
Team Cheerios (1 cup)	_____	_____	x 4 =	_____
Muffin	_____	_____	x 4 =	_____
Lowfat muffin	_____	_____	x 4 =	_____
Coffee Drink #1*	_____	_____	x 4 =	_____
Coffee Drink #2*	_____	_____	x 4 =	_____
Plain oatmeal	_____	_____	x 4 =	_____
Flavored oatmeal	_____	_____	x 4 =	_____

Refer to the “Strategies to Decrease Added Sugar” handout for ideas on how to reduce added sugar without compromising taste, convenience, or satisfaction

\*Refer to Dunkin’ Donuts nutrition information PDF file that was handed out in Lesson 3 or 4 or print out from <https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf>

## What about Treats and Desserts?

- If you’re hungry, it will be easy to eat more dessert than you planned; so enjoy your dessert following a satisfying meal or snack.
- Be choosy with treats. If you don’t particularly like a food, is it worth the calories?
- Whether you are hungry or not when reaching for a treat, maximize satisfaction and cut calories by adding fruit to the dessert plate, ice cream bowl, or cookie snack; and taking less of the dessert item.
- If you want more after the first helping, refill your bowl or plate in the same proportions as the first time, making sure to include some fruit with your favorite treat.



## Websites for Nutritional Information for Fast Food Restaurants

Au Bon Pain	<a href="http://www.aubonpain.com/nutrition/">http://www.aubonpain.com/nutrition/</a>
Burger King	<a href="http://www.bk.com/#menu=3,1,-1">http://www.bk.com/#menu=3,1,-1</a>
Dunkin' Donuts	<a href="https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf">https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf</a>
Kentucky Fried Chicken	<a href="http://www.kfc.com/nutrition/">http://www.kfc.com/nutrition/</a>
McDonald's	<a href="http://www.mcdonalds.com/usa/eat.html">http://www.mcdonalds.com/usa/eat.html</a>
Panda Express	<a href="http://www.pandaexpress.com/menu/nutrition.aspx">http://www.pandaexpress.com/menu/nutrition.aspx</a>
Papa Gino's	<a href="http://www.papaginos.com/menus.html">http://www.papaginos.com/menus.html</a>
Pizza Hut	<a href="http://www.pizzahut.com/Nutrition.aspx">http://www.pizzahut.com/Nutrition.aspx</a>
Qdoba Mexican Grill	<a href="http://www.qdoba.com/Menultem.aspx?p=healthy">http://www.qdoba.com/Menultem.aspx?p=healthy</a>
Sbarro	<a href="http://www.sbarro.com/ourFood/nutrition.php">http://www.sbarro.com/ourFood/nutrition.php</a>
Starbucks	<a href="http://www.starbucks.com/retail/nutrition_info.asp">http://www.starbucks.com/retail/nutrition_info.asp</a>
Wendy's	<a href="http://www.wendys.com/food/NutritionLanding.jsp">http://www.wendys.com/food/NutritionLanding.jsp</a>

---

## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will take one small step to reduce sugars.
- Students will explore ways modify added sugars in their diets.
- Students will list one way they can reduce the amount of sugar in one drink or food item they consume before the end of class.

---

## Teaching Tips

- Remind students of the fact that small changes in eating behaviors lead to big changes in health.
- Reducing sugar intake by switching from sugared drinks to water can result in huge health changes, i.e., weight loss leads to reduced blood pressure and controlled diabetes leads to a healthier and happier you.
- Taking a small step, such as reducing sugars, is something everyone can do to have more control over their health.
- Improving health is one way to self-determine your life.

---

## Activity 1 Updates

- Ask class who has tried to reduce sugar since last session?
- What did they try?
- What was the outcome?
- What worked/what did not work?
- How can they adjust strategy to make it work better? (Transition into Activity 2)

---

## Activity 2 Strategies to reduce added sugars in drinks and foods:

- Refer to examples listed on *Handout 13: Strategies to Decrease Added Sugar*.
- Ask class to offer other examples. Write ideas down on board and encourage others to document ideas on the blank spaces on handout.
- Ask each person to document one way he or she could reduce sugar in his or her diet in a reasonable and acceptable way.

---

### Materials

*Handout 13: Strategies to Decrease Added Sugar*

**Food labels:** Refer to same food labels used during *Lesson Plan 4: Added Sugar Sources* and review any food labels brought in by students.

---

### Homework

Use *Handout 3: Goal Setting Worksheet—Added Sugar in Food* or review the *Handout 4: Goal Setting Worksheet—Beverages* that was done in *Lesson Plan 3: Added Sugar Drink Sampler*.

---

### Instructor Note

Summarize main points from lesson.



## Sample Ways to Decrease Sugar in Drinks and Foods

Strategy	Examples
Dilute	Dilute juice with water or seltzer (see spritzer recipe) Instead of using two packets of sugared oatmeal, use 1 packet sugared, 1 packet regular and get half the sugar.
Flavor items	Add fruit to plain fat free or plain low fat yogurt. If still not sweet enough, add just enough sugar or sugar substitute. Add fruit and/or cinnamon to cooked oatmeal plus a measured amount of brown sugar, honey, or regular sugar until just sweet enough.
Switch items	Enjoy an English muffin instead of muffin or donut Have diet soda instead of regular soda
Taper	Get a can of soda instead of a 20-ounce bottle. Put savings towards purchasing fruit. Practice adding less sugar to caffeinated drinks. If you use 4 sugar packets now, try 3½ packets. When used to a less sweet drink, try tapering further in this gradual way.

## Create Your Own Ways to Decrease Added Sugar

Strategy	Examples
Dilute	<hr/> <hr/> <hr/>
Flavor items	<hr/> <hr/> <hr/>
Switch items	<hr/> <hr/> <hr/>
Taper	<hr/> <hr/> <hr/>



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## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Reinforce the value of people's health and the role of nutrition in supporting recovery.
  - Reinforce why being thoughtful about how much added sugar is in the diet impacts energy levels, weight, and health.
  - Participants will experience one way to modify added sugar in the diet by using plain yogurt and self-sweetening rather than purchasing sweetened yogurt.
- 

## Teaching Tips

- Encourage students to share their feelings about making food changes.
  - Emphasize with perceptions of difficulty, loss, and a sense of feeling overwhelmed.
  - Inspire and coach students that reducing sugar in their diets is a realistic strategy that they can do, and that they deserve to try.
  - Encourage students to connect healthy eating to improved health and how improved health will be a resource or a support for them, as they work, learn, live, and socialize.
- 

## Activity 1 Review student progress and ideas.

---

## Activity 2 Yogurt Reflection

### *Instructions*

1. Hand out bowls, spoons, and yogurt reflection sheets.
2. Instruct students to measure  $\frac{1}{2}$  cup yogurt when it reaches them and place it in their bowls. Pass around yogurt.
3. Rank sweetness of plain, fat free yogurt on yogurt reflection sheet.
4. Pass out 1 sugar packet per student for starters; pass out more packets as needed.
5. Instruct students to add  $\frac{1}{2}$  packet of sugar at a time ( $\frac{1}{2}$  teaspoon), tasting between each addition and noting sweetness after each tasting.
6. **Stop adding sugar** when the yogurt is **almost** sweet enough.
7. Compare findings to amount of sugar added sweetened yogurt: 4 teaspoons per cup. Use Added Sugar in Sweetened Yogurts handout to compare sugar in plain versus sweetened versions.

## Materials

### Handouts

*Handout 14: Added Sugar—Yogurt Reflection Activity*

*Handout 15: Added Sugar in Sweetened Yogurts*

*Recipe 2: Yogurt Parfait Recipe*

**Food labels:** Refer to labels from Lesson Plan 4 and any additional food labels brought in by students.

**Snack:** Yogurt parfaits

### Shopping list for 8 yogurt parfaits

32 fl-ounce container plain, nonfat yogurt

1 pound frozen blueberries

1 pound frozen raspberries

1 box of Nature Valley Low Fat Granola

1 bowl for each student

1 spoon for each student

Measuring cups ( $\frac{1}{2}$  cup measure for yogurt,  $\frac{1}{2}$  cup measure for berries, and  $\frac{1}{2}$  cup measure for granola)

### Individual parfait recipe

$\frac{1}{2}$  cup yogurt

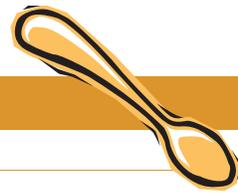
$\frac{1}{4}$  cup blueberries

$\frac{1}{4}$  cup raspberries

$\frac{1}{4}$  cup granola

## Instructor Note

Summarize main points from lesson.



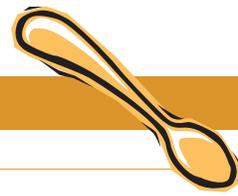
## Instructions

Rank sweetness of plain, fat free yogurt. Next, add amounts of sugar listed below, tasting between each addition. Stop adding sugar when the yogurt is almost sweet enough for you.

- 1 ➡ Too tart
- 3 ➡ Just right
- 5 ➡ Too sweet

## One-Half Cup Yogurt and Added Sugar Activity

Amount of Sugar Added	Sweetness Rating					
No sugar added (plain yogurt)	➡	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
½ teaspoon	➡	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1 teaspoon	➡	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1½ teaspoons	➡	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 teaspoons	➡	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2½ teaspoons	➡	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5



## Comparison of Sugar in Plain versus Sweetened Yogurts

		Amount of Added Sugar
Plain nonfat yogurt	➔	none
Sugar sweetened nonfat yogurt	➔	
Difference in body weight over one year	➔	<b>6 pounds of body weight not lost or gained if sweetened yogurt is consumed daily</b>

Key:  = 1 teaspoon or 4 grams of sugar

Refer to the *Handout 13: Strategies to Decrease Added Sugar* for ways to find balance with added sugar.

Yield: 1 serving; Meal size: 2½ cups; Snack size: 1¼ cups

Ease of Preparation: Easy

Active Time: 5 minutes

Total Time: 5 minutes

## Ingredients

### Meal size

- 1 cup plain, fat free yogurt
- 1 cup fruit\*
- ¼ cup dry oats, or
- ½ cup whole grain dry cereal

### Snack size

- ½ cup plain, fat free yogurt
- ½ cup fruit\*
- ⅛ cup dry oats or
- ¼ cup whole grain dry cereal



\* Fruit ideas: banana slices, fresh or frozen berries, pear slices, grapes, pineapple

## Preparation

### Yogurt parfait to go:

1. Sprinkle oats at the bottom of a sealable container.
2. Spread yogurt over oats.
3. Add fruit on top of yogurt.
4. Seal container, and store in refrigerator until ready to eat.

### Instant yogurt parfait:

1. Combine yogurt and fruit.
2. Sprinkle cereal on top.

Enjoy!

## Nutrition Information for Meal Size Parfait

### Meal Planning Equivalents:

		% Daily Value	
Dairy	1 cup	Calcium	30%
Fruit	1 cup	Vitamin C	30%
Whole Grain	¼ ounce	Iron	10%

Per serving: 320 calories; 2g fat (0g saturated fat); 5mg cholesterol; 190mg sodium; 61g total carbohydrate; 4g fiber; 18g protein

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**Instructor Note**

Review prior lesson briefly and orient to new lesson.

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**Goals**

- Students will explore the concept of high quality calories as personal medicine.
  - Students will identify the benefits of eating whole grains.
  - Students will be able to count one ounce of grain and review how many ounces of grain individuals need according to My Pyramid plans.
  - Students will be able to identify a whole grain when shopping for food.
- 

**Teaching Tips**

- Explore students' experiences, beliefs, and perceptions of whole grain foods.
  - Ask students why do they eat whole grain foods or why do they not eat them? What are their barriers?
  - Reinforce the concept that eating patterns are not a reflection of someone's character or moral fiber. Eating patterns are influenced by our upbringing, our culture, our resources, our psychology, and our physiology.
  - Discuss the concept of calories in = calories out to maintain a healthy weight with the concept of the quality of the calories.
  - Whole grains are high quality calories that provide necessary and important fuel for our bodies to function well. Frame whole grains as an alternative "medicine" for healing.
  - Explore the concepts of self-determination and self-respect and how these concepts relate to food choices.
- 

**Activity 1 Discuss benefits of whole grains**

Question to prompt discussion: *What are some benefits of eating whole grains?*

**1. Great Nutrition:**

Whole grains offer countless vitamins, minerals, and healthy plant chemicals; most of which are removed during the refining process. So if not eating whole grains, it means missing out on a wealth of nutrition that would be very difficult to duplicate. For example, refined grain products, such as white bread, have to be enriched to prevent nutrient deficiency diseases. When products are enriched, only a small number of nutrients are added back in and could never replace the great nutrition available in whole grains.

**2. Health Reasons:**

Eating whole grains has been associated with reduced risk for heart disease, stroke, and diabetes.

### 3. More Even Blood Sugar:

Whole grains contain fiber, which makes the body work hard at getting energy during digestion of a whole grains. Because it is more difficult, there is a more even release of carbohydrate into the bloodstream, causing a lower spike in blood sugar, less stress on the pancreas for insulin production, and longer lasting energy; all of these help keep you feeling great after eating a meal that contains whole grains, and also after hours later.

---

#### Activity 2 Identify what counts as 1 ounce of grain and review individual needs for grains.

*What counts as 1 ounce of grain?\**

Teach students the basics:

1 ounce equivalent = 28 grams: 1 slice bread, ½ cup cooked grain, 1 cup Cheerios

2 ounce equivalents = 56 grams: 1 6-inch pita, 1 cup cooked grain

4 ounce equivalents = 112 grams: 1 bagel

*Additional information available:*

**\*Instructor online reference: [www.MyPyramid.gov](http://www.MyPyramid.gov)**

- Tips and Resources
- Click on “Grains”
- Click: “What counts as 1 ounce?”

#### How many ounces does my body need daily?

Ask students to review their grain needs on the MyPyramid Plan printouts.

---

#### Activity 3 Specify how to identify whole grains.

##### Method #1:

Check the first ingredient on the ingredient list. The word “whole” must precede the grain.

