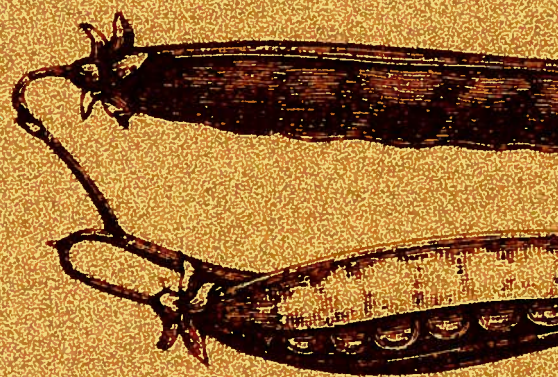


S N A P

S T A N F O R D  
N U T R I T I O N  
A C T I O N  
P R O G R A M



S T A N F O R D C E N T E R  
F O R R E S E A R C H I N  
D I S E A S E P R E V E N T I O N

# The Stanford Nutrition Action Program

## **Developed by the staff of the Stanford Nutrition Action Program**

Beth Howard-Pitney, Ph.D.

Cheryl Albright, Ph.D., MPH

Bonnie Bruce, DrPH, MPH, RD

Jane Rothstein, MSW, ACSW

Marilyn Winkleby, Ph.D.

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## Stanford Nutrition Action Program—It's a SNAP!

An innovative nutrition curriculum designed and tested to help lower risk of heart disease in adults with low literacy skills

### **Welcome to SNAP!**

SNAP is a dynamic, fun, and effective program that's aimed at helping low-literate adults reduce their heart disease risk by lowering their dietary fat intake. Students learn how to identify, select, and prepare convenient low-fat, low-cost foods by participating in small and large group activities, skill building activities, interactive discussions, and food tastings.

### **Philosophy**

Low-fat eating helps reduce risk of heart disease, and it doesn't mean having to give up favorite high-fat foods all the time. There's no such thing as a bad food, or a good food, but there are a lot of low-fat healthy choices. It's what you eat most of the time that's important in having a heart healthy eating pattern. Three key themes in the SNAP curriculum are: 1) how to make lower-fat choices; 2) ways to eat less fat; and 3) ideas for 'dumping' the fat.

### **How Does SNAP Work?**

#### **Uses innovative teaching strategies**

Research has shown that the best way to teach nutrition and foster dietary changes is to use participatory and interactive teaching strategies, rather than a lecture style. These strategies help to create an effective learning environment for increasing knowledge and skills and are especially important for adults with low reading abilities.

#### **Emphasizes interactive teaching**

Multiple interactive teaching strategies, such as group discussions, individual and group problem solving activities, demonstrations, and food tastings, are used throughout the curriculum. These kinds of activities involve students and enable them to personally apply information about low-fat eating and develop skills to make heart healthy choices on a regular basis. In addition,

because these teaching methods involve students personally, they get excited about the topic of nutrition. The SNAP curriculum, thus, was designed not only to impart knowledge and information, but also to provide an environment for experiential learning and discovery.

Since the emphasis is to encourage students to make dietary changes, goal setting is an integral and important component of each class. Students assess their current eating behaviors and are encouraged to try out a new lower-fat eating behavior each week. Teachers and classmates provide reinforcement, social support, and problem solving during the goal setting activity.

#### **Uses a tailored approach**

SNAP's materials are tailored for ethnically diverse, low-income adults. The curriculum has been tested with white, black, Hispanic, and Asian adults. SNAP was especially tailored, however, to be appropriate for an English-speaking, low-literate, low-income Hispanic population of Mexican-American heritage. Many of the recipes and food choices discussed in the curriculum were selected with this population in mind. All materials were developed with a low-income population in mind. The common foods and eating habits and concerns of this group are blended into the curriculum. For example, the curriculum frequently addresses the cost issues surrounding a switch to low-fat eating, which is of concern to many low-income groups. Strategies for handling potential obstacles families face when adjusting to low-fat eating are also discussed.

#### **Uses materials designed for low-literate adults**

Facts, concepts, and student classroom activities are presented in clear and concise ways that are appealing to anyone regardless of literacy level. The use of print materials has been kept to a minimum and is limited to lesson-related teaching aids (like posters) and student worksheets and handouts.



Print materials follow guidelines for teaching low-literate adults (see references under Teaching Tips). For example, they contain only the most important information stated in the active voice using concrete terms, avoiding idioms and figures of speech. SNAP materials require only a fifth-or lower-grade reading ability. However, they are also appropriate for adults with higher literacy skills.

## **Is SNAP effective?**

### **Lowers fat intake**

SNAP helps people reduce their dietary fat intake. In 1993-94, the Stanford Center for Research in Disease Prevention conducted a randomized, controlled intervention trial (funded by the National Heart, Lung, and Blood Institute) comparing the effectiveness of the SNAP curriculum with a general nutrition (GN) course. This trial, conducted in San Jose, California, took place in 24 adult vocational education and high school equivalency classes. Participants in these classes were primarily young, low-income, and low-literate Hispanic and white women.

Results indicated that SNAP participants reduced their daily intake of total fat and saturated fat in comparison to the GN course participants. This is a critical finding since a high dietary fat intake, and especially a high saturated-fat intake, is a significant risk factor for heart disease. Furthermore, SNAP participants maintained those reductions in total fat and saturated fat for 12 weeks following the end of the curriculum, indicating that changes in eating habits were incorporated into their daily lifestyles.

### **Changes knowledge and attitudes**

Other important results were that SNAP participants increased their fat-related nutrition knowledge and awareness of dietary fat and other nutrition information. They also became more positive

about low-fat eating. As with fat intake, these statistically significant findings were maintained 12 weeks after the course ended.

## **Who can benefit from SNAP?**

SNAP is suitable for English-speaking adults where group or classroom-based activities are conducted. The curriculum has been implemented with English as a Second Language (ESL) students and acculturated Hispanic and Asian/Pacific Islander groups. Feedback from participants indicated that they enjoyed the classes, learned a great deal, and personally applied what they learned to lowering their fat intake and eating healthier. We believe, however, that SNAP may not be effective with some newly immigrated groups, such as Asians, since their traditional diets tend to be low in fat already.

## **Who can teach SNAP?**

Anyone who has had experience teaching adults can be successful in implementing this curriculum. You don't need to be a nutrition expert or have an extensive background in nutrition education. SNAP has been implemented successfully by community-based organizations using teachers with varying levels of nutrition training. Among the organizations that have used SNAP are: the Santa Clara County HeadStart program, which implemented the course with parents of their preschool children; the 4C Council of Santa Clara County, a U.S. Department of Agriculture (USDA) Child Care Food Program, which conducted classes with their licensed child care providers; Project Read, a library literacy program; and the Georgia Travis Center, a daytime center for low-income and homeless women.

Experience with interactive teaching is helpful, but all the information you need to teach the course is described in detailed, step-by-step directions to

the teacher. SNAP can also be team taught if there is more than one teacher. In addition, a teaching assistant can help distribute materials and assist with class activities, if desired.

## **What's in the curriculum?**

### **Lesson Plans**

The curriculum consists of six lessons designed to take 90 minutes each. The course can, however, be modified for seven, 60-minute sessions. Instructions for changing the 90-minute classes into 60-minute sessions are integrated into each lesson. Each lesson plan contains all the elements needed to teach the class, including scripted comments for verbatim use if desired, questions and their appropriate responses, step-by-step directions for all activities, and detailed instructions for creating visual aids and ordering supplies. Lessons are designed to be given as a series, though they can be used out of sequence.

### **Topics**

Each class is centered around reducing intake of high-fat foods and increasing consumption of lower-fat alternatives, like fruits and vegetables.

The six lessons are:

- Lesson 1 All about Meat Fat
- Lesson 2 Plant Foods: Eating More Is Eating Better
- Lesson 3 Milk and Foods from Milk
- Lesson 4 Fats and Food Labels
- Lesson 5 Sweets, Snacks, and Desserts
- Lesson 6 Eating Away from Home (with emphasis on low-fat choices from fast food) and Meal Planning

As you proceed through the SNAP curriculum, you will be challenged, not only by the innovative teaching strategies, but also by the students, many of whom have not given much thought to the nutritional value of what they eat. Your skills in understanding their traditional foods and in helping them recognize the potential for a longer, healthier life by choosing to lower their fat intake will benefit not only themselves but also their families.

If you have a commitment to decrease heart disease risk and to encourage heart healthy eating, then you will have no problem sharing the knowledge contained in this program with your students. Have fun! Expect to learn a lot!



## Getting Started

This section gives you all the basic information and tools you'll need to help you prepare for the first course. It includes details on the following:

### **About the format of the SNAP curriculum**

This tells you how the curriculum is formatted and describes such features as scripted text, teacher instructions, and where to make cuts for changing the 90-minute lessons into 60-minute lessons.

### **About lesson preparations**

This provides information on what materials to order and prepare before you begin teaching SNAP.

### **Tips for teaching low-literate adults**

This is an overview of guidelines that were used to develop the curriculum and design teaching strategies.

### **Nuts and bolts of interactive teaching**

This is a summary description of the kinds of teaching strategies that can promote student learning about nutrition.

### **Tips for student goal setting**

This is a description of how to orient and guide students in the process of setting appropriate low-fat eating goals.

### **Nutrition readings and resources**

This is a list of references and contacts for additional reliable nutrition information.

### **Glossary of key fat-related nutrition terms**

The glossary provides definitions of key terms used in the curriculum.

### **Class evaluation form**

This is a form to assess how your students felt about the class, its contents, and the teacher.

### **Student survey**

This is a survey to assess student changes in nutrition knowledge, attitudes, and behavior as a result of taking the SNAP course. Directions on use, scoring, and interpretation are also given.

## About the format of the SNAP curriculum

Each lesson in the SNAP curriculum gives you step-by-step directions to make the material as easy as possible to deliver. Each one contains background information, directions for conducting activities, and a script. The format was designed so that you can easily distinguish different types of information by their location on the page and by color and style of the text.

**The contents are organized as follows:**

The left column is in blue type and contains:

- Directions for conducting discussions and activities.
- Optional directions for alternative or additional ways to conduct activities.
- Notes giving supplemental or additional nutrition information.

The right column is in black type and contains:

- Scripted sentences to help guide information delivery.
- Sample student responses.
- Sample graphics of how concepts should be depicted visually.

The text is read across the two columns rather than down the left and then up to the top right column. Follow the numbers from 1 to 4 in the example on the facing page to get a feel for the flow.

In addition, we have indicated which parts of the lesson are to be omitted if you are teaching seven 60-minute lessons by bracketing the text with up and down arrows. An example is shown on the facing page.



## **Fat calories from meat**

---

**1** Before beginning the first part of this large-group activity, ensure that students recognize the concept of a calorie.

**3** If there are adequate responses to give you a sense that students recognize the concept or have even heard the word before, proceed with the activity. If not, give students a brief and very simple definition.

*Note: If needed, a 'calorie' could be defined as body fuel provided by food.*

**2** We're going to talk about calories, that means lots of things to lots of people. Tell me what the word 'calorie' means to you.

*Reasonable responses might include:*

- *Energy.*
- *Things we count to lose weight.*

**4** Now let's look at the *Meats* poster again and pretend that each picture of meat is equal to 100 calories. Let's guess how many of those 100 calories are from fat.



O M I T F O R 6 0 - M I N U T E S E S S I O N



## **Lesson Review**

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

**What was the most important thing about fat that you heard today?**

**What have you learned today that will make a difference in what you eat?**



## Lesson preparations

Because SNAP is a highly interactive and multi-component curriculum, teaching aids such as visuals and demonstration materials should be purchased and created prior to teaching the first lesson. Based on our experience, an extra day or two for preparing such materials is usually needed. Complete directions for assembling teaching materials are found at the end of each lesson. After finishing the initial advance preparation, additional preclass time should be needed only to prepare food for tasting and for you to review the lessons prior to teaching.

Teachers who have used the curriculum have told us that the initial preparation to teach the course takes extra time, but that preparation time for subsequent courses is much less. We have found that volunteers, such as students, are excellent resources to help with this.

### Preparations

#### Three to four weeks in advance

- Order 1# Fat Glob (for Lesson 1):  
Health Edco  
P.O. Box 21207  
Waco, TX 76702  
1-800-299-3366  
1994 cost: \$16.95 (+ tax/shipping)
- Obtain a deck of ordinary playing cards in its box (for Lesson 1).
- Purchase eight 19" x 27" pieces of poster board and glue to mount the posters.
- Order the USDA Food Guide Pyramid Poster: Consumer Information Center, Dept. 159-Y  
Pueblo, CO 81009  
1994 cost: about \$1.00
- Collect food labels that have a Nutrition Facts box on them (for Lesson 4). Ask co-workers and friends to save food labels for you, as well as

saving your own, so that you will have a wide variety to use in class. Be sure that at least some of the labels are for foods that are typically eaten by your students.

#### One to two weeks in advance

- Obtain storage boxes or containers to hold lesson materials. We found having one box for each lesson was especially helpful for keeping everything organized.
- Ensure you will have a chalkboard, white board, or flip chart and writing instruments.
- Arrange for use of a videotape player and monitor for lessons 1, 2, and 6.
- Obtain a small ice chest or cooler for lessons 2, 3, and 5.
- Photocopy all the following student handouts as directed. Because students like bright colors, we suggest using a different color for each lesson's handouts and making all handouts for a lesson the same color. Master copies of student handouts are located at the back of each lesson.
- Recipe cards: You'll need 8 ½" x 11" card stock. Regular weight photocopy paper will work if card stock is unavailable, but the recipes are more durable when card stock is used. Copy recipes onto card stock. You will get two recipes per page. Cut them on the dashed lines, and staple together any recipes that are on two cards. Then, paper clip the recipes together in the order described in the Recipes section of each lesson.
- SNAP Tip Sheets and Goals That Work: Simply copy each one onto colored photocopy paper.
- Quick Check Worksheet: Take the master Quick Check Worksheet for each lesson to a quick-copy print shop. Have the shop copy the worksheet onto a two-part, carbonless form and then glue the top edge.

Alternatively, you could purchase carbonless paper forms from an office supply store, then photocopy and staple each set together yourself.

- **Cue Cards:** You'll need 8 ½" x 11" card stock. For these, regular weight photocopy paper will work if card stock is unavailable. Photocopy the master cue card onto card stock. You'll get four cue cards per page. To use, cut them on the dashed lines.

**Prior to each class**

- Put together the teaching materials that are needed for that class. Teaching materials are identified in the Materials Checklist at the beginning of each lesson. Assembly directions are located at the end of each lesson.
- Purchase food for classroom activities and food tastings. The cost for purchasing these foods for the entire course is estimated to be \$35 to \$45, depending on your class size and the cost of food in your area.

## Tips for teaching nutrition to low-literate adults

The following tips are useful and practical for increasing the effectiveness of teaching nutrition to adults with limited literacy skills. Refer to the references below for more information on this topic.

**To illustrate ideas, use examples of traditional or common foods eaten by your students.**

For example, make sure your students eat burritos or tortillas if you talk about these foods to illustrate your points.

**When giving information, use an active voice instead of a passive one.**

For example, 'Children 2 years and older should eat a low-fat diet,' rather than 'A low-fat diet should be followed by children 2 years and older.'

**Avoid figures of speech, idioms, or colloquial terms.**

For example, don't use the term 'junk food' for candy, soda pop, or chips, or expressions such as 'making a mountain out of a molehill,' 'the cutting edge,' or 'Murphy's Law.'

**Make examples as specific, concrete, and familiar as possible.**

For example, say 'Milk and cheese are ways to get calcium,' rather than saying 'Dairy foods are good ways to get calcium.'

**Repeat and review important points several times in different ways.**

For example, if you say 'The second kind of cholesterol is in your body's bloodstream. It is called blood cholesterol.' Reiterate it by saying 'Blood cholesterol is found in your body—not in food.'

**When writing out terms or ideas, always write in lower case and capital letters, not in all capital letters. Words written in all capitals are more difficult to read.**

For example, print the words 'Medium Fat' like this, not like this—'MEDIUM FAT.'

**Use the same terms consistently. Don't vary them just for the sake of interest and variety.**

For example, with the term saturated fat, don't interchange it with 'meat fat,' assuming that your students will know that you mean the same thing; or when you talk about blood cholesterol, don't switch it with the term serum cholesterol.

### References

- Smith, S. and Alford, B. 'Literate and Semi-Literate Audiences: Tips for Effective Teaching.' *Journal of Nutrition Education* 20:238B, 1988.
- Doak, C.C., Doak, L.G. and Root, J.H. *Teaching patients with low literacy skills*. Philadelphia: J.B. Lippincott Company, 1985.
- Nitzke, S., Shaw, A., Pingree, S., Woichic, S. *Writing for Reading: Guide for Developing Print Materials in Nutrition for Low Literacy Adults*. Department of Agricultural Journalism, University of Wisconsin-Madison, 1986.



## Nuts and bolts of interactive teaching

### **What is interactive teaching?**

Interactive teaching involves having an active learning environment in your classroom. It's being a partner in the learning process with your students. Rather than just imparting knowledge in the traditional lecture style of teaching, teachers are seen as facilitators who encourage students to actively relate new information to their own lifestyles. Students are encouraged to ask questions, to share personal experiences and opinions, and to think critically about the topic at hand.

### **Why use interactive teaching strategies?**

- To involve students in the topic, which increases interest and holds attention.
- To encourage students to 'work with' new information and apply it in their personal lives.
- To allow students to share ideas and information as well as show students how to overcome barriers and reinforce successes.
- To provide teaching methods relevant to low-literate adults that don't rely completely on the printed word.

### **How do you stimulate active learning?**

- Conduct small- and large-group activities. Use short activities to help hold interest, reinforce learning, and actively involve students in the learning process. For example, some interactive activities in the SNAP curriculum include sorting food cards, tasting new or different foods, reading food labels out loud, and guessing how much fat is in different foods displayed on a poster.
- Use open-ended questions. Open-ended questions stimulate dialogue among you and your students and elicit opinions and attitudes, not just knowledge or facts. Open-ended questions start with what, who, why, or what:

What do you think? or Why might you do that?

Limit your use of closed-ended questions (i.e., questions that can be answered yes or no). Tip: Be patient with your students. Count to ten to allow students time to respond to your open-ended questions. This gives them time to formulate a response.

- Ask for opinions. Encourage students to offer suggestions or to respond to each other's questions (e.g., 'Jose, what do you think about what Maria said?'). This encourages mutual problem solving and reinforcement of new behaviors.
- Facilitate participation by all students. Encouraging all students to participate enriches, enlivens, and adds variety to the topic of nutrition. The following techniques work well:
  - Ask for responses from 'anyone,' or if needed, 'someone we haven't heard from yet.'
  - Call students by name.
  - Go around the room or table to get brief comments or responses from all students.
  - Call on students who have not spoken; but be sensitive to those students who absolutely don't want to participate.
  - Give positive verbal feedback to students about their responses; write comments on the board when appropriate.
  - Use humor to acknowledge delays in responding or periods of silence in response to questions.

## Tips for student goal setting

### **Why is goal setting important?**

Research indicates that people who set short-term goals tend to be more successful at making changes in their eating behavior than those who don't. The SNAP goal setting activity is aimed at increasing student ability to implement the principles of low-fat eating that they learned in class.

It is a significant component of the curriculum that we feel should not be omitted. Try to spend the suggested amount of time (15 to 20 minutes) in each lesson on goal setting.

### **What are the benefits of goal setting?**

- Students are more likely to make changes in their diets, because goal setting actively involves them in a process that makes use of their personal experiences.
- Students learn that they can make changes in their eating habits, and thus feel empowered by their new skills and abilities.

### **How does goal setting work?**

In essence, students are taught to develop small, positive, and realistic goals—to make small changes in their diet that can be integrated into their daily lives. The context of each lesson's goal setting activity has been developed to reinforce information and emphasize messages presented during that class.

Each lesson contains step-by-step directions to conduct the goal setting activity. Generally speaking, in each class students self-assess their current eating behaviors and then develop one low fat eating goal to work on during the following week. Goal setting is followed up at the next class with an interactive discussion that reviews progress and problems encountered. This discussion allows students to offer each other support and to learn from each other as they become their own resources.

### **What to expect from your students**

Overall, our experience has been that students who practiced their goals had positive experiences. They were comfortable talking about their goals in class, which suggested that the activity did encourage student sharing and peer support. In particular, many students were enthusiastic and excited about sharing with the class how well they did with their goals.

However, because goal setting is not an activity that most individuals are typically asked to do, we found that it took the first few classes for students to become accustomed to the process. Initially, during the first week or two, you'll probably need to provide extra guidance and assistance. By the third class, students are comfortable with the process and are beginning to see the benefits of setting goals.

### **Our recommendation**

Based on our experience, we recommend that you practice setting goals with yourself a few weeks before class starts by following the goal setting guidelines outlined in the curriculum. This will give you a feel for the process and help you to understand it more thoroughly.

## Nutrition readings and resources

***Note** These resources are intended for you as the teacher. Materials from these organizations may or may not be tailored for adults with limited literacy skills.*

For answers to your questions about nutrition, contact the **National Center for Nutrition and Dietetics of the American Dietetic Association**, weekdays 10:00 am to 5:00 pm EST.  
Telephone: 1-800-366-1665.

For additional information on heart healthy eating and for print materials in Spanish, contact your local **American Heart Association**.

For information about foods from A to Z and their nutritional values:  
**The Wellness Encyclopedia of Food and Nutrition**  
by Sheldon Margen, M.D., and the editors of the University of California-Berkeley  
Wellness Letter  
Random House Publishers, 1992.

For free nutrition information with emphasis on diet and cancer, contact your local **American Cancer Society** and **The American Institute for Cancer Research**  
1759 R Street NW  
Washington, DC 20009  
Telephone: 1-202-328-7744.

For reliable and current nutrition information written for the lay public, review the **Tufts Diet and Nutrition Newsletter**. For subscription information, write to:  
Tufts University Diet and Nutrition Newsletter  
P.O. Box 57857  
Boulder, CO 80322-7857  
1995 subscription rate: \$20 year.

## Glossary of key fat-related nutrition terms

**fat** The most concentrated source of calories (food energy), it comprises about 34% of the average person's daily calorie intake. The U.S. Surgeon General recommends that fat intake should be a maximum of 30% of daily calories to reduce risk of heart disease. All foods that have fat in them contain a mixture of three main kinds of fat: saturated fat, polyunsaturated fat, and monounsaturated fat. Foods that contain large amounts of one kind of fat are typically associated with that kind of fat (e.g., meat fat is known as being high in saturated fat, vegetable oils are recognized as good sources of polyunsaturated fat, whereas olives and olive oil are associated with monounsaturated fat).

*In most people, a high saturated-fat diet raises blood cholesterol levels more than any other kind of diet, which in turn increases risk for heart disease.*

**saturated fat** Found primarily in animal foods like meat and poultry, lard and bacon fat, whole and low-fat milk and foods from milk. It's also found in significant amounts in coconut oil, palm and palm kernel oils, and oils used in commercial deep-fat frying (e.g., like that used in fast food).

*Saturated fat has been shown to raise blood cholesterol levels more than monounsaturated and polyunsaturated fats or dietary cholesterol.*

**monounsaturated fat** Found mainly in plant foods like canola oil, olives and olive oil, avocados, most nuts and their oils and butters (like peanut butter).  
*Monounsaturated fat has been shown to help lower blood cholesterol levels.*

**polyunsaturated fat** Found mainly in plant foods, especially vegetable oils made from safflower, corn, cottonseed, sunflower, and soybeans.  
*Polyunsaturated fat has also been found to help lower blood cholesterol levels.*

**hydrogenated fat** A hard or spreadable saturated fat made commercially from an unsaturated fat. It is found in widely varying amounts in margarines, shortenings, and commercial baked goods like cakes, cookies, pastries, snack crackers, and chips.  
*Current scientific evidence suggests that hydrogenated fats can raise blood cholesterol levels.*

**cholesterol** A fat like substance—but not a fat. It's found only in the tissues of humans and animals—never in plants. There are two kinds of cholesterol discussed in SNAP:

**blood cholesterol** Cholesterol that is found in the body's bloodstream.

**dietary cholesterol** Cholesterol that is found in food. Dietary cholesterol is found *only* in animal foods—meats, fish, poultry, and dairy products. No plant foods (like bananas, avocados, and potatoes) contain dietary cholesterol. (You may find that students are often confused about avocados; they are high in fat, but because they are a plant food, they have no dietary cholesterol.)

*Dietary cholesterol can also raise blood cholesterol levels but, for the most part, has much less of an impact than saturated fat.*

Name \_\_\_\_\_

Date \_\_\_\_\_

## SNAP Class Evaluation

Please give us your honest opinion about the nutrition classes that you just finished. Your comments are private. We'll use your comments to make the classes better for future students.

How many classes did you attend? \_\_\_\_\_

What did you like most about the classes?

\_\_\_\_\_

What did you like least about the classes?

\_\_\_\_\_

<b>How would you rate your teacher?</b>	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
Knows a lot about nutrition	1	2	3	4	5
Cared about the students	1	2	3	4	5
Made the class fun	1	2	3	4	5
Taught me a lot	1	2	3	4	5
Got me to want to start eating low-fat foods	1	2	3	4	5
Answered all my questions	1	2	3	4	5
Encouraged me to share my experiences and ideas	1	2	3	4	5

<b>How much did you learn in this class about:</b>	<b>Not Much</b>			<b>A Great Deal</b>	
Nutrition	1	2	3	4	5
Low-fat eating	1	2	3	4	5
How to prevent heart disease	1	2	3	4	5

## SNAP Class Evaluation, continued

Would you recommend this class to others ? ☐ Yes ☐ No

How helpful were each of the following in getting you to lower the fat in your diet?

	Not Helpful				Very Helpful
Reading food labels in class	1	2	3	4	5
Setting a goal each week	1	2	3	4	5
Changing a recipe so that it is lower in fat	1	2	3	4	5
Tasting low-fat food	1	2	3	4	5
Learning from the discussions we had in class	1	2	3	4	5
Learning how much fat is in different foods	1	2	3	4	5
Learning that fat in food causes heart disease	1	2	3	4	5
Posters	1	2	3	4	5
Recipes	1	2	3	4	5
Cue Cards	1	2	3	4	5
Tip Sheets	1	2	3	4	5
Quick Check Worksheet	1	2	3	4	5
Video about meat fat	1	2	3	4	5
Video about the food pyramid	1	2	3	4	5
Video about shopping for and fixing a low-fat meal at home	1	2	3	4	5

**Thank you very much!**

Name \_\_\_\_\_

Date \_\_\_\_\_

## SNAP Student Survey

1. What is your sex? ☐ female ☐ male

2. What is your age? \_\_\_\_\_ years

3. What is your race? (Check only one.)

☐ Asian or Pacific Islander

☐ Black/African American

☐ Hispanic/Latino

☐ Native American

☐ White/Caucasian

☐ Other \_\_\_\_\_

(Please specify.)

4. How many total years of schooling have you finished? \_\_\_\_\_ years

For example, finishing 6 years of school or 6th grade = 6 years;

graduation from high school or a GED = 12 years.

5. What is your current marital status?

☐ single, never been married

☐ now married

☐ member of an unmarried couple

☐ separated

☐ divorced

☐ widowed



# What Do You Think?

**Circle 'T' if you think the statement is true.**

**Circle 'F' if you think the statement is false.**

- |   |          |          |
|---|----------|----------|
| 1. Both plant and animal foods have cholesterol in them.  | <b>T</b> | <b>F</b> |
| 2. Taking the skin off of chicken lowers the amount of fat in it.                                   | <b>T</b> | <b>F</b> |
| 3. Chicken is always lower in fat than beef.  | <b>T</b> | <b>F</b> |
| 4. All children need to drink whole milk to grow properly.  | <b>T</b> | <b>F</b> |
| 5. Liquid oil is a healthier fat than butter or lard.   | <b>T</b> | <b>F</b> |
| 6. You need to eat meat to get the protein your body needs.   | <b>T</b> | <b>F</b> |
| 7. A food labeled 'A Cholesterol Free Food' is always low in fat.                                   | <b>T</b> | <b>F</b> |
| 8. A tablespoon of sugar has more calories than a tablespoon of oil.                                | <b>T</b> | <b>F</b> |
| 9. A good way to cut down on fat is to eat cheese instead of meat.                                  | <b>T</b> | <b>F</b> |
| 10. Very few fruits and vegetables are high in fat.   | <b>T</b> | <b>F</b> |
| 11. The protein in beans and rice is as good for you as the protein in meat.                        | <b>T</b> | <b>F</b> |
| 12. A tablespoon of oil has fewer calories than a tablespoon of butter or lard.                     | <b>T</b> | <b>F</b> |
| 13. Whole milk has more protein and calcium than lower-fat milks.                                   | <b>T</b> | <b>F</b> |
| 14. The amount of cholesterol in a food is worse for my health<br>than the amount of fat in a food. | <b>T</b> | <b>F</b> |

# Thoughts about Food

Circle the number that best describes how you feel.

There are no right or wrong answers.

	Strongly Disagree			Strongly Agree	
1. It costs a lot to eat low-fat foods.	1	2	3	4	5
2. Low-fat meals take longer to fix than regular meals	1	2	3	4	5
3. I worry about my cholesterol being high	1	2	3	4	5
4. I want to make changes in what I eat.	1	2	3	4	5
5. I do not have time to look for low-fat choices when I go grocery shopping.	1	2	3	4	5
6. A low-fat diet is good for children who are more than 2 years old.	1	2	3	4	5
7. I do not like the taste of foods that are low in fat.	1	2	3	4	5
8. I am willing to try new foods and recipes to help me eat a lower-fat diet.	1	2	3	4	5
9. It is too expensive to eat fruits and vegetables every day.	1	2	3	4	5
10. Chicken tastes good without the skin.	1	2	3	4	5

## Thoughts about Food, continued

	Strongly Disagree			Strongly Agree	
11. I am willing to lower the fat in my diet to stay healthy	1	2	3	4	5
12. All children should drink whole milk.	1	2	3	4	5
13. Changing the foods I eat can help lower my blood cholesterol.	1	2	3	4	5
14. It takes too much time and effort to read food labels to find out the fat content.	1	2	3	4	5
15. I do not like the taste of low-fat 1% or nonfat milk.	1	2	3	4	5
16. I can save money by using less oil, margarine, butter, and lard.	1	2	3	4	5

**If you live with your family, circle the number that describes how you feel.**  
**If you do not live with your family, circle NA for 'does not apply.'**

17. It would be hard to get my family to eat low-fat meals and snacks.	1	2	3	4	5	NA
18. I want my family to eat a low-fat diet.	1	2	3	4	5	NA

# Student Food Survey

**Please raise your hand when you get to this section.**

**Someone will tell you how to fill this page out.**

1. Please tell us how many times in the last two weeks you ate the following foods.
2. Write in the number of times per day **or** number of times per week you ate the food.

If you ate a food less than once per week, write 0 in the box 'Rarely or never.'

Then mark with an 'x' the serving size of each food you ate.

3. Do not skip any foods. Be sure to mark the correct line for each food.

Type of food	In the last two weeks ...						
	How many times ...			How much			
	Rarely or never	Per day	Per week	Medium serving size	Serving size S M L		
<b>Example:</b> Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos			<b>3</b>	1 medium	<b>X</b>		
Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos				1 medium			
Beef steaks, roasts, including sandwiches				4 ounces			
Pork, including chops, roast				2 chops or 4 ounces			
Hot dogs				2 hot dogs			
Ham, bologna, salami, other lunch meats				2 slices			
Whole milk, not including on cereal				1 cup or 8-ounce glass			
Cheese, excluding cottage cheese				2 slices or 2 ounces			
Doughnuts, cookies, cake, pastries				1 piece or 3 cookies			
Eggs				2 eggs			
White bread, rolls, flour or corn tortillas, English muffins, bagels, including sandwiches				2 slices or 2 tortillas			
Margarine or butter				2 pats			
Regular salad dressing or mayonnaise, including on sandwiches, potato salad, etc.				2 tablespoons			
French fries, fried potatoes				3/4 cup			

# The SNAP Student Survey

## Directions for use, scoring, and interpretation

### What is it?

The SNAP-developed Student Survey is a short questionnaire for students to complete before and after they take the SNAP course. It assesses changes in fat-related nutrition knowledge, attitudes, and behavior that were made as a result of going through the SNAP course.

### Why should I use it?

The SNAP Student Survey allows you to evaluate the effectiveness of the curriculum on your students. It will identify topics or areas where students learned a lot and also those areas that might be helpful to review with them or to emphasize more the next time you teach the course.

### What's in the survey?

#### Descriptive information

The first page of the SNAP Student Survey consists of five questions that provide basic descriptive information about your students. This will permit you to compare classes, if you teach the class to more than one group, or to get to know your current students better.

#### Fat-related nutrition knowledge questions

'What do you think?' has students rate as true or false 14 nutrition statements based on information that is covered in the curriculum. By comparing the number of correct responses before and after the course, you can document increases in knowledge.

#### Fat-related nutrition attitude items

'Thoughts about Food' presents 18 statements that address attitudes related to: taste (items 7, 10, 15), cost (items 1, 9, 16), convenience (items 2, 5, 14), family (items 6, 12, 17, 18), willingness to change (items 4, 8), and health (items 3, 11, 13). Students respond on a 5-point scale the extent to which they agree or disagree with the statement.

#### Fat intake screener

The 'Student Food Survey' is a screening tool that will identify changes in fat intake as a result of taking the SNAP course. It is a modified version of the 13-item fat screener developed by Block, et al. (Block, G., Clifford, C., Naughton, M., Henderson, M., and McAdams, M. *Journal of Nutrition Education* 1989; 21: 199-207).

### Using the Student Survey

#### How do I use it?

Before the first class session, ask each student to complete the survey. Then have them complete it again within a few days after the last class. The survey takes about 10-15 minutes to complete.

All questions were used with low-literate adults during the SNAP intervention trial. Most participants were able to complete the survey without help, although individual assistance was provided as needed. If appropriate to your group of students, you may wish to read the questions out loud as students fill in their answers.

## Scoring the Student Survey

### How do I score student responses?

#### Fat-related nutrition knowledge items (‘What Do You Think?’)

Add up the number of correct responses and divide by 14 to get percent correct. Students should have a higher score after taking the SNAP course.

Below are the correct responses to questions along with the lessons where the information is presented:

RESPONSE	LESSON	RESPONSE	LESSON
1 F	1	8 F	5
2 T	1	9 F	3
3 F	1	10 T	2
4 F	3	11 T	2
5 T	4	12 F	4
6 F	2	13 F	3
7 F	4	14 F	1

#### Fat-related nutrition attitude items (‘Thoughts about Food’)

Sum all items for a total score (range 18-90) or take an average score (range 1-5) to measure attitudes. You would hope to see a higher score at the end of the course, indicating a more positive attitude toward low-fat eating. For items 1, 2, 5, 7, 9, 12, 14, 15, and 17, you will need to reverse the scoring (i.e., 1 = 5; 2 = 4; 3 = 3; 4 = 2; 5 = 1), since the wording on these items means that disagreeing with the statements indicates a more positive attitude.

#### Fat-intake screener

##### (‘Student Food Survey’)

The fat-intake screener is more complicated to score than the knowledge and attitudes items. To score each student’s Student Food Survey you will need the ‘Fat-Screener Score Sheet’ (page 15) and the ‘Fat-Screener Grams Sheet’ (page 16). We have provided an example of a completed Student

Food Survey (page 13) and how that survey would be scored on the Fat-Screener Score Sheet (page 14). Take a look at all four of these sheets before reading the instructions below.

### Scoring instructions

Copy a blank ‘Fat-Screener Score Sheet’ for each student. With the student’s completed food survey and a copy of the Fat-Screener Grams Sheet in front of you, fill in a number for each cell in the scoring sheet as follows:

- **‘Times’ column**

From the student’s food survey, transfer the number from the ‘How many times’ column to the ‘times’ column on the scoring sheet.

- **‘Factor’ column**

From the student’s food survey, note which time unit was marked in the ‘How many times’ column and score as follows:

Rarely or never = 0

Times per day = 7

Times per week = 1

- **‘Portion size’ and ‘Total fat(g)’ columns**

Get these numbers from the Fat-Screener Grams Sheet.

- **‘Fat intake’ column**

Calculate the equation for each row (times x factor x portion size/100) x total fat (g). Sum the calculations for a total score and divide by 7. This is the average number of grams of fat eaten daily by students.

## Student Food Survey, example

**Please raise your hand when you get to this section.**

**Someone will tell you how to fill this page out.**

1. Please tell us how many times in the last two weeks you ate the following foods.
2. Write in the number of times per day **or** number of times per week you ate the food.

If you ate a food less than once per week, write 0 in the box 'Rarely or never.'

Then mark with an 'x' the serving size of each food you ate.

3. Do not skip any foods. Be sure to mark the correct line for each food.

Type of food	In the last two weeks...						
	How many times ...			How much			
	Rarely or never	Per day	Per week	Medium serving size	Serving size S M L		
<b>Example:</b> Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos			<b>3</b>	1 medium	<b>X</b>		
Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos			<b>3</b>	1 medium		<b>X</b>	
Beef steaks, roasts, including sandwiches			<b>2</b>	4 ounces	<b>X</b>		
Pork, including chops, roast	<b>0</b>			2 chops or 4 ounces			
Hot dogs	<b>0</b>			2 hot dogs			
Ham, bologna, salami, other lunch meats			<b>4</b>	2 slices	<b>X</b>		
Whole milk, not including on cereal	<b>0</b>			1 cup or 8-ounce glass			
Cheese, excluding cottage cheese	<b>0</b>			2 slices or 2 ounces			
Doughnuts, cookies, cake, pastries		<b>1</b>		1 piece or 3 cookies			<b>X</b>
Eggs			<b>2</b>	2 eggs		<b>X</b>	
White bread, rolls, flour or corn tortillas, English muffins, bagels, including sandwiches		<b>1</b>		2 slices or 2 tortillas		<b>X</b>	
Margarine or butter		<b>2</b>		2 pats	<b>X</b>		
Regular salad dressing or mayonnaise, including on sandwiches, potato salad, etc.			<b>5</b>	2 tablespoons	<b>X</b>		
French fries, fried potatoes			<b>2</b>	3/4 cup			<b>X</b>



## Fat-Screener Score Sheet, example

Fill in a number for the time and factor cells using information from the Student Food Survey:

- **Times** = the number of times a student reported eating a given food.
- **Factor** = the time unit: Rarely or never = 0; Times per day = 7; Times per week = 1.

