

Simply Cent\$ible Nutrition

an adult nutrition curriculum from the *Cent\$ible Nutrition Program*



College of Agriculture
and Natural Resources
Extension

Wyoming SNAP-Ed & EFNEP

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Cent\$ible Nutrition Program

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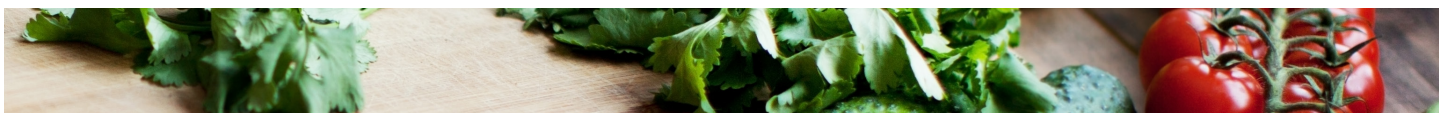


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About this Curriculum

Welcome to the Cent\$ible Nutrition Program Curriculum for Adults

The Cent\$ible Nutrition Program nutrition and physical activity curriculum for adults is evidence-based and practice-tested. It aligns with the 2015-2020 Dietary Guidelines for Americans and the 2nd edition of the Physical Activity Guidelines for Americans. This curriculum is intended for audiences with limited-resource and is used for both SNAP-Ed and EFNEP programming in Wyoming.

This curriculum is focused on behavior change and grounded in social cognitive theory (SCT). SCT suggests that behavior change occurs through an interaction of a person's characteristics and their environment, and that self-efficacy is the most important determinant of health behavior change. All lessons in this curriculum focus on building knowledge and skills to improve participants' self-efficacy in making healthy choices. In addition, each lesson includes goal-setting and challenges for people to practice making changes in their home environments. This curriculum is practice-tested and has shown significant improvements in participants' diet quality, physical activity, food resource management behaviors, and food safety practices.

Over the years, this curriculum has been updated several times, most recently in 2019. Through the efforts of a committee of experienced educators, including 2 registered dietitians, this 2019 revision took the foundations and favorite activities from the previous 17-lesson series, added the collective knowledge and best practices from long-time educators, and combined them with new activities into an 8-lesson series. CNP educators around Wyoming piloted the first version of this 8-lesson series beginning in May 2018. Feedback from the pilot was used to further revise the curriculum to this final version, which was implemented in May 2019.

In addition to these revisions, the curriculum was redesigned to promote program fidelity and to increase ease of use for educators. As such, each lesson now includes:

- List of objectives, preparation, supplies and materials, handouts, resources, activities, recipes, and reinforcement item
- Two outlines: a basic outline for reference and a detailed outline complete with all necessary information to include during the lesson
- Adaptations
- Activity pages
- Teaching kit and tool pages
- Recipes
- Additional background information with sources

We are excited to share this curriculum with you!



Introduction

Teaching Audiences with Limited Resources

The Cent\$ible Nutrition Program's mission is to provide opportunities for positive change in nutrition and physical activity for the audience with limited resources through education, multi-level interventions, and community engagement. This curriculum aims to provide the audience with the skills and knowledge necessary to empower them to be leaders in nutrition and physical activity changes for themselves, their families, and their communities. Changes in behavior after taking these lessons can help to decrease chronic disease and obesity rates. To be successful in this mission, it is important to understand the complex challenges of the audience with low-income, and how this curriculum can provide them with the practical tools for healthy change.

People with limited resources may have less access, financially and/or geographically, to grocery stores. As such, having regular access to food, especially fresh and perishable food, may be difficult. Additionally, this audience may have irregular access to transportation, internet, cell phones, and consistent housing. It is important to keep this in mind as you plan, deliver, and work with this audience.

When discussing food and recipes, offer suggestions for substitutions, alternatives, and adaptations that incorporate foods they may have easier access to, such as canned and dried foods. Considering that this audience may have a limited kitchen and cooking utensils, identify and teach recipes that use an electric skillet or hot plate over a stovetop or oven, when appropriate. When planning classes, be considerate of location. Try to hold classes where participants might already gather, such as at a senior center or food pantry. A class might also be more accessible in a location that can be accessed by walking or bus route. When communicating information about classes, keep in mind that multiple methods of communication may be necessary in order to reach the audience. Whenever possible, ask potential participants what form of communication works best for them.