Examples:

- Whole wheat
- Brown rice
- Whole grain corn
- Whole oats
- Whole rye
- Bulgur

## Method #2:

Look for The Whole Grain Stamp by Whole Grains Council: <http://www.wholegrainscouncil.org>

**Test your whole grain savvy quiz on *Handout 16: Whole Grain Power***

## Answer key

On the label, you see:

- Multigrain—No
- Stone ground—No
- 100% wheat—Yes (If not preceded by “made with”)
- Cracked wheat—No
- Seven grain—No
- Enriched wheat flour—No

---

## Materials

### Handouts

- *Handout 16: Whole Grain Power*
- My Pyramid Plan printout (instructor print this out before class)
- *Handout 6: Goal Setting Worksheet—Grains*

### Whole grain food labels

- Whole wheat bread, cheerios, wheaties, shredded wheat, oatmeal
- Whole wheat pasta and couscous

### Refined grain food labels

- Wheat bread, multigrain bread, and white bread
- Kellogg’s Smart Start (point out sugar and lack of whole grain)
- Refined pasta

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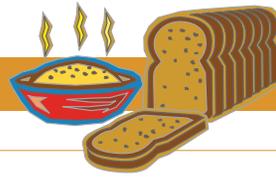
## Homework

Set a whole grain goal on *Handout 6: Goal Setting Worksheet—Grains*.

---

## Instructor Note

Summarize main points from lesson.



## Why Choose Whole Grains?

- Quality nutrition to support health and healing.
- Keep you full and satisfied.
- Sustained energy release to assist you as you work, learn, live, and socialize.
- Decreased risk for chronic diseases (heart disease, type 2 diabetes, diverticular disease, stroke, and some cancers) which people with serious psychiatric disabilities are at high risk.

## What Makes a Grain “Whole”?

A grain is “whole” if all 3 parts of the grain are still intact in foods:

- Bran ➡ Protective outer shell. High in fiber, healthy plant chemicals, and B vitamins
- Endosperm ➡ Contains starch, protein, and minimal vitamins and minerals.
- Germ ➡ The seed of the plant. Contains B vitamins, minerals, and healthy plant chemicals.

Processed, enriched, or white grains only contain the endosperm

## What Counts as 1 Ounce of Grain?

Examples of 1 ounce of whole grain:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

How many ounces of grain do I need per day? \_\_\_\_\_ ounces of grain

## Two Ways To Identify Whole Grains

**Method #1: Check the *first* ingredient on the ingredient list. Look for:**

- **Whole** wheat
- **Brown** rice
- **Whole** grain corn
- **Whole** oats
- **Whole** rye
- Bulgur

**Method #2: Look for The Whole Grain Stamp:**



**Good Source**  
A half serving of whole grain



**100% / Excellent**  
A full serving of whole grain  
*and* all grains are whole grain

Whole Grain Stamp graphics courtesy of Oldways and the Whole Grains Council, [wholegrainscouncil.org](http://wholegrainscouncil.org)

## Test Your Whole Grain Savvy

**Are the following whole grain?** On the label, you see:

- |                      |                              |                             |
|----------------------|------------------------------|-----------------------------|
| Multigrain           | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Stone ground         | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 100% wheat           | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Cracked wheat        | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Seven grain          | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Enriched wheat flour | <input type="checkbox"/> yes | <input type="checkbox"/> no |

The bottom line: Check the **ingredient list** to make sure the word **whole** appears **before** the grain.

**Resource tip!** Check out <http://www.wholegrainscouncil.org/>



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### Instructor Note

Review prior lesson briefly and orient to new lesson.

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### Goals

- Students will prepare and taste easy, delicious, and satisfying whole grain snack.
- Students will discuss ways to fit more whole grains into their daily food choices.
- Students will set a goal around increasing whole grains.
- Students will discuss eating whole grains as a form of self-care and self-respect that supports functional health.

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### Teaching Tips

- Review concept of food as an alternative medicine or adjunct medicine that people can use to live healthier lives.
- Explore the idea that eating well and choosing good foods is a way to take control of one's health and self-determine one's health.
- Coach students that they can take a small step, such as adding whole grain foods to their diet, and that they deserve to take good care of their health.
- Remind students that nutrition is the fuel they need to recover and reach the goals they have.

---

### Activity 1 Delicious and satisfying whole grain popcorn snack.

Prepare popcorn snack using the following instructions:

1. Pour about 2 Tbsp of kernels in each brown paper bag.
2. Pop for about 3 minutes, or until 8 seconds between pops.
3. Pour into bowl and spray on butter spray for flavor.
4. Cut up apples into slices and serve on plate with popcorn.

---

### Activity 2 Discuss strategies to increase whole grains.\*

Refer to *Handout 17: Strategies for Eating More Whole Grains*

Prompt class to offer more suggestions or reflect on the suggestions presented.

*Additional information available:*

**\*Instructor online reference:** <http://www.MyPyramid.gov>

- Tips and Resources
- Click on “Grains”
- Click: “What counts as 1 ounce?”

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**Activity 3 Set goal around whole grains. Review homework done in Lesson 7.**

Use *Handout 6: Goal Setting Worksheet—Whole Grains* to help students set individual goals for increasing whole grains and reducing refined grains.

---

**Materials****Handouts**

*Handout 17: Strategies for Eating More Whole Grains*

**Food labels**

Whole wheat bread vs. white bread

Cold cereals

Whole wheat pasta vs. regular pasta

**Snack**

Popcorn with butter spray and sliced apples

**Shopping list**

1 bag of apples

Plain popcorn kernels

Olivio butter spray

Brown paper lunch size bags and paper plates

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**Homework**

Follow through with goal relating to whole grains. Read one ingredient list to determine whether it is whole grain or not.

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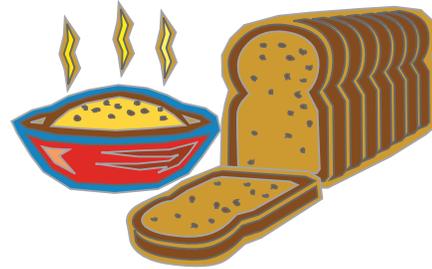
**Instructor Note**

Summarize main points from lesson.

## Substitute Refined Grains with the Following:

### Whole grain (WG) breads

- Whole grain bread
- Whole grain pita Pockets
- Whole grain tortillas
- Whole grain English muffins



### Whole grain cooked grains

- Whole grain pasta
- Whole grain couscous
- Whole grain brown rice

### Whole grain cereals that are low in added sugar

- Wheaties
- Life
- Cheerios
- Shredded Wheat
- Oats

## Easy Strategies for Eating More Whole Grains:

- Ask for **brown rice** or **whole wheat pizza crust** at restaurants or when ordering take out
- Enjoy a starchy vegetable or legume (corn, baked potato, peas, or beans) as a side dish instead of a refined grain (white rice or regular pasta)
- Have popcorn (94% fat free), air popped, or brown-bag popped as a snack
- Look for the “Excellent Source” Whole Grain Stamp at bagel shops or on food packages

## What are some other ways to include whole grains?

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## Instructor Note

Review prior lesson briefly and orient to new lesson.

## Goals

- Students will identify myths of carbohydrates.
- Students will distribute carbohydrate rich foods throughout the day to achieve better energy balance, and more even blood sugar control.
- Students will refer to their MyPyramid Plans to practice grain and starchy vegetable meal planning.
- Students will be introduced to the concept of creating a more balanced meal using principles of proportionality.
- Students will identify personal feelings about hunger, balance, and overnourishment in relation to their recovery.

## Teaching Tips

- Explore students' experiences with hunger, balanced plates, and overeating. Respond to their feelings and experiences as children and as adults.
- Encourage students to reflect on their eating patterns and amounts of food they eat. Do they see a connection between the amount of food they eat and their emotions? How do certain amounts of food make them feel?
- Discuss social cues, such as "clean plate club," "clean your plate because people are starving in \_\_\_\_\_," "eat what you pay for," and media messages.
- Reaffirm the importance of balanced nutrition as a wellness tool in recovery.
- Emphasize the fact that research shows that many people are overnourished and malnourished. Stress that these conditions deplete health and that with just a few small steps of change, students can eat with balance and be well nourished.
- Demonstrate your optimism that students can take small steps to improve their health and your belief that it will support their individual life goals.

## Activity 1 Test your portion perception.

This exercise is designed to demonstrate the importance of measuring how much food is being served in one sitting to get an accurate sense for what an individual is actually consuming. Sometimes we think using our judgment is adequate, but we know a large amount of food can look small on a large plate or in a large bowl. Therefore, measuring how much food is being served with measuring cups is essential in promoting weight loss.

### Instructions:

1. Use two different sized bowls. In the larger bowl, pour 1.5 cups dry cereal. In the smaller bowl, pour 1 cup dry cereal.

2. Ask individuals in class to guess how many cups of cereal each bowl contains, or vote on which bowl each individual thinks contains more cereal. Keep a tally of all guesses.
3. Reveal answers and reinforce importance of using measuring cups when possible.

---

## Activity 2 Plan meals with grains and starchy vegetables.

- Refer to meal planning section of *Handout 18: Carbohydrate Planning for Meals and Snacks*.
- Use sample meals and snacks offered by the class or listed on handout and modify how much grain or starchy vegetable each meal or snack contains.
- Proportion meals by adding fruit or non-starchy vegetable if reducing the amount of grains or starchy vegetables consumed in one sitting in order to maximize satisfaction, keep plate full, and make meal more visually appealing. Use food labels suggested to show impact in calories of cutting back on grains and starchy vegetables and adding non-starchy vegetables.
- Need fruit and non-starchy vegetable ideas to enhance options?\*

### \*Instructor online reference: <http://www.MyPyramid.gov>

- Tips and Resources
- Click on “Fruit or Vegetables”
- Click: “What’s in the fruit group?” Or “What’s in the vegetable group?”

### Additional points:

- Bagels, sub rolls, tortillas, and one slice of thick crust pizza are likely 3 to 4 ounces of grain (equal to 3 to 4 slices of bread).
- When possible, measure cooked grains and cereal; otherwise, you could be eating a lot more than you think. Order steamed vegetables to make meal last for two meals instead of one, and cut calories in half, but maintain satisfaction.
- If cutting back on grains, enjoy fruits and vegetables to complement the meal or snack and maximize satisfaction.

---

## Materials

*Handout 18: Carbohydrate Planning for Meals and Snacks*

**Food labels**—Sliced bread versus rolls, bagels, or tortillas; beans versus canned tomatoes; peas versus carrots; corn versus green beans

## Homework

Continue to follow through with whole grain goal on the *Handout 6: Goal Setting Worksheet—Whole Grains* used as homework in *Lesson 7: Whole Grains*; and/or try to adjust proportionality of one meal between now and next class.

---

## Instructor Note

Summarize main points from lesson.

## Cereal Guessing Game

How much cereal is in each bowl?

Guess: \_\_\_\_\_ cups  
 \_\_\_\_\_ cups

Actual: \_\_\_\_\_ cups  
 \_\_\_\_\_ cups



## Meal Planning with Grains and Starchy Vegetables

Item	Snack Amount	Meal Amount	For a More Satisfying Meal or Snack Add:
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	Snack Amount		Meal Amount		
	Current	Goal	Current	Goal	
Bread					1 Tbsp peanut butter & 1 banana
Cereal					Fruit
Cooked rice or pasta					Non-starchy vegetables
Cooked oats					1 Tbsp crushed nuts & fruit
Potato, corn, or peas					Non-starchy vegetables
Beans					Non-starchy vegetables
Crackers or tortilla chips					Fruit, salsa, or vegetables

## Home Experiment

I will try to adjust amount of \_\_\_\_\_ in my  meal/  snack  
*(Grain or Starchy Vegetable) (check one)*

by using \_\_\_\_\_ and adding \_\_\_\_\_ to the meal or snack.  
*(Ounces or Cups) (Fruit or Non-Starchy Vegetable)*



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## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify the benefits of consuming more fruits and vegetables.
- Students will review their MyPyramid fruit and vegetable goals.
- Students will identify the different varieties of fruits and vegetables available to them at the supermarket and in convenience stores.
- Students will increase their fruit and vegetable consumption.
- Students will identify barriers to fruit and vegetable consumption and explore solutions.

---

## Teaching Tips

- Encourage students to share their favorite fruits and vegetables and those they do not eat.
- Explore the “cost” of fruits and vegetables. Discuss the choice to spend money on fruits and vegetables as a form of self-care. Weigh the choices people make on how they spend their money and the impact of those choices on their recovery.
- Explore the barriers to eating fruits and vegetables (taste, health reasons, access, expense, etc.).
- Ask students to name the colors they ate and drank the day before, and scan for red, green, purple, blue, orange, and yellow.
- Re-emphasize the powerful positive impact the consumption of fruits and vegetables has on people’s health and the idea that they are “tools” of wellness that people can use to achieve health which will help them live longer and better.
- Inspire and coach students to take one small step towards wellness by adding one fruit or vegetable to a meal a day.

---

## Activity 1 Discuss benefits of eating more fruits and vegetables as a wellness tool.

Question to prompt discussion: *Why eat fruits and vegetables?*

### 1. Great Nutrition and Disease Prevention:

The naturally occurring combination of nutrients including vitamins, minerals, and healthy plant chemicals protect our body cells, and cannot be duplicated in a supplement. Consumption of several servings of fruit and vegetables a day can prevent disease and promote health that is necessary for recovery.

## 2. Filling Power:

The combination of fiber plus water in whole fruits and vegetable makes fruits and vegetables the most physically filling foods. Eating these help keep us from eating more than we planned of other types of foods. Fruit juice (no fiber) and dried fruit (no water) do not provide the same benefit.

## 3. Chewing Required:

It takes time to chew fruits and vegetables, so when eating them, the stomach and mind have an opportunity to communicate. This gives us a chance to feel physical fullness before we eat more than we wanted to or feel stuffed.

## 4. Meal Enhancement:

Fruits and vegetables add varied color, texture, and flavor to any meal, usually enhancing the meal without taking away other qualities that make that meal delicious and satisfying.

---

### Activity 2 Review MyPyramid goals for fruits and vegetables.

#### Check your MyPyramid Plan.

The MyPyramid Plan details cup goals for fruit and vegetables per day. These goals are not meant to be limits. Because fruits and vegetables are so nutritious and filling, and there is nothing as low in calories per bite as fruits and vegetables, it is not a problem to eat more fruit or vegetables than allotted. It is likely that foods consumed in place of fruits or vegetables would be higher in calorie, lower in nutrition, and not as filling.