Fill in a number for the **portion size** and **total fat(g)** using information from the Fat-Screener Grams Sheet. Calculate the equation for each row. Then sum the rows to get total fat intake. Divide by 7. The result is the daily average number of grams of fat eaten by the student.

Type of food	times	×	factor	×	portion size	÷	100	×	total fat(g)	=	fat intake
Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos	3	×	1	×	85	÷	100	×	20.3	=	51.8
Beef steaks, roasts, including sandwiches	2	×	1	×	56	÷	100	×	10.2	=	11.4
Pork, including chops, roast	0	×	—	×	—	÷	100	×	—	=	0
Hot dogs	0	×	—	×	—	÷	100	×	—	=	0
Ham, bologna, salami, other lunch meats	4	×	1	×	28	÷	100	×	25.0	=	28
Whole milk, not including on cereal	0	×	—	×	—	÷	100	×	—	=	0
Cheese, excluding cottage cheese	0	×	—	×	—	÷	100	×	—	=	0
Doughnuts, cookies, cake, pastries	1	×	7	×	63	÷	100	×	16.8	=	74.1
Eggs	2	×	1	×	100	÷	100	×	12.9	=	25.8
White bread, rolls, flour or corn tortillas, English muffins, bagels, including sandwiches	1	×	7	×	50	÷	100	×	4.0	=	14
Margarine or butter	2	×	7	×	5	÷	100	×	80.7	=	56.5
Regular salad dressing or mayonnaise, including on sandwiches, potato salad, etc.	5	×	1	×	8	÷	100	×	60.0	=	24
French fries, fried potatoes	2	×	1	×	153	÷	100	×	8.4	=	25.7
Sum of total fat intake											311.3
Total fat intake ÷ 7 (average number of fat grams consumed daily) =											44.5

## Fat-Screener Score Sheet

Fill in a number for the time and factor cells using information from the Student Food Survey:

- **Times** = the number of times a student reported eating a given food
- **Factor** = the time unit: Rarely or never = 0; Times per day = 7; Times per week = 1.

Fill in a number for the **portion size** and **total fat(g)** using information from the Fat-Screener Grams Sheet. Calculate the equation for each row. Then sum the rows to get total fat intake. Divide by 7. The result is the daily average number of grams of fat eaten by the student.

Type of food	times	×	factor	×	portion size	÷	100	×	total fat(g)	=	fat intake
Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos		×		×		÷	100	×		=	
Beef steaks, roasts, including sandwiches		×		×		÷	100	×		=	
Pork, including chops, roast		×		×		÷	100	×		=	
Hot dogs		×		×		÷	100	×		=	
Ham, bologna, salami, other lunch meats		×		×		÷	100	×		=	
Whole milk, not including on cereal		×		×		÷	100	×		=	
Cheese, excluding cottage cheese		×		×		÷	100	×		=	
Doughnuts, cookies, cake, pastries		×		×		÷	100	×		=	
Eggs		×		×		÷	100	×		=	
White bread, rolls, flour or corn tortillas, English muffins, bagels, including sandwiches		×		×		÷	100	×		=	
Margarine or butter		×		×		÷	100	×		=	
Regular salad dressing or mayonnaise, including on sandwiches, potato salad, etc.		×		×		÷	100	×		=	
French fries, fried potatoes		×		×		÷	100	×		=	
Sum of total fat intake _____											
Total fat intake ÷ 7 (average number of fat grams consumed daily) = _____											

## Fat-Screener Grams Sheet

### Portion sizes in grams and total grams of fat per 100 grams

Type of food	Portion sizes (g)			fat(g) per 100g
	Small	Medium	Large	
Hamburgers, cheeseburgers, meat loaf, beef burritos, tacos	43	85	128	20.3
Beef steaks, roasts, including sandwiches	56	112	168	10.2
Pork, including chops, roast	44	88	132	15.4
Hot dogs	44	88	132	29.0
Ham, bologna, salami, other lunch meats	28	56	84	25.0
Whole milk, not including on cereal	122	244	366	3.5
Cheese, excluding cottage cheese	28	56	84	25.0
Doughnuts, cookies, cake, pastries	24	42	63	16.8
Eggs	50	100	150	12.9
White bread, rolls, flour or corn tortillas, English muffins, bagels	25	50	75	4.0
Margarine or butter	5	10	15	80.7
Regular salad dressing or mayonnaise	8	16	24	60.0
French fries, fried potatoes	51	102	153	8.4

## Background

### **Rationale**

Cardiovascular disease is the No. 1 cause of death in the United States. A diet high in fat increases the risk of cardiovascular disease by elevating blood cholesterol. Saturated fat, in particular, has the most harmful effect on blood cholesterol. The major source of saturated fat in the American diet is meat. This lesson informs students about the type and quantity of fat in meat, as well as helping them develop skills to reduce the intake of fat from meat.

### **Student Objectives**

By the end of the lesson, students will be able to:

- State that a high-fat diet is positively related to cardiovascular disease.
- Name meat as the major source of dietary fat in the American diet.
- Recognize that meat can be low, medium, or high in fat.
- Describe three ways to reduce the amount of fat from meat.

## Teaching Tips

This lesson sets the stage for the course. We strongly recommend that you present the discussion about the relationship between diet and heart disease during the first session. It provides the basis for the health rationale of the course, which focuses on lowering fat intake. Many students are motivated to change their diet after hearing these facts. This information gets students excited about the topic. For example, during this part of the lesson, students handle a ‘fat glob,’ and are usually amazed to learn just how much fat American’s typically eat. The rest of the lesson’s activities then systematically take them through learning experiences that are tailored to build upon its three main messages: 1) eat less meat, 2) buy leaner meat, and 3) dump the fat.

This lesson also introduces the weekly goal setting activity. Because goal setting will probably be a new concept to many adult students, we have found that it is important to conduct this part of the lesson as closely as possible to what is written in the curriculum. Our procedures give students a comprehensive and clear introduction to the process, which we have found helps many students make changes in their fat intake.

## Lesson Outline

**4 | Opening**

*5 minutes*

- Introduction
- Overview of SNAP

**6 | The relationship between food and health**

*10 minutes*

- Why the foods we eat are so important
- The heart disease and diet link
- The two kinds of cholesterol: dietary and blood cholesterol
- It's *fat*—*not* cholesterol—that's most important

**10 | Meat Fat: What it is and how to get less**

*30-35 minutes*

- The major source of saturated fat
- Recognizing meats that are low, medium, or high in fat
- Fat calories from meat
- Video: *Less Fat from Meat*
- Using meat as a flavoring to get less fat
- Eating smaller meat servings to get less fat
- Choosing leaner meats means less fat
- Buying leaner meat and the cost of fat

**18 | Recipes**

*5 minutes*

- Introduction
- Processing today's recipes

**19 | Lesson Review**

*1-2 minutes*

**19 | Tip Sheet**

*1-2 minutes*

Meat and Meat Fat

**20 | Goal Setting**

*15-20 minutes*

- Introduction to goal setting
- The first step—the Quick Check Worksheet
- Defining the concept of a goal
- Goal setting rules
- Demonstrating problem solving
- Student goal setting
- Problem solving student goals
- The Cue Card as a goal reminder

**27 | Closing**

*1-2 minutes*

- Reminders/Announcements
- Introduce next class topic

## Materials Checklist

- ☐ One-pound ‘fat glob’
- ☐ Illustration of coronary artery
- ☐ Packets for Meat Picture Sorting activity  
*(This activity is omitted for the seven-week, 60-minute course.)*
- ☐ *Meats* poster
- ☐ Fat calorie labels for the Fat Calories from Meat activity
- ☐ *Less Fat from Meat* video
- ☐ Deck of playing cards in its box
- ☐ *Look for Less Fat* poster
- ☐ Student Handouts
  - ☐ Recipes
  - ☐ Tip Sheet
  - ☐ Lesson 1 Quick Check Worksheet
  - ☐ Goals That Work
  - ☐ Cue Card

## Opening

### Introduction

---

Introduce yourself and welcome students.

I'm very excited about being here today and glad to see all of you. My name is \_\_\_\_\_.  
I want to tell you what SNAP is all about.

Take roll as needed.



O M I T F O R 6 0 - M I N U T E S E S S I O N



With a small group of ten or less, ask each student to introduce him/herself. With larger classes, this may be too time consuming. Use your own judgment about individual introduction.

Become acquainted with students by using one or more of the following questions to highlight topics that will be covered during the course (as they are mentioned).

First, though, I'd like to get to know you a little better.

What would you like to know about eating healthy food?

What would be useful or helpful to know about when you're shopping or cooking?

What goes through your mind when you're wondering what to fix for dinner?

What are some things about food and nutrition that are of interest to you?

**Optional** Find out how many people live in the household, who they are, who does most of the cooking and food shopping. Ask about the children in their households. Are there teen-agers at home? Children between 2 years and 12 years? Children under 2 years?

Conclude by thanking everyone, and saying that you will be looking forward to getting to know each person better over the coming weeks.





## Overview of SNAP

---

Review course content by giving the following information about the SNAP nutrition course, especially emphasizing goal setting.

Introduce goal setting as follows, emphasizing that it is a major part of the course.

**SNAP, which stands for Stanford Nutrition Action Program, is a nutrition course designed to help you learn how to have a better and healthier diet, how to be a smarter shopper, how to understand food labels, and how to save money.**

**There will be lots of activity in every class so you won't be just sitting back and listening. You'll have chances to:**

- **Taste foods in class and try out recipes at home.**
- **Share your own ideas about making healthier food choices.**
- **Help each other solve some of the problems that may come up when trying to make changes in your diet.**

**At every class you will have the opportunity to choose something you would like to change in your diet. In other words, you will be setting a goal—like saying that you will try a new food or maybe a different way of fixing it.**

**This is a very important part of the class, because it will help you make changes that will make your diet healthier.**

## The relationship between food and health

### Why the foods we eat are so important

Write on the board:

As they are named, record only the six responses shown at right in a rough circle on one side of the board. Acknowledge other responses such as gout, AIDS, or tuberculosis and write them on the other side of the board.

*AIDS  
Gout  
Tuberculosis*

Let's start by naming some of the major health problems in our country that might be caused by the foods we eat.

*Major health problems*

What do you think the major health problems are?

*Heart disease  
Cancer  
Stroke  
Diabetes  
Overweight  
High blood pressure*

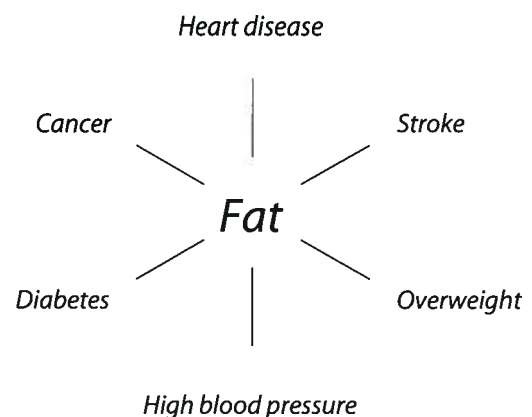
All of these health problems (point to them) have been linked to one of the most harmful things in food; it's also something we add to food. What do you think it is?

*Appropriate response is fat (it's added to food and eaten, like butter).*

If fat as an additive is questioned, ask students to name what is commonly added to a baked potato, a piece of toast, bagel, popcorn, etc.

Praise those who named fat. Acknowledge those who named salt, MSG, cholesterol, etc.; say that too much of those things can be bad for health; but emphasize that fat is by far much worse.

Write the word 'Fat' in the center of the circle. Add lines leading to it from each of the six health problems, as shown at right.



Show and pass around the synthetic one-pound fat model for students to handle, allowing a little time for them to react.

**Optional** *You could also add that this means that we eat about 6 pounds of fat in about a month.*

*Note Children over the age of 2 will usually be able to get enough calories and nutrition from a diet based on fruits, vegetables, and grains with some lower-fat milk, milk products, and meat.*

Every five days the average person eats about a pound of fat. That's about the amount in this fat model.

Also, if you are eating too much fat, you won't be able to get all the other things (like vitamins and minerals) your body really needs. You'll also discover that eating a lot of fat wastes money.

The important point is that all adults and teenagers should be eating less fat. Children under 2 years old, though, need extra fat because they are growing so fast. You may want to ask your doctor how much fat your child should be getting.

Usually, after the age of 2, most children should be eating the same low-fat foods as the rest of us. In fact, it's very important for their future health that they develop healthy eating habits that will last their whole lives.

## The heart disease and diet link

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*Note To calculate number of heart attacks, multiply the number of minutes since class started by two.*

Let's talk more specifically about heart disease, since it is the No. 1 killer in our country.

Every 30 seconds, someone has a heart attack. In fact, since this class started today, (give number of people) have had heart attacks.



OMIT FOR 60-MINUTE SESSION



You may be thinking now that 'a heart attack won't happen to me—I'm too young.' When you think about someone who has had a heart attack, how old is that person usually? (Responses may range from middle to older ages. Acknowledge and move on.)

That was when the heart attack happened, but heart disease itself starts when we are as young as 2 to 3 years old. It takes years to develop. That's why it's very important to learn to eat well when we're young.

Show the illustration of the clogged artery and describe it. If desired, pass it around the class.

**Optional** Use a corroded galvanized pipe in addition to the illustration to show how it might appear.

So, what is heart disease, anyway?

Heart disease is when the small arteries in your heart become clogged.

This shows what an artery in the heart looks like when it gets clogged. When that happens, the blood can't flow through the heart and that's when a heart attack happens.

One of the causes of heart disease is having high blood cholesterol. When there is too much cholesterol in your bloodstream, it begins to build up along the inner walls of the heart's arteries. That's how the arteries get clogged.

Teaching you how to help lower your cholesterol to prevent heart disease is one of the main goals of this course.

### The two kinds of cholesterol: dietary and blood cholesterol

---

Pause and reinforce this concept by saying:

Write on the board:

Now, you've probably heard the word 'cholesterol' on TV or read it on food packages. You need to know that there are two kinds of cholesterol.

The first kind is found in food and is called 'dietary cholesterol.'

Dietary cholesterol is found in the food you eat (in other words, in your 'diet'). It is found only in certain kinds of food.

*dietary cholesterol*

## Lesson 1 | All about meat fat

**Optional** Under the words 'dietary cholesterol,' write 'Found only in foods from animals, like meat, milk, foods from milk, butter, and lard.'

Pause and reinforce this concept by saying:

Write on the board:

**It's fat—not cholesterol—that's most important**

---

Emphasize this point by writing the following on the board with the arrow:

Write the word 'saturated' in front of the word 'fat' as shown at right to emphasize.

Dietary cholesterol is found only in food from animals, like meat, egg yolks, milk, foods from milk (like cheese), and animal fats (like butter and lard).

There is no cholesterol in foods from plants, like fruits and vegetables (e.g., avocados, bananas, or peanut butter), or oils (like corn oil).

The second kind of cholesterol is in your body and in your bloodstream. It is called 'blood cholesterol.'

This is the kind of cholesterol that clogs your heart's arteries.

Blood cholesterol is found in your body—not in food.

*blood cholesterol*

The most important thing of all is to remember that the cholesterol in your blood is increased mostly by eating fat, not by eating dietary cholesterol—there are only a few foods, like egg yolks, liver, or brains, which contain a lot of cholesterol, that can raise the cholesterol in your blood if you eat them several times a week. But most of us don't eat enough of these to cause worry.

Most of all, what we want you to understand and learn is that the fat you eat is especially bad for your heart. Fat is much worse for you than anything else you eat.

*fat → high blood cholesterol*

In addition, it is a certain kind of fat, called saturated fat, that causes the biggest problem. For heart disease, it is the worst kind of fat that you can eat.

*saturated fat → high blood cholesterol*

In the SNAP classes, we will be suggesting many ways to help you and your family eat less fat, especially less saturated fat. In many cases, this will also save you money, and you won't have to give up good tasting food to do it.

## Meat Fat: What it is and how to get less

### The major source of saturated fat

---

If milk, milk products, and eggs are mentioned in addition to meat, bring the focus back to meat. Use the following probes as needed:

Write the word 'meat' with an arrow pointing down to the term 'saturated fat' to emphasize as shown at right.

Most of the saturated fat we eat comes from foods from animals. What kind of food do we eat a lot of that comes from animals?

What is the kind of food that many people think of first as the main part of a meal?

*Appropriate Response:*

*Meat.*

So, where do you think we get most of the saturated fat we eat?

*Appropriate Response:*

*Meat.*

*meat*



*saturated fat → high blood cholesterol*

Recognizing meats that are low, medium, or high in fat

Let’s take a closer look at the amount of fat in different meats.

OMIT FOR 60-MINUTE SESSION

*In place of the following activity, simply present the Meats poster and introduce the idea that meats can be grouped according to their fat content: low, medium, or high.*

How to conduct the ‘meat sorting’ small-group activity.

Divide students into groups of three to four. Give each group a set of food pictures assembled as directed. Tell them to separate their pictures into three piles:

- Meats they think are highest in fat
- Meats they think are lowest in fat
- Meats they think are medium fat

Before they begin, point out that they may not have a picture of each kind of meat.

Encourage guessing. While groups are working, walk around the classroom offering assistance while interacting with students. While they are finishing up, make three columns on the board with the following headings:

Lowest Fat                      Medium Fat                      Highest Fat

When they have finished, have students share their results. Write their meat choices in the appropriate column. Using the *Meats* poster compare their answers with how meats are grouped on the poster.

Give praise for correct responses. Erase the incorrect responses and rewrite them in the correct column. Give encouragement for incorrect ones (e.g., ‘it can be really hard to do this—there are so many different kinds of meat’).

Collect food picture packets and move on to strategies for choosing leaner meats say:

We can see by looking at this poster that different kinds of meats have different amounts of fat.

### **Fat calories from meat**

---

Before beginning, ensure that students recognize the concept of a calorie.

If there are adequate responses to give you a sense that students recognize the concept or have even heard the word before, proceed with the activity. If not, give students a brief and very simple definition.

***Note** A calorie could be defined as body fuel provided by food.*

Stick the appropriate fat calorie label on the meat picture. Point to the picture and encourage students to guess.

Choose several contrasting examples or, as time permits, ask about all pictures. In either case, include the following to show contrasting examples from the poster:

- Sliced turkey vs. beef bologna (17 vs. 81)
- Lean vs. regular hamburger (64 vs. 73)
- Fried chicken without skin vs. fried chicken with skin (10 vs. 40)
- Tuna in water vs. hot dog (16 vs. 83)

**We're going to talk about calories, but 'calories' can mean lots of things to lots of people. Tell me what the word 'calorie' means to you.**

***Reasonable responses might include:***

- ***Energy.***
- ***Things we count to lose weight.***

**Now let's look at the *Meats* poster again and pretend that each picture of meat is equal to 100 calories. Let's guess how many of those 100 calories are from fat.**

**How many calories out of 100 are from fat in bacon?**



## Lesson 1 | All about meat fat

### *Fat comparisons and number of fat calories out of 100 calories*

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<i><b>Lowest in Fat</b></i>	<i>fat calories</i>	<i><b>Moderate Fat</b></i>	<i>fat calories</i>	<i><b>Highest in Fat</b></i>	<i>fat calories</i>
<i>Skinless chicken breast</i>	<i>19</i>	<i>Loin pork chop</i>	<i>41</i>	<i>Bacon</i>	<i>74</i>
<i>Skinless turkey breast</i>	<i>17</i>	<i>Lean ground beef</i>	<i>64</i>	<i>Regular ground beef</i>	<i>73</i>
<i>Tuna in water</i>	<i>16</i>	<i>Fried chicken breast</i>	<i>40</i>	<i>Beef bologna</i>	<i>81</i>
<i>Round Steak</i>	<i>33</i>	<i>Chuck steak</i>	<i>41</i>	<i>Beef hot dog</i>	<i>81</i>

End this activity by saying:

**We have just seen that there are big differences in the amount of fat in meat and that choosing a lower-fat meat is one way to get less fat from the food you eat.**

### **Video: Less Fat From Meat**

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*Viewing time: 4:01 minutes*

After the video, ask students to identify the three main ways to get less fat from meat.

**Next, we're going to see a video that will give you more ideas about how to get less fat from meat. In the video, Mickey, the narrator, will be telling you several things. While you're watching it, I want you to look for the three main ways he suggests to help you get less fat from meat.**

***Appropriate responses are:***

- *Dump the fat.*
- *Buy lean meat.*
- *Eat less meat.*

**Tell me what you could do to get less fat from meat.**

***Responses may include:***

- *Cut fat off meat or chicken.*
- *Drain off fat after cooking and/or blot meat with paper towel.*
- *Rinse meat after cooking.*
- *Skin chicken.*

### Using meat as a flavoring to get less fat

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There's one other way you can get less fat from meat. Do you remember when Mickey suggested using a small amount of meat for flavoring? For example, you can use just a little meat with vegetables, rice, or noodles to add more taste.

In what other dishes can a small amount of meat be mixed with other foods?

*Responses may include:*

- *Stir-fried recipes*
- *Burritos*
- *Soups*
- *Stews*

*Optional* You could hold up food pictures of lower-fat mixed dishes, such as those listed above.

### Eating smaller meat servings to get less fat

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Show a 2 to 3 oz. cooked portion size by showing a deck of cards (in its box) or the flattened palm of your hand, drawing an imaginary line around the palm, excluding fingers and thumb, while also pointing out that it should be only  $\frac{1}{2}$  inch thick.

Most of us eat a lot more meat each day than we really need. At one meal, a chicken breast or a hamburger this size would be enough to help keep you healthy.

This also means we are likely eating too much fat and spending a lot of money on meat.

### Choosing leaner meats means less fat

---

Display the *Look for Less Fat* poster, keeping the bottom pair of meat pictures covered with the construction paper.

*Optional way to conduct this activity:* Alternatively, or in addition to the above, you could illustrate by using two small pieces of raw meat, such as a small piece of round steak and a small piece of chuck steak. These should be wrapped in clear plastic, and kept cold or frozen in a cooler, with ice, until time of demonstration.

We've just learned that eating smaller amounts of meat is one way to get less fat. Just before that, we learned that meats have different amounts of fat. Let's look at another way to get less fat from meat, in other words, choosing meat with less fat.

## Lesson 1 | All about meat fat

*The round steak, the leaner piece of meat, should have some fat around the edge. The chuck steak, the higher-fat piece of meat, should have enough marbling throughout it and/or fat around the edge to make the fat clearly evident.*

Point to the picture on the left with the fat running through it and then to the one on the right. If asked, tell students that the meat on the left is a piece of chuck steak and that the meat on the right is a piece of round steak.

If we look at these two pictures of meat, where do you see fat?

**Appropriate Responses:**

- *The fat is running through the meat in the photograph on the left (the chuck).*
- *The fat is around the edge of the meat on the right. Also, there is a small amount of fat running through it.*

Which one do you think has the most fat?

**Appropriate Response:**

*Top left (the chuck steak).*

You don't have to buy the same kinds of meat as these. The point is to look for meat that has the least amount of fat that you can see. This goes for pork, too.

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Uncover the bottom two pictures.

This may be more difficult for students to guess correctly, since the contrast isn't as obvious as in the first example. Acknowledge responses and stimulate discussion by asking the following:

Acknowledge responses and add:

It's the same story for ground beef. Here are pictures of two kinds of ground beef.

Which one do you think looks like it has the most fat?

**Appropriate Response:** *Bottom right.*

Why did you think it has more fat?

**Appropriate Responses:**

- *You can see more fat in it.*
- *There are more white 'spots' or 'flecks.'*
- *It's not as red in color.*

For ground beef, buy the kind with fewer white spots of fat and, if you can tell, the one that is redder in color.

## Buying leaner meat and the cost of fat

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Write a column header on the board and underline it:

Underneath the header write:

*Note This ground beef may also be labeled '30% fat,' by weight of the meat, according to USDA regulations. In terms of calories, this averages 73% of calories from fat.*

Under 'Regular' write:

*Note This ground beef may also be labeled '20-25% fat,' by weight, according to USDA regulations. In terms of calories, this averages 64% of calories from fat.*

Under 'Lean' write:

*Note This ground beef may also be labeled '10-15% fat,' by weight. In terms of calories, this averages 48% calories from fat.*

**Source:** Nutrition Data System V. 2.4/6A/21; Nutrition Coordinating Center, University of Minnesota

Finally, there's a big benefit when it comes to cost because you're actually paying for extra fat while getting less meat. In fact, the lean and extra lean kinds of ground beef give you more meat for your money, even though they may cost more per pound.

Here's how much you pay for fat for every dollar you spend on ground beef:

Ground Beef—Fat Per \$1

*Regular (highest fat) = 73¢*

This is usually the cheapest ground beef you can buy, but notice you are spending 73¢ of every dollar on fat.

For the ground beef next highest in fat, you're paying about 64¢ for every dollar.

*Lean (next highest) = 64¢*

The word 'lean' may be on the label, and it is usually the next cheapest kind.

And finally, for the lowest fat ground beef, you're paying about 48¢ per dollar.

*Extra Lean (lowest fat) = 48¢*

The words 'extra lean' may be on the label, and this kind usually costs the most per pound of all the kinds of ground beef.

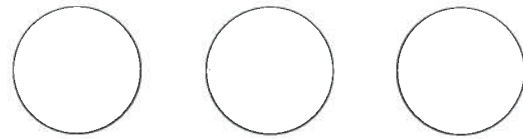
Also, remember that in addition to getting more meat when you buy leaner ground beef, you'll be eating less saturated fat and fewer calories.

OMIT FOR 60-MINUTE SESSION

Draw three circles on the board as shown to represent slices of meat.

Label each one with its name, as shown.

Let's look at one last example of what you pay for fat, because it's the same thing with lunch meats, too—like turkey and bologna.



*Beef bologna*    *Turkey bologna*    *Sliced turkey*

Here are three kinds of lunch meat, beef bologna, turkey bologna, and sliced turkey.

Here's what you pay for fat for each one:



*Beef bologna*    *Turkey bologna*    *Sliced turkey*  
81¢ for fat    68¢ for fat    17¢ for fat

Conclude activity by asking students for comments or questions.

## Recipes

### Introduction

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Pass out recipes to students. Recipe cards should be clipped together in this order: Italian Chicken with Tomatoes; Vegetable Beef Soup; Noodles with Broccoli.

For those of you who like to cook, we have something we hope you'll enjoy. Each week, we are going to ask for volunteers to try out a new recipe. We will be giving you several new recipes each week. All of the recipes will give you a chance to practice the ideas brought out in class.

All the SNAP recipes are designed to be easy to make and low in cost.



OMIT FOR 60-MINUTE SESSION



### Processing today's recipes

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After students have received their recipes, take the class through the following large-group activity.

Take a look at the Italian Chicken with Tomatoes recipe. From our discussion today, what makes it low in fat?

*Appropriate Responses:*

- *Uses skinned chicken.*
- *Chicken isn't fried (there's no added fat).*

How about the Vegetable Beef Soup? What makes it low in fat?

*Appropriate Responses:*

- *Uses lean beef.*
- *Uses meat as a flavoring.*
- *No added fat in the recipe.*

How about the Noodles with Broccoli? What makes it low in fat?

*Appropriate Responses:*

- *It's a meatless main dish.*
- *It has a small amount of cheese only.*



**We'd really like you to try these recipes at home before the next class, and then let us know what you think.**

Solicit volunteers, recording their names and the names of the recipes they would like to try. Note that they will be asked to share their results at the next class session.



OMIT FOR 60-MINUTE SESSION



## Lesson Review

Briefly summarize today's major ideas by asking students to respond to the following:

**What was the most important thing about fat that you heard today?**

**What have you learned today that will make a difference in what you eat?**

Acknowledge and comment on responses as appropriate.



## Tip Sheet—Meat and Meat Fat

Introduce the SNAP Tip Sheet as a handout for students to review and post on their refrigerators.

Note that it describes the lesson's main ideas and includes money saving ideas.

Distribute Tip Sheet. Review or read it to students, as appropriate for your group. For example, if students have very limited literacy skills, you may need to read it to them.



OMIT FOR 60-MINUTE SESSION



Ask students to look over the 'What to Do' and 'Money Saving Ideas' sections and to put a star by the one they like the best. If desired, students could be asked to share their responses with class members. Acknowledge responses and move on.



## Goal Setting

### Introduction to goal setting

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Today's lesson has been about meats, and we talked about many ways to have a heart healthy diet by eating less meat fat.

Because the overall aim of SNAP is to help you to cut down on the amount of fat you are now eating, we're going to teach you one of the most important skills you can learn to help you make changes in what you are now eating, that is—setting a goal.

We're going to show you how to make a promise to yourself, so that you'll be doing something every week or every day to eat less fat. For example, it might be something like 'I will take the skin off of chicken this week.'

Write this sentence on the board.

*I will take the skin off of chicken this week.*

At each class, you'll decide what you'd like to do. Then the next time we meet, we'll talk about how you did with your goals. As a group, we'll work together to help solve any problems that might have gotten in the way of your being successful.

### The first step—the Quick Check Worksheet

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The first step in choosing a goal is finding out what you're doing now. To do that, we have a Quick Check Worksheet for each of you.

Hold up a Quick Check Worksheet.

The white copy is yours to keep, and I will be collecting the yellow one. It won't be corrected or anything.

You'll use the information on your Quick Check Worksheet to set your goal—which we will do after we finish with the Quick Check Worksheet.

Before distributing, explain the purpose of the Quick Check Worksheet.

The Quick Check Worksheet has two purposes:

- To help you find out if you're eating foods high in fat.
- To help you find something you'd like to do to eat less fat.



**How to conduct large-group activity.**

Distribute the Quick Check Worksheet for this lesson to each student.

Read each line clearly and slowly, if necessary, providing assistance as needed. For example, if students have very limited literacy skills, you may need to read the form to them and help them complete some or all items.

Roam around the room to observe how students are doing and to help ensure they have not begun to complete the goal setting section at the bottom. Then, go on to review the concept of goal setting.

**Defining the concept of a goal**

---

Acknowledge responses and summarize as follows.

Let's go through this first one together. Please put your name and today's date at the top right.

For each item, answer each question by circling whether you do it 'Often' or 'Not often or Never.'

Please stop when you have finished this part. Do not fill in the box at the bottom yet. We'll be doing that in just a few minutes.

'Setting a goal' means many things to many people.

What does it mean to you if I ask you to set a goal?

*Appropriate types of responses include (share these ideas if students do not mention them):*

- *A promise or commitment to do something.*
- *Putting into words what you want to make happen.*

When it comes to learning how to eat more healthfully, we know that people who set goals are more successful in lowering the amount of fat they eat than those who don't set goals.

## Goal setting rules

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Write on the board:

Give an appropriate lesson-related example:  
For example, 'I will cut the fat off of meat.'

Write the words as shown in a separate column,  
and then draw an X through each word.

Give a lesson-related example of a poor goal:  
I will always take the skin off of chicken.

Separate from the first two columns, write:

Draw an X through the word 'always.'

In the first column underneath 'I will,' write:

There are three rules to setting good goals.

**Rule 1:**

A goal says *I will* do something.

*I will*

A goal does not say *never* or that you will *always* do  
or won't do something *anymore*.

*never always anymore*

~~*never*~~ ~~*always*~~ ~~*anymore*~~

*I will always take the skin off of chicken.*

*I will ~~always~~ take the skin off of chicken.*

**Rule 2:**

A goal is small and practical.

*small and practical*

It's something that you're sure you can do now—  
every day—or several times a week.

For example, if your Quick Check Worksheet shows  
that you're eating chicken skin 'Often,' setting a goal  
not to eat any chicken skin this week may not be  
practical for you, but eating it a few times less than  
you're now doing might work for you. This is a small  
change.

Write on the board in the first column underneath 'small and practical':

Acknowledge responses and, before proceeding, ask for questions. As needed, repeat the lesson-related example or another example to aid understanding.

When you choose your goal, you also need to think about how your family would feel about it. For example, would your family go along with eating chicken without the skin if they are used to eating it with the skin?

In addition, you need to think about how you shop, how you cook, and the money you spend on food. Thinking about potential problems will help you set a goal that will be practical.

**Rule 3:**

A goal says exactly what you'll do.

*What I will do*

This is done by describing two ways you plan to reach your goal. For example, your goal might be 'I will eat less meat fat.' What are two things you could do to get less fat from meat?

*Responses could include:*

- *Trim the fat off before cooking the meat.*
- *Buy lower-fat meat like lean hamburger.*
- *Drain the fat after cooking.*
- *Take the skin off of chicken.*

## Demonstrating problem solving

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After you have finished writing out your goal, you need to plan ahead for potential problems so you will be prepared. This will make it more likely that you will be successful.

This kind of planning ahead is called problem solving. When you are trying to solve problems with your goals, working with others is often very helpful in coming up with solutions.

For example, your goal says, 'I will take the skin off of chicken,' and your son and daughter just love chicken skin. What might be done to help you meet your goal of having chicken without the skin?

### *Appropriate Responses:*

- *Cook your children's chicken with the skin, but take it off your serving.*
- *Leave only half the skin on for the children, and take it completely off your serving.*
- *Cook some with the skin and some without the skin.*
- *Ask your children to try it without the skin because it's better for their health not to eat the skin.*

*Note* There is essentially no difference in the fat content of chicken meat whether the skin is taken off before or after cooking—as long as the skin is not eaten.

Acknowledge responses and, as needed, provide other lesson-related examples to help aid understanding, giving students additional opportunities to practice the skill of problem solving.

## Student goal setting

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### How to conduct large-group activity.

If some students have no responses in the right column or there is nothing that they feel they can or want to work on, encourage them to choose a related fat-lowering behavior that is not on the Quick Check Worksheet.

Next, look over the responses in the second right-hand column of your Quick Check Worksheet and find something that you would like to work on.

***Optional** You may want to add that they don't need to write out their answers.*

Distribute a copy of the handout Goals That Work to each student.

Walk around the room, checking with every student and offering guidance or helping to problem solve as needed.

For students who are very resistant or negative about setting a goal on this lesson's topic, encourage them to think of an alternative fat-related goal they might like to work on and then move on to someone else.

If some students are doing as well as they feel they can and can think of no other changes to make, acknowledge their success and encourage them to continue with what they are doing. Suggest the possibility of going a step beyond their current behavior.

When you have found something, write your goal and the two ways you plan to reach it in the shaded area at the bottom of your Quick Check Worksheet.

Also, I have a handout for each of you called Goals That Work. Please answer each of the questions about 'what to think about when setting your goal,' just like we did when we were problem solving a few minutes ago .

By doing this, you will help make sure that your goal is one that will work for you and your family.

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*Do this with one or two students for a 60-minute session. Try not to omit entirely.*

### **Problem solving student goals**

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Have students share their goals in a large group. Ideally, time permitting, everyone should have an opportunity to do this.

While students are sharing their goals in the large group, use the following probes as needed for each goal to help ensure that each student's goal is appropriate for his or her situation.

**Have you ever tried to do this or something like this before?**

**What do you think might get in the way? For example, your family's preferences? Having to spend more money on food? Having to cook differently? What could you do about these things?**

**How will you go about that (repeat goal, if needed)? For example, how will you need to change the way you shop for food? Prepare your food? What will you need to buy that is new or special?**

When obstacles surface, encourage the class to help problem solve by asking them to provide suggestions about other things that could be tried.



### **The Cue Card as a goal reminder**

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Before distributing, show the Cue Card to the class and explain that its purpose is to help them remember to practice their goal between class sessions.

Point out that people who use cue cards tend to be more successful at making changes in their diet than those who do not.

Ask students to write their goals, a word or two about their goals, or draw a picture on the Cue Card to remind them about what they said they would do. You may hold up a couple of examples of completed cue cards,

**Optional** *You can provide a magnet to students for posting their Cue Card on their refrigerator.*

Distribute a cue card (and magnet) to each student. Allow a minute or two for them to fill them out.

Remind students that you will be asking them at the next class session to share how they did with their goals.

Ask for questions, collect the yellow copy of each student's Quick Check Worksheet, and then move on to the next section.

## **Closing**

Reminders/Announcements to be added as needed.

Tell students that the next class will be about:

- The Food Guide Pyramid—a new way to help you choose what to eat without getting too much fat.
- Grains, fruits, and vegetables.

Announce that the next class will include a food tasting.

## Lesson 1 Preparations

### How to prepare packets for the Meat Picture Sorting activity

#### What you need

- Envelopes large enough to hold the food pictures (you will need enough for each group of three to four students).

Use the meat food pictures from the following list and/or cut pictures from magazines.

#### Meats low in fat

*Up to 33% calories from fat*      *% fat calories*

Skinless chicken breast	19%
Skinless turkey breast	17%
Tuna in water	16%
Round steak	33%

#### Meats with moderate amount of fat

*34–66% calories from fat*      *% fat calories*

Roasted chicken with skin	35%
Tuna in oil	40%
Fried chicken	40%
Chuck steak	41%
Loin pork chop	41%
Lean ground beef	64%

#### Meats high in fat

*67% or more calories from fat*      *% fat calories*

Ground beef, regular	73%
Bacon	74%
Beef bologna	81%
Beef hot dog	81%
Sausage, any kind	77%

#### How to do it

1. Make a set of three food pictures for each group by using one or more of the following combinations:
  - One meat each from the low, moderate, and high in fat category.
  - Two meats from one category and one from another category (for example, use two high-fat meats and one moderate-fat meat, or two moderate-fat and one low-fat meat, or two low-fat meats and one high-fat meat).
  - Use a variety of meat pictures.
2. Place each set of meat pictures card in an envelope. They're now ready for the activity and can be used repeatedly.



## How to prepare the fat calorie labels for the Fat Calories from Meat activity

### What you need

- The *Meats* poster.
- Self-stick removable labels (like Post-its), 1 1/2" x 3 2" in any color.
- Black felt tip pen, pencil.
- One 8 1/2" x 11" piece of white paper.

### How to do it

1. On each self-stick label, in large print, write the numbers given at right in bold for each kind of meat.
2. To prevent mixing up fat calorie labels, write the name of the meat on the back side of the label or in small letters at the bottom of the front side.
3. To keep the labels organized, stick them to the white piece of paper arranged in three separate columns according to fat content: low, moderate and high. (See chart at right.)

Low fat	Fat calories
Skinless chicken breast	19
Skinless turkey breast	17
Tuna in water	16
Round steak	33
Moderate fat	Fat calories
Loin pork chop	41
Lean ground beef	64
Fried chicken breast	40
Chuck steak	41
High fat	Fat calories
Bacon	74
Regular ground beef	73
Beef bologna	81
Beef hot dog	81

# About Meat and Meat Fat

## Eating less meat fat —

It's good for your family.

Helps your heart.

Cuts calories.