Adult Learners

Adults learn and approach learning differently than children and youth. Their time is limited and they are usually taking Cent\$ible Nutrition Program classes by choice in order to learn something specific, whether that is how to cook from scratch, save money, or feed their families better.

Adults learn best when they can engage with, talk about, use, and make sense of new information. The information they receive needs to be directly applicable, succinct, and necessary. In order for the information shared during class to have an impact, participants



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need to apply it through activities, dialogue, and/or reflection.

The information in the Cent\$ible Nutrition Program is delivered in a way that maximizes the learning potential of adult audiences. Information is not offered simply for the sake of knowledge. Rather, it is shared with the intent of immediately empowering participants to go home and make healthy changes in their lives. This means that participants engage with the information they are given in constructive ways. Classes are active and interactive. They discuss and contribute, try new things, and make connections.

Teaching Approaches

This curriculum is based on the dialogue and learner-centered approaches to teaching. What this means is that educators do not stand in front of the group and tell participants the information. Instead, participants are engaged in the learning process through dialogue, small group discussion, and interactive activities to make the information directly applicable and relevant to the learner's needs. Research shows that these approaches help learners engage more, retain information better, and apply the knowledge in their everyday lives. These teaching methods go a long way towards empowering adult learners and helping them gain confidence.

Teaching using dialogue and learner-center approaches differs from the traditional teaching-by-telling approach. These methods require more preparation and consideration, but are also more meaningful to both the educator and the participant. When teaching using this approach, consider the following strategies to help participants get the most out of classes:

Know Your Participants

Make sure to understand your audience. Adults enrolling in CNP classes may be facing food insecurity or food scarcity. They may be struggling to support a family and keep their children healthy. They may be busy and have many constraints on their time. Reasons they may be taking the classes include wanting to learn how to:

- Feed their family and/or themselves more nutritiously
- Save money on food and stretch their food dollars
- Save time while cooking
- Improve cooking skills
- Improve overall health
- Improve safety of food and the kitchen



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Understanding why the participants in your classes have joined CNP is essential because it will help you to meet their needs during lessons. By understanding your participants' motives, you can more readily shape each lesson so they get the most out of the content. Meet participants where they are at while giving them valuable information to build on their established skills, knowledge, and experiences.

When teaching, one of the best ways to help participants use the information is to make it personal. This could involve connecting the new information to something they already know or to something important in their lives. For example, when talking about MyPlate, try asking them to discuss their favorite foods and then connect those dishes to the food groups. Open questions are essential in this process.

Use Open Questions

Each lesson outline provides open questions to encourage conversation and to help guide you in encouraging dialogue. When asking open questions, allow for 5 seconds of thought before asking volunteers to share their thoughts. After a participant has answered, remember to affirm their voice by thanking them for their contribution to class. It is a good idea to let them know why you are thanking them (i.e. "Thank you for that thought. I'm glad you mentioned it because it's an example of how to set a SMART goal"). Be careful not to overuse comments like good, great, wonderful, etc. because these compliments will quickly lose their value and may discourage more reluctant participants from answering if they feel that their answer is not as good. At the beginning of the lesson let participants know that they won't be called on or forced to answer in any way. Instead, use partner interactions, trio talks, or table chats to encourage all participants to contribute in the discussion. When asking for responses, remember to use active listening without devaluing positive comments through unnecessary overuse.

By asking an open question that connects to the topic at hand, participants are engaged, prompted to think deeper, and offered the opportunity to reflect as new information is added to what they already know. Open questions are ideal for creating a productive learning environment because they rely on experience and thought rather than memorized answers. Questions with specific answers decrease from the learning process because they do not encourage thought and they can make participants anxious about getting the answer wrong. If the information is valuable, give it to the participants and ask them to do something with it rather than putting them on the spot with closed questions. Open questions help to create a safe learning environment for all participants so they leave feeling empowered.



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Create a Safe Learning Environment

Create a safe learning environment for participants. Participants will learn your intent faster than anything else you teach them, meaning your attitude sets the tone for the learning environment from the moment they arrive in class.

Making the class space inviting and greeting participants in a welcoming and energetic way when they arrive goes a long way towards creating a safe learning space where participants feel comfortable sharing and engaging, and where they feel that their interests and abilities are valued.