---

### Activity 3 Discuss the variety of fruits and vegetables available and strategies for including more fruits and vegetables.

*Handout 19: Guide to Fruits and Vegetables*—Discuss varieties of fruits and vegetables available designed to make eating fruits and vegetables easier, including canned, fresh, and frozen.

*Handout 20: Strategies for Enjoying More Fruits and Vegetables*—Encourage students to reflect on which ideas they think would work well for them, and place a check mark in the circle next to ideas they would like to try.

---

### Materials

**Instructor online reference:** <http://www.MyPyramid.gov>

- Tips and Resources
- Review “Fruit/Vegetable” web pages
- Recommended for fruit/vegetable ideas: What’s in the fruit/vegetable group?

## Handouts

*Handout 19: Guide to Fruits and Vegetables*

*Handout 20: Strategies for Enjoying More Fruits and Vegetablesx)*

*Handout 5: Goal Setting Worksheet—Fruits*

*Handout 7: Goal Setting Worksheet—Vegetables*

## Food labels

Frozen veggies with and without sauce

Canned fruit (100% juice versus heavy syrup)

Apple juice versus apple

Starchy versus non-starchy versus beans

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## Homework

Use *Handout 5: Goal Setting Worksheet—Fruits* or *Handout 7: Goal Setting Worksheet—Vegetables* to create goal.

---

## Instructor Note

Summarize main points from lesson.



## Why Include Fruits and Vegetables in Your Day?

- Filling power
- Chewing required
- Meal enhancement
- Great nutrition (superior to supplements)
- Decreased risk for chronic diseases, including heart disease, stroke, type II diabetes, and cancer
- Simple wellness tool to support your recovery

## How to Maximize Health Benefits

- Color your plate
- Variety, variety, variety
- Fit it in!
- Eat your colors every day! Avoid monochromatic colored food.

## Types of Vegetables

- **Fresh**— Shop for sales. Firm vegetables, with no visible signs of damage.
- **Frozen**— Buy in bulk on sale. Beware of sauces high in sodium and fat. Won't spoil.
- **Canned**— Rinse before use or purchase “no added salt” varieties.

## Types of Fruits

- **Fresh**— There is nothing sweeter and as low in calories than a piece of fresh fruit. Shop for sales. Slightly softened/firm, with no visible signs of damage. Avoid fruit with soft spots.
- **Canned**— Choose types in 100% juice or water rather than syrup to cut added sugar and rinse off.
- **Unsweetened frozen**— Won't spoil. Just as nutritious as fresh fruit.
- **Dried**— Not filling and high in calories for small amount. Flavor food with just a sprinkle.
- **Juice**— Not filling so it is easy to drink more calories from juice than from whole fruit.

Make a check mark (✓) next to the strategies you would like to try.

## Purchasing Tips for Fruits and Vegetables

- Buy on sale
- Stock up on frozen
- Look for no hassle
- Go for whole fruit, not juice or dried fruit
- Choose types that are easy to transport
- Try different textures—crisp, juicy, smooth
- Purchase a local farm stands or food warehouses



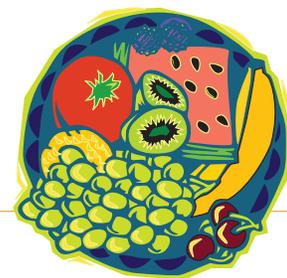
## Mealtime Tips

### Vegetables

- Have soup or salad with meals or for main course
- Top pizza with favorites, such as spinach, broccoli, onion, and/or pepper
- Add chopped tomato, green beans, peas, and/or mushrooms to pasta sauce, pasta, lasagna, or soup
- Crunch on as a snack
- Pack portable sliced pepper, celery, carrots, grape tomatoes, or cucumber
- Plan meals around vegetables instead of grain or meat
- Design your plate to be half vegetables

### Fruit

- Slice bananas, peaches, or strawberries into cereal
- Top plain fat free yogurt with fruit
- Pack portable apples, oranges, grapes, or individual fruit cups
- Include grapes or mandarin oranges over a salad
- Eat a piece of fruit at one meal a day



## Make It Easy—Fruit and Vegetables

- Cut up at time of purchase or buy pre-cut, and refrigerate
- To ripen fruit quickly, place in a brown paper bag for 1 – 2 days
- Keep in bowl on counter or on top shelf of refrigerator for easy access
- Buy only fruits and vegetables you like, but be open to trying something new
- Buy frozen vegetables or buy at local farm stands to lower cost





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## Instructor Note

Review prior lesson briefly and orient to new lesson.

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## Goals

- Participants will identify what role protein plays in the body and which foods are sources of protein that support their health.
- Participants will discriminate how to make good choices with protein foods when it comes to amount and types of protein foods consumed in order to limit excess calories and saturated fat.
- Students will develop strategies to use lean protein sources as a wellness tool to promote nutritional health.
- Students will participate in food preparation.
- Students will try a plant source of protein.

---

## Teaching Tips

- Re-emphasize that balanced nutrition is a personal wellness tool to support people's functional health.
- Explore students' perceptions, myths, beliefs, and experiences with protein and its relationship to their current health status.
- Discuss how students make current choices about the protein in their meals.
- Reframe negative self-judgments about nutritional health. Separate choices from personhood and character.
- Celebrate students' participation in class as an act of empowerment and a positive choice. People are learning how to improve their nutritional wellness, which will increase their functional health. Functional health will support their desired life roles.

---

## Activity 1 Discuss what role protein plays in the body and which foods are sources of protein in the diet.

Refer to *Handout 21: Protein Foods—Meats and Beans* and [www.MyPyramid.gov](http://www.MyPyramid.gov) for more information.\*

**\*Instructor online reference: <http://www.MyPyramid.gov>**

- Tips and Resources
- Click on “Meat and Beans”
- Click “What’s in the Meat and Beans Group?”

**Activity 2 Discuss daily allowance of meat and beans and how to make healthy choices when consuming protein foods.**

1. Ask each student to refer to individual MyPyramid Plan in order to learn how many ounces will meet daily needs. Document on *Handout 21: Protein Foods—Meats and Beans* in section entitled “What Counts as 3 Ounces?”

Provide one example for how much food is equivalent to 6 ounces of meat.\*

**\*Instructor online reference: [www.MyPyramid.gov](http://www.MyPyramid.gov)**

- Tips and Resources
- Click on “Meat and Beans”
- Click “What Counts as One Ounce?”

2. Strategies to make healthy choices

Refer to *Handout 21: Protein Foods—Meats and Beans*, section entitled “9 Tips to Avoid Excess Calories and Fat from Protein Foods.”

Encourage plant sources of protein, including beans because they contain no saturated fat and are filling, inexpensive, easy to prepare, and contain healthy plant chemicals that work to keep body cells healthy.

**\*Instructor online reference: [www.MyPyramid.gov](http://www.MyPyramid.gov)**

- Tips and Resources
- Click on “Meat and Beans”
- Click “Tips for Making Wise Choices”
- Click “Discretionary Calories”
- Click “What are the Solid Fats?”

3. Strategies not listed on handout involving adding vegetables:

- Ask for  $\frac{1}{2}$  the meat and twice the vegetables on deli sandwiches.
- Use fewer eggs and more vegetables in omelets.
- Order a pizza with vegetable toppings.
- Choose the smallest hamburger at a cookout, or cut hamburger in half lengthwise and enjoy  $\frac{1}{2}$  hamburger patty on a whole bun.
- Serve yourself a smaller amount of meat at a dinner.
- Add vegetables to the plate to fill in space on plate and benefit from filling power.
- If eating meat twice daily, try having meat once daily instead and substitute with beans or tofu for one meal.

---

**Activity 3 Prepare Three Bean Salad and taste.**

1. Refer to preparation instructions on “Three Bean Salad Recipe” handout. Double recipes as needed to accommodate needs of class, or make recipe as is and offer smaller amount per student.
2. Invite students to try Three Bean Salad. Discuss thoughts and reactions. Remind students of the following during the discussion:
  - It takes at least 10 times of trying something new to create new preference, so if anyone is trying beans or pepper for the first time, encourage students to keep this in mind.
  - Remind students to expect beans to be a little mushy and bell pepper to be crunchy. It is this contrast in textures that is desirable in many dishes.
  - If there is one part of the salad that someone will eat but not the rest, encourage them to stick with eating the part they know they like. Afterward invite them to try the rest at their leisure by the end of class.

---

**Materials****Handouts**

*Handout 21: Protein Foods—Meats and Beans*

*Handout 8: Goal Setting Worksheet—Meat and Beans*

*Recipe 7: Three Bean Salad Recipe*

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**Snack**

**Three Bean Salad** —*Shopping List (six 1-cup servings, or twelve ½-cup servings)*

- 16 oz can corn
- 16 oz can black beans
- 16 oz can kidney beans
- 3 medium bell peppers
- Newman’s Own Light Italian
- ½ cup red onion or scallion (optional)

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**Homework**

Work on setting protein goal on *Handout 8: Goal Setting Worksheet—Meat and Beans*.

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**Instructor Note**

Summarize main points from lesson.



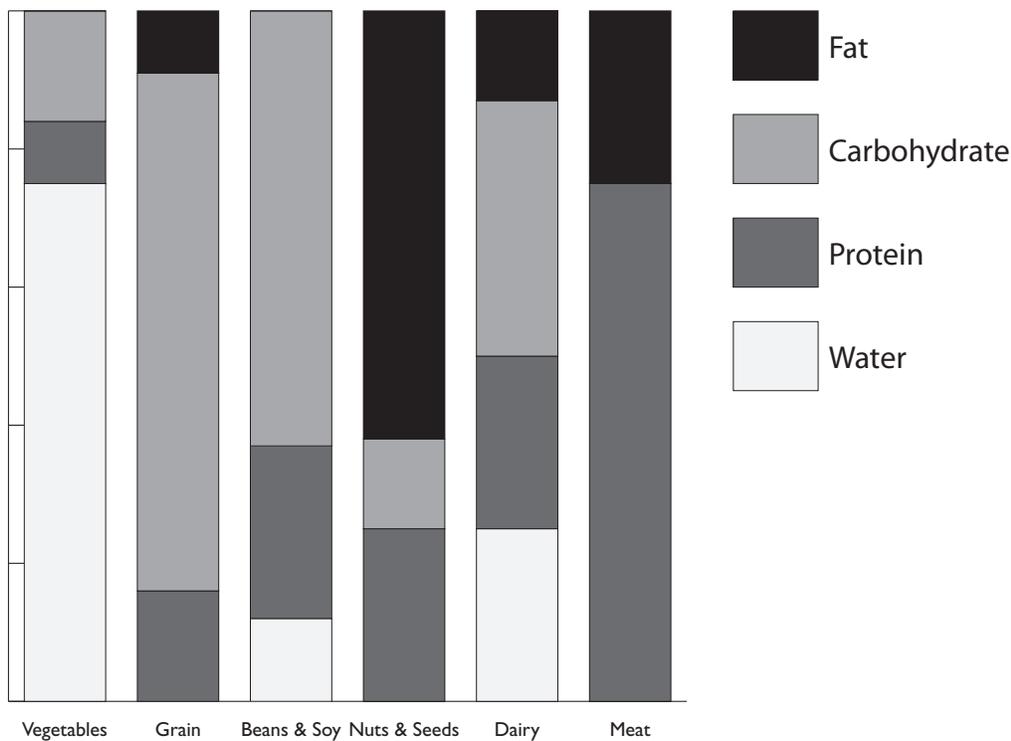
### What does protein do for us?

- Maintain body tissue (hair, skin, nails, muscle, heart, etc.).
- Provide building blocks for enzymes, hormones, and immune cells which are essential to positive health.

### Protein in foods

Protein is found in all foods, except for fruits and fats. Unless we are not consuming certain food groups, such as dairy and meats, and if we follow a typical “American” diet, we generally get plenty of protein each day.

### Approximate carbohydrate, protein, water, and fat content in foods:



### What counts as 3 ounces?

**3 ounces** of meat = the size of **1 deck of cards** = reasonable meal portion

A burger at a restaurant can weigh up to ½ pound (8 ounces) of meat, which is almost **3 times** a reasonable portion for one meal!

### How many ounces of meat and beans do I need daily?

\_\_\_\_\_ ounces per MyPyramid Plan



## 9 Tips to Avoid Excess Fat and Calories from Protein Foods



**Remove skin** on poultry before cooking and/or eating or have a small amount of skin if desired.



**Remove visible fat** on meat before cooking and/or eating.



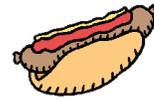
**Choose low fat or fat free and unsweetened** dairy or soy foods.



**Choose lean** cuts of meat (tenderloin & sirloin), and 90% lean hamburger, white meat poultry & seafood.



**Choose grilled, roasted, broiled, baked, or boiled** meat instead of fried or breaded.



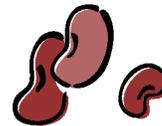
**Choose lean** roast beef, turkey and lean ham, **more often**, and sausages, hot dogs, and bologna less often.



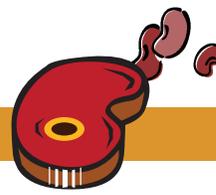
**Use egg substitutes** (Eggbeaters) or egg whites, and Canadian bacon. **Cook using cooking spray** instead of butter, oil, or lard.



If having high fat meat, enjoy a smaller amount, and **add filling fruits and vegetables** to the rest of the plate.



**Substitute meat with beans or soy foods** during meals or snacks for a great source of heart-healthy plant protein.



### Instructions

Step 1: How many ounces of meat and beans am I currently eating? If you would like to set a goal around meat and beans, track how many ounces you are eating per day, and record findings in Step 1 below.

Step 2: Does my meat and beans consumption fit into my daily needs? Compare how many ounces of you are consuming to your needs to help with goal setting.

Step 3: How can I adjust and set a goal? Set a goal using the format below.

### Step 1: Assessment of current meat and beans consumption

Currently, I eat:

**Type of meat and beans—check one to focus on:**

Fried meat/poultry  Sausage/Bacon/Hot dogs  Beans  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Ounces  Calories  Cups  Patties  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to describe current consumption:

Currently, I eat \_\_\_\_\_ of \_\_\_\_\_.