Saves money.

## What to Do

Trim the fat off of meat.

Remove the skin from chicken.

Cook meat so the fat runs off: Broil, roast, grill, bake, steam, stir-fry, microwave or barbecue.

Keep portions of cooked meat to the size of a deck of cards.

## Money Savers

Use meat as a flavoring.

Try rice with a little chicken or beans, with just a little meat.

Buy leaner meats like extra lean ground beef or round steak.

You get more for your money, because you are not paying for fat.

Once a week, serve a meatless main dish. Try this SNAP recipe:

Noodles with Broccoli.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Meat and Meat Fat

## Quick Check Worksheet

### Do You?

### Check one box on each line

Eat eggs, bacon, or sausages (like chorizo)?

☐ Not often/Never    ☐ Often

Eat hot dogs or lunchmeat (like bologna or salami)?

☐ Not often/Never    ☐ Often

Eat beef (including hamburger), pork, or ham?

☐ Not often/Never    ☐ Often

Eat chicken with skin?

☐ Not often/Never    ☐ Often

Eat fried chicken or fried fish?

☐ Not often/Never    ☐ Often

### Do You?

Drain the fat off of cooked meat?

☐ Often    ☐ Not often/Never

Cut the fat off beef, pork, or chicken?

☐ Often    ☐ Not often/Never

Have meals with only a small amount of meat?

☐ Often    ☐ Not often/Never

Have a main meal with no meat or eggs?

☐ Often    ☐ Not often/Never

Buy lean meats or meats with less fat?

☐ Often    ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

\_\_\_\_\_

How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_



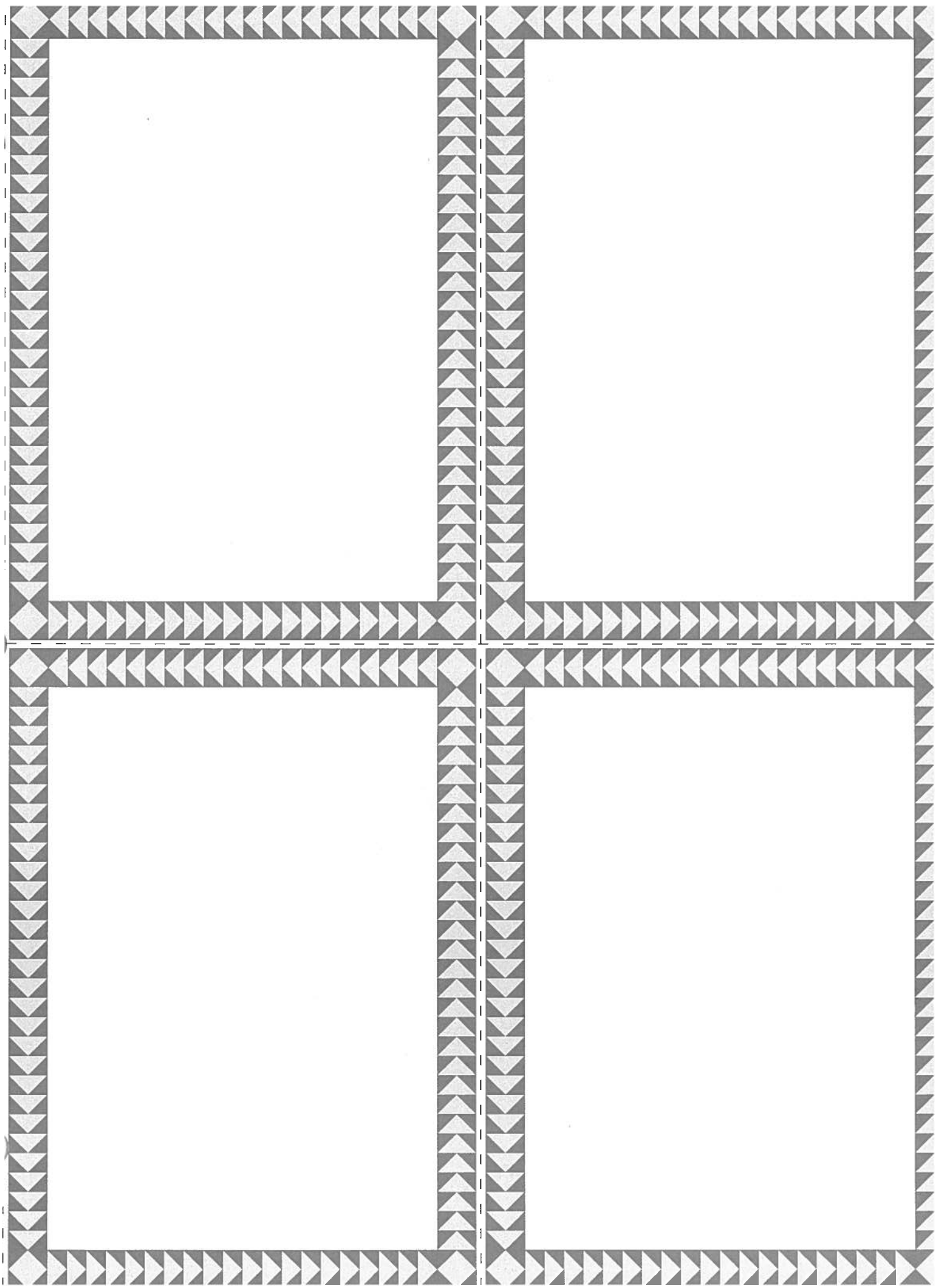
# Goals That Work!

## Good goals follow these three rules

1. Goals say I will do something.
2. Goals are small and practical and something that you can do now, on a weekly or daily basis.
3. Goals say exactly what you will do.

## Things to think about when setting your goal

1. How will your family feel about your goal?  
Will they go along with it?
2. Will you need to change how you shop for food  
or how much you spend on food?
3. What else might get in the way of reaching your goal?



# Italian Chicken with Tomatoes

**This recipe is easy to fix and comes out very tender and full of flavor. Serve with noodles, a fruit salad, and garlic bread. Serves 6.**

1 cup onion, sliced thin	$\frac{1}{2}$ teaspoon dried basil leaves
1 can tomatoes (16 ounces), chopped	$\frac{1}{4}$ teaspoon garlic powder
1 can tomato sauce (8 ounces)	Pepper to taste
$\frac{1}{4}$ cup tomato paste	1 bay leaf
1 teaspoon dried oregano	1 chicken ( $2\frac{1}{2}$ pounds), cut up and skinned

1. Preheat oven to 350 degrees.
2. Put everything except the chicken into a large oven-proof pan with a lid. Mix well.
3. Add chicken pieces, being sure they are covered by some sauce.
4. Cover the pan and bake for two hours or until chicken is done. Remove bay leaf before serving.

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# Noodles with Broccoli

**This is a crunchy and colorful recipe that is a main dish in itself. Serve with a green salad and french bread. Serves 4.**

$\frac{1}{2}$  pound spiral-shaped noodles, uncooked  
4 cups fresh broccoli, chopped  
3 tablespoons margarine  
 $\frac{1}{8}$  teaspoon nutmeg  
 $\frac{1}{2}$  cup grated parmesan cheese  
Salt and pepper to taste

1. Cook noodles until done. Drain and return them to the pan.
2. Steam broccoli for about 5-8 minutes, or until it is barely tender.
3. Mix the broccoli, margarine, parmesan cheese, and nutmeg with the noodles.  
Add salt and pepper to taste.

**Stanford Nutrition Action Program** Stanford Center for Research in Disease Prevention © 1997

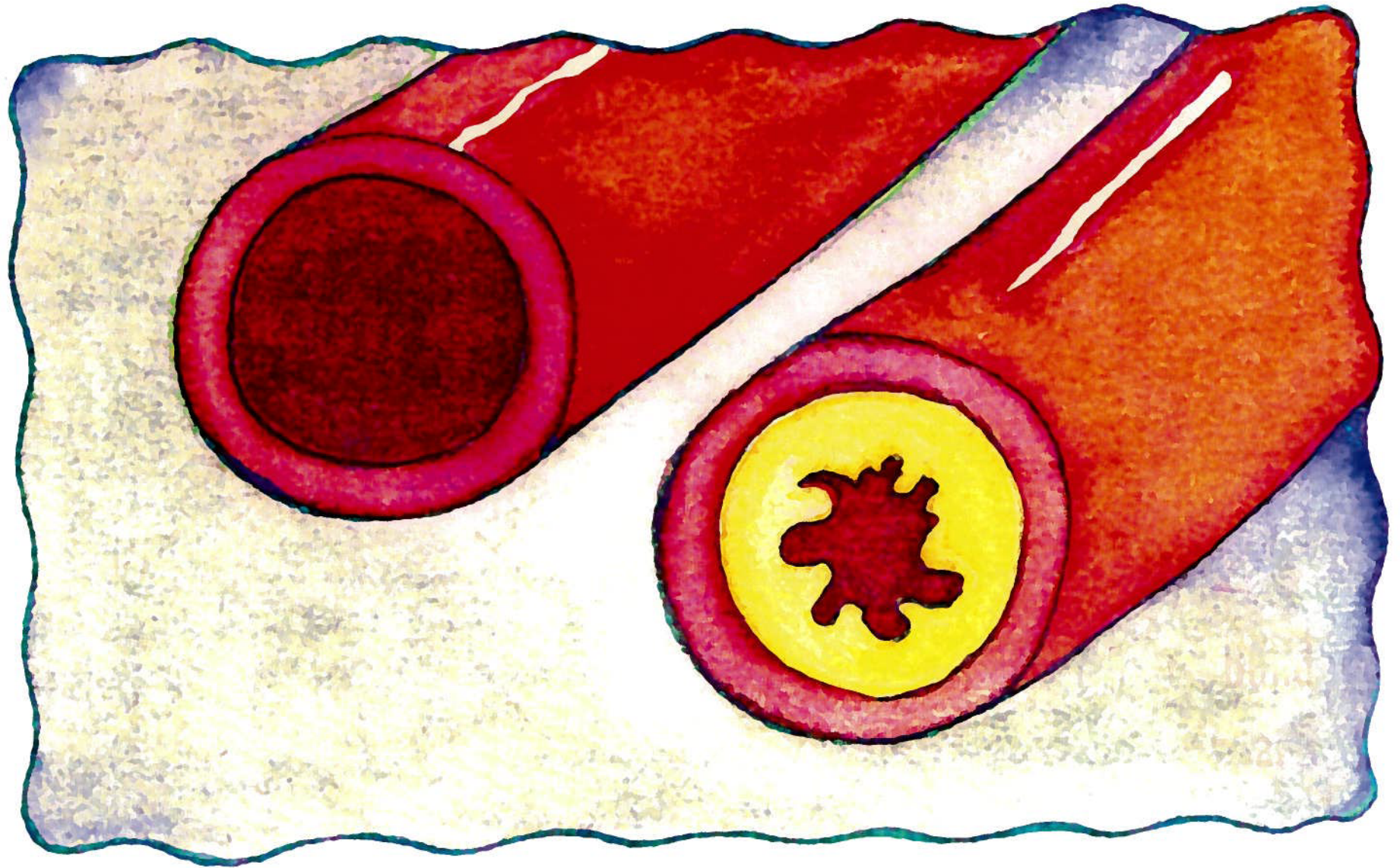
# Vegetable Beef Soup

**This filling soup is quick to fix, and is especially good on cool evenings.**

**Serve with a crisp green salad and warm rolls. Serves 4.**

- 1 can condensed beef broth (10<sup>1</sup>/<sub>2</sub> ounces)
- 2 cups frozen mixed vegetables
- 1 can tomatoes (16 ounces) with their liquid, chopped
- 1 teaspoon thyme leaves
- Dash of pepper
- <sup>1</sup>/<sub>4</sub> teaspoon salt
- 1 bay leaf
- 1<sup>1</sup>/<sub>4</sub> cups uncooked noodles
- 1 cup cooked lean beef, diced (like round steak)

1. Mix together broth, 1/2 cup water, vegetables, tomatoes, thyme, pepper, salt, and bay leaf.
2. Bring to a boil. Reduce heat, and simmer for 10 minutes.
3. Add noodles and beef. Boil gently until noodles are tender, about 10 minutes.  
Remove bay leaf before serving.



Healthy Artery

Fatty Buildup in Artery



## Background

### **Rationale**

Scientific evidence indicates that the foundation of a heart healthy diet is an eating pattern that emphasizes grains, fruits, and vegetables. Fatty meats, whole milk, foods from whole milk, and table fats like butter or margarine should comprise a much smaller portion of the diet than is presently consumed by the average American adult. This lesson focuses on the nutritional benefits and practical aspects of increasing intake of grains, fruits, and vegetables.

### **Student Objectives**

By the end of the lesson, students will be able to:

- Describe some benefits of using more plant food and decreasing the amount of animal food used as a protein source.
- Describe some nutritional and economical benefits of eating more grains, fruits, and vegetables.
- Recognize the USDA's Food Guide Pyramid.
- Identify the kinds of foods that should be the foundation of a heart healthy diet.

## Teaching Tips

Begin this second class by briefly reviewing major points from the first session to remind students about the importance of low-fat eating—that a diet high in saturated fat increases risks of heart disease by raising blood cholesterol levels. This review reorients students to the topic and readies them to share their initial experiences with their goals. We have found that even when only one or two students volunteer or are called upon, other students will then volunteer to share their experiences. This sharing of positive or negative experiences validates success and reinforces the need to 'keep trying' goals that work.

Contrasted with the first lesson's emphasis on eating less meat fat, this lesson has a strong and positive emphasis on the benefits of increasing consumption of grains, fruits, and vegetables. Students are usually interested in the USDA Food Guide Pyramid that is the focus of this lesson's video. The Pyramid is presented in an amusing and clear manner where students are shown how easy and practical it is to meet recommendations for healthy eating. Following the video, be sure to get students to apply the Food Pyramid's recommendations to how they plan meals. This is also a good opportunity to emphasize the use of traditional and familiar foods to illustrate how they can fit into low-fat eating.

## Lesson Outline

**4 | Opening**

*1-2 minutes*

- Welcome
- Introduce today's topic

**4 | Lesson 1 Review**

*2-3 minutes*

**5 | Goal Review**

*10 minutes*

- Students report on accomplishments
- Teacher feedback on goal work

**6 | Plant Foods —Eating more is eating better**

*25-30 minutes*

- Introduction
- Protein—Where we get it
- Protein—The fat price of animal sources
- Cost of plant vs. animal protein
- Fruits and vegetables—Extra good for you
- Fruits and vegetables—Where's the fat?
- The goodness of grains
- Cooked dry beans
- The high-fat price of nuts and seeds
- Video: *The Food Guide Pyramid*
- Making Pyramid meals

**17 | Food Tasting**

*5 minutes*

SNAP's Spicy Bean Dip

**18 | Recipes**

*5 minutes*

- Review previous lesson's recipe volunteers
- Processing today's recipes

**19 | Lesson Review**

*1-2 minutes*

**19 | Tip Sheet**

*1-2 minutes*

Grains, Fruits, and Vegetables:  
Eating more is eating better

**20 | Goal Setting**

*15-20 minutes*

- Introduction
- Completing Quick Check Worksheet
- Reviewing goal setting rules
- Demonstrating problem solving
- Student goal setting
- Problem solving student goals
- The Cue Card as a goal reminder

**25 | Closing**

*1-2 minutes*

- Reminders/Announcements
- Introduce next class topic

## Materials Checklist

- ☐ Students' Quick Check Worksheets from previous lesson
- ☐ *Protein Menus* poster
- ☐ *Fruits and Vegetables* poster
- ☐ *Great Plant Foods* poster
- ☐ *Food Guide Pyramid* video
- ☐ *Food Guide Pyramid* poster
- ☐ Spicy Bean Dip and Crackers
- ☐ Student Handouts
  - ☐ *Food Guide Pyramid* handout
  - ☐ Recipes
  - ☐ Tip Sheet
  - ☐ Lesson 2 Quick Check Worksheet
  - ☐ Goals That Work
  - ☐ Cue Card

## Opening

### Welcome

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Take roll as needed.

Introduce today's topic.

Note in your own words that today's class will:

- Be about plant foods—and the good things about them.
- Teach you about the Food Guide Pyramid—which is designed to help you choose foods for low-fat eating.
- Include a food tasting.

## Lesson 1 Review

Let's begin by briefly reviewing last week. What do you remember the most about fat from last week? *Responses may include and, if not mentioned, should be noted:*

- *The fat that we eat is much worse for our health than the cholesterol we eat.*
- *Cholesterol is found only in animal foods.*
- *There is no cholesterol in plant foods.*
- *Animal fat (or saturated fat) is the worst kind of fat for our health.*
- *Animal fats are called saturated fats; they raise blood cholesterol and increase risk of heart disease.*

We also talked about meat.

What did you learn about meat?

Give acknowledgment and praise as appropriate.

*Appropriate responses may include:*

- *We need only a small amount of meat each day (2-3 oz. at a meal or 6 oz. over a whole day).*
- *When you eat less meat, like using it as a flavoring, you save money and get less fat.*
- *You can tell if there's a lot of fat in meat by looking at it.*
- *Lower-fat meats cost less, because you're paying for less fat.*

## Goal Review

▼ LIMIT TO 5 MINUTES FOR 60-MINUTE SESSION ▼

### Students report on accomplishments

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**Purpose** *To provide an opportunity for students to talk about how things went with their goals from the previous session and to problem solve among class members any difficulties or obstacles encountered.*

#### **How to conduct large-group activity.**

Ask for volunteers to describe their goals and what they did to meet them. Also ask them to describe what went well, in addition to sharing any problems they may have had (for example, family resistance, time, cost, availability).

When problems or obstacles are shared, encourage class members to help problem solve. The following probes may elicit ideas/comments:

What are some other things that could have been tried?

What could have been done differently?

Next, ask remaining class members (calling on as many as time permits) to describe the same things about their goals.

Acknowledge those who did not or were not able to work on their goals.

### Teacher feedback on goal work

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Conclude this section by giving support and encouragement for all attempts to work on goals.

Emphasize that slow, gradual changes are best; that long-term change comes from taking small steps.

Remind students that they should continue to practice their goals from each lesson.



## Plant Foods—Eating more is eating better

### Introduction

---

We've learned that eating a lot of animal food means getting a lot of fat and that we should eat fewer animal foods for our health and to save money.

Many people think that we need animal foods to get enough protein, but we can also get protein from plant foods.

Today we're going to talk about foods from plants. These are the kinds of foods that are usually low in fat.



OMIT FOR 60-MINUTE SESSION



### Protein—Where we get it

---

Before beginning, ask the following question to ensure that students minimally recognize the word protein. Do not discuss protein functions or food sources of protein (at this time). A few responses may be adequate to give you a sense that students at least are familiar with the word or the concept.

Let's begin by playing a word game. The word is protein. What does 'protein' make you think of?

*Write their responses on the board, if desired.*

*Responses may include:*

- *Muscles*
- *Strength, fitness*
- *Energy*
- *Milk*
- *Meat*
- *Eggs*

*Note Protein is an essential nutrient needed primarily to build body tissue.*

Give at least one food example named by students. If no foods were mentioned during the word game, ask:

Many of us think of things like \_\_\_\_\_ when we think about protein, and it is true that protein is important for life.

Can you think of some foods that have a lot of protein in them?

If foods were mentioned during the word game, ask students to name foods that they think are high in protein in addition to those already named.

Responses will likely include animal foods such as milk, cheese, eggs, chicken, beef, pork, or turkey.

If plant foods are given, acknowledge responses, but do not emphasize, and focus on animal foods as the kind of answers desired.



**What are some plant foods that also give us protein?**

*Appropriate responses include:*

- *Cooked dry beans*
- *Noodles and pasta*
- *Rice*
- *Tortillas*
- *Bread*
- *Cereals (like oats)*
- *Nuts and Peanut Butter \**

*\*These are high in fat and will be discussed more, later in lesson.*

**Many ethnic groups, like the Chinese, Mexican, and Indian peoples, eat healthful, low-fat diets that center around plant food and use only a small amount of meat for flavoring.**

**Optional** *Solicit examples of eating patterns from students' experiences.*

## Protein—The fat price of animal sources

---

Give a few examples that were named.

If asked, explain that 50 grams is an average daily estimate for the amount of protein an adult needs to maintain health.

### How to conduct the large-group activity.

Display the *Protein Menus* poster so that only the menu items are visible. Keep the protein and fat totals hidden from students.

First, read the Mainly Animal side of the menu to the class. Then ask:

Encourage guessing. Then remove the Post-its from only the protein totals, leaving the fat totals covered for now.

Acknowledge reactions, pointing out that both menus have at least 50 grams and provide enough protein.

Encourage guessing and then remove the two Post-its from the fat totals.

Emphasize that the animal menu has about two times more fat than the plant menu (57 g vs. 25 g).

Repeat that using animal food as the main way to get protein often means also getting a lot of fat.

Let's next look at how much protein we really need. Healthy adult men and women need about 50-60 grams of protein each day. But most of us get two to three times that much.

Also, we get most of our protein from meat, which means we're spending a lot of money for protein, and we're getting a lot of fat along with it.

We can get enough protein from plant foods like those we just named.

Plant foods that give us protein include: cooked dry beans, rice, tortillas, noodles, cereal, and bread.

So, let's compare two partial menus, one based on getting protein from animal foods and one based on protein from plant foods. Let's see whether we can get 50 grams of protein from either of these.

Which of the two menus do you think has the most protein—the mainly plant or the mainly animal menu?

Which one do you think is highest in fat?



### Cost of plant vs. animal protein

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Summarize with the following:

Let's look at a few more things about these menus.  
Which one do you think costs more?

*Appropriate response:*

*The mainly animal menu.*

By using more plant food, like beans, for protein and less animal food, like meat, you'll get less fat and save money.

Let's move on and take a closer look at foods from plants and start by talking about fruits and vegetables.

### Fruits and vegetables—Extra good for you

---

Display the *Fruits and Vegetables* poster. Name some of the examples pictured, then point out the following:

Many fruits and vegetables are good sources of vitamin A and vitamin C, which are very important for our health.

Notice that these two, broccoli and cantaloupe, have a star by them—that's because they are high in both vitamin A and vitamin C.

Point to the broccoli and the cantaloupe while speaking.

Ask students to name their favorite fruits and vegetables, especially if they aren't shown on the poster.

Acknowledge responses. Comment on the large variety of fruits and vegetables that are available and emphasize that eating lots of fruits and vegetables is one good way to help them protect their health.



Fruits and vegetables—Where’s the fat?

Acknowledge responses.

**Note** The average amounts of total fat and saturated fat are as follows (You could share this information with class, if desired):

	Total Fat (% calories)	Saturated Fat (% fat calories)
Coconut	85%	76%
Avocados	81%	16%
(average of Florida and California varieties)		
Olives	94%	8%
(average of black and green varieties)		

**Source:** UC-Berkeley, *The Wellness Encyclopedia of Food and Nutrition*, 1992, and Pennington, *Food Values of Portions Commonly Used*, 1989.

Also, just about all fruits and vegetables are low in fat, and most of us should be eating more of them every day than we now are.

Now, just for fun, take a guess at this. There are three kinds of fruits that are high in fat. Can you guess what they are?

*Appropriate Response:*  
*Coconuts, avocados, and olives.*

Not only is coconut high in total fat, it is very high in saturated fat. However, although avocados and olives are also very high in total fat, they are low in saturated fat.



The goodness of grains

Record responses in two unlabeled columns on board—one for foods from grains that are low in fat and one for grains that are high in fat. Do not label the columns yet.

Next, let’s talk about foods made from grains, like bread, tortillas, and spaghetti. What other kinds of foods from grains do you eat?

## Lesson 2 | Plant Foods

### Low in Fat

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White or whole grain breads  
Bagels  
Rice  
Corn and flour tortillas  
Hot and cold breakfast cereals like oatmeal and  
raisin bran (does not include granola)  
Pasta, noodles, spaghetti  
Plain popcorn

### High in Fat

---

Doughnuts, pastries  
Muffins (most are high in fat)  
Cookies  
Sweet rolls  
Most cakes (angel food cake is an exception)  
Croissants  
Granolas  
Crackers (many are high in fat)

Point to the ones in the left column and label it at the top as shown above.

Point to the ones in the right column and label it at the top as shown above.

We can see from all these we named that many grain foods are low in fat.

These are the kinds of foods that should make up the biggest part of our diets, while we should be eating less of the higher-fat ones.

It's the same story for cooked dry beans.

### Cooked dry beans

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**Note** One-half cup of most cooked dry beans contains less than 1 gram of fat.

**Source** UC-Berkeley, *The Wellness Encyclopedia of Food and Nutrition*, 1992.

Use the *Great Plant Foods* poster to give a brief review of grains and cooked dry beans.

What are some cooked dry beans that you eat?

**Appropriate responses:**

- Pinto beans, black (or turtle) beans, kidney beans, red beans, black-eyed peas, navy beans, pink beans, garbanzo beans (or chickpeas), etc.
  - Lentils and split peas may also be mentioned.
- Like grains, cooked dry beans also give us protein. Also, unless you add fat to them, beans have little or no fat.

## The high-fat price of nuts and seeds

**Optional** Show a measured  $\frac{1}{4}$  cup of nuts (like shelled peanuts) in a glass measuring cup to illustrate.

**Note** The average amount of fat in some common nuts and seeds follows:

	Total Fat (% calories)
Macadamia nuts	95%
Pecans	91%
Walnuts	84%
Almonds	80%
Peanuts, sunflower seeds	78%
Pumpkin seeds	76%
Cashews	73%

**Source** UC-Berkeley, *The Wellness Encyclopedia of Food and Nutrition*, 1992.

The last kinds of food from plants I want to mention are nuts and seeds. They also give us protein, but they are very high in fat and give us a lot of calories for a small amount of protein. For example, a  $\frac{1}{4}$  cup of nuts has about 200 calories, and most of those calories come from fat.

OMIT FOR 60-MINUTE SESSION

Which of the foods on this poster do you think would be best to eat, if you are concerned about your weight?

**Appropriate response:**

*Grains and cooked dry beans, noting the exception of beans with added fat (like refried beans) and grains that are high in fat.*

These low-fat grain foods and beans will make you feel full, and they will cost less than many animal foods.

How much fat you eat is important for weight control. The calories from fat are more likely to make you fat, because our bodies store most of the fat calories we eat as body fat. When you eat fruits and vegetables, the calories are more likely to be used up faster.

### Video: *The Food Guide Pyramid*

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Viewing time: 6:30 minutes

#### How to conduct video processing large-group activity.

Have students count off in order from one to six, i.e., the first student is No. 1, the second is 2, etc., starting over with 1 until all students have been assigned a number.

Have students who were No. 1 raise their hands. Assign them to the bread, cereal, rice and pasta group. Do the same with the remaining groups, so that students are assigned to the following Food Guide Pyramid groups:

<i>Student number</i>	<i>Food Guide Pyramid group</i>
1	<i>Bread, cereal, rice, and pasta</i>
2	<i>Fruits</i>
3	<i>Vegetables</i>
4	<i>Milk, yogurt, and cheese</i>
5	<i>Meats, beans, eggs, and nuts</i>
6	<i>Fats, oils, and sweets</i>

Distribute the *Food Guide Pyramid* handout. Ask students to write their responses directly on it.

Show video. Process viewing by asking students to share their responses (write the names of the foods on the board, if you want). Use the *Food Guide Pyramid* poster to guide the discussion, pointing to the food group as it is discussed.

Next, we're going to see a video called *The Food Guide Pyramid*. It shows you how to choose a heart healthy diet without getting too many calories or too much fat—especially saturated fat.

The video will show you how to put together a day's worth of low-cost, low-fat meals.

Before we start the video, I am going to assign each of you to a food group that's on the Pyramid.

For the Pyramid food group that you've been assigned:

- Name two of your favorite foods that are in that food group.
- Think about what you ate yesterday and write down whether you had enough servings, not enough servings, or more servings than the Pyramid recommends.

Record responses on board. After obtaining 3-4 responses, ask the following questions about a few of the foods named.

Identify a food they named.

Use the *Food Guide Pyramid* poster to help guide the discussion and help students visualize the food groups.

### **Optional** *Why/Why not?*

Your response should emphasize the positive. Take this opportunity to emphasize that any food can be part of a heart healthy diet—what is important are the choices they make most of the time. There are no good or bad foods—just healthy or unhealthy eating patterns.

Also add that each food group has some but not all the nutrients they need, and that no one food group is more important than another—for health they need to choose a variety of foods from all of the Pyramid's food groups.

Summarize this section with the following:

**What are some other favorite or traditional foods of yours that weren't named on the Pyramid?**

**Into what Pyramid food group would \_\_\_\_\_ go?**

**Does it fit into a heart healthy diet?**

**We should be eating many different kinds of low-fat foods and making plant foods such as bread, tortillas, cereals, rice, fruits, and vegetables the biggest part of what we eat.**

## **Making Pyramid meals**

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### **How to conduct the Making Pyramid Meals large-group activity.**

Refer students back to the *Protein Menus* poster.

Proceed as follows:

**Let's now take the Food Guide Pyramid's ideas for choosing foods and build a heart healthy meal from the mainly animal menu.**

Put a Post-it on top of each food picture as it is named. At the end of this part of the activity, the only food pictures that should remain uncovered are the cornflakes, skim milk, bread, bun, tortillas, and rice.

***Optional ways to conduct this activity.***

- 1. As foods are named, write the words on a large Post-it and attach it to the poster.*
- 2. Prior to class, cut out pictures of foods or meals from magazines or other sources that are familiar to your students. As they are named, attach them to the poster with removable magic tape. Use Post-its, as above, if you don't have pictures of foods or meals that are named.*

Acknowledge and praise all low-fat ideas, even if they include low-fat animal foods.

In addition, take the opportunity to repeat that most of us don't eat enough fruits and vegetables. Encourage students to try different and new kinds of foods whenever they have the chance.

**First, what high-fat foods could you take away from this menu to get rid of some of the fat?**

***Responses should include and, if not mentioned, pointed out:***

- *The eggs*
- *The bologna*
- *The bacon*
- *The hamburger patty*
- *The peanut butter*

**OK. Now, let's put a day's menu together. Starting with breakfast, let's put together a meal made mostly from plant foods. What would you choose?**

***Potential responses could include:***

- *Cereal (hot or cold) with fruit (for example, banana, strawberries)*
- *Toast or bagel with jam and fruit juice*
- *Tortillas and beans and/or rice (for example, burrito)*
- *Pancakes/waffles with fruit topping or syrup*

OMIT FOR 60-MINUTE SESSION

Next, let's do the rest of the day and put together lunch and dinner meals that have at least one grain food, one fruit, and one vegetable. It could include a low-fat meat, if you like. So, how about lunch—what would you like to do there? How about dinner?

*Potential responses for lunch or dinner could include:*

- *Burrito with beans and/or meat, rice, salad, and fruit*
- *Turkey sandwich with bread, carrot sticks, and fruit*
- *Vegetable or bean soup with bread and juice or fruit*
- *Small burger (no cheese) on a bun, a green salad, and juice or low-fat milk*
- *Mixed fruit with yogurt or cottage cheese, celery/ carrot sticks, bread or rolls*
- *Skinless chicken (as a sandwich or grilled), corn, potatoes, and fruit for dessert*
- *Meat with rice or pasta and vegetables, fruit salad or juice*
- *Spaghetti or other pasta in a tomato sauce with a small amount of meat (for example, lean ground beef and/or ground turkey), salad (cabbage or green), juice*

Take the opportunity as appropriate to reinforce eating small meat portions and the concept of using meat as a flavoring.

Conclude the activity by asking how students feel about this kind of menu for a day's eating. Find out how likely it would be that they would try out these kinds of meals. Ask them why or why not? Engage class in problem solving around difficulties, encouraging students to suggest alternatives.



## **Food Tasting—SNAP's Spicy Bean Dip**

**Now that we've planned a menu—let's sample a bean dip that could be part of lunch or dinner or could be used as a snack.**

### **How to conduct the Food Tasting activity.**

Tell students that you have some SNAP spicy bean dip for them to try. Explain that this recipe has very little fat (only a small amount of oil that is used to cook the onions). Mention that they will be getting the recipe today.

Note that you are serving the dip with saltine crackers, so that they will be able to taste the beans without the cracker's flavor getting in the way.

Have students come to the front of the class to get a sample or pass beans and crackers around the class, as you prefer.

Encourage comments.

Ask how and when they might serve these at home (for example, as a snack, appetizer, or in a tortilla as a burrito).

They could also be asked what they might serve with the beans (for example, rice or salad).

## Recipes

### Review previous lesson's recipe volunteers

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Obtain reaction and acknowledge efforts.

Now, let's talk about the SNAP recipes we gave you last week. Who had a chance to try one?

### Processing today's recipes

---

Pass out recipes to students. Recipe cards should be clipped together in this order: Spicy Bean Dip; Oven Baked Fries; Chicken Fried Rice.

All of today's recipes will give you a chance to practice ideas from class. They're designed to be easy to fix and low in cost.



OMIT FOR 60-MINUTE SESSION



After students have received their recipes, take the class through the following large-group activity:

*Note These points may have already been covered during the food tasting and thus may not need to be reviewed.*

Take a look at the Spicy Bean Dip recipe. From what we talked about today, what makes it low in fat?

**Appropriate Responses:**

- Beans aren't fried.
- Only a small amount of oil used to cook onions.

How about the Oven Baked Fries? What makes them low in fat?

**Appropriate Responses:**

- Potatoes aren't fried (they're baked).
- Little fat used.

How about the Chicken Fried Rice? What makes it low in fat?

**Appropriate Responses:**

- Uses skinless chicken.
- Uses meat as flavoring.
- No added fat in the recipe.



Solicit volunteers, recording their names and the names of the recipes they would like to try. Note that they will be asked to share their experiences at the next class session.

**We'd really like you to try these recipes before the next class and then let us know what you think.**



**OMIT FOR 60-MINUTE SESSION**



## **Lesson Review**

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

**What was the most important thing you learned today?**

**What will be most useful to you when trying to lower the amount of fat you eat?**



## **Tip Sheet—Grains, Fruits, and Vegetables: Eating more is eating better**

Introduce the SNAP Tip Sheet as a handout for students to review and also to post on their refrigerators.

Note that it describes the session's main ideas and includes money saving ideas.

Distribute Tip Sheet. Review or read it to students, as appropriate for your group. For example, if students have very limited literacy skills, you may need to read it to them.

Ask students to look over the 'What to Do' and 'Money Saving Ideas' sections and to put a star by the one they like the best. If desired, students could be asked to share their responses with class members. Acknowledge responses and move on.

## Goal Setting

### Introduction

---

Next, we're going to work on goals for this lesson. Remember last time when we first talked about them? What is the first thing we need to do?

*Appropriate Response:*

*Find out what we are doing now. (Students may also add—by filling out a Quick Check Worksheet.)*

### Completing the Quick Check Worksheet

---

Let's take a look at what you are doing now by filling out a Quick Check Worksheet.

Just like last time, the top sheet is yours to keep, and I will collect the yellow copy. Please do not fill it in yet, but put your name and the date on it.

Like the one you got last time, the worksheet will help you find out if you are eating foods high in fat and will help you find something you'd like to do to lower the amount of fat you are eating.

Let's go through it together.

#### **How to conduct large-group activity.**

Distribute the Quick Check Worksheet for this lesson to each student.

Read each line clearly and slowly, if necessary, providing assistance as needed. For example, if students have very limited literacy skills, you may need to read the form to them and help them complete some or all items.

Roam around the room to observe how students are doing and to help ensure they have not begun to complete the goal setting section at the bottom. Then, go on to review goal setting rules.

**You need to answer each question by circling whether you do something 'Often' or 'Not often/ Never.'**

**Please stop when you have finished this part. Do not fill in the box at the bottom yet. We'll be doing that in just a few minutes.**

## Reviewing goal setting rules

As they are recalled, write each point on the board. Be sure each rule is described, though they can be reviewed in any order. Repeat each one out loud, noting the additional information given below the rule if it was not mentioned.

Write on the board:

Give an appropriate lesson-related example. For example, 'I will eat more vegetables at dinner.'

Write the words as shown in a separate column, and then draw an X through each one.

Give a lesson-related example of a poor goal. Separate from the first two columns, write:

Draw an X through the word 'always.'

Write on the board:

What do you recall about how to set good goals?

One—A goal says I will do something.

*I will*

It does not say 'never' or that you will 'always do' or 'won't do' something 'anymore.'

*never always anymore*

~~never~~ ~~always~~ ~~anymore~~

I will always have vegetables with dinner.

*I will ~~always~~ have vegetables with dinner*

Two—A goal is small and practical.

*small and practical*

It's something that you are sure you can do now—every day—or several times a week.

For example, if your Quick Check Worksheet shows that you're eating noodles or rice with butter, cheese, or cream sauce 'Often,' setting a goal to have noodles without any butter, cheese, or cream sauce this week may not be practical for you—but cutting down to eating noodles with those kinds of sauces only 1-2 times this week might work for you. This is a smaller goal and probably more realistic.

Write on the board:

Ask students to name two ways given in today's class to meet that goal.

Acknowledge responses and, before proceeding, ask for questions. As needed, repeat the lesson-related example or another example to aid understanding.

When you choose your goal, you also need to think about how your family will feel about it. For example, will your family go along with having noodles or rice without those kinds of sauces less often, instead of as much as they are used to?

In addition, you need to think about how you shop, how you cook, and the money you spend on food. Thinking about potential problems will help you set a goal that is practical.

Three—A goal says exactly what you'll do.

*what I will do*

This is done by describing two things you will do to reach your goal. For example, your goal might be 'I will have noodles with cheese sauce less often.'

What are two things you could do to have cheese sauce less often?

*Responses could include:*

- *Have noodles with tomatoes or some other lower-fat sauce instead.*
- *Have noodles with a smaller amount of cheese sauce.*

## **Demonstrating problem solving**

---

After you have finished writing out your goal, you need to plan ahead for potential problems so you will be prepared. This will make it more likely that you will be successful.

This kind of planning ahead is called problem solving, and when you are trying to solve problems with your goals, working with others is often very helpful in coming up with solutions.

For example, your goal says, 'I will take fruit for lunch more often,' and then you realize that it will be hard to have that much fruit around the house. What could you do to help you meet your goal?

*Appropriate Responses:*

- *Plan to buy more fruit when you shop.*
- *Have some canned or dried fruit to eat instead of fresh.*
- *Shop more often, if you can.*

Acknowledge responses and, as needed, provide other lesson-related examples to help aid understanding, giving students additional opportunities to practice the skill of problem solving.