*Amount*                      *Type of meat and beans*                      *Frequency*

### Step 2: Does my meat and beans intake fit into my daily needs?

Compare my daily needs for grains to what I currently eat:

Item: \_\_\_\_\_

How much am I having? \_\_\_\_\_ (from step #1) = \_\_\_\_\_ ounces

Meat and beans needs: \_\_\_\_\_ ounces of meat/beans per day

Difference: \_\_\_\_\_ ounces

### Step 3: Meat and beans goal(s)

I would like to eat—check one:  Less  More

**Type of meat and beans—check one to focus on:**

Fried meat/poultry  Sausage/Bacon/Hot dogs  Beans  Other \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Ounces  Calories  Cups  Patties  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to form goal:

I would like to eat \_\_\_\_\_ of \_\_\_\_\_.

*Amount*                      *Type of meat and beans*                      *Frequency*

Yield: 6 servings, 1 cup each

Ease of Preparation: Easy

Active Time: 20 minutes

Total Time: 20 minutes

## Ingredients

- 1 cup canned corn, drained & rinsed
- 1 cup canned black beans, drained & rinsed
- 1 cup canned kidney beans, drained & rinsed
- 3 cups bell peppers, chopped or diced
- ¾ cup Newman’s Own Light Italian Dressing
- ½ cup red onion or scallion (optional)

## Preparation

1. Measure corn, black beans, kidney beans, and pepper.
2. Place in bowl and mix together.
3. Toss in dressing and add red onion or scallion, if desired. Enjoy immediately, or store in covered container in refrigerator.

## Nutrition information Per Serving

### Meal Planning Equivalents:

Meat Equivalent

1 ounce

Oil

1½ teaspoons

Vegetables

½ cup

### % Daily Value

Vitamin A

20%

Vitamin C

150%

Iron

15%

Calcium

4%

Per serving: 170 calories; 7g fat (1g saturated fat); 0mg cholesterol; 470mg sodium; 23g total carbohydrate; 6g fiber; 6g protein

## Tips & Serving Ideas

- Substitute any non-starchy vegetable of choice for the bell pepper, such as carrot or celery
- Substitute any type of beans for the black or kidney beans, such as garbanzo or pinto beans
- Substitute corn for peas, if desired
- Enjoy over undressed salad
- Use for filling in whole wheat pita pocket with lettuce

---

**Instructor Note**

Review prior lesson briefly and orient to new lesson.

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**Goals**

- Students will identify heart health as a critical issue in recovery.
  - Students will list the different types of fats and how they affect heart health.
  - Students will distinguish the primary sources of fats in the diet.
  - Students will identify ways to adjust fat in their own diets to help achieve a healthy weight, and improve blood cholesterol levels.
- 

**Teaching Tips**

- Share with students that people with mental illnesses are dying, on average, 25 years earlier than people without mental illnesses. They are dying from preventable health conditions, including cardiovascular disease.
  - Emphasize the importance of valuing the health of their hearts and their capacity to be in charge of their heart health.
  - Explore students' current strategies they use to keep their hearts healthy.
  - Explore students' knowledge about fat and its important role in health.
  - Reaffirm students' commitment to their recovery and wellness through class participation, sharing experiences, and asking questions.
- 

**Activity 1 Discuss types of fat, impact on health, and dietary sources**

Briefly explain the following:

1. Review basics about blood cholesterol. It is recommended to review the following online reference prior to class:

**\*Instructor online reference: American Heart Association—** <http://www.americanheart.org/BloodCholesterolInformation:tp://www.americanheart.org/presenter.jhtml?identifier=1516>

2. Review types of fat in the diet, their sources, and how the different types of fat impact blood cholesterol levels. Refer to *Handout 22: All About Fats* and online reference listed below. Ask students to offer their answers and then fill in the rest.

**\*Instructor online reference:** <http://www.MyPyramid.gov>

- Tips and Resources
- Click on any food group
- Click “Discretionary Calories” in “Related Topics” box below,
- or Click “Oils” in “Related Topics” box below

---

**Activity 2 Strategies for promoting heart health by adjusting types of fat in the diet**

Refer to strategies from Protein handout and create new strategies together.

Check teaspoons of oil allowance on MyPyramid Plan and solid fat calorie budget as a reference. A few ideas on how to adjust fats are listed below:

1. Use measured amounts of heart healthy fats: dressings, oil, mayonnaise, hummus, guacamole, avocado, and peanut butter.
2. Use just enough of a spread, such as butter or margarine to get the taste. Any additional amount used that does not add to the flavor of the food, translates into wasted calories.
3. Spread a smaller amount as far as possible using the following methods:
  - Add water to dressings and sauces
  - Use cooking spray, butter spray, and dressing spray
  - Use light products, such as butter and margarine, that list water as the first ingredient

Bring food labels listed below to class for reference when discussing the strategies listed above.

Ask students how they might apply these examples to their own meals, when supermarket shopping and when dining out. Encourage students to document ideas on *Handout 22: All About Fats* in section entitled “What Can I Do?”

---

**Materials****Handouts**

*Handout 22: All About Fats*

*Handout 21: Protein Foods—Meat and Beans*

**Food labels**

Olive oil

Butter

Light whipped butter

Butter spray and/or salad dressing spray

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**Homework**

Try to apply one of the strategies learned in class.

---

**Instructor Note**

Summarize main points from lesson.

### The Basics about Fats

- **Solid fats** (butter and shortening) contain more **saturated fats** and/or **trans fats** than oils.
- **Liquid fats** (oils) contain more **unsaturated fats** than solid fats.
- The types of fat in the diet impact heart disease risk, and people with mental illness have elevated rates of heart disease.
- All types of fat are **energy dense**, so **use measured amounts** in food to remain within recommended calorie levels.

### Where Are Different Types of Fats Found in Food?

#### Heart Healthy Fats

##### *Unsaturated*

Olive, Canola, Peanut Oils  
Walnuts, Almonds, Pecans  
Salad Dressing, Mayonnaise  
Avocado, Olives

#### Artery Clogging Fats

##### *Saturated Fats*

Butter  
Whole Milk  
Sausages  
Palm Oil

##### *Trans Fats*

Fried Food  
Cookies, Cakes  
Muffins, Pastries  
Stick Margarine

Read ingredient lists and look for **hydrogenated oils** to recognize sources of **trans fat**.

### Why Consume Saturated Fat, Trans Fat, and Cholesterol with Discretion?

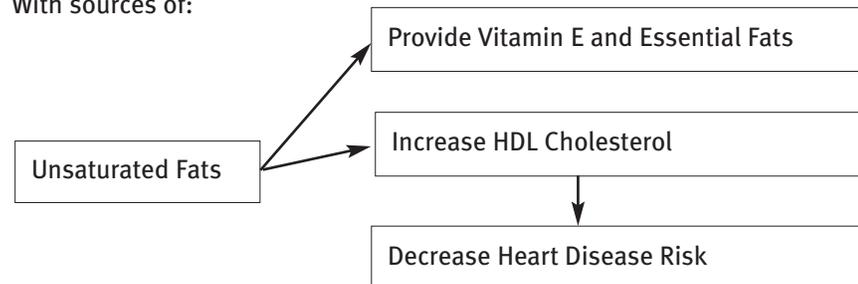


### Why Consume Sources of Unsaturated Fats?

Replace foods high in:

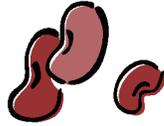
- Saturated Fats
- Trans Fats
- Cholesterol

With sources of:



**Why Is Being Choosy about Certain Foods Important?**

Small changes lead to a significant impact on weight and health!



<b>Food Item Amount</b>	<b>Kidney Beans 1/2 cup</b>	<b>80% Lean Hamburger 3 ounces</b>	<b>Salmon Fillet 3 ounces</b>
Calories	225	205	175
Total fat (g)	1	14	10
Saturated fat (g)	0	5	2
Trans fat (g)	0	1	—
Cholesterol (mg)	0	70	50
Fiber (g)	10	0	0
Protein (g)	15	20	20

**What Can I Do?**

1. How can I eat sources of saturated and trans fats with more discretion?
  
2. How can I replace sources of saturated fat and trans fat with sources of unsaturated fat?
  
3. What lean meats or low fat dairy products could I choose instead of higher fat versions?



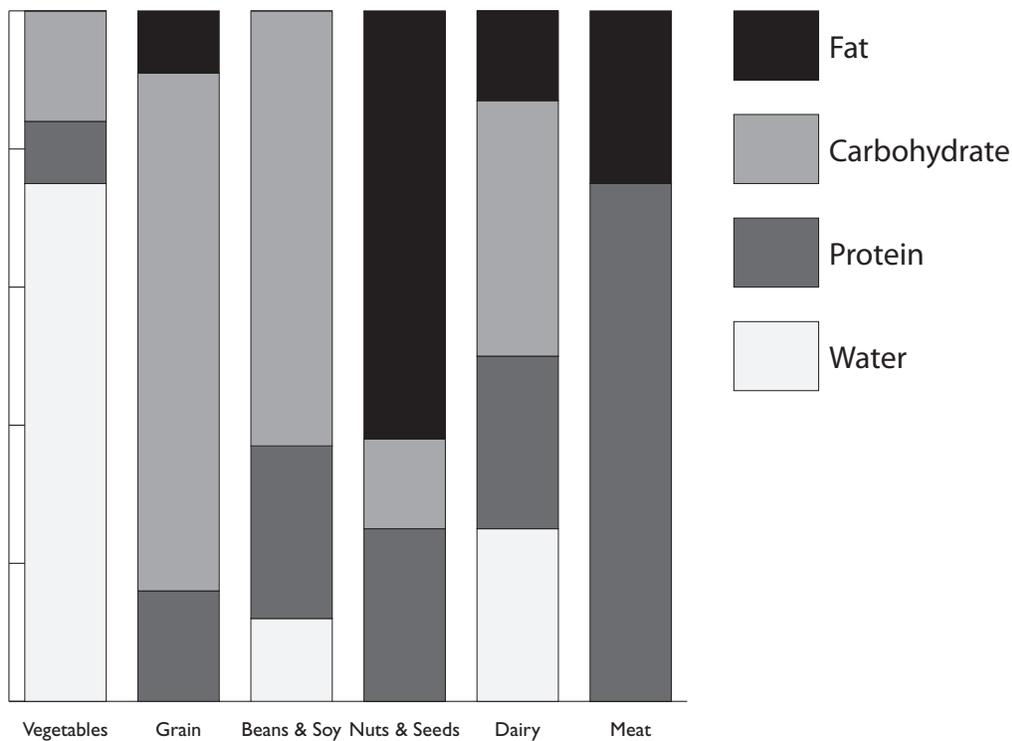
### What Does Protein Do For Us?

- Maintain body tissue (hair, skin, nails, muscle, heart, etc.).
- Provide building blocks for enzymes, hormones, and immune cells which are essential to positive health.

### Protein in Foods

Protein is found in all foods, except for fruits and fats. Unless we are not consuming certain food groups, such as dairy and meats, and if we follow a typical “American” diet, we generally get plenty of protein each day.

### Approximate carbohydrate, protein, water, and fat content in foods:



### What Counts as 3 Ounces?

**3 ounces** of meat = the size of **1 deck of cards** = reasonable meal portion

A burger at a restaurant can weigh up to ½ pound (8 ounces) of meat, which is almost **3 times** a reasonable portion for one meal!

### How Many Ounces of Meat and Beans Do I Need Daily?

\_\_\_\_\_ ounces per MyPyramid Plan



## 9 Tips to Avoid Excess Fat and Calories from Protein Foods



**Remove skin** on poultry before cooking and/or eating or have a small amount of skin if desired.



**Remove visible fat** on meat before cooking and/or eating.



**Choose low fat or fat free and unsweetened** dairy or soy foods.



**Choose lean** cuts of meat (tenderloin & sirloin), and 90% lean hamburger, white meat poultry & seafood.



**Choose grilled, roasted, broiled, baked, or boiled** meat instead of fried or breaded.



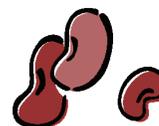
**Choose lean** roast beef, turkey and lean ham, **more often**, and sausages, hot dogs, and bologna less often.



**Use egg substitutes** (Eggbeaters) or egg whites, and Canadian bacon. **Cook using cooking spray** instead of butter, oil, or lard.



If having high fat meat, enjoy a smaller amount, and **add filling fruits and vegetables** to the rest of the plate.



**Substitute meat with beans or soy foods** during meals or snacks for a great source of heart-healthy plant protein.

---

## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify healthy snacking as a wellness tool for recovery.
  - Students will identify how to make balanced and satisfying meals and snacks.
  - Students will apply what they learn by creating their own examples of balanced meals and snacks.
- 

## Teaching Tips

- Emphasize the role of healthy snacking as a wellness tool.
  - Separate people's choices of snacks from their character.
  - Explore why people snack. Is there a pattern? How do their emotions relate to their snacking and choices of snacks?
  - Stress the importance of intentional healthy snacking as a wellness tool to achieve a healthy weight.
  - Stress the pleasure, enjoyment, and satisfaction of intentional healthy snacking.
- 

## Activity 1 Discuss a balanced meal or snack as a wellness tool.

- Meals are most satisfying if they contain some grain or starchy vegetable, some protein food, and some fruit or vegetable. Each of these components play an important role in keeping us feeling energized and feeling satisfied from the meals or snacks we eat. If we are missing one of these components, the meal or snack might not last us as long, or might not help us feel satiated.
- What about snacks? We often think of snacks as cookies, candy, or chips, but I invite you to think of snacks as mini meals. Snacks are most satisfying and energizing if they contain the same components as meals, but just in smaller amounts. This means  $\frac{1}{2}$  sandwich and a piece of fruit could be a snack.
- Why create a colorful plate? The more colorful the plate is, the more variety of nutrients are contained in the foods in that meal or snack. So, in order to maximize nutrition, enjoy a variety of colorful fruits and vegetables throughout the day.
- Considerations for carbohydrate and protein foods: Refer to your individual MyPyramid Plan to determine how many grains or starchy vegetables, and beans, meats, or dairy would be reasonable for a meal or snack.
- How do fruits and vegetables help with satisfaction? If you include fruits or vegetables at each sitting, you will be less likely to need large amounts of starches and protein foods during meals and snacks.

---

**Activity 2 Create a meal or snack of your own.**

Either modify one of your existing favorites, or create a new balanced meal or snack to enjoy.

---

**Materials**

*Handout 10: Meal Planning for Satisfaction and Health*

*(Note: This handout does not include sauces, gravies, or dressings for flavor. Use just enough to get the taste you want; or dilute the calories in a prepared sauce by adding in additional plain vegetables. Use thawed frozen vegetables for the easiest addition to any prepared or take out meal.)*

---

**Homework**

Try one of the example meal/snacks or one of your own creations. Enjoy!

---

**Instructor Note**

Summarize main points from lesson.



## Balanced Meal Basics

- Meals: Choose foods from at least 3 food groups. Refer to examples below.
- Snacks: Enjoy a “mini meal,” using the same types of foods in the same proportions, but smaller amounts.
- Color your plate with fruits and vegetables at every eating occasion.
- Balance and proportionality:  
 Be thoughtful about amounts of grains, beans, starchy vegetables, and meats.  
 Fill at least half your plate with filling fruits and vegetables.
- Use only as much sauce and dressing as you need to get the taste you want, in order to save significant calories.

## Sample Breakfasts (pick one item from each column)

Grain or Starchy Vegetable	Beans, Meat, or Dairy	Fruit or Non-Starchy Vegetable
Cheerios or Wheaties	Skim or 1% Milk	Sliced Banana
Whole Grain Toast	Fat free or 1% Cottage Cheese	Sliced Peach
Oatmeal	Skim or 1% Milk (to cook oats)	Berries
Whole Grain English Muffin	Reduced Fat Cheese, melted	Sliced Tomato
Pancakes	Yogurt	Grapes
Whole Grain Pita	Peanut Butter	Apple
Potato	Egg	Pepper and Onion

## Sample Lunches (pick one item from each column)

Grain or Starchy Vegetable	Beans, Meat, or Dairy	Fruit or Non-Starchy Vegetable
Whole Grain Bread	Turkey	Lettuce, Tomato, and Cucumber
Whole Grain Pita	Crushed Nuts or Reduced Fat Shredded Cheese	Salad
Peas	Tuna Fish	Celery and Red Onion
Soup with Barley	Chicken	Onion, Mushroom, Celery

## Sample Dinners (pick one item from each column)

Grain or Starchy Vegetable	Dairy or Protein	Fruit or Non-starchy Vegetable
Corn	Beans	Broccoli, Red Pepper, and Salsa
Whole Wheat Pasta	Lean Hamburger Meat	Spinach, Mushrooms, and Tomato
Whole Wheat Cous Cous	Salmon	Carrots
Brown Rice	Tofu	Onion, Carrot, and Bok Choy



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## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify healthy meal planning as a wellness tool
- Students will apply strategies learned from previous meal planning class by preparing and tasting a quick, easy, delicious, and healthy meal.
- Students will review reasons to eat balanced meals learned from previous meal planning class.

---

## Teaching Tips

- Encourage students to share their experiences with meal planning. What are their barriers? What are their successes? What are they most proud of?
- Emphasize everyone's capacity to prepare a healthy meal, even if they have few resources.
- Stress that planning a healthy meal for oneself is a form of self-care.
- Coach and inspire students that meal planning is a wellness tool that will allow them to improve not only their physical wellness, but their social wellness, too. Sharing healthy meals with others is enjoyable and supportive.
- Explore students' ideas to plan healthy meals for their different communities.

---

## Activity 1 Tuna Broccoli Pita Pocket Preparation

Preparation can either be completed prior to class or with help of students during class.

### Ingredients

- 4 Tbsp reduced fat mayonnaise
- 4 Tbsp plain fat free yogurt
- 1 tsp pepper, or to taste
- 3 6-oz cans light chunk tuna canned in water, drained
- 2 pounds frozen broccoli, thawed in microwave and chopped
- 1 small red onion, diced

### Preparation

1. Mix mayonnaise and yogurt in a large bowl. Add pepper, tuna, and broccoli and mix until combined.
2. Serve with red onion and pita pockets in assembly line format described below.
3. Enjoy!

*Serves 9*

*Note: If there is not enough time for the students to help prepare the meal, prepare the meal prior to class, and offer it in assembly line format, as outlined in Activity 2.*

---

## Activity 2 Tuna and Broccoli Pita Pocket Tasting and Discussion

**Arrange the following ingredients in an assembly line in the following order:**

Tuna and broccoli mixture       $1\frac{1}{3}$  cups  
Red onion                              1 Tbsp (optional)  
Mini whole wheat pita pockets   1 or 2 each

### Questions to prompt discussion:

1. How does this meal include components important to balanced meal planning?
2. Does this meal taste good?
3. Does it look good? Why?
4. Is it satisfying?
5. Why is this meal filling?
6. Is anyone considering trying this at home? If not, what gets in the way?

### Answer to questions:

This meal includes nutritious whole grain for energy from carbohydrate, protein from tuna, and filling power from broccoli. It looks good because of the color contributed by the broccoli and red onion. Without the vegetables, it would be an all brown meal. It is filling because of the broccoli, so less tuna and bread are needed to feel satisfied than without the broccoli.

---

## Materials

### Handouts

*Recipe 3: Tuna and Broccoli Pita Pocket Recipe*

*Handout 6: Goal Setting Worksheet—Whole Grains or Handout 7: Goal Setting Worksheet—Vegetables*

### Utensils

Measuring cups and spoons: 1 cup,  $\frac{1}{2}$  cup, 1 teaspoon, 1 Tablespoon  
One large bowl  
Paper plates  
Plastic forks

---

## Homework

Continue working on individual goals. Try making this meal at home or try making another meal where the same principles apply.

---

## Instructor Note

Summarize main points from lesson.

Yield: 3 servings

Ease of Preparation: Easy

Active Time: 15 minutes

Total Time: 15 minutes

## Ingredients

- 2 3 oz cans chunk light tuna fish in water, drained
- 4 teaspoons reduced fat mayonnaise
- 4 teaspoons plain fat-free yogurt
- ½ teaspoon black pepper
- 3 cups frozen broccoli florets, defrosted in microwave\*
- 3 tablespoons red onion or scallion, chopped (optional)
- 6 mini whole wheat pitas or 3 six-inch whole wheat pitas, cut in half

\* Substitute 3 cups broccoli for any non-starchy vegetable of your choice. See below for examples.

## Preparation

1. Mix mayonnaise and yogurt together in a large bowl. Add black pepper, tuna, and broccoli and mix until combined.
2. Enjoy ⅓ of tuna vegetable mixture with red onion (if desired) and pita pockets or use alternative suggestions below.
3. Share the rest with others or store covered in refrigerator for later use.

## Nutrition Information Per Serving

Meal Planning Equivalents:		% Daily Value	
Meat Equivalent	2 ounces	Vitamin A	30%
Oil	⅔ teaspoon	Vitamin C	100%
Vegetables	1 cup	Iron	15%
Grain	2 ounces	Calcium	8%

## Per Serving:

290 calories; 3g fat (0.5g saturated fat); 15mg cholesterol; 590mg sodium; 44g total carbohydrate; 9g fiber; 25g protein

## Tips & Serving Ideas

Add parsley, lemon juice, or other non-salt based herbs and spices to taste as desired. Instead of using whole wheat pita, enjoy over 1 cup whole wheat pasta, or other cooked whole grain. Add beans or eat as a topping to undressed greens.

\* Feel free to substitute any non-starchy vegetable of choice for the broccoli, such as bell pepper, cucumber, celery, tomato, and/or carrot.



## Instructions

Step 1: How much grain am I currently eating? If you would like to set a goal around grains, track how many ounces of grain you are eating per day, and record your findings in Step 1 below.

Step 2: Does my grain consumption fit into my daily needs? Compare how many ounces of grain you are consuming to your needs to help with goal setting.

Step 3: How can I adjust and set a goal? Set a goal using the format below.

### Step 1: Assessment of current grain consumption

Currently, I eat:

**Type of grain—check one to focus on:**

Breads  Cereals  Cooked grains  Crackers/Pretzels \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Ounces  Cups  Slices  Calories  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to describe current consumption:

Currently, I eat \_\_\_\_\_ of \_\_\_\_\_.

Amount Type of grain Frequency

### Step 2: Does my grain intake fit into my daily needs?

Compare my daily needs for grains to what I currently eat:

Item: \_\_\_\_\_

How much am I having? \_\_\_\_\_ (from step #1) = \_\_\_\_\_ ounces

Grain needs: \_\_\_\_\_ ounces of grain per day

Difference: \_\_\_\_\_ ounces

### Step 3: Grain goal(s)

I would like to eat—check one:  Less  More

**Type of grain—check one to focus on:**

Breads  Cereals  Cooked grains  Crackers/Pretzels \_\_\_\_\_

**Amount—fill in on blank line and check a serving size:** \_\_\_\_\_

Ounces  Cups  Slices  Calories  Other \_\_\_\_\_

**Frequency—check all that apply:**

Daily  M  T  W  Th  F  Sat  Sun  Weekly

Re-write full sentence to form goal:

I would like to eat \_\_\_\_\_ of \_\_\_\_\_.

Amount Type of grain Frequency



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## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will discuss intentional meal timing as a wellness tool.
  - Students will discuss how meal timing affects daily hunger and energy.
  - Students will reflect on their typical meal timing pattern and will adjust in order to prevent high levels of hunger.
- 

## Teaching Tips

- Explore the impact of meal timing on people's eating patterns. What are their choices and consequences in terms of their nutritional health?
  - Emphasize the importance of intentional eating to achieve health that supports people's efforts to work, have a relationship, go to school, have friends, and feel well.
  - Explore people's power to assume more intention over their eating. Do they feel empowered? Helpless? Respond to people's feelings and personalize how their feelings influence their choices and behaviors.
  - Affirm people's right to make healthy, intentional choices about when they eat and what they eat.
  - Coach and inspire students that they have the capacity to make positive eating choices that will positively impact their health, and thus, their lives.
- 

## Activity 1 The importance of regular meals and snacks.

Ask students to explore their experiences with meal timing and hunger. Why is meal timing important in healthy eating?

Answers:

1. Typically means responding to physical hunger. Once able to strengthen connection to physical hunger, better able to address other types of hunger, including emotional, social, opportunistic, etc.
2. Provide the body with an even distribution of energy in order to feel good throughout the day. In general, the body will require food and get hungry approximately 1–2 hours following a snack, and 3–5 hours following a meal.
3. Prevent large calorie deficit, which helps prevent consuming more food/high calorie foods than intended later in the day. This is one of the reasons eating breakfast is important. Additionally, it is not late night eating that causes weight gain; weight gain can only be caused by consuming more calories than the body needs by the end of the day. By the end of the day, if a large calorie deficit has been created by not eating enough or eating the unbalanced meals and snacks, hunger can get very strong, and as a result, we are more likely to reach for high

calorie, unfilling foods. On the other hand, if it is late and we haven't had a chance to eat dinner, it is perfectly reasonable to eat a balanced meal when we can.

---

**Activity 2 Reflect on current meal pattern and create new plan.**

- 1 My current meal and snack pattern: Ask the students to reflect on hunger levels and write down their current meal and snack pattern on a typical weekday or weekend day.
2. Create my own personalized meal timing plan: Ask students to respond to any strong feelings of hunger by adding in a meal or snack during the few hours prior to when hunger feels strongest. If there are large gaps between meals or snacks (more than 4–5 hours after a meal or 2 hours after a snack), encourage students to think of ways to fit in a meal or snack in that time period, and record on their new timing plan.

---

**Materials**

*Handout 23: Intentional Meal Timing*

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**Homework**

Encourage students to follow new timing plan for 2 days and compare energy and hunger levels between old and new schedule. Adjust plans as needed over time.

---

**Instructor Note**

Summarize main points from lesson.



## Why Is It Important to Eat Regular Meals for My Wellness?

1.

---

---

2.

---

---

3.

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---

## My Current Meal and Snack Pattern

### Weekday Pattern

	Hunger Level (circle one)	Current Schedule (Time)
Wake up	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Breakfast	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Lunch	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Dinner	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Bedtime	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm

### Weekend Pattern

	Hunger Level (circle one)	Current Schedule (Time)
Wake up	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Breakfast	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Lunch	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Dinner	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Bedtime	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm



## Create My Own Personalized Timing Plan That Supports My Wellness

Complete your personalized timing plan by completing the tables below. Adjust your usual routine with the goal of preventing high levels of hunger by adding a meal or snack in advance.

### Weekday Plan

	Hunger Level (circle one)	Current Schedule (Time)
Wake up	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Breakfast	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Lunch	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Dinner	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Bedtime	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm

### Weekend Plan

	Hunger Level (circle one)	Current Schedule (Time)
Wake up	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Breakfast	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Lunch	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Dinner	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Snack	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm
Bedtime	<input type="checkbox"/> low / <input type="checkbox"/> medium / <input type="checkbox"/> high	_____ am/pm

---

## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify healthy snacking as a personal wellness tool.
- Students will identify where to find satisfying and healthy snack foods at the supermarket by participating in the snack scavenger hunt.
- Students will list ways to fit in treats in more reasonable and thoughtful ways by addressing how to build a snack for satisfaction, energy, and health.
- Students will address personal challenges and barriers to bringing healthy snacks along and discuss strategies for overcoming barriers.

---

## Teaching Tips

- Emphasize healthy snacking as a realistic wellness tool. Encourage students to intentionally plan healthy snacking into each day as a technique of self-care.
- Encourage use of low cost choices in local and culturally relevant markets.
- Support group brainstorming of ideas, barriers, and solutions.
- Be creative with scavenger hunts. It is an opportunity to expose people to the realities of healthy food in their communities that they can afford and prepare in their environments.
- Stress the social well being that is the consequence of healthy snacking with peers, family, and friends.

---

## Activity 1 Conduct a scavenger hunt at a local supermarket.

1. Collaborate with a local market to conduct a scavenger hunt. Inform manager of goals of the hunt and request permission.
2. Divide class into two groups (keeping groups at 5 or fewer students). If the class has more than 10 students, divide the class into more than two groups, and distribute the eight snack ideas evenly between groups. Each group will need a shopping cart and a group secretary to track prices of items. Choose a meeting spot for when the scavenger hunt is over.
3. Instruct the groups to search for their assigned items, place items in carts, and when finished, meet back up with the rest of the class for a discussion.