## **Student goal setting**

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Next, look over the responses on your Quick Check Worksheet that are in the second right-hand column and find something that you would like to work on.

### **How to conduct large-group activity.**

If some students have no responses in the right column or there is nothing that they feel they can or want to work on, they may choose a behavior that is not on the Quick Check Worksheet (for example, one that was discussed during class).

When you have found something, write your goal and the two ways you will do it in the box at the bottom.

Also, use your Goals That Work handout from last week and answer each question about what to think about when setting a goal, just like we did when we were problem solving a few minutes ago.

*Optional* Add that they don't need to write out their answers.

Be prepared with extra copies of the handout for students as needed. Roam around the room, checking with every student and offering guidance or help with problem solving as needed.

For students who are resistant or negative about setting a goal, encourage them to think of an alternative fat-related goal and move on to someone else.

If some students are doing as well as they feel they can and can think of no other changes to make, acknowledge their success and encourage them to continue with what they are doing. Suggest the possibility of going a step beyond their current behavior.

### **Problem solving student goals**

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Have students share their goals in a large group. Ideally, time permitting, everyone should do this.

While students are sharing their goals in the large group, use the following probes as needed for each goal to help ensure that each student's goal is appropriate for his or her situation:

When obstacles surface, encourage the class to help problem solve by asking them to provide suggestions about other things that could be tried.

**By doing this, your goal will more likely be one that will work for you and your family.**

**Have you ever tried to do this or something like this before?**

**What do you think might get in the way?**

**For example, your family's preferences? Having to spend more money on food? Having to cook differently? What could you do about these things?**

**How will you go about that (repeat goal, if necessary)? For example, how will you need to change the way you shop for food? Fix your food? What will you need to buy that is new or special?**



### **The Cue Card as a goal reminder**

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Before distributing, review the purpose and benefits of the Cue Card.

Point out that it is a reminder that will help them to be more successful at making changes in their diets.

Ask students to write their goals, a word or two about their goal, or draw a picture to remind them about what they said they would do.

Pass out cue cards and allow a minute or two for students to complete them.

Remind students that you will be asking them at the next class session to share how they did with their goals. Ask for questions, collect the yellow copy of each student's Quick Check Worksheet, and then move on to the next section.

## **Closing**

Reminders/Announcements to be added as needed.

Tell students what the next lesson will be about:

- Milk and foods from milk and how these foods fit into a heart healthy, low-fat diet.

**There will be many ideas to help you get less fat from these kinds of food and will include another food tasting.**

## Lesson 2 Preparations

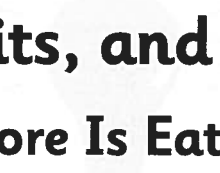
### **How to prepare for the Spicy Bean Dip food tasting activity**

#### **What you need**

- SNAP recipe for Spicy Bean Dip.
- Ingredients and equipment (knife, potato masher or fork, measuring cups and spoons, sauce pan) to prepare enough of the recipe for class members.
- Plastic container with cover, serving spoon, napkins.
- Plain low-fat crackers (like saltines).

#### **How to do it**

Prepare the bean dip and keep refrigerated until needed.



# Grains, Fruits, and Vegetables:

## Eating More Is Eating Better

**It's easy to eat more of these foods each day.**

Here are some choices you and your family will probably like:

### **Grains**

Breads, bagels, tortillas, and cereals (like oatmeal)

Rice, noodles, and pasta

Popcorn and pretzels

### **Fruit**

Apples, bananas, pears, grapes, and oranges

Strawberries, melons, orange juice, and other fruit juices

### **Vegetables (raw or cooked)**

Broccoli, carrots, celery, corn, and tomatoes

Lettuce, spinach, and other leafy greens

Jicama, cucumbers, potatoes, and yams

## **What to Do**

Eat pretzels, plain popcorn, or bread as a snack.

Have carrot sticks, cherry tomatoes, or salad with lunch or as a snack.

Choose fruit for a snack or dessert.

## **Money Savers**

These foods are good buys any time of year:

Apples	Pears	Spinach	Cabbage	Lettuce
Bananas	Grapefruit	Carrots	Onions	Potatoes
Oranges	Broccoli	Yams	Celery	

Name \_\_\_\_\_

Date \_\_\_\_\_

# Grains, Fruits, and Vegetables

## Quick Check Worksheet

### Do You?

Eat noodles or rice with butter, cheese,  
or cream sauce?

Eat fried potatoes, french fries, or hash browns?

Eat cooked dry beans with added fat (like lard)?

Eat bread with butter or margarine?

### Check one box on each line

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

### Do You?

Have noodles, pasta, rice, or beans  
as the main part of a meal?

Eat vegetables or salads?

Eat fruit?

Eat foods from grains, like bread, cereal,  
noodles, pasta, rice, or tortillas?

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_



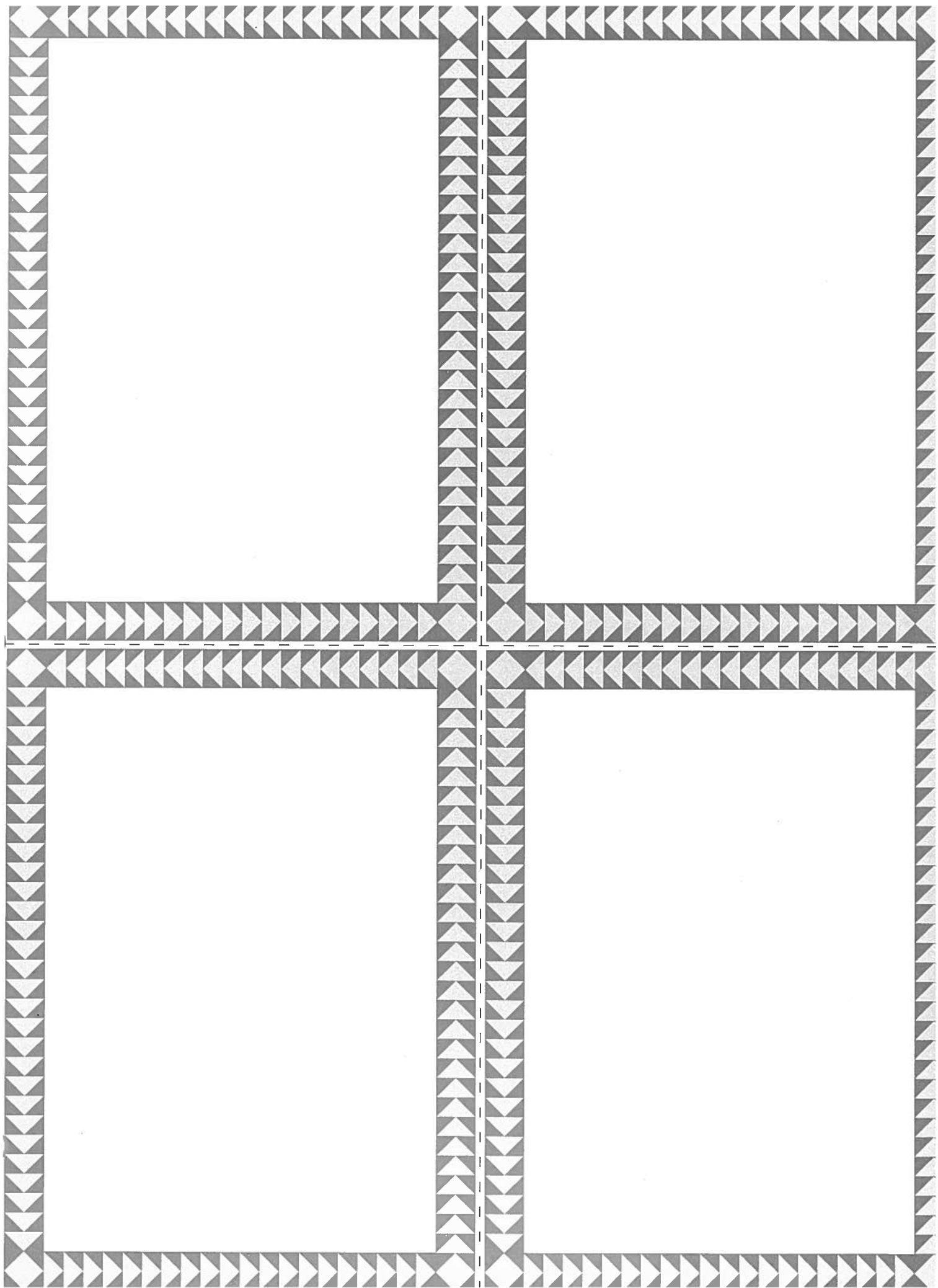
# Goals That Work!

## Good goals follow these three rules

1. Goals say I will do something.
2. Goals are small and practical and something that you can do now, on a weekly or daily basis.
3. Goals say exactly what you will do.

## Things to think about when setting your goal

1. How will your family feel about your goal?  
Will they go along with it?
2. Will you need to change how you shop for food  
or how much you spend on food?
3. What else might get in the way of reaching your goal?



# Oven Baked Fries

**These potatoes are a great way to eat 'fries' that are low in fat and calories. Serve with grilled chicken breasts and steamed broccoli. Serves 4.**

4 medium potatoes, peeled or unpeeled  
1 tablespoon oil

1. Preheat oven to 475 degrees.
2. Slice potatoes into ½-inch thick 'fries.'
3. Toss them in a bowl with the oil until coated.
4. Place the fries in a single layer on a non-stick cookie sheet or one that has been lightly oiled. Sprinkle with garlic salt.
5. Bake for 35 minutes, turning after 15 minutes.
6. Put them under the broiler for a minute or two, if you would like browner potatoes.

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# Spicy Bean Dip

**This recipe is tasty and low in fat. Serve with cut up celery and carrots or with plain crackers. Makes 3½ cups.**

1 tablespoon oil	1 teaspoon chile powder
½ cup onion, chopped	½ teaspoon cumin
1 clove garlic, chopped	½ teaspoon dried oregano
3 cups canned or fresh cooked pinto beans, mashed	¼ teaspoon salt

1. Heat oil over medium heat. Cook onion and garlic in oil until softened. Cool slightly.
2. Add the onion and garlic to the rest of the ingredients, and mix well with a fork.
3. Serve at room temperature or chilled. Keep refrigerated.

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# Chicken 'Fried' Rice

**This recipe helps to stretch your food dollar by using meat as a 'flavoring.'**  
**Serve with steamed carrots and warm bread. Serves 4.**

1 tablespoon oil

1 tablespoon soy sauce

1/4 cup green onions, sliced thin

1/4 cup green pepper, sliced thin

1/2 cup frozen green peas

2 cups cooked skinless chicken, diced

1 egg, slightly beaten

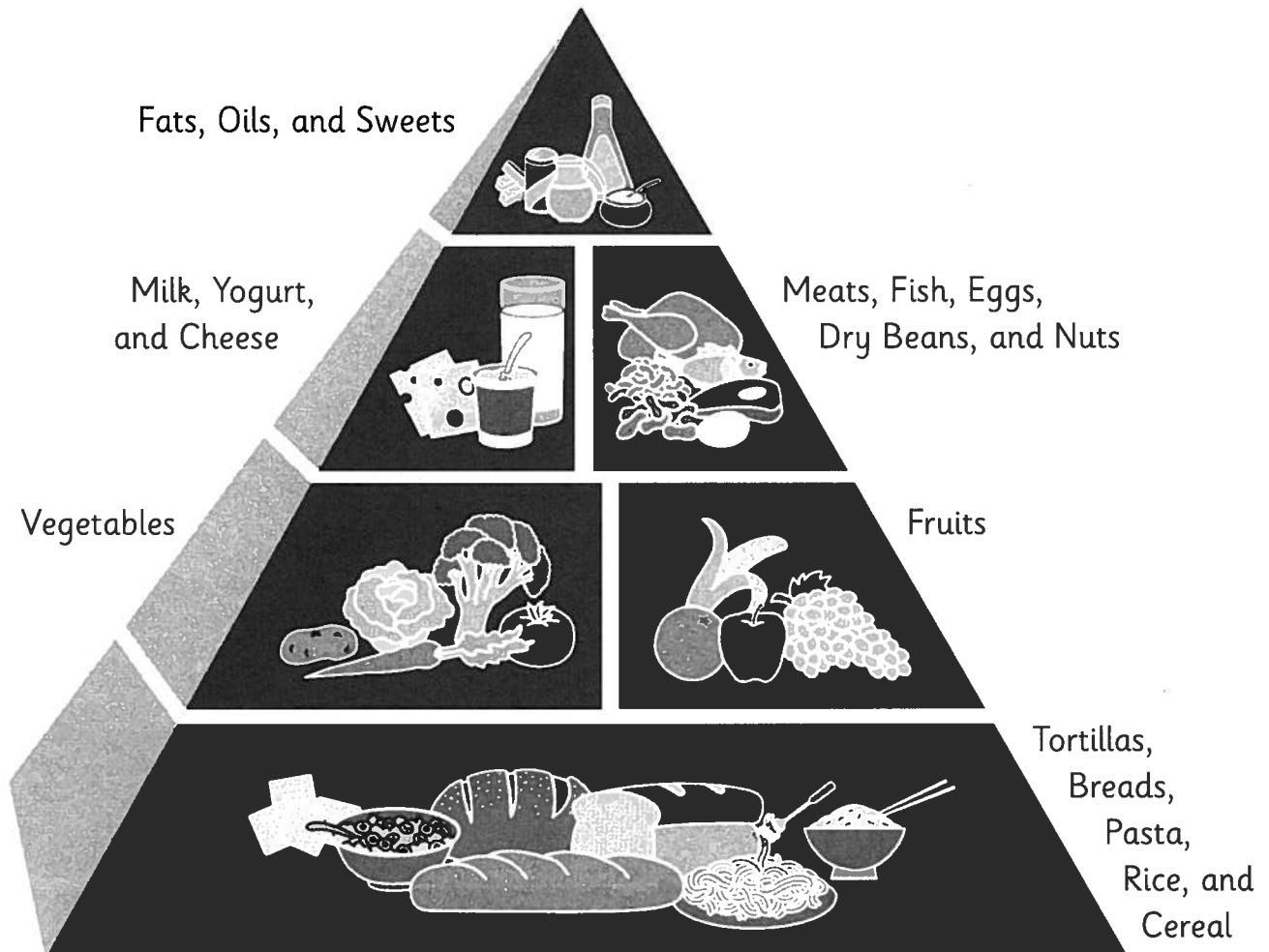
4 cups cooked rice, warmed

1. Heat oil and soy sauce over medium heat in large frying pan.
2. Add green onions, green pepper, and frozen green peas, and stirfry over medium heat for 5 minutes, or until vegetables are barely tender.
3. Mix in chicken and egg, stirring until egg is cooked.
4. Add warmed rice to the vegetables and chicken, then mix it all together.



# The Food Guide Pyramid

## A guide to heart healthy food choices



Use the Pyramid to help you eat healthier. Start with plenty of foods from grains, like breads, tortillas, rice, pasta, and cereals. Add some fruit, vegetables, milk and foods from milk, and small servings of meat. Eat as little fat as you can.

## Background

### **Rationale**

Whole milk and foods made from whole milk, like cheese, are among the major sources of saturated fat in the typical American diet. This lesson aims to inform students about the fat in whole milk and foods from whole milk and teaches them how to get less fat from these products.

### **Student Objectives**

By the end of the lesson, students will be able to:

- Identify the kinds of milk and foods from milk that are high in fat.
- Name lower-fat alternatives to whole milk and foods made from whole milk.
- Describe ways to lower fat intake from whole milk and foods from milk.

## Teaching Tips

As with the previous lesson, make time to review briefly major ideas and dietary goals from the last lesson. You should find by this lesson that students are more open about their experiences with dietary goals and are beginning to use each other as resources, developing problem solving attitudes, and giving each other praise. This interaction helps motivate students to continue making changes.

Students have found the information about the fat in milk and milk products in this lesson easy to follow and understand. They are often surprised to learn how much fat they are actually consuming with every glass of low-fat 2% (which is re-termed 'medium fat') milk and whole milk. We found that students are especially good at describing ways to lower the fat found in foods made with milk products, like lasagna and enchiladas.

### **Advance tip for Lesson 4**

Part of Lesson 4 will focus on label reading. You should share this with students at the end of this lesson and ask them to bring in labels from their favorite foods (be sure that students know to bring in labels that have a Nutrition Facts panel).

## Lesson Outline

**4 | Opening**

*1-2 minutes*

- Welcome
- Introduce today's topic

**4 | Lesson 2 Review**

*2-3 minutes*

**5 | Goal Review**

*10 minutes*

- Students report on accomplishments
- Teacher feedback on goal work

**6 | Milk and Foods from Milk**

*25-35 minutes*

- Introduction —The good news!
- The nutritional similarity between milks
- The fat difference between milks
- How to get less fat from milk
- Sampling lower-fat milks
- Reviewing the main ideas about milk
- Cooking with milk
- The fat truth about cheese
- Other high-fat foods made from milk
- Easy ways to get less fat from foods made from milk

**18 | Recipes**

*5 minutes*

- Review previous lesson's recipe volunteers
- Processing today's recipes

**19 | Lesson Review**

*1-2 minutes*

**19 | Tip Sheet**

*1-2 minutes*

Milk and Foods from Milk

**20 | Goal Setting**

*15-20 minutes*

- Introduction
- Completing Quick Check Worksheet
- Reviewing goal setting rules
- Demonstrating problem solving
- Student goal setting
- Problem solving student goals
- The Cue Card as a goal reminder

**25 | Closing**

*1-2 minutes*

- Reminders/Announcements
- Introduce next class topic

## Materials Checklist

- ☐ Students' Quick Check Worksheets from previous lesson
- ☐ *Milk Nutrient* sign
- ☐ Four empty half-gallon milk cartons with rubber-banded teaspoons
- ☐ An 8-ounce clear drinking glass and two portions of a solid fat (such as butter or shortening) wrapped individually in plastic, measured as follows: a 2-teaspoon portion and a 1<sup>1</sup>/<sub>4</sub>-teaspoon portion
- ☐ One 3" x 5" index card, any color, with the words 'Medium Fat' printed on it
- ☐ A carton of fresh low-fat 2% milk, low-fat 1% milk, and nonfat (skim) milk; small (2-3 oz.) paper cups; napkins, and small serving tray (optional) for the Milk Sampling activity (need enough milk and supplies for a classwide sampling) plus a cooler and ice to keep milk cold
- ☐ Paper cheese model
- ☐ Packets for Less Fat from Milk Foods activity
- ☐ Student Handouts
  - ☐ Recipes
  - ☐ Tip Sheet
  - ☐ Lesson 3 Quick Check Worksheet
  - ☐ Goals That Work
  - ☐ Cue Card

## Opening

### Welcome

---

Take roll as needed.

Introduce today's topic.

Note in your own words that today's class will:

- Be about milk and foods from milk and how these foods fit into a heart healthy, low-fat diet.
- Have many ideas to help you get less fat from these kinds of food.
- Include another food tasting.

## Lesson 2 Review

Last week, we talked about grains (like bread, cereal, rice, pasta, and tortillas), beans, fruits, and vegetables. What do you remember most about what we said?

*Potential responses include:*

- *Grains, fruits, and vegetables should make up the biggest part of the diet, because they are usually low in fat.*
- *Meats should make up a smaller part, because many kinds of meat are high in fat (could ask them to recall which kinds of meat are high in fat—for example, regular ground beef).*
- *Plant foods like beans are good sources of protein.*
- *Plant foods usually cost less and can be just as easy to fix as animal foods like meat.*

Conclude lesson review as follows:

So, overall, foods from plants are among the best kinds of foods to eat, because they are easy to fix, a good source of protein, often less expensive than animal foods, and usually low in fat.

Take this opportunity to review and reinforce the importance of low-fat eating.

And tell me, why do we want to eat less fat?  
*Eating a lot of fat raises blood cholesterol.*  
Why don't we want high blood cholesterol?  
*Having high blood cholesterol clogs arteries.*  
Why don't we want to clog our arteries?  
*Because that can cause heart attacks.*

Give praise and reinforcement for responses.

## Goal Review



L I M I T T O 5 M I N U T E S F O R 6 0 - M I N U T E S E S S I O N



### Students report on accomplishments

---

**Purpose** *To provide an opportunity for students to talk about how things went with their goals from the previous lesson and to problem solve among class members any difficulties or obstacles encountered.*

#### **How to conduct large-group activity.**

Ask for volunteers to describe their goals and what they did to meet them. Also ask them to describe what went well, in addition to sharing any problems they may have had (for example, family resistance, time, cost, availability).

When problems or obstacles are shared, encourage class members to help problem solve. The following probes may elicit ideas/comments:

- What are some other things that could have been tried?
- What could have been done differently?

Next, ask the remaining class members (calling on as many as time permits) to describe the same things about their goals.

Acknowledge those who did not or were not able to work on their goals.

### Teacher feedback on goal work

---

Conclude this section by giving support and reinforcement for all attempts to work on goals.

Emphasize that slow, gradual changes are best; that long-term change comes from taking small steps.

Remind students that they should continue to practice their goals from each lesson.



## Milk and Foods from Milk

### Introduction—The good news!

---

Record responses on board.

***Note** Before proceeding with this lesson, find out if anyone gets sick from drinking milk or consuming foods made from milk. Symptoms can include bloating, an upset stomach, nausea, gas, or diarrhea.*

*If this does not apply to anyone in class, skip this section.*

*Otherwise, mention the following:*

Having problems with milk and milk products is common. More than half the adults in the world cannot handle milk and many foods from milk, because they can't digest the natural sugar found in them, which is called lactose. Sometimes, though, yogurt and some kinds of cheese won't cause stomach problems. For milk drinkers, special milks (without lactose or milks with lactose predigested—like Lact-aid) are available in the store. If asked, foods higher in lactose include milk, cream, nonfat dried milk, evaporated milk, buttermilk, frozen yogurt. Foods lower in lactose include aged cheese, cottage cheese, yogurt, sour cream, cream cheese, and specially prepared milks where the lactose has been predigested.

***Note** For these individuals, be sure to point out that the information in today's lesson is also important for them, since there likely are some foods from milk (such as yogurt and cottage cheese) that they may be able to tolerate.*

We're going to talk about milk and foods that come from milk. What are your favorite kinds?

Foods like yogurt, cheese, and milk are among the best ways to get the calcium our bodies need to help keep us healthy.

But these kinds of foods can also be high in fat, although the good news is that it's pretty easy to get less fat from them. Some of the ideas from today will also save you money.

First, let's talk about milk. What kinds of milk are you using now?

Go around the room and ask students to name the kind of milk they are currently drinking. Acknowledge responses, using their terms for the different types of milk, and move on to the next section.

### **The nutritional similarity between milks**

---

Show an example of each kind by holding up an empty milk carton as the milk is named.

Emphasize that low-fat 1% milk can be distinguished from low-fat 2% milk by finding '1%' on the label next to the words 'low-fat,' otherwise it's easy to confuse these two, and they are very different, as will be demonstrated.

***Note** If chocolate milk is mentioned, note that it is available as both 1% and 2% low-fat milk. Also, if soy milk is mentioned, steer the discussion back to cow's milk. Nutritionally, soy milk is a plant-based beverage containing a different kind of fat than milk from animals.*

Lay the *Milk Nutrient* sign against the front of the cartons to show that they have the same amount of calcium, protein, and vitamins.

**There are four main kinds of milk available.**

- **Whole milk (sometimes called vitamin D milk)**
- **Low-fat 2% milk**
- **Low-fat 1% milk**
- **Nonfat (or skim) milk**

**You may be surprised to hear that all kinds of milk have the same amounts of calcium, protein, and vitamins.**

**The only differences between them is how much fat and how many calories they have.**



### **The fat difference between milks**

---

#### **How to conduct Milk Fat activities.**

Hold up the 16 plastic spoons strung on the rubber band and place them on the carton by stretching them over the top.

Hold up the 10 plastic spoons strung on the rubber band and place them on the carton by stretching them over the top.

Hold up the six plastic spoons strung on the rubber band and place them on the carton by stretching them over the top.

For example, there are 16 teaspoons of fat in this half gallon of whole milk.

There are 10 teaspoons in this container of low-fat 2% milk.

There are six teaspoons in a half gallon of low-fat 1% milk.

And finally, nonfat milk has practically no fat.

So, where's the fat? Well, it's completely mixed in, so you can't see it. It's the same kind of fat that whipped cream and butter are made from. Also, because milk fat comes from cows or goats, it's an animal fat. Just like meat fat, it is a saturated fat.

▼ O M I T F O R 6 0 - M I N U T E S E S S I O N ▼

Now, we've just learned how much fat is in a half gallon of each kind of milk. Let's look now at the amount of fat in just one cup of milk.

This is whole milk. It contains the most fat of all the different milks.

Conduct the following demonstration which shows that there are two teaspoons of fat per cup of whole milk:

Drop a measured 2-teaspoon portion of a solid fat (wrapped in plastic) into an empty glass and tell students that drinking one cup of whole milk is the same as eating two teaspoons of fat.

Solicit students' reactions to the amount of fat in whole milk. You could also ask students to imagine taking the two teaspoons of fat and just eating it.

### Lesson 3 | Milk Foods

*Note* The amounts of fat in one cup of milk are as follows (4 grams = 1 tsp. fat):

- Whole milk, 8 grams fat = 2 tsp. fat
- Low-fat 2% milk, 4.7 grams fat = 1 1/4 tsp. fat
- Low-fat 1% milk, 2.6 grams fat = 3/4 tsp. fat
- Nonfat (skim) milk = essentially none
- Buttermilk comes as 1% or 2% fat and will have the same amount of fat as the plain 1% or 2% low-fat milks.

Take the 2-teaspoon portion of fat out of the glass and show the fat content of low-fat 2% milk the same way you did for whole milk. Use a measured 1 1/4-teaspoon portion of solid fat (wrapped in plastic) to represent the fat.

Place 3" x 5" index card with the words 'medium fat' written on it in front of the carton of low-fat 2% milk to emphasize.

Give comparison of milk cost.

*Note* You'll find that prices fluctuate slightly; 2% and 1% milks may even cost the same sometimes.

#### Milk Cost Information per Gallon

(for teacher to fill in)

Brand _____	Whole milk _____
Brand _____	2% milk _____
Brand _____	1% milk _____
Brand _____	Nonfat milk _____

So, how could you get less fat from milk?

**Appropriate Response:** Switch to a lower-fat milk. Let's look at low-fat 2% milk.

Drinking a cup of low-fat 2% milk is the same as eating 1 1/4 teaspoons of fat.

And labeling low-fat 2% milk as low fat is very misleading—it is actually not low in fat but should be called medium fat.

Also, remember that the more fat there is, the more calories you get. If you are watching your weight, you're just getting a lot of extra calories when you drink whole or low-fat 2% milk.

Another bonus for switching to a lower-fat milk is that it usually costs less. Nonfat milk usually costs the least.

### How to get less fat from milk

---

Find out who has switched to a lower-fat milk and ask them to share what it was like. Focus on positive examples—there may be tendencies to focus on the negative.

Briefly mention the ‘easy switch’ method.

Switching to a lower-fat milk is easy to do.

It’s important to switch to a lower-fat milk gradually, one step at a time—like low-fat 2% to low fat 1%—over a few weeks. Your taste buds will adjust to the flavor of a lower-fat milk when you make small changes over time.

You should not make a big change (like low-fat 2% to nonfat). This is the same thing as setting too big a goal.

You can try the ‘easy switch’ method, if you want.

#### Step 1

When your present milk carton is half empty, fill it with a milk that is one step lower than what you are now drinking. For example, if you are drinking low-fat 2% milk, fill the container with low-fat 1% milk. Do this for at least a week or until your family gets used to it.

#### Step 2

Next, start drinking the lower-fat milk by itself.

#### Step 3

Repeat this step until you get to the lowest-fat milk your family will drink.

Once you have begun changing to a lower-fat milk, aim to get down to nonfat milk. It is the very best choice for you, your family, and your children who are 2 years old or older.

### Sampling lower-fat milks

---

*The following Milk Sampling activity is designed to give students a taste of a milk that is one step lower in fat than what they are presently drinking. Every effort should be made to encourage as many students as possible to participate in this tasting.*

#### **How to conduct the Milk Sampling activity.**

Display each of the milks you purchased, all of which have been kept cold in the cooler. To put a little spice into this activity, present the milk sampling as a challenge by saying something like:

If there are few volunteers, attempt to influence and solicit participation by saying something like:

Encourage participation by taking samples around the room, using a tray if desired, and personally offering milk to reluctant students, without forcing them. Ensure that at minimum each person is asked to participate.

Solicit reactions to the tasting, reinforcing the positive responses. Problem solve in a large group any negative reactions or barriers (for example, taste, possible family objections, availability, etc.).

**I really want to hear your opinions about these milks.**

**This is your chance to have a free sample—it won't cost you anything, and you just might find it's pretty good or even that it tastes similar to what you are now drinking. What have you got to lose?**

## Reviewing the main ideas about milk

---

What are some new things you just learned about milk?

*Responses should include and, if not mentioned, be noted:*

- *All milks are good sources of calcium, protein, and vitamins; they differ only in the amount of fat and calories they have.*
- *Whole milk and low-fat 2% milk are high in fat.*
- *Switching to a lower-fat milk means getting less fat and fewer calories.*
- *Drinking lower-fat milk usually saves money.*
- *The most money is saved by buying nonfat milk.*



O M I T F O R 6 0 - M I N U T E S E S S I O N



## Cooking with milk

---

Let's move on and talk about other things we do with milk. What are some ways you use milk other than drinking it (e.g., in cooking)?

*Responses may include:*

- *Hot chocolate*
- *Puddings*
- *Soups*
- *Sauces, gravies (white sauce, cream gravies, etc.)*
- *Baked goods (cornbread, biscuits, cakes, etc.)*
- *Pancakes*
- *Adding milk to beans when refrying, etc.*

So, how could you make any of them lower in fat?

*Responses may include:*

*For pudding or soup, use low-fat 1% or nonfat milk.*

How do you think these foods would taste if you made them with 1% low-fat or nonfat milk?

*Responses may include:*

- *Taste thin.*
- *Taste poorly.*
- *Have no flavor.*

If comments indicate that there would be no differences, acknowledge, skip the following and proceed to the next section on cheese.

What you could use instead of a high fat milk to make these kinds of foods (point to board) taste richer, thicker, and creamier.

*Responses should include and, if not mentioned, be noted:*

- *For added richness and thickness:*  
*Add evaporated low-fat or nonfat canned milk (not sweetened condensed milk, which is made with whole milk and sugar).*
- *For richer flavor:*  
*Add nonfat dried milk to the liquid milk.*
- *For added flavor:*  
*Use buttermilk, which is good in biscuits, pancakes, and cornbread.*

### The fat truth about cheese

Now, we're going to talk about cheese. First, tell me about the ways that you and your family use cheese.

*Potential responses include:*

- *In sandwiches (cheddar, Swiss, etc.)*
- *In tacos, burritos, refried beans, enchiladas*
- *On crackers or with chips (nachos, etc.)*
- *On vegetables (potatoes, broccoli, etc.)*
- *In scrambled eggs*
- *On hamburgers*
- *As casserole topping*
- *On spaghetti, pizza, lasagna, etc.*

Let's see just how much fat is in most cheese we eat.

#### How to conduct large-group activity.

Use the paper cheese model to visually demonstrate the amount of fat in one ounce of a typical hard cheese.

Encourage guessing. With the yellow side facing away from students, use a straight edge to move up from the bottom edge of the model to the proportion they guess.

After a few responses, turn the paper cheese model over, showing the yellow side.

This is about the same size as a one-ounce slice of cheese, like American, jack, cheddar, or queso blanco. How much of it do you think is fat?

Hold up one of the one-ounce props described below to give a visual illustration of how small a one-ounce portion actually is.

You could use one or more of the following to show what one ounce of cheese looks like:

- A one-inch cube of real cheese (cut and wrapped in plastic before class).
- A square slice to represent typical American Cheese. Use a real piece of cheese (wrapped in plastic), a three-dimensional food model, or the paper prop used in the previous demonstration.
- A one-inch wooden cube.

Note the exception of cottage cheese which is lower in fat.

***Fat content of cottage cheeses:***

*Whole-milk cottage cheese, 39 out of 100 calories from fat.*

*Low fat cottage cheese, 20 out of 100 calories from fat.*

*Nonfat cottage cheese, <1 out of 100 calories from fat.*

Draw two squares on the board next to each other and big enough so that the class can clearly see them.

In most hard cheese like cheddar, jack, or queso blanco, about 60-75 calories out of every 100, or  $\frac{2}{3}$  to  $\frac{3}{4}$  of the calories, are fat. In fact, ounce for ounce, many kinds of cheese are higher in fat and have more saturated fat than beef.

Also, most cheeses are very high in calories. One ounce, about this much, has about 100 to 120 calories, and most of those calories come from fat.

Let's talk about one way to get less fat from cheese; in other words, by choosing a cheese that is lower in fat. Here are names of some cheeses and how they differ in the amount of fat they have.



Imagine that these squares are pieces of cheese.

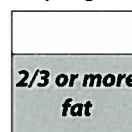
### Lesson 3 | Milk Foods

Start with the square on the left. Above it write 'very high fat,' then write the names of the cheeses as shown underneath the figure.

Draw a line  $\frac{2}{3}$  to  $\frac{3}{4}$  from the bottom and shade it in as shown and note that  $\frac{2}{3}$  or more of the calories in those cheeses come from fat. Then write  $\frac{2}{3}$  or more fat in the shaded area as shown.

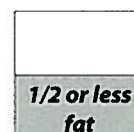
Complete the second square as shown.

Very high fat



Cheddar, Jack,  
Swiss, American,  
Queso Blanco

Lower fat



Part-skim Mozzarella  
Reduced-fat cheeses

**Reduced-fat cheeses may cost more, but try them if you can. Remember, you are paying for less fat.**

If students ask about other cheeses, refer to the table, Fat Content of Selected Cheeses, at the end of this lesson.

▼ O M I T F O R 6 0 - M I N U T E S E S S I O N ▼

#### Other high-fat foods made from milk

Let's now talk briefly about other high-fat foods made from milk. Which ones can you think of? Responses should include and, if not mentioned, be noted:

- Ice cream
- Sour cream
- Yogurt
- Half & half
- Whipped cream
- Butter

Tell students that butter will be talked about in the next class.

*Note* If nondairy creamers (for example, Cremora, Coffeemate) are mentioned, point out that these are not made from milk, but are imitation milk products. This is also true of margarine, which is not a milk product, but is made primarily from vegetable oil.



Summarize key concepts about other high-fat foods made from milk as follows:

- Write these on the board. Leave them there, since they will be used during the next activity.

**Most of the calories from all of these foods are from fat. Here are four ideas to help you get less fat from them:**

- 1 — *Use smaller amounts.*
- 2 — *Eat it less often.*
- 3 — *Find a lower-fat choice.*
- 4 — *Don't use it, if that's realistic.*

---

### Easy ways to get less fat from foods made from milk

#### **How to conduct the Less Fat from Milk Foods small-group activity.**

Use the four ideas given above. Write them on the board if you haven't already. Divide the class into groups of 3-4 students. Give each group an envelope containing food pictures assembled for this activity.

Ask each group to give you one idea (more if time permits) to reduce the amount of milk fat from each food picture in their group's envelope. Ask them to think of an example from their own use of milk products that includes at least one of the four ideas written on the board.

Encourage students to think of practical ideas. Problem solve around barriers (like cost, availability, family preferences, taste, etc.).

After a few minutes, in a large group, ask students to share their responses.

**Let's now apply the four ideas for getting less fat.**

If there are few or no ideas, use the following to provide suggestions:

*For using smaller amounts:*

- *Use less grated cheese or sour cream, (for example, reduce the amount added to a recipe by a fourth or more).*
- *Make sandwiches with only cheese or meat, not both (for extra flavor, suggest pickles, mustard, catsup, salsa, or jalapeño peppers; could ask class for other ideas).*
- *Use thin instead of thick slices of cheese.*
- *Eat smaller servings of ice cream.*

*For eating high-fat milk products less often:*

- *Save high-fat foods (like cheese and ice cream) for special treats instead of everyday eating.*

*For finding a lower fat choice:*

- *Use a lower-fat instead of a higher-fat cheese.*

*For example,*

- *Part skim-milk mozzarella instead of jack, cheddar, or queso blanco.*
- *Low-fat or nonfat cottage cheese instead of whole-milk cottage cheese.*
- *Processed cheeses like, Velveeta or Cheez Whiz, instead of American Cheese.*
- *Reduced-calorie, light, or fat-free cheese instead of regular hard cheeses (should note that these may cost more—teacher should check this in the local area).*
- *Use low-fat 1% or nonfat instead of whole milk in recipes.*
- *Use evaporated skim milk instead of evaporated whole milk.*
- *Choose low fat or nonfat frozen yogurt instead of ice cream.*

*For not using high-fat milk products:*

- *Have a burger without cheese.*

**Optional** Try asking students to think about whether they can **really** taste the cheese on a fast-food burger; many can't—if questioned, suggest they order one without cheese to try it. (You could add that burgers without cheese cost less.)

Collect food picture cards and envelopes.

## Recipes

### Review previous lesson's recipe volunteers

---

Now, let's talk about the SNAP recipes we gave you last week. Who had a chance to try one?

Obtain reaction and acknowledge effort.

### Processing today's recipes

---

All of today's recipes will give you a chance to practice ideas from class. They are designed to be easy to fix and low in cost.

Pass out recipes to students. Recipe cards should be clipped together in this order: Baked Custard; Fruit Shake; Chiles Relleno Wedges.

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After students have received their recipes, take the class through the following large-group activity:

Take a look at the Baked Custard recipe. From what we talked about today, what makes it low in fat?

*Appropriate Response:*

*Uses nonfat milk instead of a higher-fat milk.*

How about the Fruit Shake?

What makes it low in fat?

*Appropriate Response:*

*Uses yogurt and nonfat milk powder instead of ice cream or whole milk.*

How about the Chiles Relleno Wedges recipe?

What makes it low in fat?

*Appropriate Responses:*

- *Uses reduced-fat cheddar cheese instead of whole milk cheese.*
- *Made with ground turkey instead of ground beef (less fat in the turkey).*
- *Uses low-fat 1% or nonfat milk instead of a higher-fat milk.*

Solicit volunteers, recording their names and the names of the recipes they would like to try. Note that they will be asked to share their experience at the next class session.

**We really want you to try these recipes by the next class and then let us know what you think.**



**OMIT FOR 60-MINUTE SESSION**



## **Lesson Review**

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

**What new things did you learn about fat and milk and foods from milk?**



## **Tip Sheet—Milk and Foods from Milk**

Introduce the SNAP Tip Sheet as a handout for students to review and to post on their refrigerators.