---

## Activity 2 Discuss ways to build a healthy and satisfying snack.

Use *Handout 24: Snack Scavenger Hunt* to discuss snacks in scavenger hunt and connect them to principles discussed with meal planning; including great nutrition, even distribution of energy, satisfaction, and health benefits.

---

**Activity 3 Discuss potential challenges and barriers, and problem solve.**

*Questions about planning and barriers prompt discussion:*

**What type of planning is involved?**

Keeping food in the house (making a grocery list, going shopping, etc.).

**What preparation is involved?**

Rinsing, cutting, spreading, etc. Prepare the night before, if there is no time in the morning.

**What materials are needed?**

Tupperware containers, plastic bags, napkins, etc.

**What about cost? Is bringing healthy food more or less expensive than buying food on the go?**

Often less expensive; for example, 1 take-out meal costs \$5–\$8, which is the same cost as purchasing 3 loaves of bread.

**What are other barriers?****What are some strategies to overcome barriers?**

---

**Materials**

*Handout 24: Snack Scavenger Hunt*

*Handout 25: Snacks for Better Health and Satisfaction*

---

**Homework**

Reflect on your own snacks and determine how to adjust them based on discussion. Bring one snack with you one day this week or buy a healthy snack on the go. Be prepared to discuss during next class.

---

**Instructor Note**

Summarize main points from lesson.



## Instructions

The class will be divided into two groups. Each group will search for the items listed, place them in a cart, and meet back up with the rest of the class for a discussion.

### Group #1

	Price (\$)
<input type="checkbox"/> Tomato	_____
<input type="checkbox"/> Hummus	_____
<input type="checkbox"/> 94% fat free popcorn	_____
<input type="checkbox"/> Pineapple in 100% Juice	_____
<input type="checkbox"/> Plain fat free yogurt	_____
<input type="checkbox"/> Banana	_____
<input type="checkbox"/> Whole wheat English muffin	_____
<input type="checkbox"/> Peanut butter	_____
<input type="checkbox"/> Apple	_____

### Group #2

	Price (\$)
<input type="checkbox"/> Fat free cottage cheese	_____
<input type="checkbox"/> Berries, frozen with no sugar added	_____
<input type="checkbox"/> AkMak Crackers (Whole grain sesame flatbread)	_____
<input type="checkbox"/> Sliced reduced fat Swiss cheese	_____
<input type="checkbox"/> Cucumber	_____
<input type="checkbox"/> Cheerios	_____
<input type="checkbox"/> Skim milk	_____
<input type="checkbox"/> 1 "usual" snack	_____



## Snack Strategies for Wellness

1. Away from home: Plan ahead and bring food along
2. At home: Eat from plates and bowls, not packages
3. Include foods that take longer to eat (whole fruit instead of juice)
4. Compare serving size and calories on food labels of cookies, crackers, and other desserts\*

## Alternatives

### Instead of

Tortilla chips  
Oreos  
Natural popcorn  
Sweetened low fat yogurt  
2 cups regular (full fat) ice cream

### Try

1 ounce tortilla chips and salsa  
Eat food first, and then 1 or 2 Oreos  
94% fat free popcorn and cucumber  
Plain fat free yogurt and banana  
1 cup lower calorie ice cream\* and berries

## Beware! Low Fat Does Not Equal Low Calorie

### Fig Cookie

Fat free	51 calories
Regular	56 calories

### Vanilla Frozen Yogurt (1/2 cup)\*

Fat free	103 calories
Regular	104 calories

### Peanut Butter

Reduced fat	187 calories
Regular	191 calories

**\*Read food labels!**

---

## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify food strategies for the holidays that will support their wellness.
- Students will reflect on usual eating habits around the holidays by discussing challenges and opportunities for healthy eating.
- Students will identify ways to enjoy holiday eating occasions while also learning how to be thoughtful and plan ahead to help prevent holiday weight gain and guilt associated with eating more than planned.

---

## Teaching Tips

- Acknowledge that holidays are stressful for all people and impact everyone's wellness.
- Explore positive holiday food memories with students and why they elicit positive feelings.
- Emphasize that holiday foods still can be special, enjoyable, and enhance well being.
- Remind students of simple messages, such as calories in = calories out to maintain healthy weight, can be useful supports for holiday eating.
- Encourage students to approach holiday eating with balance, intention, and with self-determination to practice self-care to maintain wellness.

---

## Activity 1 Discuss personal holiday eating patterns.

### Questions to prompt group discussion:

- What foods are typically offered at holiday meals?
- Are there fruits or vegetables available?
- Are there more types of foods available than usual?
- Are there foods available that are not regularly available at other times of the year?
- Is there family pressure to eat more food than desired?

### Answers: How do these factors make it difficult?

- Foods typically offered at holiday meals are often high in calories.
- Frequently, fruits and vegetables are not available.
- There are more types of foods available, which makes us more likely to eat more food than we would usually.
- When foods that are not typically available are offered, we feel compelled to eat them whether we really like them or not.
- Family pressure to eat more than planned can be difficult to overcome.

---

**Activity 2 Problem-solve to prevent holiday weight gain and associated guilt.**

As a group, brainstorm different strategies to help overcome these barriers to healthy eating around the holidays. A few ideas are listed below:

1. If there are typically high calorie, high fat foods at a holiday meal, and very few fruits and vegetables, offer to bring a dish of your own, whether it's cut up raw produce or a cooked vegetable dish.
2. Using the following strategy helps keep calories in check, even if there are many food options and foods available that are not typically available at other times of the year:
  - Eat only the foods you like.
  - Use strategies for before, during, and after a holiday meal as outlined on *Handout 26: Wellness Strategies for Holiday Meals*
  - Use these strategies every day, not just for the holidays, including at buffets, birthdays, other special occasions, or when dining out.
3. Start to discuss strategies to handle family pressures to eating more than planned. Fully address strategies next class when discussing assertiveness.

---

**Materials**

*Handout 26: Wellness Strategies for Holiday Meals*

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**Homework**

Use one of these strategies during a meal.

---

**Instructor Note**

Summarize main points from lesson.

**Before a Holiday Meal**

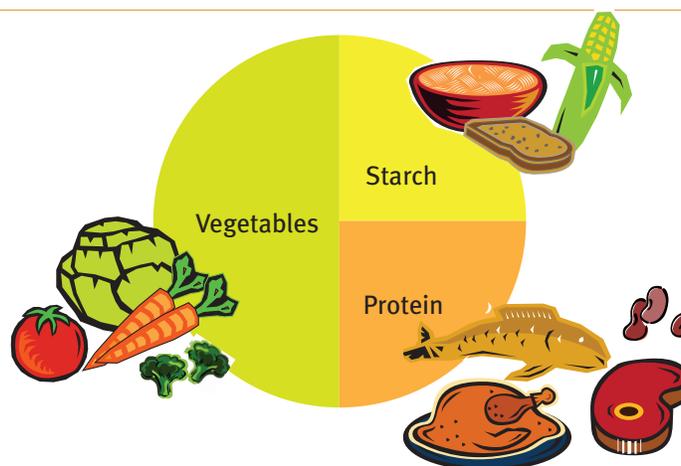
Eat at regular times and eat regular meals on the day of and on the days leading up to a party or festive meal. That way, you will go to the party well nourished, energized, and well prepared.

**During a Holiday Meal****How to build your plate** ➔

1/2 Vegetables

1/4 Starch

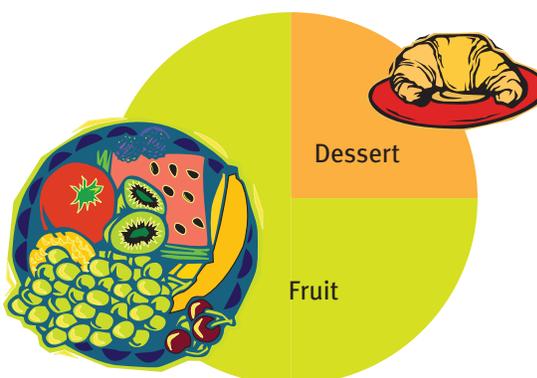
1/4 Protein

**What if you're still hungry after your first plate?**

Re-build your plate in the same proportions (or with even more vegetables) to boost physical fullness, and with just enough of the other foods to feel you will be satisfied.

**After a Holiday Meal****What about dessert?**

1. Be picky! Only eat desserts that are worth it!
2. If you really want more than one dessert, have tastes of each.
3. Fill your dessert plate with fruit plus your favorite dessert(s).
4. If dessert is worth it, then it's also worth the extra activity it takes to balance the calories.
5. Make sure to have your fill of other foods in order to make you less vulnerable to eating more dessert than you planned.

**How to build your dessert plate** ➔

---

## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify the relationship between self-determination, self-advocacy, and nutritional wellness.
  - Students will identify how assertiveness can help advocate for themselves and their needs around food.
  - Students role play assertiveness skills for healthy eating.
- 

## Teaching Tips

- Explore students' experiences with assertiveness, aggressiveness, and passiveness around food.
  - What are the physical and emotional consequences for students when others are aggressive about food with them?
  - Explore with students how their cultural, work, home, social, or health environment influences their capacity to assert their nutritional needs to maintain or improve their wellness.
  - Emphasize that assertiveness is not a character trait, but a skill that everyone can learn.
  - State that learning assertiveness skills and choosing to use them will help people feel empowered with their nutrition.
  - Remind students that they have a right to self-determine their nutritional needs that will support their wellness and recovery.
- 

## Activity 1 Discuss assertiveness as described on *Handout 27: Nutritional Assertiveness*.

- Define assertiveness.
  - Discuss preparation, steps, and example.
  - Ask for other examples from students.
- 

## Activity 2 Role play to practice skills around being assertive.

1. Divide class into groups of two.
2. Ask each student to think of something he or she could use to practice assertiveness, whether ordering at a restaurant or talking to a family member about a food related issue.
3. Instruct students to follow steps outlined on handout and write down what they will say.
4. Practice saying what they wrote to their partner.
5. Discuss students' thoughts.

---

**Materials**

*Handout 27: Nutritional Assertiveness*

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**Homework**

Practice assertiveness while at home, with friends, or when ordering food, following the steps reviewed and practiced in class.

---

**Instructor Note**

Summarize main points from lesson.



## What Is Nutritional Assertiveness?

Assertiveness is how to communicate your nutritional needs *without being offensive or aggressive*. There are many challenges associated with feeding oneself well, especially in the face of forces that seem to be lined up against us. Learning how to assert one's own needs and goals is an important tool to be able to draw upon when dealing with these challenges.

## Identifying Nutritional Needs

Prepare to be assertive by identifying your needs:

1. Clarify *what nutritional needs to be addressed*.
2. Process the problem that *bothers you the most* and *how it makes you feel*.
3. Make an *extremely simple and direct* statement that summarizes what you would like to have happen.

## Communicating in an Assertive Manner

1. State one or two facts
2. State how it makes you feel using: I feel \_\_\_\_\_ because \_\_\_\_\_.
3. State what you would like to have happen as the solution.

## Example of Assertiveness

Step 1: "Mom, every time I come over for dinner, there is a rich dessert, and I feel pressured to eat some. To control my blood sugar, at most meals I choose to have my carb servings as pasta or rice, rather than dessert."

Step 2: "I feel upset because I think you don't care that I'm concerned about my health."

Step 3: "It would be very supportive of my wellness if you would choose to not serve dessert when I am here, or just have it available in the kitchen for those who want it."

## Practice, Practice, Practice

Many of us were not taught to be assertive, so it can be a stretch at first. *Practice* on easier situations. For example, experiment by using these steps to gain cooperation from good friends and co-workers.

Source: Kellogg, Molly. *Counseling Tips for Nutrition Therapists*, Copyright 2006; Permission granted for use.

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## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will create a healthy shopping list of ingredients for a meal.
  - Students will purchase items according to list in order to make an easy, delicious, and healthy meal.
  - Students will take advantage of sale items and discuss personal budgeting.
- 

## Teaching Tips

- Encourage students to share their knowledge and skills related to food shopping.
  - Discuss the barriers and possible solutions to healthy food shopping.
  - Explore local food stores that offer healthy, inexpensive food (Trader Joe's, local farm stands).
  - Discuss students' use of take-out and fast food and its impact on their overall wellness (social, financial, physical, and emotional).
  - Emphasize that their health is valuable and a resource for their recovery. Choosing to eat well is choosing to live well.
  - Discuss the role of television ads and their influence on healthy eating. Are they misleading?
- 

## Activity 1 Organize field trip for food shopping for wellness.

1. Create a shopping list based on a recipe decided upon by the class (either one from the curriculum or one from students). If a recipe calls for unhealthy ingredients, have group brainstorm healthier alternative ingredients, e.g., low fat cheese or lean turkey sausage.
  2. Engage students in shopping by dividing class into groups and splitting items between groups.
- 

## Activity 2 Compare and contrast cooking a meal versus eating out.

1. Calculate cost per serving:  
Total cost of groceries:                   \$ \_\_\_\_\_  
Number of servings made by recipe \_\_\_\_\_  
Cost of groceries \$ \_\_\_\_\_ / # servings \_\_\_\_\_ = \$ \_\_\_\_\_ cost per serving
2. Compare to cost of typical take-out meal at restaurants that the students frequent.

---

### Activity 3 Weigh the pros and cons and impact on student health.

- Show movie, “Supersize Me”
- Discuss with class

---

### Materials

**Handout:** Shopping list created by class and copied for students.

**DVD of Movie:** “Supersize Me”

#### **Supermarket Shopping**

- Funds to purchase groceries
- Carts as needed to wheel groceries, if walking
- Cars for transportation, if not able to walk to store

---

### Instructor Note

Summarize main points from lesson.

---

## Instructor Note

Review prior lesson briefly and orient to new lesson.

---

## Goals

- Students will identify cooking a meal as a wellness strategy.
- Students will develop food preparation skills by taking part in preparing a complete recipe.
- Students will be exposed to new foods and combinations of foods that are healthy.

---

## Teaching Tips

- Emphasize the social connections fostered by creating a healthy meal together.
- Remind students of their whole health (mind-body-spirit) that is important as a resource for their recovery.
- Emphasize the importance of peer support to help one another prepare and eat healthy meals.
- Discuss the pleasure of preparing food for others.
- Elicit students' reflections on the role of healthy nutrition in their recovery.
- Inspire students by sharing your reflections on their contributions, their struggles and solutions, and their capacity to help heal themselves with healthy eating.

---

## Activity 1 Meal preparation.

Refer to American Chop Suey recipe (or a recipe that the students are interesting in preparing) for the list of ingredients and preparation instructions. Additional required equipment is listed in Materials section on the following page.

### Healthy cooking skills:

- Preparing cooked whole grains
- Chopping vegetables
- Practicing food safety
- Increasing proportion of vegetables, reducing amount of meat, choosing whole grains, using measured amounts of oil
- Reducing amount of meat
- Choosing whole grains
- Using measured amounts of oil

---

## Activity 2 Meal tasting and discussion.

- Line up food with serving utensils.
- Invite students to try all or parts of a meal.
- During meal tasting, encourage feedback, thoughts, and questions. Discuss what makes the meal delicious, easy, inexpensive, and healthy.

---

## Activity 3 Meal preparation by the class for another group.

---

### Materials

**Handout:** Recipe of the day

**Food:** Refer to ingredients listed on recipes

#### Recommended Kitchen Equipment

1 large frying pan, or 2 medium sized frying pans  
1 large saucepan  
1 medium saucepan  
Cutting boards  
Measuring cups and spoons  
Knives  
Cooking spoons  
Serving utensils—measuring cups, spoons, and/or ladles  
Plates, bowls, forks, spoons, and knives

#### Recipe Options Used in Classes

Recipe 3: Broccoli and Tuna Pocket  
Recipe 4: Heart-Warming Chili  
Recipe 5: Ginger Tofu Stir-fry  
Recipe 6: One-Pot Pasta Dinner  
Recipe 7: Three Bean Salad  
Recipe 8: Salsa, Hummus, and Black Bean Dip  
Recipe 9: American Chop Suey

---

### Instructor Note

Summarize main points from lesson.

Yield: 3 servings

Ease of Preparation: Easy

Active Time: 15 minutes

Total Time: 15 minutes



## Ingredients

- 2 3 oz cans chunk light tuna fish in water, drained
- 4 teaspoons reduced fat mayonnaise
- 4 teaspoons plain fat-free yogurt
- ½ teaspoon black pepper
- 3 cups frozen broccoli florets, defrosted in microwave\*
- 3 tablespoons red onion or scallion, chopped (optional)
- 6 mini whole wheat pitas or 3 six-inch whole wheat pitas, cut in half

\* Substitute 3 cups broccoli for any non-starchy vegetable of your choice. See below for examples.

## Preparation

1. Mix mayonnaise and yogurt together in a large bowl. Add black pepper, tuna, and broccoli and mix until combined.
2. Enjoy ⅓ of tuna vegetable mixture with red onion (if desired) and pita pockets or use alternative suggestions below.
3. Share the rest with others or store covered in refrigerator for later use.

## Nutrition Information Per Serving

Meal Planning Equivalents:		% Daily Value	
Meat Equivalent	2 ounces	Vitamin A	30%
Oil	⅔ teaspoon	Vitamin C	100%
Vegetables	1 cup	Iron	15%
Grain	2 ounces	Calcium	8%

## Per Serving:

290 calories; 3g fat (0.5g saturated fat); 15mg cholesterol; 590mg sodium; 44g total carbohydrate; 9g fiber; 25g protein

## Tips & Serving Ideas

Add parsley, lemon juice, or other non-salt based herbs and spices to taste as desired. Instead of using whole wheat pita, enjoy over 1 cup whole wheat pasta, or other cooked whole grain. Add beans or eat as a topping to undressed greens.

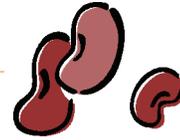
\* Feel free to substitute any non-starchy vegetable of choice for the broccoli, such as bell pepper, cucumber, celery, tomato, and/or carrot.

Yield: 4 servings

Ease of Preparation: Easy

Active Time: 10 minutes

Total Time: 25 minutes



## Ingredients

16 oz can kidney beans, drained & rinsed  
 15 oz can low sodium diced tomatoes  
 15 oz can low sodium tomato sauce  
 1/3 lb 90% lean ground beef  
 1 medium yellow onion, diced  
 2 green bell pepper, diced  
 2 cups cooked whole wheat pasta

## Seasonings:

1 clove garlic, minced  
 1/2 Tbsp chili powder  
 1/4 tsp black pepper  
 1/8 tsp salt  
 1 tsp cumin

## Preparation

1. Brown meat in a large (3.5–4 quart) saucepan. Drain drippings.
2. Add onions. Cook until onions are transparent.
3. Add the rest of the ingredients. Mix and simmer on medium-low, stirring occasionally for 15 minutes.
4. Serve over 1/2 cup cooked whole wheat pasta.

## Nutrition Information Per Serving

### Meal Planning Equivalents:

Meat and Beans      3 ounces  
 Vegetables          3/4 cup  
 Oil                    1 teaspoon  
 Whole Grain        1 ounce

### % Daily Value

Vitamin A      30%  
 Vitamin C      110%  
 Iron              30%

Per serving: 320 calories; 5g fat (1.5g saturated fat); 25mg cholesterol; 410mg sodium; 52g total carbohydrate; 12g fiber; 20g protein

## Tips & Serving Ideas

- Enjoy chili over cooked whole wheat pasta or other cooked whole grain
- Use chili to top one 6-inch whole wheat tortilla or pita bread
- Pour over undressed greens
- Feel free to substitute any fresh or frozen non-starchy vegetables if desired

Recipe adapted from: Good, Phyllis Pellman. *Fix It and Forget It, Lightly*. Intercourse, PA: Good Books, 2004.

Yield: 3 servings

Ease of Preparation: Moderate

Active Time: 15–25 minutes

Total Time: 30–40 minutes

## Ingredients

1½ cups sliced leeks, white parts only	1 cups low sodium vegetable stock
½ cup sliced celery	1 tablespoons cornstarch
1 tablespoon minced garlic	1 teaspoons low-sodium tamari soy sauce
1 teaspoon minced gingerroot	5 ounces light firm tofu, cubed
¼ teaspoon crushed red pepper	2 cups cooked brown rice, warm
2 cups sliced bok choy	black pepper to taste
2 cups snow peas, strings removed	
½ cup chopped green bell pepper	

## Preparation

1. Spray wok or large skillet with cooking spray and heat over medium heat until hot.
2. Stir fry leeks, celery, garlic, gingerroot, and crushed red pepper 2–3 minutes.
3. Add bok choy and stir fry 1 minute.
4. Add snow peas and bell pepper, and stir fry 2–3 minutes longer.
5. Combine stock, cornstarch, and soy sauce; stir into wok and heat to boiling. Boil, stirring constantly until thickened, about 1 minute. Season with pepper to taste.
6. Gently stir in tofu; cook 1–2 minutes longer.
7. Serve over ⅔ cup brown rice.

## Nutrition Information Per Serving

### Meal Planning Equivalents:

Meat and Beans	2 ounces
Vegetables	2 cups
Oil	⅓ teaspoon
Whole Grain	1.5 ounces

Per serving: 275 calories; 1.5g fat (0g saturated fat); 0mg cholesterol; 194mg sodium; 54g total carbohydrate; 12g protein

NOTE: Sodium will vary with type of stock and soy sauce used.

## Tips & Serving Ideas

Pre-cut vegetables and pre-measure all ingredients prior to starting this recipe.

Adapted from: Spitler, S. (2004). *1,001 Low-Fat Vegetarian Recipes, 3rd edition*. Surrey books.

Yield: 4 servings, 1 cup pasta, 2 ¾ cup vegetables and sauce

Ease of Preparation: Easy

Active Time: 20 minutes

Total Time: 20 minutes

## Ingredients

- ½ pound (½ box) dry whole wheat pasta
- 1 pound (or more) frozen broccoli
- 26 oz. jar of a branded tomato sauce (or seasoned low sodium plain tomato sauce)\*
- 16 oz. can rinsed cannellini, black or kidney beans (optional)

*\* If using low sodium tomato sauce: season with garlic powder, black pepper, oregano, basil, and/or parsley to taste.*

## Preparation

1. Cook pasta according to directions on pasta box, but add frozen broccoli to the cooking pasta for the last 4 minutes of pasta cooking time.\*
2. Continue to cook pasta and broccoli until pasta is al dente and broccoli is cooked throughout. Broccoli is done when a fork is easily inserted and removed from pieces. This requires an extra 2–3 minutes cooking time, so if pasta usually cooks in 8 minutes, cook pasta/broccoli combination for 10–11 minutes total.
3. Drain pasta and vegetables in strainer and pour pasta & vegetables back into pasta pot.
4. Add tomato sauce, optional beans, and seasonings to pot and mix together. Heat on medium-low until sauce and beans are warmed.

*\* If smaller vegetables or fresh vegetables are used, add during the last 2 minutes of pasta cooking time, and no need to increase total cooking time.*

## Nutrition information Per Serving

Meal Planning Equivalents:		% Daily Value	
Meat and Beans	2.5 ounces	Vitamin A	50%
Vegetables	2¾ cup	Vitamin C	110%
Oil	1 teaspoon	Iron	25%
Whole Grain	2 ounces	Calcium	25%

Per serving: 390 calories; 6g fat (0g saturated fat); 0mg cholesterol; 800mg sodium; 68g total carbohydrate; 8g fiber; 18g protein

NOTE: Sodium will vary with type of tomato sauce used. Try choosing a sauce low in sodium.

Yield: 6 servings, 1 cup each

Ease of Preparation: Easy

Active Time: 20 minutes

Total Time: 20 minutes

## Ingredients

- 1 cup canned corn, drained & rinsed
- 1 cup canned black beans, drained & rinsed
- 1 cup canned kidney beans, drained & rinsed
- 3 cups bell peppers, chopped or diced
- $\frac{3}{4}$  cup Newman's Own Light Italian Dressing
- $\frac{1}{2}$  cup red onion or scallion (optional)

## Preparation

1. Measure corn, black beans, kidney beans, and pepper.
2. Place in bowl and mix together.
3. Toss in dressing and add red onion or scallion, if desired. Enjoy immediately, or store in covered container in refrigerator.

## Nutrition information Per Serving

### Meal Planning Equivalents:

Meat Equivalent

1 ounce

Oil

$1\frac{1}{2}$  teaspoons

Vegetables

$\frac{1}{2}$  cup

### % Daily Value

Vitamin A

20%

Vitamin C

150%

Iron

15%

Calcium

4%

Per serving: 170 calories; 7g fat (1g saturated fat); 0mg cholesterol; 470mg sodium; 23g total carbohydrate; 6g fiber; 6g protein

## Tips & Serving Ideas

- Substitute any non-starchy vegetable of choice for the bell pepper, such as carrot or celery
- Substitute any type of beans for the black or kidney beans, such as garbanzo or pinto beans
- Substitute corn for peas, if desired
- Enjoy over undressed salad
- Use for filling in whole wheat pita pocket with lettuce

Yield: 8 servings, ½ cup each

Ease of Preparation: Easy

Active Time: 5 minutes

Total Time: 5 minutes

## Ingredients

- 1 cup hummus, any type
- 2 cups tomato salsa
- 1 cup black beans, drained & rinsed
- ½ cup reduced fat shredded cheese (optional)

## Preparation

1. Measure each ingredient and layer or mix together in bowl.
2. Sprinkle ½ cup reduced fat shredded cheese on top, if desired
3. Enjoy immediately or store covered in refrigerator. See below for serving suggestions.

## Nutrition information Per Serving

Meal Planning Equivalents:	% Daily Value		
Meat and Beans	1 ounce	Iron	10%
Vegetables	¼ cup		
Oil	½ teaspoon		

Per serving: 110 calories; 3g fat (0g saturated fat); 0mg cholesterol; 250mg sodium; 15g total carbohydrate; 6g fiber; 6g protein

NOTE: Nutrition information does not include reduced fat shredded cheese or whole wheat pita pocket.

## Tips & Serving Ideas

- Use as dip for 1 oz tortilla chips or 1 mini whole wheat pita pocket.
- Use as dip for baby carrots or other cut vegetables.
- Serve over undressed greens.
- Add ¼ cup to mini whole wheat pita pocket & stuff with favorite vegetables.

Serving Suggestion: 2 cups sauce over 1 cup pasta (1 serving)

Ease of Preparation: Easy

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## Ingredients

- 1 pound 100% whole wheat pasta, cooked and drained
- 2 onion, chopped
- 2 green pepper, chopped
- 1 pound frozen broccoli, thawed in microwave
- 28 oz can Hunt's whole canned tomatoes, rinsed
- 10 oz can Hunt's tomato sauce
- 1 jar of a branded tomato sauce
- 15 oz can cannellini, rinsed
- 1/2 pound 90% lean ground beef or ground turkey breast meat

*Seasonings:* 2 tablespoons garlic powder  
oregano, basil, parsley, onion powder, and/or black pepper to taste

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## Preparation

1. Prepare whole wheat pasta according to instructions on label of pasta box.
2. Brown meat in a large (3.5 – 4 quart) saucepan. Drain drippings.
3. Add onions. Cook until onions are transparent.
4. Add the rest of the ingredients, including spices. Mix and simmer on medium-low, stirring occasionally for 15 minutes, or until sauce is adequately warmed.
5. Serve over cooked whole wheat pasta

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## Nutrition Information

Not available for this recipe. The following changes were made from original recipe:

- Reduced amount of meat
- Used leaner type of meat
- Added beans
- Added more vegetables
- Used whole grain pasta instead of refined pasta

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## Instructor Note

Review prior lesson briefly and orient to new lesson.

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## Goals

- Students will identify dining out with wellness as a strategy in their recovery.
- Students will discriminate how to order wisely from a restaurant menu, taking into consideration personal preferences.
- Students will develop problem solving when it comes to ordering from a menu.

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## Teaching Tips

- Acknowledge that fast food is convenient, sometimes cheaper, smells good, and is satisfying.
- Explore why fast food and dining out is appealing to them.
- Emphasize the differences between our perceptions and the realities of fast food from the perspectives of cost, health, and taste.
- Encourage students to reframe dining out and eating fast food as an “occasional” treat, rather than a regular source of their nutrition.
- Remind students that if eating well is a personal medicine that can help heal, then eating fast food is akin to taking harmful drugs that deplete health.
- Encourage students to be non-judgmental about their use of fast food, and instead use the goal of a balanced nutritional lifestyle to guide their choices.

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## Activity 1 Ordering food for health and satisfaction.