Note that it describes the lesson's main ideas and includes money saving ideas.

Distribute Tip Sheet. Review or read it to students, as appropriate for your group. For example, if students have very limited literacy skills, you may need to read it to them.

Ask students to look over the 'What to Do' and 'Money Saving Ideas' sections and to put a star by the one they like the best. If desired, students could be asked to share their responses with class members. Acknowledge responses and move on.

## Goal Setting

### Introduction

---

Next, we're going to work on goals for this lesson. What is the first thing we need to do to set a goal to help lower the amount of fat we're eating?

*Appropriate Response:*

*Find out what we are doing now. (Students may add—by filling out a Quick Check Worksheet.)*

### Completing the Quick Check Worksheet

---

Let's take a look at what you are doing now by filling out a Quick Check Worksheet.

Remember that the top sheet is yours to keep, and I'll collect the yellow copy. Please do not fill it in yet, but put your name and the date on it.

Like the one you got last time, it will help you find out if you are eating foods high in fat and will help you find something you'd like to do to lower the amount of fat you are eating.

Recall that you need to answer each question by circling whether you do something 'Often' or 'Not often/Never.'

#### How to conduct large-group activity.

Distribute the Quick Check Worksheet for this lesson to each student.

Read each line clearly and slowly, if necessary, providing assistance as needed. For example, if students have very limited literacy skills, you may need to read the form to them and help them complete some or all items.

Roam around the room to observe how students are doing and to help ensure they have not begun to complete the goal setting section at the bottom. Then, go on to review goal setting rules.

Please stop when you have finished this part. Do not fill in the box at the bottom yet. We'll be doing that in just a few minutes.

## Reviewing goal setting rules

As they are recalled, write each point on the board. Be sure each rule is described, though they can be reviewed in any order. Repeat each one out loud, noting the additional information given below the rule if it was not mentioned.

Write on the board:

Give an appropriate lesson-related example. For example, 'I will switch to a lower-fat milk.'

Write the words as shown in a separate column, and then draw an × through each one.

Give a lesson-related example of a poor goal. Separate from the first two columns, write:

Draw an × through the word *never*:

Write on the board:

What do you recall about how to set good goals?

One—A goal says I will do something.

*I will*

It does not say 'never' or that you will 'always do' or 'won't do' something 'anymore.'

*never      always      anymore*

~~*never*~~ ~~*always*~~ ~~*anymore*~~

*I will never drink whole milk again.*

*I will ~~never~~ drink whole milk again.*

Two—A goal is small and practical.

*small and practical*

It's something that you are sure you can do now on a weekly or daily basis.

For example, if your Quick Check Worksheet shows that you're eating ice cream 'Often,' setting a goal not to eat ice cream this week may not be practical for you, but eating it only 1-2 times this week might work for you. This is a smaller goal and probably more realistic.

When you choose your goal, you also need to think about how your family will feel about it. For example, will your family go along without any ice cream instead of as much as they are used to?

In addition, you need to think about how you shop, how you cook, and the money you spend on food. Thinking about potential problems will help you set a goal that is practical.

Three—A goal says exactly what you'll do.

*what I will do*

This is done by describing two things you will do to reach your goal. For example, your goal might be to say that 'I will eat less sour cream.'

What are two things you could do to eat less sour cream?

*Responses could include:*

- *Use low-fat yogurt instead of sour cream.*
- *Use less sour cream on my potato.*

Write on the board:

Ask students to name two ways given in today's class to meet that goal.

Acknowledge responses and, before proceeding, ask for questions. As needed, repeat the lesson-related example or another example to aid understanding.

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### **Demonstrating problem solving**

Let's again talk about problem solving. Remember, when you plan ahead for things that might get in the way, it's more likely that you will be successful with your goal.

For example, your goal says, 'I will have sandwiches without cheese,' and then you find that your family doesn't like sandwiches without cheese. What could you do to help you meet your goal?

*Appropriate Responses:*

- *Try using the lower-fat cheese.*
- *Have your sandwich without cheese.*

Acknowledge responses and, as needed, provide other lesson-related examples to help aid understanding, giving students additional opportunities to practice the skill of problem solving.

### **Student goal setting**

---

***Optional way to conduct goal setting activity.***

*If your class consists of natural, cohesive groups of 2-4 students and they appear to work well together in small-group activities, starting this week, goal setting may be done in small groups where students use each other as resources. Doing goal setting in small groups should result in improved goals, as students are more able to help each other come up with more suitable goals and with ideas to increase likelihood of success.*

*If you have a small class comprised of mostly independent students who may not know each other well, it may work better to continue with goal setting in a large group for this week.*

**How to conduct large-group activity.**

If some students have no responses in the right column or there is nothing that they feel they can or want to work on, they may choose a behavior that is not on the Quick Check Worksheet (for example, one that was discussed during class).

***Optional*** Add that they don't need to write out their answers.

Be prepared with extra copies of the handout for students as needed. Roam around the room, checking with every student and offering guidance or help with problem solving as needed.

For students who are resistant or negative about setting a goal, encourage them to think of an alternative fat-related goal and move on to someone else.

**Next, look over the responses on your Quick Check Worksheet that are in the second right-hand column and find something that you would like to work on.**

**When you have found something, write your goal and the two ways you will do it in the box at the bottom.**

**Use your Goals That Work handout from last week and answer each question about what to think about when setting a goal, just like we have been doing.**

**By doing this, your goal will more likely be one that will work for you and your family.**



If some students are doing as well as they feel they can and can think of no other changes to make, acknowledge their success and encourage them to continue with what they are doing. Suggest the possibility of going a step beyond their current behavior.

### **Problem solving student goals**

---

Have students share their goals in a large group. Ideally, time permitting, everyone should do this.

While students are sharing their goals in the large group, use the following probes as needed to help ensure that each student's goal is appropriate for his or her situation:

**Have you ever tried to do this or something like this before?**

**What do you think might get in the way? For example, your family's preferences? Having to spend more money on food? Having to cook differently? And, what could you do about these things?**

**How will you go about that (repeat goal, if needed)? For example, how will you need to change the way you shop for food? Fix your food? What will you need to buy that is new or special?**

When obstacles surface, encourage the class to help problem solve by asking them to provide suggestions about other things that could be tried.

### **The Cue Card as a goal reminder**

---

Before distributing, review the purpose and benefits of the cue card.

Point out that it is a reminder that will help them to be more successful at making changes in their diets.

Ask students to write their goals, a word or two about their goals, or draw a picture to remind them about what they said they would do.

Pass out cue cards and allow a minute or two for students to complete them.

Remind students that you will be asking them at the next class session to share how they did with their goals. Ask for questions, collect the yellow copy of each student's Quick Check Worksheet, and then move on to the next section.

## **Closing**

Reminders/Announcements to be added as needed.

Tell students that the next lesson will be about:

- The fats we eat and use in cooking.
- Reading nutrition labels—with time to practice. And announce that the next class will include another food tasting.

## Lesson 3 Preparations

### How to create the milk nutrient sign for milk cartons

#### What you need

- One 12" x 4" piece of white cardboard or posterboard.
- A black felt-tip pen.

#### How to do it

In large-sized upper- and lower-case letters, write in the information in the example shown below.

All milk has the same amount of:  
Calcium  
Protein  
Vitamins A and D

### How to prepare the rubber-banded teaspoons for the milk fat demonstration

#### What you need

- 32 small lightweight plastic spoons. (Get the thinnest plastic spoons possible, or they will be difficult to punch holes in.)
- Hand-held single-hole punch.
- 3 medium rubber bands (about 1/4" thick each).
- 4 empty half-gallon milk cartons.  
(whole, low-fat 2%, low-fat 1%, nonfat)

#### How to do it

1. About 1/4" from the end of the spoon's handle, punch a hole.
2. Cut each rubber band once.
3. String first rubber band through 16 spoons and tie the ends together, so that it will fit around a half gallon whole milk carton. Repeat this with the remaining two rubber bands, using 10 spoons for the low-fat 2% milk, 6 for the low-fat 1% milk.

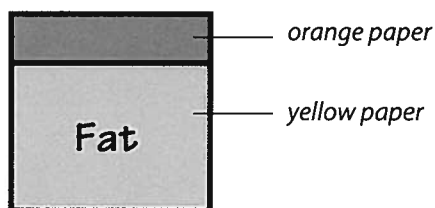
## How to make the paper Cheese Model teaching aid

### What you need

- One 4" square piece of cardboard (or orange-colored cardstock).
- Two 4" square pieces of orange construction paper (not needed if using orange cardstock).
- A 3" x 4" piece of yellow construction paper.
- Paper glue, felt-tip pen.

### How to do it

1. Glue one piece of orange paper to each side of the cardboard. (Skip this step if using orange cardstock.)
2. Cover one side of the orange paper (or cardstock) with contrasting yellow paper to represent the amount of fat, as shown below.
3. Write the word 'Fat' in large-sized upper- and lower-case, letters on the yellow paper, as shown below.



## How to prepare the food picture cards for the Less Fat from Milk Foods small group activity

### What you need

- Envelopes large enough to hold the food pictures (need enough for each group of 3-4 students you have).
- A wide assortment of food pictures, such as those named below. You could also use other pictures of milk products cut from magazines that are familiar to your class, if desired.

Enchilada	Macaroni and Cheese
Cream Cheese	Beef and Cheese Sandwich
Cheeseburger	Chocolate Milk
Lasagna	Pudding
Mashed Potatoes	Refried Beans
Burrito	Cheese
Ice Cream	Cottage Cheese
Yogurt	Whole Milk
Sour Cream	

### How to do it

1. Select three different food pictures for each group.
2. Place each set in an envelope, and they are ready for repeated use.

## Fat Content of Selected Cheeses per One-Ounce Serving

The following is a sampling of the wide variety of cheese that is available. You may wish to survey your local market to become aware of what it carries.

	Calories per 1oz.	Fat calories per 100 cal.
<b>Highest-Fat Cheeses</b> 2/3 – 3/4 calories from fat		
American, processed	110	74
Blue Cheese	100	72
Brie	85	74
Cheddar	110	74
Cheddar Food, American	95	66
Cream	100	90
Monterey Jack	104	79
Parmesan, hard	129	63
Swiss	107	67
<b>Lower-Fat Cheeses</b> up to 1/2 calories from fat		
Borden Lite-Line American Singles	54	33
Kraft Light Naturals Reduced-Fat Swiss	70	51
Mozzarella, Part-skim	79	36
Philadelphia Brand Lite Cream Cheese	60	27
Philadelphia Free Nonfat Cream Cheese	25	0
Ricotta, Part-skim	170	48

# Milk and Foods from Milk

## You get too much animal fat from:

Whole and low-fat 2% milk

Most cheeses (like American, Cheddar, and Jack)

Ice cream

Cream, sour cream, and half & half

## What to Do

Drink low-fat 1% or nonfat milk.

Switch to foods from milk with the words 'nonfat' or 'low fat' in their names (like yogurt and cottage cheese).

Use less cheese.

Use lower-fat cheeses like part-skim Mozzarella or nonfat cottage cheese.

Eat frozen yogurt, ice milk, or sherbet instead of ice cream.

## Money Savers

Buy low-fat 1% or nonfat milk. They usually cost less and give you the same amount of protein and calcium as whole milk.

Use less cheese.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Milk and Foods from Milk

## Quick Check

### Do You?

Eat cheese?

(like Cheddar, Swiss, Jack, or American)

Eat sandwiches or burgers with cheese?

Drink whole milk or low-fat 2% milk?

Use sour cream in cooking or on top of food?

Eat ice cream?

### Check one box on each line

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

### Do You?

Eat a lower-fat cheese?

(like part-skim Mozzarella or cottage cheese)

Eat sandwiches without any cheese?

Drink low-fat 1% or nonfat milk?

Eat low-fat or nonfat yogurt?

Eat ice milk, sherbet, or frozen yogurt  
instead of ice cream?

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

\_\_\_\_\_

How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_

# Goals That Work!

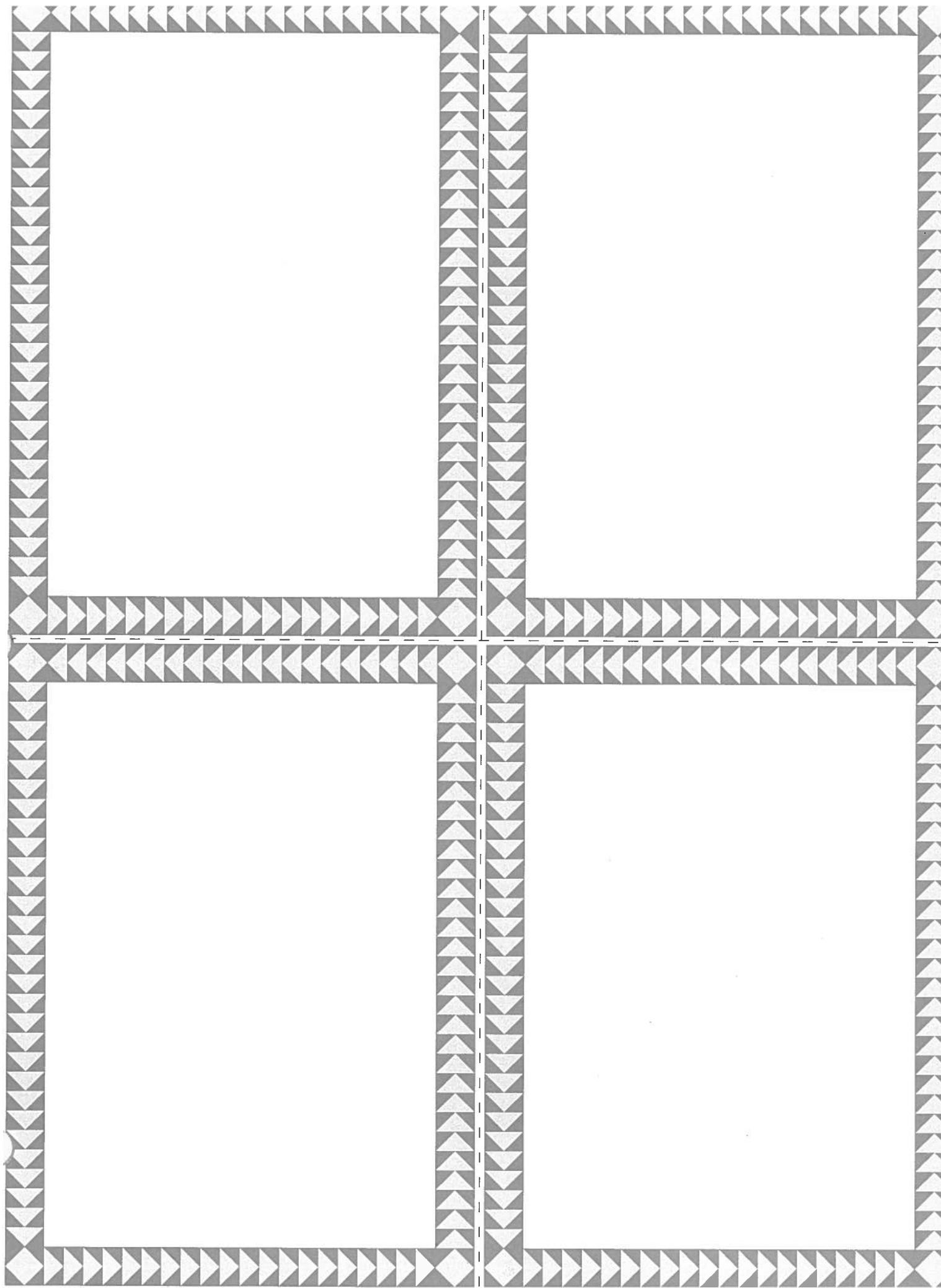
## Good goals follow these three rules

1. Goals say I will do something.
2. Goals are small and practical and something that you can do now, on a weekly or daily basis.
3. Goals say exactly what you will do.

## Things to think about when setting your goal

1. How will your family feel about your goal?  
Will they go along with it?
2. Will you need to change how you shop for food  
or how much you spend on food?
3. What else might get in the way of reaching your goal?





# Baked Custard

**This is a creamy dessert that is sure to please everyone in the family. Serve warm or cold. Serves 6.**

3 eggs	1 cup nonfat milk
$\frac{1}{8}$ teaspoon salt	$\frac{1}{4}$ cup nonfat dry milk powder
$\frac{1}{4}$ cup sugar	1 teaspoon vanilla extract

1. Preheat oven to 325 degrees.
2. Gently mix eggs, salt, and sugar together in a bowl.
3. Mix the nonfat milk with the milk powder together in a saucepan.
4. Heat the milk just until it's warm—do not boil. Then slowly pour the warm milk into the egg mixture, stirring without stopping. Gently stir in the vanilla.
5. Pour the mixture into a baking dish, and place it into a larger, deeper baking pan. Fill the larger pan with hot water to within 1 inch below the top of the baking dish with the custard.
6. Bake for about 50 minutes, or until a knife put into the center of the custard comes out clean.
7. Remove custard dish from the hot water immediately.

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# Chiles Relleno Wedges

**This main dish is made with ground turkey, which makes it lower in fat than using ground beef. Serve with a kidney bean salad and hot corn tortillas. Serves 6.**

$\frac{3}{4}$ pound ground turkey	2 eggs
1 cup onion, chopped	$\frac{1}{4}$ cup flour
2 tablespoons bottled chile sauce or salsa	2 cans, 4 ounces each, whole green chiles, drained
$\frac{1}{2}$ teaspoon garlic powder	$\frac{1}{2}$ cup reduced-fat cheddar cheese, grated
1 cup nonfat milk	

1. Preheat oven to 375 degrees.
2. Brown turkey and onion together in a non-stick or lightly oiled skillet. Drain any fat. Stir in the chile sauce or salsa and the garlic powder.
3. In a bowl, beat the milk, eggs, and flour together.
4. On the bottom of a large pie plate, layer one can of chiles, the turkey, the milk mixture, and  $\frac{1}{4}$  cup of the grated cheese.
5. Make a top layer with the second can of chiles and the rest of the cheese.
6. Bake for about 30 minutes, or until knife inserted into center comes out clean.
7. Let sit for a few minutes before serving, then cut into six wedges.

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# Fruit Shake

**This is a delicious and refreshing drink that children really love! For an added treat, try adding low-fat or nonfat vanilla yogurt. Serves 4.**

3 cups ripe fresh fruit, or fruit packed in juice (not syrup)

$\frac{1}{2}$  cup nonfat dry milk powder

1 cup water or juice drained from the can

8 ice cubes

1. Peel fruit, if needed, or drain canned fruit, saving the juice.
2. Cut fruit into small pieces, and mash with a fork.
3. Mix fruit, nonfat dry milk powder, and water or juice together in a large jar with a tight fitting lid.
4. Crush ice cubes by putting them in a clean dish towel or a heavy plastic bag and hitting them with a rolling pin or hammer. Add crushed ice to the fruit mixture and shake again.



## Background

This lesson is set up so that it can be delivered in one 90-minute lesson or can be divided into two 60-minute lessons (Lessons 4a and 4b). For the 90-minute lesson, use the lesson plan *as is*, ignoring notes for 4a and 4b. For both the 90-minute and the two 60-minute lessons (4a and 4b), the goal review and goal setting sections are delivered the same way. Follow directions noted in the text for 4a and 4b for other activities. Copies of the Tip Sheet and Quick Check Worksheet for 4a and 4b are found at the end of this lesson as well as the Tip Sheets and Quick Check Worksheet for the 90-minute lesson.

### Rationale

Butter, margarine, shortening, lard, and oil are fats used in cooking or added to food. This lesson suggests several ways to reduce the intake of these fats and shows students how to read food labels to compare the amount of fat in similar products.

### Student Objectives

By the end of the lesson, students will be able to:

#### Lesson 4a

- Name fats that are heart healthy.
- Describe low-fat cooking methods.
- Describe ways to lower the amount of fat in a recipe.

#### Lesson 4b

- Read nutrition labels.
- Select foods lower in fat by examining the Nutrition Facts box.

## Teaching Tips

As with the previous lessons, review briefly major ideas from the last lesson and discuss students' experiences with their diet goals.

This lesson offers students the opportunity to learn and apply new ways to lower their fat intake. For example, animal and plant fats are compared and caloric similarities are emphasized. The distinction between which fats are healthful and which are less healthful is clearly made.

The ability to read food labels is an important skill. Students with low literacy levels want to understand what is listed on the label. The information presented in the lesson teaches students how to focus on the fat content of a food product, so that they can compare foods and make lower fat choices. The activities in this lesson are especially exciting and empower students to make healthy food choices. Be prepared for a lot of classroom energy and plan to spend at least the allotted time for the label reading activities. To make the lesson as relevant as possible we recommend that in the food label reading activities you include some foods that your students commonly eat, especially if these are traditional or ethnic foods.

## Lesson Outline

- |   |  |
|---|--|
| <p><b>4   Opening</b><br/><i>1-2 minutes</i></p> <ul style="list-style-type: none"><li>• Welcome</li><li>• Introduce today's topic</li></ul> <p><b>4   Lesson 3 Review</b><br/><i>2-3 minutes</i></p> <p><b>6   Goal Review</b><br/><i>10 minutes</i></p> <ul style="list-style-type: none"><li>• Students report on accomplishments</li><li>• Teacher feedback on goal work</li></ul> <p><b>7   Fats: What They Are and How to Find Them</b><br/><i>30-35 minutes</i></p> <p><b>For lesson 4a</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• How much fat is there in fat</li><li>• Different fats have different sources</li><li>• Liquid oils—The healthier choices</li><li>• The differences in margarine—<br/>An introduction</li><li>• The better margarine</li><li>• Other common table fats</li><li>• Recipe Makeover activity</li></ul> <p><b>For lesson 4b</b></p> <ul style="list-style-type: none"><li>• Food labels—Separating nutrition fact from fable</li><li>• It may be cholesterol free, but it's still full of fat</li><li>• Finding the nutrition facts about fat</li><li>• Start with the serving size</li><li>• Next—Find the total fat</li><li>• Compare foods to pick the one lowest in fat</li><li>• Practice reading the nutrition facts</li><li>• Margarine—A special case of label reading</li><li>• How to choose the better margarine</li><li>• Practice choosing the better margarine</li><li>• Food tasting—The sweetness of low-fat cookies</li></ul> | <p><b>21   Recipes</b><br/><i>5 minutes</i></p> <ul style="list-style-type: none"><li>• Review previous lesson's recipe volunteers</li><li>• Processing today's recipes</li></ul> <p><b>22   Lesson Review</b><br/><i>1-2 minutes</i></p> <p><b>23   Tip Sheet</b><br/><i>1-2 minutes</i><br/>Fats and Food Labels</p> <p><b>23   Goal Setting</b><br/><i>15-20 minutes</i></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Completing the Quick Check Worksheet</li><li>• Reviewing goal setting rules</li><li>• Demonstrating problem solving</li><li>• Student goal setting</li><li>• Problem solving student goals</li><li>• The Cue Card as a goal reminder</li></ul> <p><b>27   Closing</b><br/><i>1-2 minutes</i></p> <ul style="list-style-type: none"><li>• Reminders/Announcements</li><li>• Introduce next class topic</li></ul> |
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## Materials Checklist

***Note** For the 90-minute class, you will need all materials listed under 4a and 4b. However, there are separate Tip Sheets and Quick Check Worksheets for the 90-minute lesson (4) and for the 60-minute lessons (4a and 4b).*

### **For Lesson 4a**

- ☐ Students' Quick Check Worksheets from previous lesson
- ☐ Student Handouts
  - ☐ Recipes
  - ☐ Tip Sheet 4a
  - ☐ Quick Check Worksheet 4a
  - ☐ Goals That Work
  - ☐ Cue Card

### **For Lesson 4b**

- ☐ Students' Quick Check Worksheet from previous lesson
- ☐ Empty, clean containers of the following kinds of margarine:
  - ☐ Reduced-fat or diet margarine
  - ☐ Tub margarine
  - ☐ Stick margarine
- ☐ An empty package of food (any product) with a colorful and attractive front panel
- ☐ A full (or empty and clean) bottle of vegetable oil, clearly marked with the words 'A Cholesterol-Free Food'
- ☐ A food package with the largest Nutrition Facts box you can find
- ☐ A large variety of empty food packages with nutrition labels, including margarine labels
- ☐ Two boxes of low-fat cookies, each with 3 grams of fat or less per serving
- ☐ Student Handouts
  - ☐ Handout 1—Chopped Turkey Ham label
  - ☐ Handout 2—Sliced White Turkey label
  - ☐ Handout 3—Royal Margarine label
  - ☐ Handout 4—Country Tub Spread label
  - ☐ Recipes
  - ☐ Tip Sheet 4b
  - ☐ Quick Check Worksheet 4b
  - ☐ Goals That Work
  - ☐ Cue Card

## Opening

### Welcome

---

Take roll as needed

Introduce today's topic

Note in your own words that today's class will:

*For Lesson 4a*

- Be about the fats and oils we eat and use in cooking.

*For Lesson 4b*

- Be about reading nutrition labels—with time to practice.
- Include another food tasting.

## Lesson 3 Review

### Lesson 4a

---

Last time, we talked about milk and foods from milk.

What are the main ideas you remember?

*Appropriate responses may include:*

- *All milks (whole, low-fat 2%, low-fat 1%, and nonfat) have the same amounts of protein, calcium, and vitamins A and D.*
- *Milks differ only in their amounts of fat and calories.*
- *Changing to a lower-fat milk is one way to get fewer fat, less calories, and usually save money.*
- *Most cheeses are very high in fat.*

What is the most important message about eating fat that you have learned so far in class?

Responses should be personally meaningful to students and be appropriately accurate.  
Give acknowledgment and praise as appropriate.

## Lesson 4a Review

### Lesson 4b

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*Note Omit for 90-minute lesson*

Last week during the first part of class, we talked about different kinds of fat. We looked at fat that we eat, spread on food, and use in cooking. What are the main ideas that you remember?

*Appropriate responses may include:*

- *All fats have the same number of calories, ounce for ounce (for example, one tablespoon of butter has the same number of calories as one table spoon of margarine).*
- *All the calories in butter, margarine, and oil come from fat.*
- *Butter, lard, and shortening are very high in saturated fat.*
- *Liquid oil is a healthier fat than lard and shortening.*
- *The fat in many recipes can be reduced by using smaller amounts or changing the cooking method (for example, using less fat than called for in a rice or noodle mix—like macaroni and cheese).*



## Goal Review

### Students report on accomplishments

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**Purpose** *To provide an opportunity for students to talk about how things went with their goals from the previous lesson and to problem solve among class members any difficulties or obstacles encountered.*

#### **How to conduct large-group activity.**

Ask for volunteers to describe their goals and what they did to meet them. Also ask them to describe what went well, in addition to sharing any problems they may have had (for example, family resistance, time, cost, availability).

When problems or obstacles are shared, encourage class members to help problem solve. The following probes may elicit ideas/comments:

- What are some other things that could have been tried?
- What could have been done differently?

Next, ask remaining class members (calling on as many as time permits) to describe the same things about their goals.

Acknowledge those who did not or were not able to work on their goals.

### Teacher feedback on goal work

---

Conclude this section by giving support and reinforcement for all attempts to work on goals.

Emphasize that slow, gradual changes are best; that long-term change comes from taking small steps.

Remind students that they should continue to practice their goals from each lesson.



## Fats: What They Are and How to Find Them

### Lesson 4a

#### Introduction

---

Write on the board in three columns:

If asked, shortening is a white-colored, solid fat used primarily for frying and baking. An example of a brand name is Crisco. You could mention that it is made by a process you will describe later in this lesson.

Acknowledge responses, comment on the variety used by students, and then move on.

Today, we're going to talk about fats—what they are and where you'll find them.

<i>Butter</i>	<i>Margarine</i>	<i>Oil</i>
<i>Lard</i>	<i>Shortening</i>	

These are different kinds of fat.  
Which ones do you use?

All of these fats are found at the top and smallest part of the Food Guide Pyramid.

Why do you think that is?

*Appropriate Responses:*

- *They're all high in fat.*
- *They should be used as little as possible (used sparingly).*

#### How much fat is there in fat?

---

Acknowledge students who state correctly that all the calories come from fat.

Reinforce this concept by repeating:

Write on the board:

Let's look at how much fat is in these (point to list on board). A tablespoon of butter has about 100 calories. How many of those calories do you think come from fat? What about margarine? What about lard?

*Appropriate Response:*

*In each kind of fat, all calories come from fat.*

Each one is 100% fat.

*100% fat*

All calories from butter, lard, shortening, margarine, and oil come from fat.

Also, a tablespoon of butter has the same number of calories as a tablespoon of margarine, oil, shortening, or lard—that is, all fats, no matter what kind, have the same calories.

So, think about the fact that every time you put butter or margarine on bread, rice, or a potato, that you're eating almost pure fat.

### Different fats have different sources

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Circle these words.

You may want to re-emphasize that because shortening is a saturated fat, just like lard and butter, it can also raise blood cholesterol.

**Optional** Note that in nature, all fats are made from a mixture of saturated and unsaturated fat. Butter and lard, however, are made mostly from saturated fat, while margarine and shortening contain less saturated fat. Oil contains the least amount of saturated fat.

#### Saturated-fat content of common fats

Butter	54%
Lard	41%
Shortening	25%
Margarine	18% (will vary depending upon primary kind of fat used in production)
Oils	6%-15%
Canola	6%
Safflower	9%
Corn	13%
Peanut	13%
Olive	14%
Soybean	15%

Source Procter and Gamble, [Compare the Dietary Fats](#), 1993.

Let's look at these fats a little closer. Which ones come from animals?

**Appropriate Response:**

**Butter and lard.**

Why are they the worst fats you could use?

**Appropriate Response:**

**Animal fat is a saturated fat; saturated fat increases blood cholesterol.**

Conclude this part with the following:

You could also add that they should not worry about not getting enough fat; that is unlikely, since most foods contain at least a small amount.

### **Liquid oils—The healthier choices**

---

List a few responses on the board. The list does not need to include all oils named at right.

***Note** If palm or coconut oils are named, point out that they are used primarily to make food products, and that they are very high in saturated fat (palm = 51%; coconut = 77%). Also if cottonseed oil is named, you could mention that it is similar to shortening in the amount of saturated fat (cottonseed = 27%; shortening = 25%).*

Acknowledge responses and conclude as follows:

***Optional** You could add that corn and safflower oils may cost less, and that they are the same kinds of oil used in brands like Wesson or Mazola. Suggest to students that they look on the label to see if the bottle has the kind of oil they want and to buy it if the price is right for them.*

So, when you do use fat, the best recommendation we can give you right now is to use a liquid oil, because it is lower in saturated fat.

And—if I asked you how much fat you should use, what do you think the answer is?

***Appropriate Response:***

***As little as possible.***

Let's talk briefly about oils. There are many different kinds. Which ones can you name?

***Responses will probably include:***

***Canola, olive, sesame, corn, peanut, soybean, safflower, sunflower.***

**For our purposes here, all these oils are OK to use; they are the healthier choices to make.**

**What we want most for you to do is to eat only small amounts of foods high in saturated fats like those from animal fat, lard, and shortening, and especially to use less total fat whenever you can—no matter what kind it is.**

### **The differences in margarine—An introduction**

---

Let's talk about margarine. We just learned that it's 100% fat. But in addition, margarine is made from more than one kind of fat. It contains saturated fat and also some fat that is called unsaturated fat.

Most of the saturated fat in margarine comes from a chemical process called hydrogenation that turns liquid oil into saturated fat. This is also how shortening (like the brand Crisco) is made.

One of the kinds of unsaturated fats in margarine is called a polyunsaturated fat. Polyunsaturated fats are found in large amounts in many of the liquid oils we just talked about—like corn oil.

### **The better margarine**

---

So, how can you find the best heart healthy margarine?

There are many kinds of margarine, and they differ in two ways: 1) the amount of fat they contain; and 2) the kinds of fat from which they are made.

Now, overall, the more healthful kinds of margarine are the reduced-fat or diet ones, because they're lowest in total fat.

Write on the board.

Hold up at least one sample container of a reduced-fat or diet margarine to illustrate.

Point out that reduced-fat or diet margarines are not good for frying or baking because they have water added to them (that's what makes them lower in fat). However, they are good for spreading on food, like vegetables or bread.

But among margarines that have not had the fat lowered, those in a tub are probably a little better than those made into sticks, because stick margarine usually has the most saturated fat.

Underneath the term 'reduced-fat or diet margarine,' write:

Hold up a container of a tub margarine and a stick margarine to illustrate.

*Reduced-fat or diet margarine*

*Tub margarine*

So, the better heart healthy choice is the reduced-fat or diet margarine or the margarine that is in a tub.

Point to the board.

Also mention that reduced-fat, diet, and tub margarines may cost a little more than regular stick margarine; but if they are using less, it will go further and they will be buying less.

Conclude this section with the following:

Whatever margarine you decide on, use as little as possible—even if it is the reduced-fat kind, because it is still a high fat food.

Add that you will be talking more about how to choose margarine at the store today or in the next lesson (4b).

### Other common table fats

---

Let's name some other kinds of fats we eat or fix foods with. For example, what do you mix with tuna or spread on bread to make a sandwich?

*Appropriate Response: Mayonnaise (or 'Miracle Whip' may also be mentioned).*

Record response in one column on board.

What do you usually put on green salads?

*Appropriate Response: Salad dressing (as general response to specific kinds).*

Record response underneath the first one in the same column as above.

And what do many people put on baked potatoes?

*Appropriate Response: Sour cream and/or butter.*

Record this response underneath the second one in the same column as above.

Now, not surprising, all of these are very high in fat.

Add the underlined header 'High Fat' to the top of the list as shown.

High Fat  
Mayonnaise  
Salad Dressing  
Sour Cream  
Butter

One thing you could do to get less fat from these foods is to use less, but what else could you do with these high-fat foods to get less fat?

## Lesson 4 | Fats and Label Reading

Next to the first column, begin a second one with the underlined heading 'Low Fat' as shown. Write in the appropriate responses as they are given. Mention responses if not volunteered.

<u>High Fat</u>	<u>Low Fat</u>
Mayonnaise	Use less Spread it thin Scrape it off Use reduced-fat or fat-free mayonnaise
Salad Dressing	Use reduced fat or oil-free dressing Use only 1 teaspoon per person
Sour Cream	Use low-fat or nonfat plain yogurt Use a reduced-fat or fat-free sour cream

### Recipe Makeover activity

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#### How to conduct large-group activity.

Write the following on the board at the time of the activity, or to save time before class write it on a piece of poster paper and tape to the wall or the board.

Let's next take a recipe and see what we can do to make it lower in fat using some of these ideas.

#### Jack Cheese and Eggs

8 slices bacon  
4 green onions  
8 eggs  
1 cup milk  
2 1/2 cups jack cheese  
2 tsp. butter

1. Fry bacon until crisp. Keep bacon fat.
2. Cook onions in bacon fat.
3. Beat eggs and milk together. Mix in bacon and onions.
4. Melt butter in pan. Add egg mixture and cook until eggs are done.

Explain that you want to know how to change the kinds of foods and the way the recipe is made. Encourage students to suggest things that they would actually do.

## Lesson 4 | Fats and Label Reading

### Optional way to conduct this activity:

Have one or two students give you a simple, favorite recipe, the ingredients in it, and the steps to make it. Write it on the board and use it instead of the Jack Cheese and Eggs. (You should know class members well enough to be able to judge if this would work.) Read the recipe ingredients and steps to the class.

Solicit volunteers or choose someone to give ideas. Continue until all possible changes listed below have been identified. Changes that aren't mentioned should be added to the discussion.

As needed, ask the following to stimulate thought (write on board, if possible).

Could you switch to a lower-fat food?  
 Could you change the kind of fat used?  
 Could you change the amount of a high-fat ingredient?  
 Could you change how any of the ingredients are cooked?

<i>Jack Cheese and Eggs</i>	
<i>Original version</i>	<i>Suggested changes</i>
8 slices bacon	Reduce amount by at least half
4 green onions	No change (for fat content)
8 eggs	Use fewer eggs Use fewer egg yolks Use egg substitute
1 cup milk	Use light 1% or nonfat milk
2 1/2 cups jack cheese	Use half as much Use a lower fat cheese (for example, part-skim mozzarella)
Fry bacon until crisp. Keep bacon fat.	Dump the bacon fat (drain it)
Cook green onions in bacon fat.	Cook in 1 tsp. oil Use pan spray or Use non-stick skillet Don't cook onions
Beat eggs and milk together. Stir in bacon and onions.	No change
Melt butter in pan. Add egg mixture and cook until eggs are done.	Use pan spray/non-stick pan Use less butter



After students have completed the task, ask the following questions:

What were the easiest parts to change?  
What were the hardest?  
What do you think happened to the cost of the recipe after it was changed?  
(It probably cost less to make.)

*If you are doing Lesson 4a, skip to passing out recipes.*

## Lesson 4b

### Food labels—Separating nutrition fact from fable

---

Hold up a food package that has a colorful and attractive front panel.

We've just talked about how to fix food so that it is lower in fat. Let's move on and learn how to choose lower-fat foods at the store.

Let's start by talking about the front of a food package. What do you see there that usually gets your attention?

*Responses will probably include:*

- *Pictures, colors*
- *Healthy-sounding words and claims*
- *Cost savings, free extra servings, free prizes, etc.*

Acknowledge responses. Then move on.

The package front doesn't give you all the information you need to make a healthful choice. A lot of it is just advertising.

### It may be cholesterol free, but it's still full of fat

---

Hold up a bottle of vegetable oil and point to the words.

For example, there are some foods that say 'A Cholesterol-Free Food,' like this one.

It's true this food contains no cholesterol, but from what we learned today, do you think this oil is low in fat or has no fat in it?

*Appropriate Response: No, it's not fat free.*

Right! It's an oil, so it's full of fat. Also, since it's a vegetable oil, would it ever have cholesterol in it?

*Appropriate Response: No.*

You could follow up by asking students to tell you why, reinforcing correct responses that dietary cholesterol is found only in animal foods.

So, although the words 'A Cholesterol-Free Food' can be used for a food that doesn't have any cholesterol in it, that food can still be high in fat.

The best thing to do is to ignore the front of the food package and go directly to where you can find the useful information about the fat.

### **Finding the nutrition facts about fat**

---

Hold up an example.

The most useful and important information is how much fat there is. You find this by looking for the Nutrition Facts box on the product.

The Nutrition Facts box has several parts to it. But we are going to look at only those that tell us how much fat is in the food, so you will be able to compare the amount of fat in similar kinds of foods.