Review sections 1 and 2 of *Handout 28: Strategies for Dining Out*. Answer question in middle of first page: *What if I want a high calorie, high fat item?* Brainstorm ideas together.

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## Activity 2 Problem solving when ordering from a menu.

Helps answer question from above: *What if I want a high calorie, high fat item?*

### Suggested Strategies:

- Add vegetables: sandwiches, sides, soups, salads, omelets.
- Ask for dressing and sauces on the side: salads, sandwiches, stir-fried items.
- Balancing the meal: Add salad or soup to any pizza, sandwich, or other main course.
- Drinks: If sugar drink is desired, order a smaller size and water on the side, or order diet version, and only order it when you really want it.
- Ordering for satisfaction: Split high fat items with a friend or order smallest size and add a salad or soup. Show calorie savings by ordering cheeseburger, yogurt parfait, and small French fries versus ordering Big Mac and large French fries. Translate calories into pounds per year (Refer to *Lesson Plan 4s: Sugar Calculations*).

- Use your resources: Check online for nutrition facts to help guide your choices.

**Ask students for other strategies.**

---

### Activity 3 Class trip to chosen fast food local restaurant

- Research nutrition facts online for restaurant for food items prior to trip. Refer to *Handout 11: Nutritional Information for Fast Food Restaurants*. Instructor prints out information before class.

For example: McDonald's Nutrition Information: <http://www.mcdonalds.com/usa/eat.html>

Click "Food, Nutrition, & Fitness"

Click "Nutrition Info"

Select "Nutrition Facts" from the "Download Nutrition Information" pull-down menu

- Discuss choices and experiences after the trip.
- 

### Materials

#### Handouts

*Handout 28: Strategies for Dining Out*

*Handout 11: Nutritional Information for Fast Food Restaurants*

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### Homework

Try a strategy learned today.

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### Instructor Note

Summarize main points from lesson.

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## Wellness Questions to Consider—Asking at a Restaurant—Remember: Be Assertive!

- How are the vegetables seasoned? Are they salted? Is butter or margarine added?
- Is the fish grilled, broiled, breaded, or fried? Is it cooked with butter, margarine, or another type of fat?
- How is the sauce prepared?
- Can I have the sauce or dressing or topping on the side?
- Is the soup clear (broth) or cream based?
- Can I substitute a baked potato, rice, pasta, or salad for the fries?
- Can I have less meat and extra vegetables?

## Key Words on Menu Often Indicating High Calorie and High Fat Item

Crispy	Lightly fried	Creamy	Béarnaise	Tuna salad	Gravy
Fried	Golden	Au gratin	Pesto	Twice baked	Sautéed
Battered	Cheesy	Alfredo	Potato salad	Baked stuffed	Buttered

## Key Words on Menu Often Indicating Lower Calorie and Lower Fat Item

Grilled	Steamed	Broiled	Baked	Poached	Roasted	Cajun
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## What If I Feel Like Having an Item High in Calories or Fat?

### Strategies to Boost Satisfaction and Cut Calories

- Add vegetables
- Ask for sauce or dressing on the side
- Balance your meal
- Drinks: add low calorie, low sugar drink

## Strategies for Enjoying Any Restaurant Meal

1. Take half home and enjoy it for a second meal.
2. Have at least one vegetable on every forkful.
3. Order a half portion, if available.
4. Split an order with someone else (especially desserts).
5. Leave some food on your plate. Why pay twice: your pocket and your waistline?
6. Slow down when you eat by drinking water between bites to pay better attention to your hunger and fullness cues. Stop eating when you are starting to feel satisfied.
7. What about buffets?
  - Load up on veggies and fruit first.
  - Scope it out first and eat only your favorite foods.
  - Use a small plate to fit less food.
8. What about fast food?
  - Be aware of portions that may be larger than you need: deluxe, super, and mega = big.
  - When asked “Would you like fries with that?” Or “Do you want the value size?” It’s okay to say “no.”
  - Saying “no” is your tool of wellness!

## Websites for Nutritional Information for Fast Food Restaurants

Au Bon Pain	<a href="http://www.aubonpain.com/nutrition/">http://www.aubonpain.com/nutrition/</a>
Burger King	<a href="http://www.bk.com/#menu=3,1,-1">http://www.bk.com/#menu=3,1,-1</a>
Dunkin' Donuts	<a href="https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf">https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf</a>
Kentucky Fried Chicken	<a href="http://www.kfc.com/nutrition/">http://www.kfc.com/nutrition/</a>
McDonald's	<a href="http://www.mcdonalds.com/usa/eat.html">http://www.mcdonalds.com/usa/eat.html</a>
Panda Express	<a href="http://www.pandaexpress.com/menu/nutrition.aspx">http://www.pandaexpress.com/menu/nutrition.aspx</a>
Papa Gino's	<a href="http://www.papaginos.com/menus.html">http://www.papaginos.com/menus.html</a>
Pizza Hut	<a href="http://www.pizzahut.com/Nutrition.aspx">http://www.pizzahut.com/Nutrition.aspx</a>
Qdoba Mexican Grill	<a href="http://www.qdoba.com/Menultem.aspx?p=healthy">http://www.qdoba.com/Menultem.aspx?p=healthy</a>
Sbarro	<a href="http://www.sbarro.com/ourFood/nutrition.php">http://www.sbarro.com/ourFood/nutrition.php</a>
Starbucks	<a href="http://www.starbucks.com/retail/nutrition_info.asp">http://www.starbucks.com/retail/nutrition_info.asp</a>
Wendy's	<a href="http://www.wendys.com/food/NutritionLanding.jsp">http://www.wendys.com/food/NutritionLanding.jsp</a>

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### Instructor Note

Review prior lesson briefly and orient to new lesson.

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### Goals

- Students will apply principles learned during *Lesson Plan 22: Dining Out with Wellness* to select the healthiest items offered on menus, including Papa Gino's, McDonald's, and a local sandwich shop.
- Students will practice nutritional assertiveness skills when practicing ordering menu items.

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### Teaching Tips

- Acknowledge that dining at fast food restaurants is a reality for most people.
- Stress the importance and the opportunity to make the healthiest choices possible, if students choose to eat frequently at fast food restaurants.
- Remind students that their health is strongly influenced by what they eat and that they have choice and control over what they eat.
- Inspire students to view their health and their capacity to live long, healthy lives as a resource to do the things they want to do in their lives.
- Emphasize that healthy food is a personal wellness tool.

---

### Activity 1 Adjusting menu options

1. Review principles from last class (*Lesson Plan 22: Dining Out with Wellness*) by asking students to list ways to adjust menu items from various menus.
2. List answers on the board.
3. Encourage use of *Handout 28: Strategies for Dining Out with Wellness* as a tool.

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### Activity 2 Ordering and modifying fast food menus for health and satisfaction.

1. Divide into equal sized groups and give out fast food menus.
2. Group orders a meal off the menu.
3. Adjust the meal according to strategies listed on the board and/or on the *Handout 28: Strategies for Dining Out with Wellness*.
4. Record any new strategies on the *Handout 28: Strategies for Dining Out with Wellness*.
5. Share with the class.

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### Materials

*Handout 28: Strategies for Dining Out with Wellness*

*Handout 11: Nutritional Information for Fast Food Restaurants*—Participants choose favorite restaurants and instructor prints out nutritional information before class; for example:

- McDonald's: <http://www.mcdonalds.com/usa/eat.html>  
Click "Food, Nutrition, & Fitness"  
Click "Nutrition Info"  
Select "Nutrition Facts" from the "Download Nutrition Information" pull-down menu
- Papa Gino's: <http://www.papaginos.com/>  
Click "Menus & Nutrition"  
Click "Nutritional Information"
- Dunkin' Donuts: <https://www.dunkindonuts.com/>  
Click "Nutrition" (top right)  
Click "Printable Nutrition Guide" (PDF)
- Local area fast food restaurants from handout

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### Homework

Encourage students to apply class skills at their next fast food meal and return to class and share their experiences with the group.

---

### Instructor Note

Summarize main points from lesson.



## Wellness Questions to Consider—Asking at a Restaurant—Remember: Be Assertive!

- How are the vegetables seasoned? Are they salted? Is butter or margarine added?
- Is the fish grilled, broiled, breaded, or fried? Is it cooked with butter, margarine, or another type of fat?
- How is the sauce prepared?
- Can I have the sauce or dressing or topping on the side?
- Is the soup clear (broth) or cream based?
- Can I substitute a baked potato, rice, pasta, or salad for the fries?
- Can I have less meat and extra vegetables?

## Key Words on Menu Often Indicating High Calorie and High Fat Item

Crispy	Lightly fried	Creamy	Béarnaise	Tuna salad	Gravy
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Battered	Cheesy	Alfredo	Potato salad	Baked stuffed	Buttered

## Key Words on Menu Often Indicating Lower Calorie and Lower Fat Item

Grilled	Steamed	Broiled	Baked	Poached	Roasted	Cajun
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## What If I Feel Like Having an Item High in Calories or Fat?

Strategies to Boost Satisfaction and Cut Calories

- Add vegetables
- Ask for sauce or dressing on the side
- Balance your meal
- Drinks: add low calorie, low sugar drink

## Strategies for Enjoying Any Restaurant Meal

1. Take half home and enjoy it for a second meal.
2. Have at least one vegetable on every forkful.
3. Order a half portion, if available.
4. Split an order with someone else (especially desserts).
5. Leave some food on your plate. Why pay twice: your pocket and your waistline?
6. Slow down when you eat by drinking water between bites to pay better attention to your hunger and fullness cues. Stop eating when you are starting to feel satisfied.
7. What about buffets?
  - Load up on veggies and fruit first.
  - Scope it out first and eat only your favorite foods.
  - Use a small plate to fit less food.
8. What about fast food?
  - Be aware of portions that may be larger than you need: deluxe, super, and mega = big.
  - When asked “Would you like fries with that?” Or “Do you want the value size?” It’s okay to say “no.”
  - Saying “no” is your tool of wellness!

**Websites for Nutritional Information for Fast Food Restaurants**

Au Bon Pain	<a href="http://www.aubonpain.com/nutrition/">http://www.aubonpain.com/nutrition/</a>
Burger King	<a href="http://www.bk.com/#menu=3,1,-1">http://www.bk.com/#menu=3,1,-1</a>
Dunkin' Donuts	<a href="https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf">https://www.dunkindonuts.com/aboutus/nutrition/nutrition.pdf</a>
Kentucky Fried Chicken	<a href="http://www.kfc.com/nutrition/">http://www.kfc.com/nutrition/</a>
McDonald's	<a href="http://www.mcdonalds.com/usa/eat.html">http://www.mcdonalds.com/usa/eat.html</a>
Panda Express	<a href="http://www.pandaexpress.com/menu/nutrition.aspx">http://www.pandaexpress.com/menu/nutrition.aspx</a>
Papa Gino's	<a href="http://www.papaginos.com/menus.html">http://www.papaginos.com/menus.html</a>
Pizza Hut	<a href="http://www.pizzahut.com/Nutrition.aspx">http://www.pizzahut.com/Nutrition.aspx</a>
Qdoba Mexican Grill	<a href="http://www.qdoba.com/MenuItem.aspx?p=healthy">http://www.qdoba.com/MenuItem.aspx?p=healthy</a>
Sbarro	<a href="http://www.sbarro.com/ourFood/nutrition.php">http://www.sbarro.com/ourFood/nutrition.php</a>
Starbucks	<a href="http://www.starbucks.com/retail/nutrition_info.asp">http://www.starbucks.com/retail/nutrition_info.asp</a>
Wendy's	<a href="http://www.wendys.com/food/NutritionLanding.jsp">http://www.wendys.com/food/NutritionLanding.jsp</a>

# Resource List for Healthy Eating, Activity & Weight Management

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## Government Agencies

Centers for Disease Control and Prevention	<a href="http://www.cdc.gov/">http://www.cdc.gov/</a>
MyPyramid Food Guidance System (USDA)	<a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a>
National Cancer Institute	<a href="http://www.cancer.gov">http://www.cancer.gov</a>
National Heart, Lung, and Blood Institute	<a href="http://www.nhlbi.nih.gov">http://www.nhlbi.nih.gov</a>
National Institute of Diabetes & Digestive and Kidney Diseases	<a href="http://www2.niddk.nih.gov">http://www2.niddk.nih.gov</a>
National Institutes of Health	<a href="http://www.nih.gov">http://www.nih.gov</a>
US Department of Agriculture	<a href="http://www.usda.gov">http://www.usda.gov</a>
World Health Organization	<a href="http://www.who.int">http://www.who.int</a>

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## Professional Organizations

American Diabetes Association	<a href="http://www.diabetes.org">http://www.diabetes.org</a>
American Dietetic Association	<a href="http://www.eatright.org">http://www.eatright.org</a>
American Heart Association	<a href="http://www.americanheart.org">http://www.americanheart.org</a>

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## Food, Research and Advocacy Organizations

<b>America on the Move</b> National initiative to help individuals and communities become more active and eat more healthfully.	<a href="http://www.americaonthemove.org">http://www.americaonthemove.org</a>
<b>Center for Science in the Public Interest</b> Nutrition advocacy organization and publisher of Nutrition Action Healthletter.	<a href="http://www.cspinet.org">http://www.cspinet.org</a>
<b>Cooper Institute</b> Research and education center promoting healthy and active living.	<a href="http://www.cooperinstitute.org">http://www.cooperinstitute.org</a>
<b>Eating Well Magazine and Web-Site</b> A magazine and web-site with easy, delicious recipes in keeping with the 2005 Dietary Guidelines.	<a href="http://www.eatingwell.com">http://www.eatingwell.com</a>
<b>Mayo Clinic</b> Mayo Foundation for Medical Education and Research website providing information and tools to help people manage their health.	<a href="http://www.mayoclinic.com">http://www.mayoclinic.com</a>
<b>Oldways Preservation and Exchange Trust</b> International organization uniting nutrition scientists, chefs, farmers, journalists and the food industry to promote traditional healthy foods and eating patterns.	<a href="http://www.oldwayspt.org">http://www.oldwayspt.org</a>
<b>Vegetarian Resource Group</b> Vegetarian resource center and publisher of the <i>Vegetarian Journal</i> and vegetarian cookbooks.	<a href="http://www.vrg.org">http://www.vrg.org</a>