This is an example of the Nutrition Facts box that must be on most foods.

Distribute photocopies of Handout 1, the Chopped Turkey Ham Label. Direct students as follows:  
Start with the serving size.

The first thing to look for are the words 'Serving Size.' This shows you the amount of food in one serving. The rest of the nutrition information is based on this serving size.

Ask students to find the words 'Serving Size' on their handout and to circle them. You could do this on your copy and hold it up for them to see.

So, what is the serving size for this food?

***Appropriate Response: 1 slice (and/or 28 g).***

You need to know the serving size to make sure you're looking at the same amount when comparing different foods. For example, if you were comparing this turkey ham with another lunch meat, you want to make sure that the serving sizes on all the lunch meats are the same, like one slice.

If the serving sizes on foods are different, you'll have to adjust them to find out the differences in the amount of fat they have.

***Optional*** You could describe or demonstrate how to do the arithmetic with dissimilar serving sizes.

**Next—Find the total fat**

---

Point to these words on the Chopped Turkey Ham label.

You could do this on your copy and hold up for them to see.

If asked, grams is the term used to describe how fat is measured.

Cross out the Percent Daily Values amounts on the right. Then display your copy of the handout, so students can see what you've done. Ask students to do the same on their copies.

If asked, the Percent Daily Values refer to percentages of certain nutrients contributed by a single serving of food for people who eat 2,000 calories a day. They do not give the percent of the nutrient per serving size in the food itself (e.g., how much fat is in one serving).

Summarize this part of the lesson as follows:

The next thing you want to look for are the words 'Total Fat.'

Find these words on your Turkey Ham label and circle them.

This tells you how much fat is in that serving size. You can see that Turkey Ham has 2.5 grams of fat in one slice.

There's a lot of other information in the Nutrition Facts box; but for our purposes, let's just ignore it. Put an X through that information, like I have done.

To find the lowest amount of fat, look for the Nutrition Facts box on the label. Find the Serving Size and make sure it's the same for all foods you're looking at. Then compare the amount of Total Fat on the two labels. Buy the one with the lowest amount of fat whenever you can.

### **Compare foods to pick the one lowest in fat**

---

Distribute photocopies of Handout 2, the Sliced White Turkey label, and instruct students as follows:

Allow a minute or two for students to work on this, then ask:

Here's another example. This one is for sliced white turkey. I'd like you to compare it with the turkey ham that we just looked at.

Find the Serving Size to see if it is the same as the turkey ham. Then find the Total Fat and decide which one has the least amount of fat.

Which one has the most fat?

*The turkey ham.*

Which one is the healthier choice?

*The sliced white turkey.*

### **Practice reading the nutrition facts**

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#### **How to conduct the Nutrition Label Reading small-group activity.**

Divide students into groups of 3-4. Tell them that each group will get some food labels and that you want them to find the Serving Size and Total Fat in the Nutrition Facts box.

#### ***Optional ways to conduct this activity.***

*Use pairs of labels from similar products (for example, two refried bean labels) that have been clipped together. Give each group 2 to 3 clipped pairs. Ask students to compare the amount of fat between them and then decide which is the healthier choice. Have them report on at least one of the pairs, reporting on more, time permitting.*

*Use a wide variety of different labels. Distribute 4 to 5 labels to each group. Ask them to find the Serving Size and amount of fat. In a large group, ask the following questions as appropriate to stimulate discussion:*

**What food products do you have?**

**What did you learn about the amount of fat in the food?**

**What effect will this information have on your food buying habits?**

Collect the labels, but tell students to stay in their groups before going on to the next section.

### **Margarine—A special case of label reading**

---

You could show tub again.

Write on the board.

Write on the board.

Distribute photocopies of Handout 3, Royal Margarine Nutrition Facts. After students have received them, point to the words 'Polyunsaturated Fat.' Circle the term and ask students to do the same. Then point out how many grams of polyunsaturated fat are in it.

Next, let's talk about choosing a margarine.

We need to look at the margarine label in a different way, because finding only the number of fat grams doesn't always give us all the information we need to make the healthiest choice.

The first thing to look for on the margarine label is the same as for other foods, that is, find the Total Fat, because the first thing you want to find is the margarine with the least amount of fat.

Most regular stick margarines—in other words, those that aren't reduced-fat or diet margarines—have 11 grams of fat per tablespoon. So, the healthier choices are usually those that come in a tub or the reduced-fat kinds, because they usually have less than 11 grams of fat per tablespoon.

So, Rule No. 1—find the margarine with the lowest number of fat grams.

*Rule Number 1—the lowest fat*

But that still doesn't always tell you it's the healthiest choice, because there are many brands of margarine with the same amount of total fat.

Rule No. 2—when you find two margarines with the same amount of fat, then look for the one with the most polyunsaturated fat.

*Rule Number 2—the highest polyunsaturated*

To do this, look for the kinds of fat in the Nutrition Facts box, which you will find listed underneath the words 'Total Fat.' You'll first see the words 'saturated fat,' then usually underneath it, 'polyunsaturated fat.'

**You should look for the margarines with the highest polyunsaturated fat, because that's the best way we know right now to help ensure that we're getting less saturated fat.**

**If two different margarines have the same amount of total fat and polyunsaturated fat, just buy the one you like best.**

If asked, recall that earlier it was pointed out that liquid oils have less saturated fat, which makes them a healthier choice.

Also, you could mention that cholesterol is also listed on the label. Take the opportunity to reinforce the concept that fat is by far much worse for their health than dietary cholesterol.

If asked about the words monounsaturated fat, acknowledge the comments and add that, for our purposes, they should just ignore them.

Monounsaturated fat is another kind of fat found in varying amounts in many foods.

### **How to choose the better margarine**

---

#### **How to conduct demonstration.**

Pass out Handout 4, Country Tub Spread.

Use Handout 3, Royal Margarine Nutrition Facts, and Handout 4, Country Tub Nutrition Facts, to show how to choose the better margarine.

Ask students to find the Serving Size and to confirm that it is the same for both products. Next, have them look for the Total Fat and tell you how much there is. They should tell you that each one has 7 grams of fat.

Finally, direct them to the polyunsaturated fat, explaining that the words 'Poly. Fat' on the Country Tub label means polyunsaturated fat. Have them evaluate the two products and tell you which is the better choice. They should tell you that the Country Tub is better because it has 2.5 grams, while the Royal Margarine has 1.5 grams of polyunsaturated fat.

***Note** If students ask about the caloric differences in margarine example, explain that it is due to arithmetical rounding.*

### **Practice choosing the better margarine**

---

#### **How to conduct Margarine Label Reading small-group activity.**

Before distributing the labels, repeat the two rules for selecting a margarine: Rule No. 1: Find the one that has the lowest amount of Total Fat; and Rule No. 2: Find the one that has the highest amount of Polyunsaturated Fat.

Distribute a variety of margarine labels to each group. Give the groups a few minutes to examine their labels. Walk around the room, providing assistance as needed.

After they have evaluated their labels and shared their choices, solicit students' reactions to picking a margarine this way. Find out if they feel this is something they would do? Why/why not? Try to help problem solve critical or negative responses.

Collect the margarine labels while concluding this part of the class by asking students in a large group to respond to the following:

**In your same groups, I'm now going to give you some margarine labels to look at. I'd like you to tell me which ones are the healthier choices.**

**What was the most useful information you learned about reading food labels?**

### **Food tasting—The sweetness of low-fat cookies**

---

#### **How to conduct large-group activity.**

Offer two kinds of low-fat cookies (that is, cookies with 3 grams fat or less per serving) to the class. Start by offering one of each kind to each student.

While they are eating, solicit a volunteer to read the label and tell you how many cookies are in one serving and the number of fat grams in that serving.

Write these on the board for each kind of cookie.

**Now, we are going to have a food tasting activity that will give you a chance to taste and compare cookies.**

## Lesson 4 | Fats and Label Reading

Next, contrast it by telling students about at least one kind of high-fat cookie. For example, your list with both low- and high-fat cookies might appear as follows:

<u>Cookie Serving</u>	<u>Fat</u>
2 fig bars	2 grams
5 gingersnaps	3 grams
2 oatmeal cookies	6 grams
3 Oreos	7 grams
2 chocolate chip cookies	8 grams

Also, while they are eating, ask the following questions to stimulate discussion:

**Which cookie do you like best? Why?**

**Were you surprised at how these cookies tasted?**

**Do you think your family/children would eat lower-fat cookies like these?**

If desired, pass around the remaining cookies for students to eat.

## Recipes

### **Review previous lesson's recipe volunteers**

---

**Now, let's talk about the SNAP recipes we gave you last week. Who had a chance to try one?**

Obtain reaction and acknowledge effort.

### **Processing today's recipes**

---

*Recipes are passed out in Lesson 4a. There are no recipes for Lesson 4b.*

**All of today's recipes will give you a chance to practice ideas from class. They are designed to be easy to fix and low in cost.**

Pass out recipes to students. Recipe cards should be clipped together in this order: Applesauce Bran Muffins; Refried Beans; Creamy Fruit and Cabbage Slaw.



▼ LIMIT TO 5 MINUTES FOR 60-MINUTE SESSION ▼

After each person has received the recipes, take the class through the following large-group activity:

Take a look at the Applesauce Bran Muffin recipe. From what we talked about today, what makes it low in fat?

*Appropriate Responses:*

- *Uses no added fat (uses applesauce instead).*
- *Uses light or nonfat milk instead of whole milk.*

How about the Refried Beans?

What makes them low in fat?

*Appropriate Responses:*

- *Doesn't use lard.*
- *Uses small amount of oil.*

How about the Creamy Fruit and Cabbage Slaw?

What makes it low in fat?

*Appropriate Response:*

- *Uses yogurt instead of a high-fat oil-based dressing.*

We really want you to try these recipes by the next class and then let us know what you think.

Solicit volunteers, recording their names and the names of the recipes they would like to try. Note that they will be asked to share their experience at the next class session.

## Lesson Review

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

**What did you learn about comparing the amount of fat between foods?**

## Tip Sheet—Fats and Food Labels

*Use Tip Sheets 4a and 4b with two 60-minute lessons.*

Introduce the SNAP Tip Sheet as a handout for students to review and to post on their refrigerators.

Note that it describes the lesson's main ideas and includes money saving ideas.

Distribute Tip Sheet. Review or read it to students, as appropriate for your group. For example, if students have very limited literacy skills, you may need to read it to them.

Ask students to look over the 'What to Do' and 'Money Saving Ideas' sections and to put a star by the one they like the best. If desired, students could be asked to share their responses with class members. Acknowledge responses and move on.

## Goal Setting

### Introduction

---

Next, we're going to work on goals for this lesson. What is the first thing we need to do to set a goal to help lower the amount of fat we are eating?

*Appropriate response:*

*Find out what we are doing now. (Students may add—by filling out a Quick Check Worksheet.)*

### Completing the Quick Check Worksheet

---

*Use Worksheet 4 for 90-minute lesson and 4a/4b for the two 60-minute lessons.*

Let's take a look at what you are doing now by filling out a Quick Check Worksheet.

Remember that the top sheet is yours to keep, and I'll collect the yellow copy. Please do not fill it in yet, but put your name and the date on it.

Like the one you got last time, it will help you find out if you are eating foods high in fat and will help you find something you'd like to do to lower the amount of fat you are eating.

Recall that you need to answer each question by checking the box whether you do something 'Often' or 'Not often/Never.'

**How to conduct large-group activity.**

Distribute the Quick Check Worksheet for this lesson to each student.

Read each line clearly and slowly, if necessary, providing assistance as needed. For example, if students have very limited literacy skills, you may need to read the form to them and help them complete some or all items.

**Please stop when you have finished this part. Do not fill in the box at the bottom yet. We'll be doing that in just a few minutes.**

Roam around the room to observe how students are doing and to help ensure they have not begun to complete the goal setting section at the bottom. Then, go on to review goal setting rules.

**Reviewing goal setting rules**

---

Have students tell you what they recall about how to set good goals. Write each of the three points on the board as they are identified, reviewing the additional information from previous lessons about goals if you feel students need it.

Then ask students to give you an example of a goal for this lesson. Write it on the board and process in a large group, using problem solving skills as done in previous lessons.

*The three rules of goal setting are:*

*1 —A goal says I will do something.*

*It does not say 'never' or that you will 'always do' or won't do something 'anymore.'*

*2 —A goal is small and practical.*

*It's something that you are sure you can do now—every day—or several times a week.*

*3 —A goal says exactly what you'll do.*

*This is done by describing two things that you will do to reach your goal.*

Ask students to name two ways given in today's class to meet their goal example.

Acknowledge responses and before proceeding, ask for questions. As needed, repeat the lesson-related example or another example to aid understanding.

## Demonstrating problem solving

---

Let's again talk about problem solving. Remember, when you plan ahead for things that might get in the way, it's more likely that you will be successful with your goal.

For example, your goal says, I will bake instead of frying my chicken and then you find that your family, really prefers fried chicken. What could you do to help you meet your goal?

**Appropriate Responses:**

- Try different seasonings or toppings.
- Ask your family to go along with having fried chicken a little less often (like having it baked one time and fried the next).

Acknowledge responses and, as needed, provide other lesson-related examples to help aid understanding, giving students additional opportunities to practice the skill of problem solving.

## Student goal setting

---

**Optional way to conduct goal setting activity.**

*If your class consists of natural, cohesive groups of 2-4 students and they appear to work well together in small-group activities, and last lesson you did goal setting in small groups, continue with this method.*

*If you did not do goal setting in small groups last time, you may wish to evaluate whether your class might be ready to do so this week. Your students should be comfortable working with each other and work well together in other small-group activities. Otherwise, continue with goal setting in a large group.*

**How to conduct large-group activity.**

If some students have no responses in the right column or there is nothing that they feel they can or want to work on, they may choose a behavior that is not on the Quick Check Worksheet (for example, one that was discussed during class).

Next, look over the responses on your Quick Check Worksheet that are in the second right-hand column and find something that you would like to work on.

When you have found something, write your goal and the two ways you will do it in the box at the bottom.

*Optional* Add that they don't need to write out their answers.

Be prepared with extra copies of the handout for students as needed. Roam around the room, checking with every student and offering guidance or help with problem solving as needed.

For students who are resistant or negative about setting a goal, encourage them to think of an alternative fat-related goal and move on to someone else.

If some students are doing as well as they feel they can and can think of no other changes to make, acknowledge their success and encourage them to continue with what they are doing. Suggest the possibility of going a step beyond their current behavior.

### **Problem solving student goals**

---

Have students share their goals in a large group. Ideally, time permitting, everyone should do this.

While students are sharing their goals in the large group, use the following probes as needed to help ensure that each student's goal is appropriate for his or her situation:

When obstacles surface, encourage the class to help problem solve by asking them to provide suggestions about other things that could be tried.

**Also, use your Goals That Work handout from last week and answer each question about what to think about when setting a goal.**

**By doing this, your goal will more likely be one that will work for you and your family.**

**Have you ever tried to do this or something like this before?**

**What do you think might get in the way? For example, your family's preferences? Having to spend more money on food? Having to cook differently? And, what could you do about these things?**

**How will you go about that (repeat goal, if needed)? For example, how will you need to change the way you shop for food? Fix your food? What will you need to buy that is new or special?**

### **The Cue Card as a goal reminder**

---

Before distributing, review the purpose and benefits of the Cue Card.

Point out that it is a reminder that will help them to be more successful at making changes in their diets.

Ask students to write their goals, a word or two about their goals, or draw a picture to remind them about what they said they would do.

Pass out cue cards and allow a minute or two for students to complete them.

Remind students that you will be asking them at the next class session to share how they did with their goals. Ask for questions, collect the yellow copy of each student's Quick Check Worksheet, and then move on to the next section.

## **Closing**

Reminders/Announcements to be added as needed.

Tell students that the next lesson will be about:

#### ***For Lesson 4a***

- Learning to read nutrition labels.
- How to select lower-fat foods in the store.

#### ***For Lesson 4b***

- Sweets, snacks, and desserts.
- The good news about snacking.
- The lesson will include a special food tasting.

## Lesson 4 Preparations

### How to prepare for the Nutrition Label Reading small-group activity

#### What you need

- A wide variety of empty, clean food packages that have the Nutrition Facts box on the label. You will need enough so that each group of 3 to 4 students will have 4 to 5 labels each.
- Paper clips for Option 1 (see below), a large brown paper bag.

#### How to prepare for the two optional ways of conducting the activity

If you choose to have students compare pairs of similar products, you will need to obtain pairs of food labels from like products with contrasting amounts of fat. Here are some ideas of foods that make good comparisons in terms of fat content:

- Chile beans with meat vs. chile beans without meat
- Regular lunch meats vs. turkey cold cuts or turkey/chicken breast
- Oil pack vs. water pack tuna
- Microwave popcorn vs. plain or light microwave popcorn
- Ritz crackers vs. lower-fat crackers
- Regular cheddar cheese vs. skim-milk Mozzarella cheese
- Canned Spaghettios vs. canned spaghetti with meat
- Frozen vegetables with sauce vs. plain frozen vegetables
- Regular mayonnaise vs. light or fat-free mayonnaise
- Regular salad dressing vs. light or fat-free salad dressing
- Granola vs. Cheerios
- Ice cream vs. ice milk or frozen yogurt
- Fudgesicles vs. popsicles

If you choose to provide students with a variety of labels to read without having them compare pairs of like products, they only need a wide assortment of labels. Food choices can be whatever desired.

#### How to do it

##### For Option 1

Paper clip the matching pairs of food together. Store them in the paper bag until needed.

##### For Option 2

If you choose to provide students with a wide variety of labels to read without asking them to compare pairs of products, you will need only to place all the labels in the brown bag.

### How to prepare for the Margarine Label Reading small-group activity

#### What you need

- A wide variety of empty, clean margarine labels, each with a Nutrition Facts box, so that at least one of the following of each kind of margarine is included:
- A full-fat regular stick margarine (with 11 grams fat/serving) with varying amounts of polyunsaturated fat
- A full-fat tub margarine (11 grams fat/serving) and a reduced fat variety
- Reduced-fat or diet margarines with different amounts of total fat and polyunsaturated fat (need enough so that each group of 3 to 4 students will have 3 to 4 margarine labels).
- Large brown-paper bag

#### How to do it

Place labels in paper bag until needed.

## Fat Content of Some Common Cookies

<b>Brand of Cookie</b>	<b>Serving Size</b>	<b>Fat Grams</b>
Nabisco Devil's Food Cakes	1 cookie	1
FFV Devil's Food Trolley Cakes	2 cookies	2
Nabisco Fig Newtons	2 bars	2
Nabisco Honey Maid Cinnamon Grahams	4 cookies	2
FFV Whole Wheat Fig Fruit Bars	1 bar	2
Nabisco Strawberry Newtons	1 bar	2
Sunshine Animal Crackers	13 cookies	3
Nabisco Honey Maid Graham Bites Apple, Cinnamon	4 cookies	4
Nabisco Nilla Wafers	7 wafers	4
Nabisco Chips Ahoy	2 cookies	4
Nabisco Oreo Chocolate Sandwich	2 cookies	4
Sunshine Hydrox	2 cookies	4
Pepperidge Farm Distinctive Chessman Butter Cookie	2 cookies	4
Pepperidge Farm Old Fashioned Chocolate Chip	2 cookies	5
Keebler Soft Batch Oatmeal Raisin	2 cookies	6
Nabisco Mini Chips Ahoy	12 cookies	6
Sunshine Vienna Fingers	2 cookies	6
Nabisco Oreo Fudge Covered Chocolate Sandwich	1 cookie	6
Sunshine Sugar Wafers	3 wafers	6
Sunshine Fudge Family Bears, Creme-filled	2 cookies	7
Pepperidge Farm Beacon Hill	1 cookie	7
Pepperidge Farm Distinctive Geneva	2 cookies	7
Keebler Soft Batch, Chocolate Chip	2 cookies	8
Keebler Mini Middles, Chocolate Chip	8 cookies	8
Nabisco Oreo Double Stuf Chocolate Sandwich	2 cookies	8
Keebler E.L. Fudge-Fudge Sticks	4 cookies	10
Keebler Pecan Sandies	2 cookies	10



# Fats and Food Labels

**Shortening**

**Margarine**

**Oil**

**Butter**

**Lard**

These fats all have the same number of calories.  
All their calories come from fat.

## What to Do

Start by using one-fourth less fat than you use now—  
then use half as much.

Use catsup, mustard, or salsa instead of mayonnaise on sandwiches.

Flavor vegetables with lemon, herbs, garlic, or onions instead of adding fat.

Buy foods with the lowest number of fat grams.

## Money Savers

Use as little fat as you can.

Buy vegetables, noodles, beans, and meats without butter, sauces, or added fat. Then add your own low-fat flavorings.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Fats and Food Labels

## Quick Check Worksheet

### Do You?

Add butter or margarine to rice, pasta, bread, or vegetables?

Fry food in oil, butter, lard, or shortening?

Use mayonnaise on sandwiches or in salads?

### Check one box on each line

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

### Do You?

Grill, bake, roast, barbecue, stir fry, or steam food?

Use herbs or spices to flavor vegetables instead of butter?

Use a lower-fat mayonnaise or nonfat yogurt instead of regular mayonnaise?

Read food labels for the amount of fat in a serving?

Buy food with the lowest number of fat grams?

### Check one box on each line

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

\_\_\_\_\_

How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_



# Goals That Work!

## Good goals follow these three rules

1. Goals say I will do something.
2. Goals are small and practical and something that you can do now, on a weekly or daily basis.
3. Goals say exactly what you will do.

## Things to think about when setting your goal

1. How will your family feel about your goal?  
Will they go along with it?
2. Will you need to change how you shop for food  
or how much you spend on food?
3. What else might get in the way of reaching your goal?



# Fats

**Shortening**

**Margarine**

**Oil**

**Butter**

**Lard**

These fats all have the same number of calories.  
All their calories come from fat.

## What to Do

Start by using one-fourth less fat than you use now—  
then use half as much.

Use catsup, mustard, or salsa instead of mayonnaise on sandwiches.

Flavor vegetables with lemon, herbs, garlic, or onions instead of adding fat.

## Money Savers

Use as little fat as you can.

Buy vegetables, noodles, beans, and meats without butter, sauces, or added fat. Then add your own low-fat flavorings.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Fats

## Quick Check Worksheet

### Do You?

Add butter or margarine to rice, pasta,  
bread, or vegetables?

Fry food in oil, butter, lard, or shortening?

Use mayonnaise on sandwiches or in salads?

### Check one box on each line

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

### Do You?

Grill, bake, roast, barbecue, stir fry,  
or steam food?

Use herbs or spices to flavor vegetables  
instead of butter?

Use a lower-fat mayonnaise or nonfat yogurt  
instead of regular mayonnaise?

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

\_\_\_\_\_

**How I will work on my goal**

1) \_\_\_\_\_

2) \_\_\_\_\_

# Look for the Nutrition Facts

The front of a package doesn't always tell you if the food is low in fat.

The Nutrition Facts box on the packages does tell you how much fat is in the food.

## What to Do

### **For all foods, except margarine:**

First—Look at the Nutrition Facts box on two similar kinds of foods (like bologna and turkey lunch meat).

Second—Look to see that the Serving Size is the same for both foods.

Third—Look for the words 'Total Fat' on each package.

Lastly—Buy the food with the lowest number of fat grams.

### **To find the better margarine:**

First—Find the kinds of margarine you might like to buy.

Second—Find the Serving Size for each one in the Nutrition Facts box and make sure it is the same.

Third—Buy the margarine with the lowest number of fat grams—or if the fat grams are the same, buy the margarine with the highest number of poly-unsaturated fat grams.

## Money Saver:

Buy the cheapest liquid oil that you would like to use; all liquid oils used in small amounts are healthful choices.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Food Labels

## Quick Check Worksheet

### Do You?

### Check one box on each line

Compare similar kinds of foods  
(like lunch meat, crackers, or cookies)  
for the amount of Total Fat in them?

☐ Often    ☐ Not often/Never

Buy margarine with the lowest amount  
of total fat and highest amount  
of polyunsaturated fat?

☐ Often    ☐ Not often/Never

Read food labels for the amount  
of Total Fat in a serving?

☐ Often    ☐ Not often/Never

Buy food with the lowest number of fat grams?

☐ Often    ☐ Not often/Never

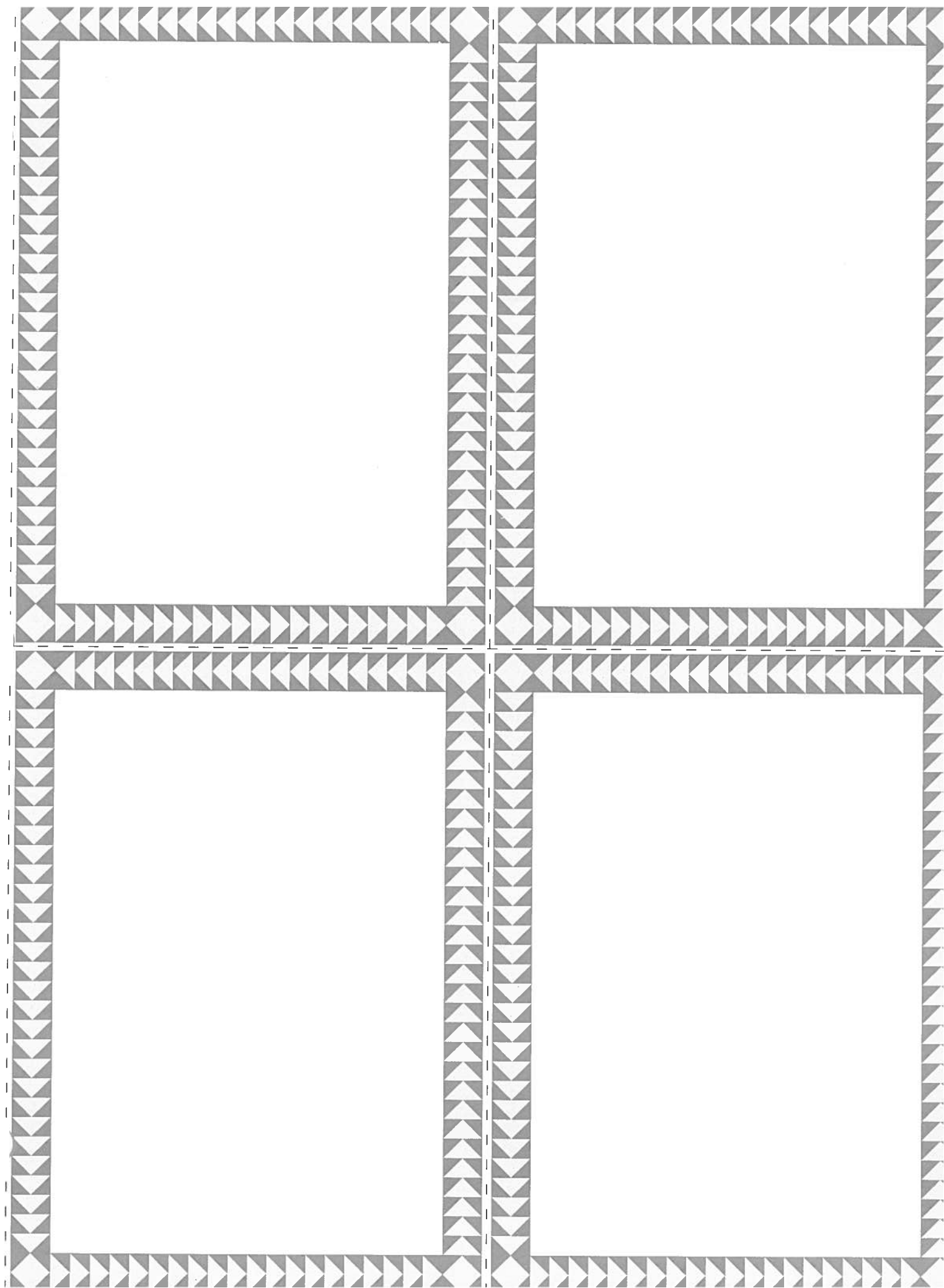
## My Goal for the Week

I will \_\_\_\_\_

How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_





# Applesauce Bran Muffins

**These are great-tasting muffins that are made without any added fat! Serve warm.  
Makes 12 muffins.**

1 <sup>1</sup> / <sub>4</sub> cups flour	1 <sup>1</sup> / <sub>2</sub> cups All-Bran Cereal
1/2 cup sugar	1 <sup>1</sup> / <sub>4</sub> cups light or nonfat milk
1/4 teaspoon salt	1 egg
1 tablespoon baking powder	1/4 cup applesauce, sweetened or unsweetened

1. Preheat oven to 400 degrees.
2. Stir together flour, sugar, salt, and baking powder in a bowl. Set aside.
3. In a large bowl, mix the All-Bran and milk. Let stand for five minutes, or until cereal softens.
4. Add the egg and applesauce to the cereal mixture and stir.
5. Add flour mixture to cereal, stirring only until everything is just barely mixed together.
6. Spoon batter into a non-stick or lightly oiled muffin pan.
7. Bake for about 20 minutes, or until golden brown.

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# Refried Beans

**These beans use just a little oil instead of lard and make great burritos. Serve warm.  
Makes 4 cups.**

3 cups red or pinto beans (canned or fresh cooked)	1-2 cloves garlic, minced
1/4 cup nonfat dry milk powder	1 <sup>1</sup> / <sub>2</sub> teaspoons cumin
1 tablespoon oil	1/4 teaspoon pepper
1/2 cup onion, chopped	1/2 teaspoon salt

1. Mash beans with 1/2 cup water, then mix in the milk powder.
2. Heat the oil over medium heat in a skillet, and add the onion, garlic, cumin, pepper, and salt.
3. Cook until onions are soft, stirring now and then.
4. Add the bean mixture to the pan, and cook over low heat for five more minutes.

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# Creamy Fruit and Cabbage Slaw

**Adding fruit and using yogurt instead of mayonnaise makes this a delicious and healthier change from plain cole slaw. Serves 4.**

2 cups cabbage, finely shredded or chopped

$\frac{1}{4}$  cup pineapple chunks, canned in juice

1 orange, peeled and sectioned

1 medium red apple, unpeeled, cored and diced

$\frac{3}{4}$  - 1 cup low-fat or nonfat fruit-flavored yogurt

$\frac{3}{4}$  - 1 cup fruit juice from the pineapple (or other juice as desired)

1. Mix the cabbage and fruit together.
2. Toss to blend, and it's ready to serve.



# Chopped Turkey Ham

Handout 1

## Nutrition Facts

Serving Size 1 slice (28g)

Servings Per Container 8

---

### Amount Per Serving

**Calories** 40

**Fat Cal** 20

---

**% Daily Value\***

**Total Fat** 2.5g **4%**

Saturated Fat 1g **4%**

**Cholesterol** 20mg **7%**

**Sodium** 290mg **12%**

**Total Carb** 0g **0%**

**Protein** 5g

---

Not a significant source of dietary fiber, sugars, vitamin A, vitamin C, calcium and iron.

---

•Percent Daily Values are based on a 2,000 calorie diet

# Sliced White Turkey

Handout 2

## Nutrition Facts

Serving Size 1 slice (28g)

Servings Per Container 8

---

### Amount Per Serving

---

<b>Calories</b> 30	<b>Fat Cal</b> 10
--------------------	-------------------

---

**% Daily Value\***

---

<b>Total Fat</b> 1g	<b>1%</b>
---------------------	-----------

---

<b>Cholesterol</b> 15mg	<b>5%</b>
-------------------------	-----------

---

<b>Sodium</b> 290mg	<b>12%</b>
---------------------	------------

---

<b>Total Carbohydrate</b> 0g	<b>0%</b>
------------------------------	-----------

---

**Protein** 5g

---

Not a significant source of saturated fat, dietary fiber, sugars, vitamin A, vitamin C, calcium and iron.

---

•Percent Daily Values are based on a 2,000 calorie diet.

# Royal Margarine

Handout 3

## Nutrition Facts

Serving Size 1 Tbsp (14g)

Servings Per Container 32

---

**Amount Per Serving**

**Calories:** 70    **Calories from Fat:** 70

---

**% Daily Value\***

---

**Total Fat** 7g **11%**

Saturated Fat 1.5g **8%**

Polyunsaturated Fat 1.5g

Monounsaturated Fat 1.5g

---

**Cholesterol** 0mg **0%**

---

**Sodium** 110mg **5%**

---

**Total Carbohydrate** 0g **0%**

---

**Protein** 0g

---

**Vitamin A** **10%**

---

Not a significant source of dietary fiber,  
sugars, vitamin C, calcium and iron.

---

•Percent Daily Values are based on a  
2,000 calorie diet

# Country Tub Spread

1/3 fewer calories than margarine

Handout 4

## Nutrition Facts

Serving Size 1 Tbsp (14g)

Servings Per Container 32

---

### Amount Per Serving

**Calories:** 60

**Fat Cal:** 60

---

**% Daily Value\***

---

**Total Fat** 7g **11%**

Saturated Fat 1.5g **8%**

Poly Fat 2.5g

Monounsaturated Fat 1g

---

**Cholesterol** 0mg **0%**

**Sodium** 60mg **3%**

**Total Carbohydrate** 0g **0%**

**Protein** 0g

---

**Vitamin A** **10%**

---

Not a significant source of dietary fiber,  
sugars, vitamin C, calcium and iron.

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•Percent Daily Values are based on a  
2,000 calorie diet

## Background

### **Rationale**

Snacks, sweets, and desserts can make important contributions to a healthy, low-fat diet. This lesson teaches students about sweets and snack foods that are high in fat and helps them learn how to identify and choose acceptable lower-fat alternatives.

### **Student Objectives**

By the end of the lesson, students will be able to:

- Identify high-fat snacks, sweets, and dessert foods.
- Name lower-fat alternatives to high-fat sweets, snacks, and desserts.
- Describe ways to reduce fat intake from sweets and snack foods.

## Teaching Tips

As with the previous lessons, review briefly major ideas from the last lesson and discuss students' experiences with their diet goals.

This lesson teaches students how to make alternative choices to high-fat sweets and snacks. One of the recommendations in this lesson is to choose foods high in sugar as a treat, rather than sweets that are high in fat. For some teachers, this concept may be difficult to reinforce, since most traditional recommendations focus on fruits and other more healthful choices. If dietary advice emphasizes only fruits as a low-fat snack or sweet, students could feel deprived and come to think of all snack foods as either good or bad. The SNAP curriculum emphasizes that there is no such thing as a good food or a bad food but seeks to change high fat foods that are eaten and increase range of choices. We emphasize healthful choices that are 'fun,' low-fat alternatives but may still be high in calories from sugar. Students really enjoy the SNAP Grab Bag activity and are often surprised to find foods such as marshmallows to be low in fat and OK to eat as a snack. We also use this activity to have students read food labels and share 'new discoveries' with the class.

## Lesson Outline

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|---|--|
| <p><b>4   Opening</b><br/><i>1-2 minutes</i></p> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introduce today's topic</li> </ul>   | <p><b>17   Recipes</b><br/><i>5 minutes</i></p> <ul style="list-style-type: none"> <li>• Review previous lesson's recipe volunteers</li> <li>• Processing today's recipes</li> </ul>   |
| <p><b>4   Lesson 4 Review</b><br/><i>2-3 minutes</i></p>  | <p><b>18   Lesson Review</b><br/><i>1-2 minutes</i></p>  |
| <p><b>5   Goal Review</b><br/><i>10 minutes</i></p> <ul style="list-style-type: none"> <li>• Students report on accomplishments</li> <li>• Teacher feedback on goal work</li> </ul>   | <p><b>19   Tip Sheet</b><br/><i>1-2 minutes</i><br/>Sweets, Snacks, and Desserts</p>   |
| <p><b>6   High-Fat Sweets and Salty Foods</b><br/><i>30-35 minutes</i></p> <ul style="list-style-type: none"> <li>• The Sweets and Salty Snacks Match Game</li> <li>• Introduction—The envelope, please</li> <li>• Sweets, salty snacks, and desserts can be good for you</li> <li>• Sweets high in fat and sugar</li> <li>• Fat calories in sweets high in fat and sugar</li> <li>• The Grab Bag of low-fat sweets</li> <li>• Food tasting activity—<br/>Angel food cake and strawberries</li> <li>• Snacks high in fat and salt</li> <li>• How the fat adds up</li> <li>• The fat's in the cracker</li> <li>• Other great snacks low in fat</li> <li>• The when and where of snacking</li> <li>• Looking ahead for better snacking</li> </ul> | <p><b>20   Goal Setting</b><br/><i>15-20 minutes</i></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Completing the Quick Check Worksheet</li> <li>• Reviewing goal setting rules</li> <li>• Demonstrating problem solving</li> <li>• Student goal setting</li> <li>• Problem solving student goals</li> <li>• The Cue Card as a goal reminder</li> </ul> |
|   | <p><b>24   Closing</b><br/><i>1-2 minutes</i></p> <ul style="list-style-type: none"> <li>• Reminders/Announcements</li> <li>• Introduce next class topic</li> </ul>  |



## Materials Checklist

- ☐ Students' Quick Check Worksheets from previous lesson
- ☐ Sweets and Snacks Match Game board
- ☐ Envelopes, cracker samples, cracker boxes, and fat globs for Cracker Fat activity  
Preparation needs to be done at least a few hours before class—see end of lesson
- ☐ *Where's the Fat?* poster
- ☐ Sweets Grab Bag
- ☐ Angel food cake, thawed frozen strawberries, and utensils for food tasting activity plus cooler and ice to keep strawberries cool
- ☐ Student Handouts
  - ☐ The SNAP Snack Planner
  - ☐ Recipes
  - ☐ Tip Sheet
  - ☐ Lesson 5 Quick Check Worksheet
  - ☐ Goals That Work
  - ☐ Cue Card

## Opening

### Welcome

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Take roll as needed.

Introduce today's topic.

Note in your own words that today's class will:

- Be about sweets, snacks, and desserts.
- Be about the good news about snacking.
- Include a special food tasting.

### Lesson 4 Review

*Choose the appropriate review topic, depending on whether you did Lesson 4 as a 90-minute or two 60-minute classes.*

**Last week during the first part of class, we talked about different kinds of fat. What are the main ideas that you remember?**

*Appropriate responses may include:*

- *All fats have the same number of calories, ounce for ounce.*
- *All the calories in butter, margarine, and oil come from fat.*
- *Butter, lard, and shortening are very high in saturated fat.*
- *Liquid oil is a healthier fat than lard and shortening.*
- *The fat in many recipes can be reduced by using less or changing the cooking method.*

**We talked about food labels. What are the main ideas you recall about them?**

*Appropriate responses may include:*

- *Buy foods with the lowest number of fat grams.*
- *Ignore the front of the package and get the information you need from the Nutrition Facts box.*

**We also talked about choosing margarine. How do you pick out the best margarine?**

*Appropriate responses may include:*

- *Find the one with the lowest number of fat grams and the highest amount of polyunsaturated fat.*
- *Buy reduced-fat or tub margarine instead of stick margarine.*



## Goal Review

### Students report on accomplishments

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**Purpose** *To provide an opportunity for students to talk about how things went with their goals from the previous lesson and to problem solve among class members any difficulties or obstacles encountered.*

**How to conduct large-group activity.**

Ask for volunteers to describe their goals and what they did to meet them. Also ask them to describe what went well, in addition to sharing any problems they may have had (for example, family resistance, time, cost, availability).

When problems or obstacles are shared, encourage class members to help problem solve. The following probes may elicit ideas/comments:

- What are some other things that could have been tried?
- What could have been done differently?

Next, ask remaining class members (calling on as many as time permits) to describe the same things about their goals.

Acknowledge those who did not or were not able to work on their goals.

### Teacher feedback on goal work

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Conclude this section by giving support and reinforcement for all attempts to work on goals.

Emphasize that slow, gradual changes are best; that long-term change comes from taking small steps.

Remind students that they should continue to practice their goals from each lesson.



## High-Fat Sweets and Salty Foods

OMIT FOR 60-MINUTE SESSION

### The Sweets and Salty Snacks Match Game

#### How to conduct large-group activity.

At the top of a flip chart or black board write:

Tape the empty food packages in the left hand column. Opposite each package, tape an ingredient list that does not match the package to the left, using removable transparent tape.

Point to listings on right side of poster.  
Read the top listing to students.

Solicit a volunteer for each food until all items have been matched

#### **Correct responses for game:**

*Corn chips (Fritos etc.) match with corn, oil, salt*

*Granola bar matches with flour, shortening, sugar, oats*

*Goldfish match with flour, cheese, salt, oil*

*Chocolate chip cookies match with flour, butter, chocolate*

After they are matched, summarize with:

#### *Sweet and Salty Snacks Match*

**Let's start today by playing a game. I'd like a volunteer to match these ingredients to the food they belong to.**

**The first one says the food has \_\_\_\_\_  
Which food product does it belong to?**

**This shows us that some common sweet and salty snacks have a lot of fat in them.**

## **Introduction—The envelope, please**

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### **How to conduct Part One of the Cracker Fat activity.**

Ask for three students to help with this activity. Explain that each person will hold on to an envelope until later in the lesson. They will then be asked to open the envelope and share what they have with the class.

Ask the three students not to open or handle their envelopes during class. After randomly giving each of them one of the sealed envelopes, continue with the lesson.

Today we're going to talk about sweets, snacks, and dessert foods. First, I'd like to ask for three volunteers to help with an activity that we'll do later in class.

## **Sweets, salty snacks, and desserts can be good for you**

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You may hear some things today that you'll find to be good news and some things that may surprise you about sweets, salty snacks, and desserts.

But, we don't want you to feel that you should never eat these kinds of foods. There's nothing wrong with eating them once in awhile.

Remember that having a heart healthy diet means that you make low-fat choices most of the time, but still let yourself enjoy higher-fat foods on occasion. Later, in class, we'll talk about snacking.

The main goal today is to show you which kinds of sweets, snack foods, and desserts are high in fat, so that you will be able to make the best choices for you and your family.

### **Sweets high in fat and sugar**

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Write on the board:

Solicit specific examples (for example, not just cake, but frosted chocolate cake). Encourage the class to name cultural or traditional foods—for example, flan, Mexican pastries, etc. You could begin by naming your own favorite sweet.

Record responses in one column on board. List any low-fat items (like hard candy and Jell-O) in a separate section.

If responses are few, try probing with the following:

**Let's begin by talking about sweets, snack foods, and desserts that are high in fat and sugar.**

*High in Fat and Sugar*

**What are some of your favorites?**

**When you want something sweet, what do you like to eat? How about for a snack? Or a dessert?**

**What was a sweet snack food or a dessert that you ate yesterday?**

**What do you eat on holidays or at family celebrations?**

**What kinds of candy have you eaten recently?**

*Responses should include: Pies, ice cream, chocolate, cakes, doughnuts, granola bars, sweet rolls, pastries, cookies, croissants, muffins (that are not low in fat).*

## Fat calories in sweets high in fat and sugar

If you wrote any low-fat items in a separate section, mention now that they are low in fat.

### How to conduct large group activity.

Display the poster *Where's the Fat?* with the fat and sugar values covered by index cards.

Before uncovering the amounts of fat and sugar in each food, ask students to guess whether there is more fat or more sugar in it.

Encourage reactions and comments to each food as fat and sugar amounts are revealed.

### Information about foods on the poster:

- *Doughnuts are high in fat, because they are fried in oil. They are also made with fat.*
- *Pies are high in fat, because most crusts are made with a lot of butter, shortening, oil, or lard.*
- *Chocolate chip cookies are made with a lot of fat (and the chocolate itself is high in fat).*
- *Brownies are made with a lot of fat (and the chocolate itself is high in fat).*

**Note** There are about 16 calories in a teaspoon of sugar compared to about 36 calories in a teaspoon of fat.

The problem with many of these foods is the fat that usually comes with them, not the sugar they contain.

Let's compare the amount of fat to the amount of sugar in a few foods we've probably all eaten.

So, for sweets that are high in fat and sugar, like brownies and doughnuts, you're getting more calories from fat than from sugar.

These foods are fattening because of the fat that's in them, not because of the sugar. In fact, a teaspoon of fat (like butter or oil) has two times as many calories than as a teaspoon of sugar.

And fat is not only high in calories, but too much is bad for your heart.

### **The Grab Bag of low-fat sweets**

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**How to conduct large-group activity.**

Hold up the paper Grab Bag. Tell students that it is a grab bag of sweet ideas that they could grab for eating. Explain that they will get to grab something from it. As appropriate, ask students not to open the packages of food, if you plan to reuse these items for other classes.

**Optional ways to conduct this activity:**

*Have each student grab something from the bag without looking into it and then tell the class what they have. As each one grabs something, you could ask if they have ever tried the food before and/or if it is something they might eat instead of a food higher in fat.*

*Have each student grab something from the bag without looking into it—then tell the class what they have and read the Nutrition Facts on the label for the amount of fat in that food. Solicit reactions—for example, were they surprised?*

*Go around the room and have each student grab something from the bag; allow a few minutes for all students to handle their item and react with other students. Then ask them to share with the class what they have and, if desired, have them read the Nutrition Facts on the label for the amount of fat.*

After students have finished, collect grab bag items and conclude the activity as follows:

By now, are you feeling like most of your favorite foods are high in fat? Well, the good news is that there are many low-fat sweets available.

Let's see what we can grab that's low in fat and also quick to eat.

We've seen that there are lots of lower-fat, and some fat-free, sweets to eat. Now, let's try tasting an easy to fix, fat-free, sweet dessert.



### **Food tasting activity—Angel food cake and strawberries**

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**How to conduct food tasting activity.**

Tell students that you will be serving them angel food cake and strawberries. Before they begin eating, be sure the class knows that the berries were frozen with sugar (in case someone cannot or does not want to eat sugar). Before serving, put the empty container of strawberries on the table to show what was used.

**Optional** *You could also display the angel food cake package.*

Place a piece of cake and 1-2 tablespoons of thawed berries on each paper plate. Provide a fork and a napkin, and pass plates around the room (or students could be asked to come to the front of the room to get them).

After students have been served, or while they are being served, and are eating, share the following information:

**This dessert is *fat free*. Neither the angel food cake nor the strawberries have any fat.**

**You can make the angel food cake yourself or, like I did, buy it at the store. Local grocery stores like (name them) carry it (mention cost).**

**Also, you could try putting ice milk or nonfat frozen yogurt on top for an extra special dessert. You could also use any kind of fruit, fresh or frozen, that you like.**

**It doesn't cost a lot either. One cake and two boxes of strawberries serve at least 8 to 10 people and cost under \$6. (Revise figure if different in your area.)**

Encourage student interaction and comments.  
Ask how they might serve it.

## Snacks high in fat and salt

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Erase listing made earlier. Write on the board:

Next, let's turn to snack foods that are high in fat and salt instead of being high in *fat and sugar*.

*High in Fat and Salt*

Which ones can you think of?

*Responses may include:*

- *Chips (for example, potato, corn, or tortilla chips)*
- *Buttered popcorn*
- *Snack crackers (like Ritz, Cheez-Its, Goldfish, Triscuits, Wheat Thins)*
- *Peanuts, other nuts, sunflower seeds*
- *French fries*

Record responses on board under the heading, being sure to get potato chips on the list to use as a transition to the next activity.

*Note* If pretzels are mentioned, note that they are usually low in fat. There are also varieties of snack crackers that are lower in fat (for example, saltines and oyster crackers). If mentioned, they could be recorded in a separate column on the board.

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What do you think makes these kinds of salty foods high in fat?

*Appropriate Responses:*

- *They are fried.*
- *They have fat added to them.*
- *They have cheese hidden in them.*

## How the fat adds up

### How to conduct the demonstration.

Sketch a potato-shaped figure on the board. Label it with the word 'Baked' as shown.

Praise correct responses.  
Below the word 'Baked,' write 'No fat.'

Sketch a second potato-shaped figure next to the first. Under it, write the words 'French fries.' Shade in the bottom part so that the figure is about half filled.

*If asked, 46/100 calories in french fries are from fat.*

Sketch a third potato-shaped figure next to the second one. Under it, write the words 'Potato chips.' Shade in the bottom part of the figure, so that it's about two-thirds filled and looks as shown.

*If asked, 61/100 calories in potato chips are from fat.*  
Summarize this activity by reviewing what has just been presented.

Let's do a comparison to see just how much fat is in a typical snack food — potato chips. Let's start with a plain baked potato.



Baked

How much fat do you think it has?

*Appropriate response:*

*A plain, baked potato has no fat.*



Baked  
No fat

When you make french fries you get this much fat.



Baked  
No fat



French fries  
1/2 fat

This shows that for every 100 calories of french fries, about half are from fat.

When you make potato chips, this is what you get.



Baked  
No fat



French fries  
1/2 fat



Chips  
2/3 fat

For every 100 calories of potato chips, almost 2/3 are from fat. In fact, potato chips are one of the highest-fat snack foods you can eat.

## The fat's in the cracker

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### How to conduct Part Two of the Cracker Fat large-group activity.

Have the student hold up the napkin from inside the envelope or pass it around, describing its appearance (the napkin should have visibly absorbed fat from the cracker). If necessary to see the fat, ask the student to hold it up to the light. Display a box of Cheez-Its to show the kind of cracker it is.

*Envelope 1 contains the Cheez Its.*

*Envelope 2 contains the Ritz.*

*Envelope 3 contains the Harvest Crisp 5-Grain Crackers.*

Do the same thing with envelopes 2 and 3.

**Note** *The napkin with the Harvest Crisp crackers should have little or no fat on it and should be used to stimulate discussion about the differences in the amount of fat among crackers.*

### How to show serving size and fat content of crackers:

Display the three plastic sandwich bags of crackers. Explain that each bag contains one serving of each of these crackers, according to the package label.

Next, tell them that one serving of Cheez-Its is 27 crackers (show plastic bag), and that they are getting 8 grams (about two teaspoons) of fat. Show the fat glob for the Cheez-Its to illustrate what that amount looks like.

Do the same with the Ritz Crackers. One serving is 4 crackers and has 4 grams (about one teaspoon) of fat.

Lastly, show the Harvest Crisp 5-Grain Crackers. One serving is 5 crackers and has 2 grams (or about  $\frac{1}{2}$  teaspoon) of fat.

OK! So we've seen, what many of us already knew, that chips have a lot of fat. But let's look at another snack food that many of us eat and see what we find.

Who has envelope No. 1? Would you open your envelope and tell us what you have?

These three kinds of crackers look a lot alike. How are we going to know which is lowest in fat?

**Appropriate Response:** *Read the label.*

Let's see how much fat is in just one serving of each of these.

Solicit students' reactions to the amount of fat in the different crackers.

Review and reinforce that reading the nutrition label for fat grams can help students find the lowest-fat cracker or other high-fat snack food.



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Offer additional samples of the Harvest Crisp 5-Grain crackers, encouraging comments and reactions. You should also be prepared to respond to inquiries about the fat content of other kinds of crackers.



### **Other great snacks low in fat**

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Erase previous listing and record responses on board.

*Point out that most microwave popcorn is usually high in fat—emphasize importance of reading the label. If asked, according to government rules, low-fat foods have 3 grams of fat or less per serving.*

*You could also mention that small sandwiches and small servings of leftovers can make good snacks, too.*

Summarize by taking the opportunity to reinforce choosing foods from the bottom of the Pyramid.

Let's take a quick look at other types of low-fat snacks. Imagine you want a salty snack, and you are thinking about having something like potato chips—what else might you enjoy?

*Appropriate responses include:*

- Pretzels
- Crackers, like saltines and oyster crackers
- Popcorn made with just a little oil (or air popped, if mentioned)

What if you don't feel like a salty snack? What other crunchy, crispy, or chewy low-fat food might be good?

*Appropriate responses include:*

- Fruits—any kind: fresh, frozen, canned, or dried
- Vegetables—carrots, celery, jicama, tomatoes, broccoli, etc.
- Breads—bagels, rolls, french bread, etc.

## The when and where of snacking

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Erase previous listing and write 'When' on the board. Record responses on board in a column under it.

Write 'Where' to the right of 'When' on the board and record responses in a column under it.

If nonhunger-related reasons are given, acknowledge but do not dwell on them. If desired, you could note that we eat for a lot of reasons, and one thing to think about is trying a lower-fat food when students feel the need to eat. Alternatively, they could try asking themselves if they are really hungry; and if not, what else could they do besides eat. Summarize this section as follows:

Let's now talk about eating in between meals or snacking. First, snacking itself is OK. For some people, snacking is important and helps them get all the food they need. This can be especially true for children.

But the important thing to remember about snacking is to plan ahead, so that what you eat will be the healthiest choice you can make.

To be able to plan ahead, we need to become more aware of when we snack. What times do you snack?

*When*

*Potential responses for when students snack:  
Mid-morning, before bed, afternoon, before dinner,  
any time, etc.*

Also important is where you snack? Tell me about some of the places you snack.

*Where*

*Potential responses for where students snack:  
In front of the TV, at work (during breaks), social occasions, in the car, at the shopping mall, etc.*

As we can see, we snack during many different times and in many different places. Certain times of the day and certain places can make us want to snack. Once we are aware of when and where we snack, we can plan what to eat in these situations.

### Looking ahead for better snacking

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#### **How to conduct large-group activity.**

Give each student a blank Snack Planner. Mention that it is for them to keep; you won't be collecting them.

Encourage students to interact and generate ideas from each other while you roam around the class and offer assistance as needed.

After students have completed their task, ask a few of them to share their ideas. Acknowledge responses, commenting on their variety and quality. Encourage students to try out their ideas, perhaps using them as their goal for today.

Now that we have named when and where we snack, let's think about what we're going to eat the next time we snack.

I'm going to give each of you a Snack Planner. I'd like you to write down your two most favorite high-fat sweet foods and two most favorite high-fat salty foods. Then, think of two different low-fat choices you could make for each one and write those down next to your high-fat choices.

Today we've talked about a lot of different kinds of sweets, snacks, and dessert foods. I also want you to be sure to know and understand that snacking is OK; that there are lots of healthy, low-fat snack foods to choose from.

We talked about planning ahead for snacks because, when we're hungry, it's easy just to grab the first thing we find. When we plan and have some good tasting lower-fat choices in mind, we've made another step toward having a balanced, heart healthy diet.

## Recipes

### Review previous lesson's recipe volunteers

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Now, let's talk about the SNAP recipes we gave you last week. Who had a chance to try one?

Obtain reaction and acknowledge effort.

### Processing today's recipes

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All of today's recipes will give you a chance to practice ideas from class. They're designed to be easy to fix and low in cost.

Pass out recipes to students. Recipe cards should be clipped together in this order: Apple Crisp; Quick and Easy Pizzas; Tostado Snacks.



OMIT FOR 60-MINUTE SESSION



After each person has received the recipes, take the class through the following large-group activity:

Take a look at the Apple Crisp recipe. From what we talked about today, what makes it low in fat?

*Appropriate Responses:*

- *Has no crust (like a pie has).*
- *Uses small amount of fat.*
- *Is a fruit-based snack or dessert.*

The Quick and Easy Pizzas? What makes them low in fat?

*Appropriate Responses:*

- *Uses reduced-fat cheese instead of high-fat cheese.*
- *Uses small amount of cheese.*
- *Uses no fat in the pizza crust (uses plain English muffins—most pizza crust is made with some fat).*
- *Uses no meat.*

The Tostado Snacks? What makes them low in fat?

*Appropriate Responses:*

- *Uses a lower-fat refried bean recipe instead of traditional refried beans that are usually high in fat and made with lard.*
- *Uses lean ground beef instead of regular ground beef.*
- *Uses reduced-fat cheese instead of high-fat cheese.*





**We'd really like you to try these recipes before the next class and then let us know what you think.**

Solicit volunteers, recording their names and the recipes they would like to try. Note that they will be asked to share their experience at the next class session.



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## **Lesson Review**

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

**What was the most important thing you learned about low-fat sweets and salty snacks?**



## **Tip Sheet—Sweets, Snacks, and Desserts**

Introduce the SNAP Tip Sheet as a handout for students to review and also to post on their refrigerators.

Note that it describes the lesson's main ideas and includes money saving ideas.

Distribute Tip Sheet. Review or read it to students as appropriate for your group. For example, if students have very limited literacy skills, you may need to read it to them.

Ask students to look over the 'What to Do' and 'Money Saving Ideas' sections and to put a star by the one they like the best. If desired, students could be asked to share their responses with class members. Acknowledge responses and move on.

## Goal Setting

### Introduction

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Next, we're going to work on goals for this lesson. What is the first thing we need to do to set a goal to help lower the amount of fat we're eating?

*Appropriate Response:*

*Find out what we are doing now. (Students may add—by filling out a Quick Check Worksheet.)*

### Completing the Quick Check Worksheet

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Let's take a look at what you are doing now by filling out a Quick Check Worksheet.

Remember that the top sheet is yours to keep, and I'll collect the yellow copy. Please do not fill it in yet, but put your name and the date on it.

Like the one you got last time, it will help you find out if you are eating foods high in fat and will help you find something you'd like to do to lower the amount of fat you are eating.

Recall that you need to answer each question by checking whether you do something 'Often' or 'Not often/Never.'

#### How to conduct large-group activity.

Distribute the Quick Check Worksheet for this lesson to each student.

Read each line clearly and slowly, if necessary, providing assistance as needed. For example, if students have very limited literacy skills, you may need to read the form to them and help them complete some or all items.

Roam around the room to observe how students are doing and to help ensure they have not begun to complete the goal setting section at the bottom. Then, go on to review goal setting rules.

Please stop when you have finished this part. Do not fill in the box at the bottom yet. We'll be doing that in just a few minutes.

### Reviewing goal setting rules

Have students tell you what they recall about how to set good goals. Write each of the three points on the board as they are identified, reviewing the additional information given below the rule if you feel students need it.

Then ask students to give you an example of a goal for this lesson. Write it on the board and process in a large group, using problem solving skills as done in previous lessons.

*The three rules of goal setting are:*

- 1 —A goal says I will do something.  
*It does not say 'never' or that you will 'always do' or won't do something 'anymore.'*
- 2 —A goal is small and practical.  
*It's something that you are sure you can do now—every day—or several times a week.*
- 3 —A goal says exactly what you'll do.  
*This is done by describing two things that you will do to reach your goal.*

Ask students to name two ways given in today's class to meet their goal example.

Acknowledge responses and before proceeding, ask for questions. As needed, repeat the lesson-related example or another example to aid understanding.

### Demonstrating problem solving

Have students go through the problem solving activity with the goal named. Ask students to name things that might get in the way of meeting the goal and what could they do to help achieve it.

Acknowledge responses and, as needed, provide other lesson-related examples to help aid understanding, giving students additional opportunities to practice the skill of problem solving.

## **Student goal setting**

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### **How to conduct large-group activity.**

#### ***Optional way to conduct goal setting activity.***

*If you have been doing goal setting in small groups, continue with this method.*

*If you did not do goal setting in small groups last time, you may wish to evaluate whether your class might be ready to do so. Your students should be comfortable working with each other and work well together in small-group activities. Otherwise, continue with goal setting in a large group.*

If some students have no responses in the right column or there is nothing that they feel they can or want to work on, they may choose a behavior that is not on the Quick Check Worksheet (for example, one that was discussed during class).

***Optional*** Add that they don't need to write out their answers.

Be prepared with extra copies of the handout for students as needed. Roam around the room, checking with every student and offering guidance or help with problem solving as needed.

For students who are resistant or negative about setting a goal, encourage them to think of an alternative fat-related goal and move on to someone else.

If some students are doing as well as they feel they can and can think of no other changes to make, acknowledge their success and encourage them to continue with what they are doing. Suggest the possibility of going a step beyond their current behavior.

**Next, look over the responses on your Quick Check Worksheet that are in the right-hand column and find something that you would like to work on.**

**When you have found something, write your goal and the two ways you will do it in the box at the bottom.**

**Also, use your Goals That Work handout from last week and answer each question about what to think about when setting a goal.**

**By doing this, your goal will more likely be one that will work for you and your family.**

### **Problem solving student goals**

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Have students share their goals in a large group. Ideally, time permitting, everyone should do this. While students are sharing their goals in the large group, use the following probes as needed to help ensure that each student's goal is appropriate for his or her situation:

**Have you ever tried to do this or something like this before?**

**What do you think might get in the way? For example, your family's preferences? Having to spend more money on food? Having to cook differently? And, what could you do about these things?**

**How will you go about that (repeat goal, if needed)? For example, how will you need to change the way you shop for food? Fix your food? What would you need to buy that is new or special?**

When obstacles surface, encourage the class to help problem solve by asking them to provide suggestions about other things that could be tried.

### **The Cue Card as a goal reminder**

---

Before distributing, review the purpose and benefits of the Cue Card.

Point out that it is a reminder that will help them to be more successful at making changes in their diets.

Ask students to write their goals, a word or two about their goals, or draw a picture to remind them about what they said they would do.

Pass out cue cards and allow a minute or two for students to complete the

Remind students that you will be asking them at the next class session to share how they did with their goals. Ask for questions, collect the yellow copy of each student's Quick Check Worksheet, and then move on to the next section.

## Closing

Reminders/Announcements to be added as needed.

Tell students that the next lesson will be about:

- Eating away from home, particularly about fast food.
- Meal planning ideas.
- Ways to help you continue with the changes you've been working on.

## Lesson 5 Preparations

### How to create the Sweets and Snacks Match Game board

#### What you need

- Flip chart or black board.
- Empty packages of the following foods:
  - Corn chips (like Fritos)
  - Granola bars (like Kudos)
  - Cheese Crackers (like Goldfish)
  - Chocolate chip cookies (like Chips Ahoy)
- Regular transparent tape and removable transparent tape.
- Four 5"x7" blank, unlined index cards (any color).
- Black marking pen.

#### How to do it

1. Flatten the empty packages. Attach them to the left side of the flip chart or black board with the regular transparent tape in any random order.
2. Print an *ingredients list* for each package in black upper and lower case letters on a 5" x 7" card, as shown below.
  - For corn chips: *Corn, oil, salt*
  - For granola bars: *Flour, shortening, sugar, oats*
  - For cheese crackers: *Flour, cheese, salt, oil*
  - For chocolate chip cookies: *Flour, butter, chocolate*
3. Use the removable tape to attach the *ingredients list* card to the right side of the flip chart or black board. Mix them up, so foods and listings don't match.

### How to prepare for the Cracker Fat activity

#### Part One

##### What you need

- Three business-sized envelopes, black felt-tip pen, three 1-ply paper towels (2-ply towels are too thick and won't work).
- One box each: Ritz Crackers, Cheez-Its, and Harvest Crisp 5-Grain Crackers.

##### How to do it

1. For each envelope do the following:  
With the felt-tip pen, label the envelope with the Ritz Crackers No. 1; the envelope with the Cheez-Its, No. 2; and the envelope with the Harvest Crisps, No. 3. Don't write the name of the cracker on the envelope.
2. Open the paper towels. On each one, place 4-5 of one kind of cracker then fold or wrap the towel around the crackers, so that they'll fit into the envelope.
3. Put the towel-wrapped crackers into the corresponding envelopes and seal each envelope.

#### Part Two

##### What you need

- Three plastic sandwich bags, regular transparent tape, clear plastic wrap, a set of common household measuring spoons, black felt-tip pen.
- One serving of each of the following crackers:  
Cheez-Its = 27 crackers  
Ritz Crackers = 4 crackers  
Harvest Crisp 5-Grain Crackers = 5 crackers
- Fat globs: A total amount of 3½ teaspoons of solid fat (shortening or butter).

# Sweets, Snacks, and Desserts

## Good news!

Sweets, snacks, and desserts can be part of a heart healthy diet.

Plan ahead to help be sure that they are low in fat.

## What to Do

Choose low-fat foods like the following:

Angel food cake	Fig bars	Pretzels	Animal crackers
Plain popcorn	Sherbet	Frozen yogurt	Breadsticks
Raw vegetables	Fruit	Graham crackers	Gingersnaps

Have a small sandwich, some soup, or leftovers for a snack.

## Money Savers

Take low-fat snacks with you, so you won't be tempted by the nearest vending machine.

Buy fruit that's on special at the store for snacks and desserts.



Name \_\_\_\_\_

Date \_\_\_\_\_

# Sweets, Snacks, and Desserts

## Quick Check Worksheet

### Do You?

### Check one box on each line

- Eat cookies, cake, ice cream, donuts, or muffins? ☐ Not often / Never ☐ Often
- Eat candy with chocolate and/or nuts? ☐ Not often/Never ☐ Often
- Eat popcorn, crackers, potato chips, or tortilla chips? ☐ Not often/Never ☐ Often
- Eat high-fat snacks while watching television? ☐ Not often/Never ☐ Often

### Do You?

- Have fruit for dessert or a snack? ☐ Often ☐ Not often/Never
- Eat pretzels or lower-fat crackers? ☐ Often ☐ Not often/Never
- Snack on vegetables? ☐ Often ☐ Not often/Never
- Plan snacks ahead of time? ☐ Often ☐ Not often/Never
- Pack low-fat snacks with your lunch? ☐ Often ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

\_\_\_\_\_

### How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_



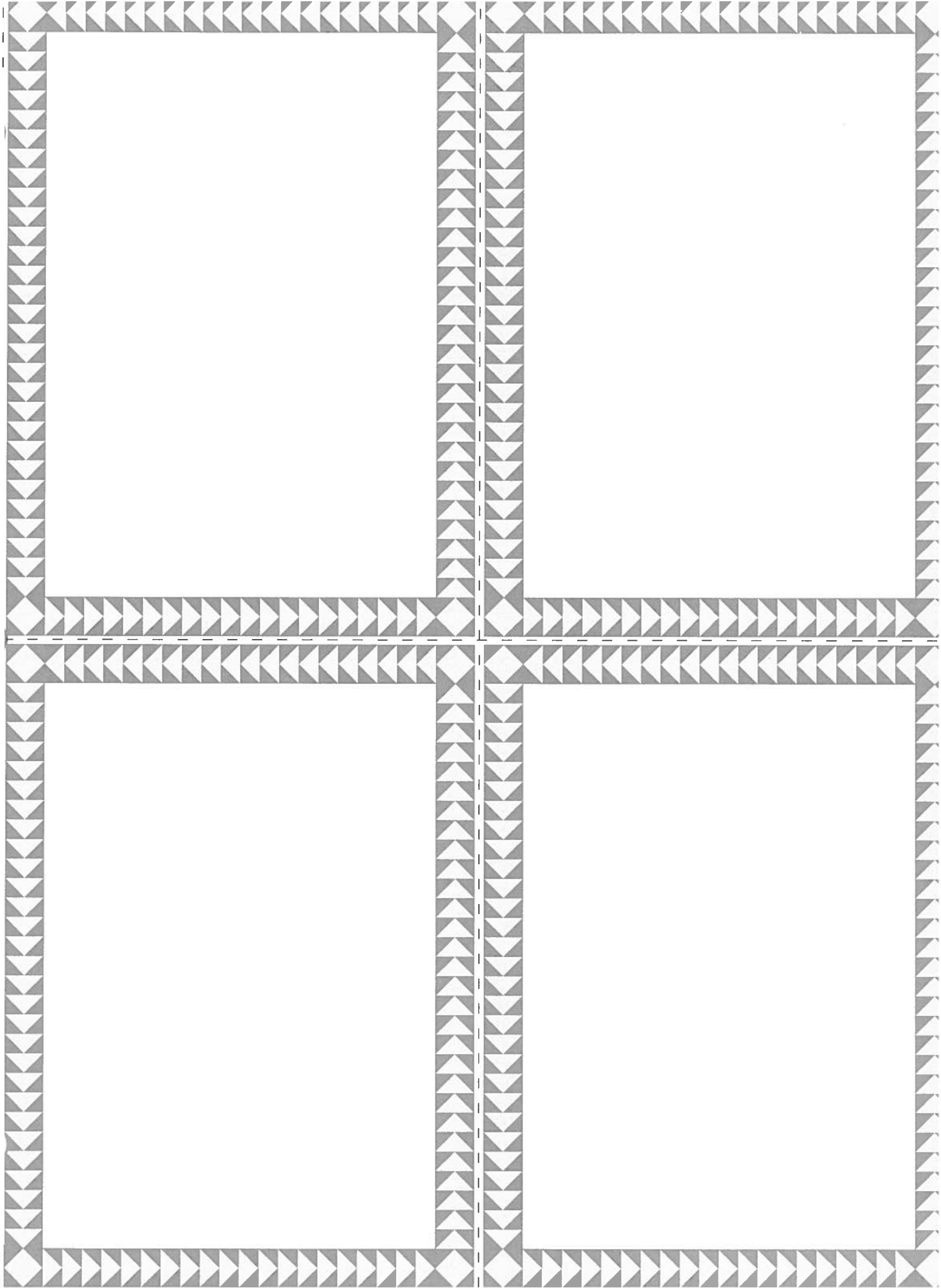
# Goals That Work!

## Good goals follow these three rules

1. Goals say I will do something.
2. Goals are small and practical and something that you can do now, on a weekly or daily basis.
3. Goals say exactly what you will do.

## Things to think about when setting your goal

1. How will your family feel about your goal?  
Will they go along with it?
2. Will you need to change how you shop for food  
or how much you spend on food?
3. What else might get in the way of reaching your goal?



# Apple Crisp

**This lo-fat apple crisp is sure to please dessert lovers. It's great by itself or when topped with frozen vanilla yogurt. Serves 4.**

4 cups red apples, peeled, cored,  
and sliced thin  
1 tablespoon lemon juice  
1 tablespoon flour

6 tablespoons brown sugar  
2 tablespoons margarine, melted  
 $\frac{1}{2}$  cup oatmeal, uncooked  
1 teaspoon cinnamon

1. Preheat oven to 350 degrees.
2. Mix apples with lemon juice, flour, and 2 tablespoons of the sugar.
3. Place the apples into a nonstick or lightly oiled 8-inch square baking dish.
4. Pour  $\frac{1}{4}$  cup water over the apples.
5. In a small bowl, stir together the remaining 4 tablespoons sugar, the melted margarine, the oatmeal, and the cinnamon. Spread this over the apples.
6. Cover with foil. Bake for 25-30 minutes, or until apples are tender. Serve warm.

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# Quick and Easy Pizzas

**For after school or for a light lunch, these pizzas are sure to be popular with both adults and children. Try adding a slice of green pepper, some onion, or jalapeño pepper on top of the cheese before broiling. Makes 4 pizzas.**

$\frac{1}{2}$  cup tomato sauce  
 $\frac{1}{2}$  cup tomato paste  
2 tablespoons onion, grated  
 $\frac{1}{4}$  teaspoon garlic powder

4 tablespoons part-skim Mozzarella  
cheese, grated  
1 teaspoon Italian seasoning  
2 English muffins, split in half

1. Preheat broiler.
2. Mix tomato sauce, tomato paste, onion, and garlic powder together. Spread some sauce on each English muffin half.
3. Top each half with 1 tablespoon grated cheese and sprinkle with a little Italian seasoning.
4. Broil until cheese melts. Serve right away.

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# Tostado Snacks

**These go well as a snack food, or as a main dish. Makes 48 snack-sized tostados.**

12 corn or flour tortillas  
4 cups Refried Beans (see SNAP recipe)  
1 can (4 ounces) diced green chiles  
1/2 pound lean ground beef, cooked and drained of fat  
2 cups part-skim mozzarella cheese, grated  
Salsa of your choice

1. Preheat oven to 400 degrees.
2. Cut tortillas into four pie-shaped pieces and arrange them on a non-stick or lightly oiled baking pan, so that their edges don't touch.
3. Spread some refried beans, ground beef, and green chiles on each tortilla wedge, then top each one with a little grated cheese.
4. Bake 5-10 minutes, or until cheese melts. Serve with salsa.

# Snack Planner

## Sweet Snacks

My two most favorite **high-fat sweet** snack foods are:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Lower-fat sweet** foods I could eat **instead**:

1. \_\_\_\_\_
2. \_\_\_\_\_

## Salty Snacks

My two most favorite **high-fat salty** snack foods are:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Lower-fat salty** foods I could eat **instead**:

1. \_\_\_\_\_
2. \_\_\_\_\_

## Background

### Rationale

Many Americans eat two of their three meals a day away from home — in restaurants, at the homes of friends or family, or by taking food with them (for example, brown bagging). Eating fast food is also very popular. This lesson informs students about the fat in typical fast-food meals and provides ideas for lower-fat alternatives. It also suggests strategies to help students make low-fat choices in a variety of situations, such as parties and picnics, where high-fat food choices are often abundant.

### Student Objectives

By the end of the lesson, students will be able to:

- Distinguish between fast foods that are higher in fat and those that are lower in fat.
- Describe three ways to maintain a low-fat diet in a variety of eating situations away from home (choose the best, balance your day, and have some say).
- Plan a low-fat meal for a variety of situations (breakfast out, birthdays, etc.).

## Teaching Tips

As with the previous lessons, review briefly major ideas from the last lesson and discuss students' experiences with their diet goals.

This lesson captures students' interests by beginning with a discussion of fast food. Most students express 'oohs' and 'aahs' as globs of fat are attached to the *Fast Food* poster illustrating the large amounts of fat in typical fast-food meals. They are then happy to see examples of lower-fat alternatives presented, learning that fast foods don't have to be 'fat foods.' The lesson ends by discussing ways to eat low-fat foods away from home. The last SNAP video ties together the major ideas about low-fat eating that were presented throughout the course. Students get involved by planning their own meals following the guidelines presented in this lesson.

We end the last class by encouraging students to continue with goal setting and low-fat eating—especially those changes that they find realistic and achievable.

## Lesson Outline

- |   |   |
|---|---|
| <p>4   <b>Opening</b><br/><i>1-2 minutes</i></p> <ul style="list-style-type: none"><li>• Welcome</li><li>• Introduce today's topic</li></ul> <p>4   <b>Lesson 5 Review</b><br/><i>2-3 minutes</i></p> <p>5   <b>Goal Review</b><br/><i>10 minutes</i></p> <ul style="list-style-type: none"><li>• Students report on accomplishments</li><li>• Teacher feedback on goal work</li></ul> <p>6   <b>Part 1: Fast Foods</b><br/><i>25-35 minutes, Parts 1 and 2</i></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Where do you eat?</li><li>• The fat in fast foods</li><li>• How to get less fat in fast foods</li></ul> <p>8   <b>Part 2: Planning for Keeps</b></p> <ul style="list-style-type: none"><li>• Tempting situations</li><li>• How to choose the best and leave the rest</li><li>• How to balance your day</li><li>• Eating at the house of a friend or family member</li><li>• Have some say</li><li>• Video: <i>Creating Low-Fat Meals At Home</i></li><li>• Putting together a low-fat meal</li></ul> <p>14   <b>Recipes</b><br/><i>5 minutes</i></p> <ul style="list-style-type: none"><li>• Review previous lesson's recipe volunteers</li><li>• Processing today's recipes</li></ul> <p>16   <b>Lesson Review</b><br/><i>1-2 minutes</i></p> | <p>15   <b>Tip Sheet</b><br/><i>1-2 minutes</i><br/>Planning What You Eat</p> <p>16   <b>Goal Setting</b><br/><i>15-20 minutes</i></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Completing the Quick Check Worksheet</li><li>• Reviewing goal setting rules</li><li>• Demonstrating problem solving</li><li>• Student goal setting</li><li>• Problem solving student goals</li><li>• The Cue Card as a goal reminder</li></ul> <p>20   <b>Closing</b><br/><i>1-2 minutes</i></p> <ul style="list-style-type: none"><li>• Course closing statement</li><li>• Reminders/Announcements</li></ul> |
|---|---|



## Materials Checklist

- ☐ Students' Quick Check Worksheet from previous lesson
- ☐ *Fast Food Facts* Poster
- ☐ Fat Globes for the *Fast Food Facts* poster
- ☐ *Creating Low-Fat Meals at Home* video
- ☐ Meal Planning Cards
- ☐ Student Handouts
  - ☐ The SNAP Meal Planner
  - ☐ Recipes
  - ☐ Tip Sheet
  - ☐ Lesson 6 Quick Check Worksheet
  - ☐ Goals That Work
  - ☐ Cue Card

## Opening

### Welcome

---

Take roll as needed.

Introduce today's topic

Note in your own words that today's class will:

- Be about eating away from home, particularly about fast food.
- Give students meal planning ideas.
- Be about ways to help students continue with the changes they've been working on.

## Lesson 5 Review

**Last week we talked about sweets, snacks, and desserts. What do you remember most about what we said?**

*Responses should include and, if not not mentioned, should be noted:*

- *Snacking is OK.*
- *Eating an occasional high fat sweet, snack, or dessert can be part of heart healthy eating.*
- *Low-fat snacks taste good.*
- *Low-fat snack and dessert foods can be made from any kind of food, including fruits, vegetables, and grains.*

Give acknowledgment and praise for comments.

## Goal Review



L I M I T T O 5 M I N U T E S F O R 6 0 - M I N U T E S E S S I O N



### Students report on accomplishments

---

**Purpose** To provide an opportunity for students to talk about how things went with their goals from the previous lesson and to problem solve among class members any difficulties or obstacles encountered.

#### **How to conduct large-group activity.**

Ask for volunteers to describe their goals and what they did to meet them. Also ask them to describe what went well, in addition to sharing any problems they may have had (for example, family resistance, time, cost, availability).

When problems or obstacles are shared, encourage class members to help problem solve. The following probes may elicit ideas/comments:

- What are some other things that could have been tried?
- What could have been done differently?

Next, ask remaining class members (calling on as many as time permits) to describe the same things about their goals.

Acknowledge those who did not or were not able to work on their goals.

### Teacher feedback on goal work

---

Conclude this section by giving support and reinforcement for all attempts to work on goals.

Emphasize that slow, gradual changes are best; that long-term change comes from taking small steps.

Remind students that they should continue to practice their goals from each lesson.



## Part 1—Fast Foods

### Introduction

---

Today we're going to talk about fast food and ways to eat heart healthy foods when you're eating away from home. We're also going to practice a lot of what we've learned in this course and plan some low-cost, easy-to-fix, low-fat meals.

### Where do you eat?

---

First, let's begin by talking about eating away from home. Where do you usually buy food when you eat away from home?

*Responses could include:*

- *Fast-food places*
- *Grocery store carry-outs*
- *Restaurants*
- *Vending machines*
- *Cafeterias*
- *Sandwich shops*
- *Pizza places*
- *Snack trucks*
- *Convenience stores*
- *Snack bars*

Ensure that fast-food restaurants are named. Encourage a wide variety of responses. Acknowledge the different kinds of places students buy food to eat and then focus the discussion on fast food as follows:

Write on the board:

Many of us get about a third of our daily calories from fast foods.

*fast food*

Eating a lot of fast food can also mean eating a lot of fat. In fact, if you take the 's' out of fast food, what's the word that's left? (*Fat*)

Draw a line through or erase the 's' in fast.

It probably doesn't surprise you that fast food can be high in fat; but by knowing what choices there are, you can eat fast foods that are lower in fat, that still taste good, and that even cost less.

OMIT FOR 60-MINUTE SESSION

For example, what kinds of fast foods can you name?

Solicit responses until a variety of fast foods have been named (for example, burgers, fries, fried chicken or fish, shakes, specialty sandwiches, pizza, tacos, etc.). List these on the board.

Acknowledge responses, then proceed with the following demonstration to show how much fat can be found in typical fast-food meals.

### The fat in fast foods

Now, lots of people think that *all* fast food is high in fat, but let's see if that is really true.

#### How to conduct the Fast-Food Fat demonstration.

Display the *Fast Food Facts* poster. For each pair of high-fat and low-fat meals on the poster, do the following:

- Describe the high-fat meal and then give the amount of fat in it. Attach the 'fat glob' to the poster for that meal.
- Give students a few seconds to respond (often there are several oohs!).
- Next describe the low-fat meal alternative. Attach the 'fat glob' to the poster for that meal.
- Continue until all three meal combinations have been described.

**Note** The menu and fat glob placement on the poster are as follows:

$\frac{1}{2}$  cup Bacon cheeseburger, fries, chocolate shake, pie

$\frac{1}{4}$  cup Fried chicken, fries, chocolate shake

$\frac{1}{3}$  cup Combination pizza, soda

1 Tbs. Small burger (no cheese), salad, chocolate shake

1 Tbs. Roasted chicken, green salad  
(low-fat dressing), chocolate shake

2 Tbs. Plain cheese or vegetarian pizza, salad, soda

Summarize this activity by reviewing the differences in the amounts of fat in the meals and the array of choices actually available in fast food. Solicit overall student reactions (for example, were they surprised, disappointed, etc.).

## How to get less fat in fast foods

---

So, we've seen that many kinds of fast foods are high in fat, but that there are also low-fat alternatives. One of the easiest ways to get less fat is to stay away from fast foods with the words 'giant,' 'deluxe,' 'super,' 'supreme,' or 'fried' in their names. Which ones can you think of?

*Responses may include:*

*Whopper, Double Western Burger, Jumbo Jack, Big Mac, Burrito or Taco Supreme, Quarter Pounder, Extra Large French Fries, Double Deluxe Hamburger.*

So, the next time you are about to have some fast food, I hope you'll think about what's available and the lower-fat choices that are on the menu. And don't forget that you can help your family make these choices, too.

## Part 2—Planning for Keeps

### Tempting situations

---

There are lots of other situations in our lives where we may be tempted by food choices that are not very healthy because they are high in fat.

For example, I'm thinking about when we go to picnics and parties, holidays, or have dinner with family or friends.

In almost every situation, there are ways to make healthier choices. I don't mean to say that you should never splurge or treat yourself; but if you want to keep eating a low-fat, healthy diet, here are a few strategies that will help you do that.

First, let's list the types of foods you might find at a party. What can you think of?

Solicit names both of general and specific kinds of low- and high-fat foods and write them in one column on the board. Low-fat choices may include popcorn, Jell-O, vegetables, fruits, bread, green salads, while high-fat choices may include cake, cookies, cheese, fried foods, high-fat dips, or chips.

All of these foods sound good and even the high-fat ones like (name a few from the list) are fun to eat occasionally. But what could you do if you want to keep your overall eating lower in fat?

### How to choose the best and leave the rest

---

Write on the board:

The first idea is to 'choose the best and leave the rest.'

1—Choose the Best

Tell me what do you think this means?

*Appropriate Response: Choosing foods that are healthier and lower in fat, while leaving (in other words, not choosing) those that are higher in fat.*

OK. Let's use this idea of 'choosing the best and leaving the rest' with a party situation. Here we have a list of typical party foods.

Point to list on board.

Tell me, what are some of the best choices?

Acknowledge responses and move on.

Here's another situation. How about when you are buying food from the lunch truck at break or for lunch? What could you do to choose the best?

Appropriate responses should be personally meaningful and stimulate thinking about choices students think they might really make.

*Potential responses may include:*

- *A turkey sandwich instead of a cheese or meat-based burrito or enchilada*
- *Fruit instead of a high-fat sweet (like cake, pie, or ice cream)*
- *Fruit-flavored or frozen yogurt instead of ice cream*
- *Pretzels or plain popcorn instead of a high fat salty food (like chips, high-fat crackers)*
- *Sugared candy instead of candy with chocolate or nuts*
- *Salad instead of chips*
- *Low-fat 1% or nonfat milk instead of whole or 2% low-fat milk*

*Optional Reinforce the idea of choosing the best by asking students what they might choose from a vending machine.*

Choosing the best is something you can probably do just about anywhere. But let me give you another idea for how to stick with eating foods that are healthy for your heart and the rest of your body, too!

## How to balance your day

---

Write on the board:

### 2—Balance Your Day

The idea is to Balance Your Day. What do you think that means?

*Appropriate Response: Eating lower-fat foods at meals before and/or after a high-fat meal.*

So, balancing your day means that when you have a meal or treat high in fat, try to balance it with lower-fat choices.

For example, suppose you're going to a birthday party where there will be lots of high-fat food that you know you'll eat. Try to eat a low-fat breakfast and a low-fat lunch that day. Then, if you eat high-fat foods that night, your overall fat intake won't be as high.

## Eating at the house of a friend or family member

---

What about balancing what you eat when you're at a friend's house for dinner? Sometimes our friends want to give us what they think is the best-tasting food they have to offer, but sometimes it's high in fat. Either we need to be prepared and eat low-fat, healthy foods before we eat at our friend's (in other words balance your day) or we need to make some choices while we're there.

Pretend that you are at a friend's house or that you're eating at a family member's house for dinner.

What is something you could do that won't upset or anger anyone, but would still let you choose a meal that's balanced with both lower-fat and higher-fat choices?

Find out whether anybody has recently been at a friend's or family member's house. What was served? Were there any opportunities to make a low-fat choice or to balance the meal?

Use the following probes to stimulate discussion:

Was there a choice about salad dressing?

Could you trim the fat off of meat?

Could you eat smaller portions of high-fat foods?

Could you eat larger portions of low-fat foods?

Acknowledge responses and move on to the next part of the lesson.



## Have some say

---

Write on the board:

List responses on board, encouraging the naming of activities in the near future. If probing is needed, try asking about upcoming school parties, holidays, or special family events (weddings, etc.).

Point to and name one of the activities that would lend itself to this idea, like a picnic, a school party, a church potluck.

Point to and name one of the activities that would lend itself to this idea, like a picnic, a school party, a church potluck.

The third way to help you stick with a healthy, low-fat diet is to have some say in what is served at a party or other special event.

### 3—Have Some Say

We'll get to what this means in just a minute. First, tell me about an event or activity you will be going to soon where food will be served?

Well, here are two ideas of how you can have some say over what's served at these events.

The first is to offer to bring some food to share. How would that work at \_\_\_\_\_?

What might you bring?

*Potential responses include:*

- *Low-fat main dish*
- *Salad with dressing on the side (bring lower fat dressing)*
- *Sugared candy (like jelly beans) instead of chocolate*
- *Angel food cake with fruit and/or frozen yogurt instead of a high-fat cake with icing*
- *Lower-fat cookies (like animal crackers, gingersnaps, or vanilla wafers) instead of higher-fat ones (like chocolate chip)*
- *Bean dip with low-fat crackers*
- *Fresh vegetables with a low-fat dip*

The second is to offer to help plan the menu. How would that work at \_\_\_\_\_?

What menu items could you suggest?

*See above for potential responses.*

Look for hands and express support and reinforcement.

**Video: Creating Low-Fat Meals at Home**

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*Viewing time: 5:55 minutes*

Show video. Review by asking students to respond to the above questions.

Reinforce appropriate responses.

OK— so, choosing the best, balancing your day, and having some say are all ideas that work. And they work better the more you use them.

Who thinks they might be able to try one of these ideas at the next party or family meal they go to?

Next, we're going to see a video that shows how many of the ideas we've talked about can be put into action easily and inexpensively.

In the video, you'll meet Rosa (the mom in the story). She'll be getting ready to have her mother over for dinner. You'll see how she plans ahead and makes some small changes in the way she shops and fixes her food using less fat. And, best of all, you will see that her family really enjoys the meal.

While you're watching, I want you to look for two things: One, where does she use lower-fat foods and, two, where does she use less fat in fixing her food? I want to hear what you found after we're through seeing it.

***Appropriate Responses:***

- *Gave her son turkey instead of bologna in his sandwich*
- *Used a lower-fat cottage cheese*
- *Used part-skim Mozzarella vs. whole-milk Mozzarella (or used a lower-fat cheese)*
- *Used only a small amount of fat to cook onions (1 tablespoon)*
- *Served pretzels instead of chips*
- *Served strawberries with angel food cake instead of ice cream*
- *Used small amount of dressing on salad (1 teaspoon per person)*
- *Put less margarine on the bread*

### Putting together a low-fat meal

Everything that we've been talking about in these classes and what we just saw in the video can be used to plan your own meals. Let's practice, keeping in mind the many ideas for heart healthy eating.

#### How to conduct large-group activity using the Meal Planning Cards.

Tell students that each of them will be planning a meal to eat.

They will get a card with the name of a meal on it (you could hold up examples of cards to show the group) and a meal planning worksheet. They will plan what they would eat for that meal and write the names of the foods on their meal planning worksheet.

Before passing out the cards, tell students that the meals they plan should be low fat, quick to fix, low cost, and tasty.

Write on the board:

*Low fat*  
*Quick to fix*  
*Low cost*  
*Tasty*

Next, pass out a meal card and a SNAP Meal Planner to each student. (They do not need to put their name on the worksheet, if asked.)

Encourage students to share ideas among themselves while they are working on their menus. Roam around the room, providing assistance as needed.

After students have finished, ask a few (more, as time permits) to share their menus with the class. If the class is large, more than one student may have been given the same meal card. Go ahead and process these duplicate meals (for example, two students with a breakfast meal). Try to limit comments to issues relating to the guidelines given above. Unusual combinations could be questioned but should not be criticized. Collect cards.

## Recipes

### Review previous lesson's recipe volunteers

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Obtain reaction and acknowledge effort.

Now, let's talk about the SNAP recipes we gave you last week. Who had a chance to try one?

### Processing today's recipes

---

Pass out recipes to students. Recipe cards should be clipped together in this order: Easy Spinach Lasagna; Meatless Spaghetti Sauce; Spanish Rice; Banana Spice Bars.

All of today's recipes today will give you a chance to practice ideas from class. They are designed to be easy to fix and low in cost.

▼ O M I T F O R 6 0 - M I N U T E S E S S I O N ▼

After each person has received their recipes, take the class through the following large group activity.

Take a look at the Easy Spinach Lasagna recipe. From what we talked about today, what makes it low in fat?

*Appropriate Responses:*

- *Has a meatless filling.*
- *Uses a lower-fat cheese (like part-skim Mozzarella).*
- *Sauce is made without added fat.*

How about the Spanish Rice?

What makes it low in fat?

*Appropriate Responses:*

- *Uses small amount of fat.*
- *Rice is not fried in added oil.*

How about the Banana Spice Bars? What makes them low in fat?

*Appropriate Response:*

- *No added fat (uses yogurt instead)*



We really hope you will try these recipes at home, but since this is our last class, I won't be asking for volunteers, though I hope you will still try them out.

▼ O M I T F O R 6 0 - M I N U T E S E S S I O N ▼

## Lesson Review

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

**What was the most interesting thing you learned today?**

## Tip Sheet—Planning What You Eat

Introduce the SNAP Tip Sheet as a handout for students to review and post on their refrigerators.

Note that it describes the lesson's main ideas and includes money saving ideas.

Distribute Tip Sheet. Review or read it to students as appropriate for your group. For example, if students have very limited literacy skills, you may need to read it to them.

Ask students to look over the 'What to Do' and 'Money Saving Ideas' sections and to put a star by the one they like the best. If desired, students could be asked to share their responses with class members. Acknowledge responses and move on.

## Goal Setting

### Introduction

---

Next, we're going to work on goals for this lesson. What is the first thing we need to do to set a goal to help lower the amount of fat we're eating?

*Appropriate Response:*

*Find out what we are doing now. (Students may add—by filling out a Quick Check Worksheet.)*

### Completing the Quick Check Worksheet

---

Let's take a look at what you are doing now by filling out a Quick Check Worksheet.

Remember that the top sheet is yours to keep, and I'll collect the yellow copy. Please do not fill it in yet, but put your name and date on it.

Like the one you got last time, it will help you find out if you are eating foods high in fat and will help you find something you'd like to do to lower the amount of fat you are eating.

Recall that you need to answer each question by checking whether you do something 'Often' or 'Not often/Never.'

#### How to conduct large-group activity.

Distribute the Quick Check Worksheet for this lesson to each student.

Read each line to students clearly and slowly, if necessary, providing assistance as needed. For example, if students have very limited literacy skills, you may need to read the form to them and help them complete some or all items.

Roam around the room to observe how students are doing and to help ensure they have not begun to complete the goal setting section at the bottom. Then go on to review goal setting rules.

Please stop when you have finished this part. Do not fill in the box at the bottom yet. We'll be doing that in just a few minutes.

**Reviewing goal setting rules**

---

Have students tell you what they recall about how to set good goals. Write each of the three points on the board as they are identified, reviewing the additional information from previous lessons about goals if you feel students need it.

Then ask students to give you an example of a goal for this lesson. Write it on the board and process in a large group, using problem solving skills as done in previous lessons.

**Note** *The three rules of goal setting are:*

- 1 —A goal says I will do something.  
*It does not say 'never' or that you will 'always do' or won't do something 'anymore.'*
- 2 —A goal is small and practical.  
*It's something that you are sure you can do now—every day—or several times a week.*
- 3 —A goal says exactly what you'll do.  
*This is done by describing two things that you will do to reach your goal.*

Ask students to name two ways given in today's class to meet their goal example.

Acknowledge responses and before proceeding, ask for questions. As needed, repeat the lesson-related example or another example to aid understanding.

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**Demonstrating problem solving**

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Have students go through the problem solving activity with the goal named. Ask them to name things that might get in the way of meeting the goal and what could they do to help achieve it.

Acknowledge responses and, as needed, provide other lesson-related examples to help aid understanding, giving students additional opportunities to practice the skill of problem solving.

### **Student goal setting**

---

**How to conduct large-group activity.**

***Optional way to conduct goal setting activity.***

*If you have been doing goal setting in small groups, continue with this method.*

*If you did not do goal setting in small groups last time, you may wish to evaluate whether your class might be ready to do so. Your students should be comfortable working with each other and work well together in small-group activities. Otherwise, continue with goal setting in a large group.*

If some students have no responses in the right column or there is nothing that they feel they can or want to work on, they may choose a behavior that is not on the Quick Check Worksheet (for example, one that was discussed during class).

***Optional*** Add that they don't need to write out their answers.

Be prepared with extra copies of the handout for students as needed. Roam around the room, checking with every student and offering guidance or help with problem solving as needed. For students who are resistant or negative about setting a goal, encourage them to think of an alternative fat-related goal and move on to someone else.

If some students are doing as well as they feel they can and can think of no other changes to make, acknowledge their success and encourage them to continue with what they are doing. Suggest the possibility of going a step beyond their current behavior.

**Next, look over the responses on your Quick Check Worksheet that are in the right-hand column and find something that you would like to work on.**

**When you have found something, write your goal and the two ways you will do it in the box at the bottom.**

**Also, use your Goals That Work handout from last week and answer each question about what to think about when setting a goal.**

**By doing this, your goal will more likely be one that will work for you and your family.**



### **Problem solving student goals**

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Have students share their goals in a large group. Ideally, time permitting, everyone should do this. While students are sharing their goals in the large group, use the following probes as needed to help ensure that each student's goal is appropriate for his or her situation:

**Have you ever tried to do this or something like this before?**

**What do you think might get in the way? For example, your family's preferences? Having to spend more money on food? Having to cook differently? And, what could you do about these things?**

**How will you go about that (repeat goal, if needed)? For example, how will you need to change the way you shop for food? Fix your food? What will you need to buy that is new or special?**

When obstacles surface, encourage the class to help problem solve by asking them to provide suggestions about other things that could be tried.

### **The Cue Card as a goal reminder**

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Before distributing, review the purpose and benefits of the Cue Card.

Point out that it is a reminder that will help them to be more successful at making changes in their diets.

Ask students to write their goals, a word or two about their goals, or draw a picture to remind them about what they said they would do. Pass out cue cards and allow a minute or two for students to complete them.

Remind students that you will be asking them at the next class session to share how they did with their goals. Ask for questions, collect the yellow copy of each student's Quick Check Worksheet, and then move on to the next section.

## Closing

### Course closing statement

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End the last class lesson by summarizing as follows:

Your eating habits took years to build. Big changes won't happen quickly. Remember, you'll be more successful when you make small changes over time. If you find yourself slipping back into old ways of eating—and it's perfectly normal for that to happen—start again with the small steps that worked for you before.

Taking one step at a time is the way big changes happen. And we hope that, during this course, you have taken some steps that will be of help to you.

Reminders/Announcements to be added as needed.

## Lesson 6 Preparations

### How to prepare for the Fast Food Fat demonstration

#### What you need

- The *Fast Food Facts* poster.
- About  $2\frac{3}{4}$  cups of solid fat, like shortening or butter.
- Common household measuring cups and spoons, rubber spatula, and plastic wrap.
- Regular transparent tape.
- Black felt-tip pen.

#### How to do it

1. Measure the fat into six 'globbs' as follows:  
 $\frac{1}{2}$  cup,  $\frac{1}{4}$  cup,  $\frac{1}{3}$  cup, one 2 tablespoon portion, and two 1 tablespoon portions.
2. Wrap each one in plastic wrap and seal with tape. Form into glob or scoop shapes.
3. Label the underside with the amount of fat.
4. Use fat globs as described in lesson.

### How to create the Meal Planning Cards for the Meal Planning activity

#### What you need

- Blank 3" x 5" index cards (any color and enough for all students in class).
- Black felt-tip pen.

#### How to do it

On each card, clearly print in upper- and lower-case letters the name of a meal, as shown below. Duplicate meals cards are appropriate and give students opportunities to compare ideas.

- Breakfast (one card for at home and one card each for a family-type and a fast-food restaurant)
- Lunch purchased at a snack truck or vending machine
- A lunch packed at home
- Evening meal at home
- A fast-food meal
- A birthday
- Thanksgiving
- Summer picnic
- Holiday party
- Family get-together

# Planning What You Eat

## The choice is yours.

It's what you eat most of the time that can affect your health.

It's all right to eat high fat foods once in awhile.

## What to Do

**Choose healthier fast-food** meals, like grilled chicken sandwich, salad with low-fat dressing, and nonfat milk.

Wherever you are—at a party, picnic, or family gathering,

**Choose the Best** (low-fat foods) and leave the rest (high-fat foods).

**Balance Your Meal** by eating bigger servings of low-fat foods (like grains, fruits, and vegetables) and smaller servings of high-fat foods (like meat, cheese, and chips).

**Balance Your Day** by eating low-fat meals most of the day if you think you will be tempted by high-fat foods later on.

**Have Some Say** over what you eat by bringing your own food or helping to plan a menu for holidays or parties.

## Money Savers

Avoid 'super-burgers' or large sandwiches and eat smaller ones instead.

Buy burgers without cheese.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Planning What You Eat

## Quick Check Worksheet

### Do You?

Eat fast food (like McDonald's or Pizza Hut)?

Eat fried foods like french fries, fried chicken, or fried fish?

Eat potato salad, macaroni salad, or a green salad with a regular high-fat dressing?

Eat high-fat food from a vending machine, lunch truck, or a convenience store?

### Check one box on each line

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

☐ Not often/Never    ☐ Often

### Do You?

Eat heart healthy foods when eating away from home?

Take low-fat foods to a party or family holiday?

Eat pizza without extra cheese or without meat?

Use mustard, catsup, or salsa instead of mayonnaise on sandwiches or burgers?

Balance Your Day or Choose the Best?

### Check one box on each line

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

☐ Often    ☐ Not often/Never

## My Goal for the Week

I will \_\_\_\_\_

\_\_\_\_\_

How I will work on my goal

1) \_\_\_\_\_

2) \_\_\_\_\_

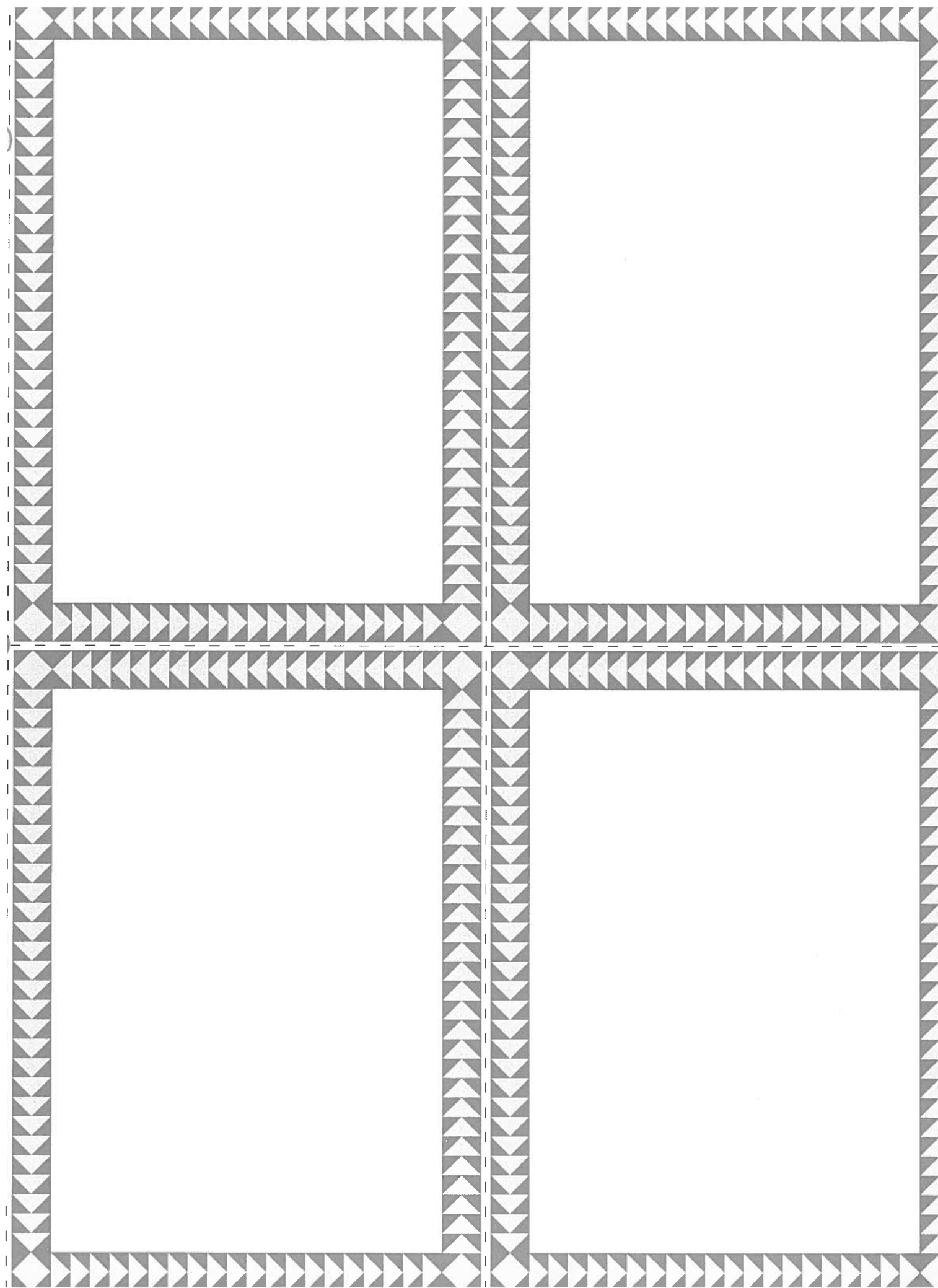
# Goals That Work!

## Good goals follow these three rules

1. Goals say I will do something.
2. Goals are small and practical and something that you can do now, on a weekly or daily basis.
3. Goals say exactly what you will do.

## Things to think about when setting your goal

1. How will your family feel about your goal?  
Will they go along with it?
2. Will you need to change how you shop for food  
or how much you spend on food?
3. What else might get in the way of reaching your goal?



# Banana Spice Bars

**This is a great dessert or snack that the entire family will enjoy. Serves 8.**

1 1/2 cups flour	1/4 teaspoon ground cloves
1/2 cup sugar	1/4 teaspoon salt
1 teaspoon baking powder	1 cup ripe bananas, mashed
1/2 teaspoon baking soda	1/4 cup low-fat or nonfat plain yogurt
1 teaspoon ground cinnamon	1 egg
1/2 teaspoon ground nutmeg	1 teaspoon vanilla extract

1. Preheat oven to 350 degrees.
2. Stir the flour, sugar, baking powder, baking soda, cinnamon, nutmeg, cloves, and salt together in a large bowl.
3. In another bowl, mix the mashed bananas, yogurt, egg, and vanilla together.
4. Add banana mixture to the flour, stirring only until everything is just barely mixed together.
5. Spread into a non-stick or lightly oiled 9-inch square baking pan.
6. Bake 20 minutes, or until toothpick inserted in center comes out clean.
7. Cool in pan, then cut into eight squares.

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# Meatless Spaghetti Sauce

**This is the sauce for the SNAP Easy Spinach Lasagna, but it is also great with any kind of pasta. Makes about 5 cups.**

1 can tomatoes (28 ounces) with their liquid, chopped
1 can tomato paste (6 ounces)
1/2 cup water
1 teaspoon Italian seasoning
1/2 teaspoon basil
1/2 teaspoon garlic powder

1. Stir all the ingredients together in a saucepan.
2. Bring to a gentle boil, then simmer uncovered for 20 minutes, stirring now and then.
3. Use as directed in the Easy Spinach Lasagna, or serve over cooked pasta.

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# Easy Spinach Lasagna

**This is an easy recipe, because you don't cook the noodles first. Serve with a tossed salad and crunchy warm rolls. Serves 8.**

- 1 tablespoon oil
- 1 cup onion, chopped
- 2 cups (1 pint) low-fat or nonfat cottage cheese
- 1 tablespoon dried oregano
- 1 package (10 ounces) frozen chopped spinach, cooked and drained
- 5 cups Meatless Spaghetti Sauce with 1 cup water added (see SNAP recipe)
- 1½ cups part-skim Mozzarella cheese, grated
- 9 lasagna noodles, uncooked (don't use more than 9 noodles)

1. Preheat oven to 375 degrees.
2. Heat oil over medium heat, and cook onions until softened.
3. In a bowl, mix the cooked onion with the cottage cheese, mozzarella cheese, oregano, and spinach.  
(recipe continues)

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## Easy Spinach Lasagna, continued

4. Spread 1 cup of the spaghetti sauce on the bottom of an 8" x 12" baking pan. Put three lasagna noodles on top of the sauce.
5. Spread half of the cheese and spinach mixture on top of the noodles.
6. Spread 1 cup of sauce on top of the cheese and spinach mixture.
7. Make a second layer by putting three more noodles, the rest of the cheese and spinach mixture, and another cup of sauce in the pan.
8. Put the last three noodles on top of the last layer, and spread the rest of the sauce over the top.
9. Cover the pan tightly with foil. Bake for 30-45 minutes, or until the noodles are tender.

# Spanish Rice

**This recipe is lower in fat than many traditional rice recipes, and is still full of flavor. Serve as a side dish with beans and tortillas. Serves 4-6.**

1 tablespoon oil

$\frac{1}{4}$  cup onion, chopped

2 celery stalks with leaves, finely chopped

$\frac{1}{2}$  green pepper, chopped

$\frac{1}{4}$  teaspoon cumin

1 cup rice, uncooked

1 can (16 ounces) stewed tomatoes

$\frac{1}{2}$  teaspoon chile powder

1. Heat oil over medium heat in a saucepan. Add the onion and cook until softened.
2. Add the celery and green pepper. Cook for one more minute.
3. Add rice and cook until it begins to brown, stirring now and then.
4. Add tomatoes, chile powder, and one cup of water. Bring to a boil, then stir and reduce heat to low.
5. Cover and simmer for 20-25 minutes, or until rice is tender.

Name \_\_\_\_\_

Date \_\_\_\_\_

# SNAP Meal Planner

**The meal I am planning is:**

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**What I will eat:**

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**Mashed Potatoes**



**Ice Cream**



**Skinless Chicken Breast**



**Roasted Chicken with Skin**

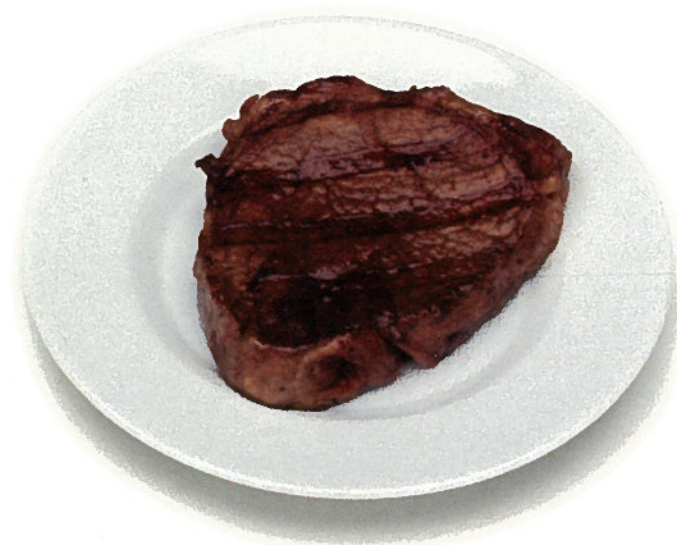




Macaroni and Cheese



Yogurt



**Round Steak**



**Sausage**

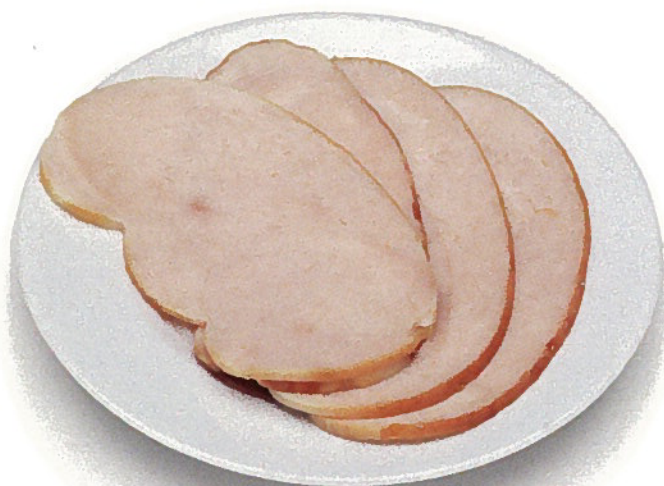


**Sour Cream**

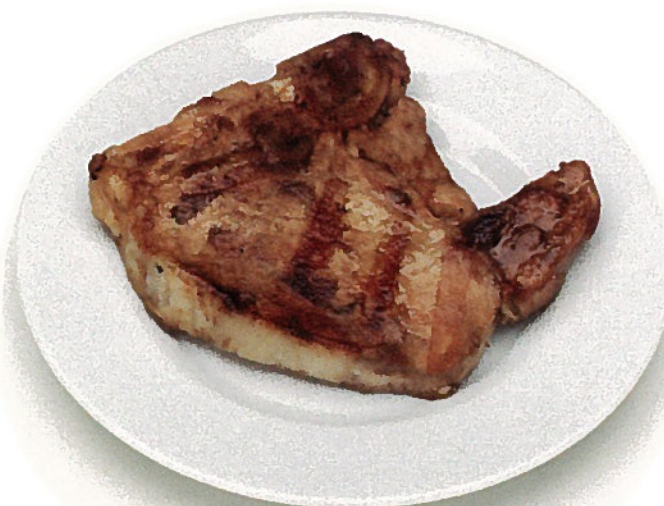


**Lasagna**





**Turkey**



**Pork Chop**



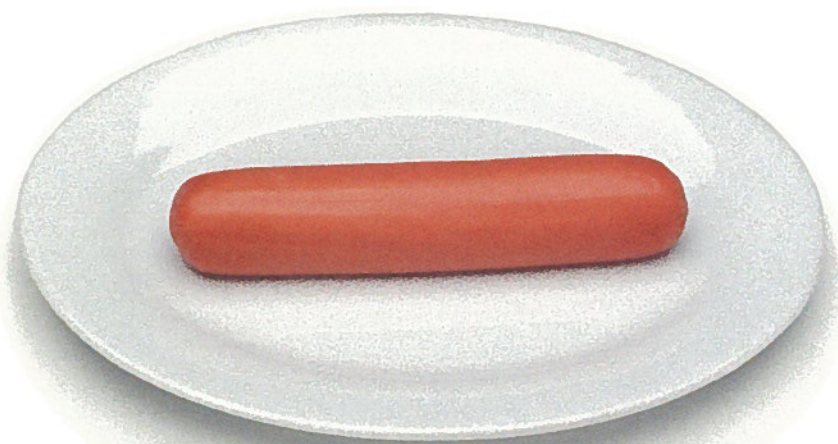
**Cream Cheese**



**Whole Milk**



**Tuna in Oil**

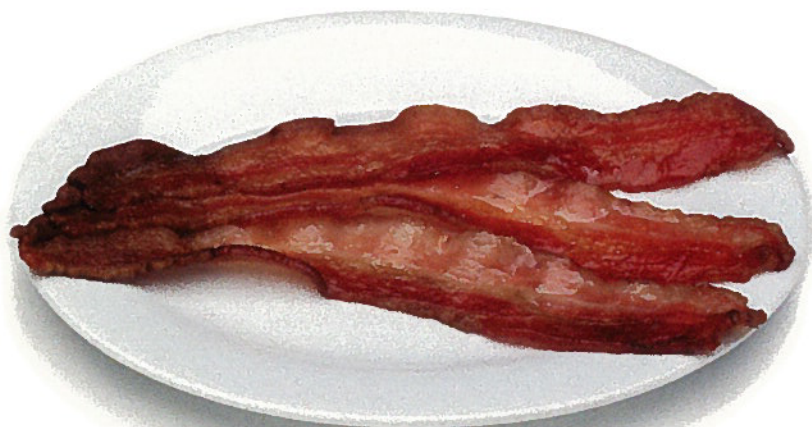


**Hot Dog**

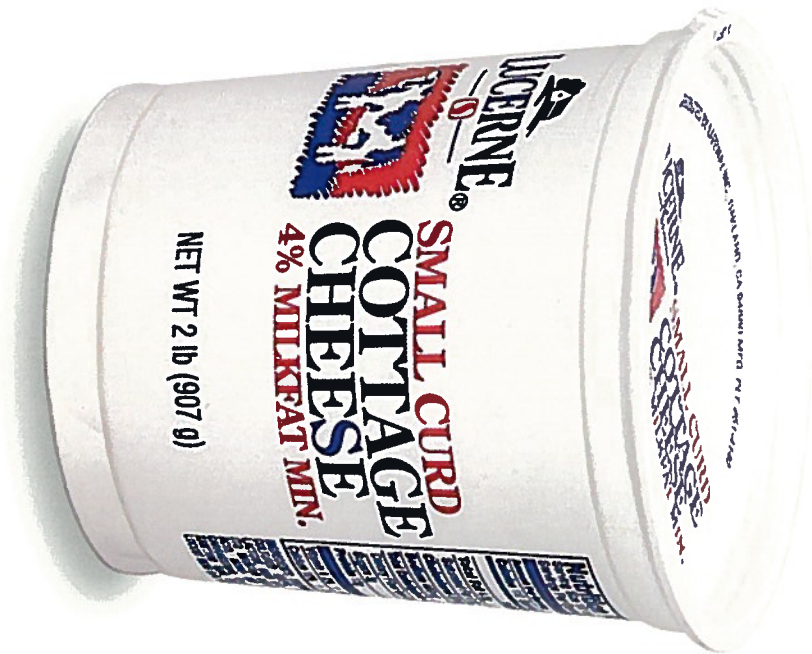




**Fried Chicken**



**Bacon**



Cottage Cheese



Cheese



**Lean Ground Beef**



**Tuna in Water**





**Enchilada**



**Cheeseburger**



**Chuck Steak**



**Regular Ground Beef**





**Chocolate Pudding**



**Burrito**



**Bologna**



**Refried Beans**



**Chocolate Milk**



**Beef and Cheese Sandwich**