In addition to your positive attitude, try to make the physical setting comfortable and inviting. For example, use round tables or set up the seating arrangement in a way that is inclusive (i.e. not in rows) so that conversation is easier to facilitate. Also make sure the setting is welcoming to disabilities – for example, if a participant is in a wheelchair, make sure to set up a table at a height that will allow them to participate.

Reinforce Learning

People remember more when information is received through several learning styles. This curriculum provides participants with a variety of activities to engage all learning styles. As you get to know your participants, provide opportunities for them to learn in their preferred style.

Additionally, people remember best at the beginning and end of an experience. Each lesson in this curriculum aims to activate participants at the beginning of the lesson through engaging, meaningful warm-up activities which link to the topic and prompt participants to share what they already know. Each lesson closes with a review of information and a relevant challenge to motivate participants to use skills and knowledge gained during the lesson.

By using these strategies, you will be better able to address the needs of your adult audience and help them to gain the knowledge and skills they need to make healthy changes in their lives.

A Note on Recipes

All lessons have specific, preferred recipes listed. These recipes have been selected from the Cent\$ible Nutrition Cookbook because they provide participants with valuable skill building opportunities. For example, using the CNP Baked Meatballs recipe shows



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participants how to properly use a food thermometer. While these listed recipes are preferred, there may be situations where cooking or the recipe simply are not possible. In these situations, please use the listed alternative recipe. The alternative recipe should only be used when the preferred recipe is not possible.

Strategies to Increase Intensity of Physical Activities

The physical activities chosen for these lessons are designed to be achievable for everyone, regardless of their current level of activity. However, physical activities can be adapted to be more challenging when participants are already active. They can also be adapted when participants have disabilities or limited mobility. When working with these audiences, remind participants to work with their doctor to understand what activities are safe for them.

Increase the Challenge

- Add intensity – For aerobic activities, encourage participants to do activities at a speed that increases their heart rate. Participant should be able to talk while doing the activity, but not sing. For strength-building activities, encourage participants to increase the force their muscles should have to exert. For example, participants can fold their stretch band in half or work with a shorter section to increase the intensity.
- Go longer – increasing the amount of time you get your participants active will increase the benefits.
- Do more – Increasing the repetitions of a movement, like leg lifts or wall push-ups, will add to the challenge.

Adapt to All Abilities

- Be prepared – if you know in advance that a participant has limited mobility, make sure to plan activities in which they can participate. The physical activity in the first lesson should be doable for most, and future lessons can be adapted.
- Consider alternatives – if you have a participant in a wheelchair and the recommended activity is the walking DVD, try walking around the block or the building as a group so they can wheel with everyone.
- Provide options – some activities can be modified for different abilities. For example, regular push-ups can also be done on a wall or table.



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There may, in some cases, be settings where the suggested physical activity is not appropriate. Walking is always an acceptable alternative. You can also choose an activity from this guide: <https://www.eatsmartmovemorenc.com/FaithPlanningGuide/Texts/Ideas%20for%20PA%20Breaks%20in%20Mtgs.pdf>.

Additional information and tips can be found at <https://health.gov/paguidelines/moveyourway/>.

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Lesson 1

A NEW BEGINNING





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A NEW BEGINNING

Objectives

As a result of this lesson, participants will:

- Become familiar with the 5 food groups of MyPlate and understand the *MyPlate, MyWins* messages
- Successfully complete the entry survey
- Understand the guidelines for physical activity
- Practice mindful eating and the benefits of being more mindful during meals

Preparation

- Secure meeting place and time
- Remind participants of class location, date, and time
- Read and review lesson information
- Watch *The 24-hour Food Recall* video
- Put together Welcome Folders (1 per participant)
- Gather reinforcement items (1 of each to show participants)
- Prepare handouts
- Prepare for recipe
- Make Homemade Granola or buy pre-made granola (if time won't allow during class)
- Review stretch band activities and practice stretches

Supplies & Materials

General Supplies

- Cookbook
- iPad (optional)
- Mini projector (optional)
- Ingredients for recipe
- Bag with 1 of each reinforcement item
- And Justice for All poster

- Food & Physical Activity Questionnaire PowerPoint (optional)
- Food & Physical Activity Questionnaire Protocol
- 24-Hour Food Recall Visual (optional)
- Serving Size Kit

Activity 1

- Food & Physical Activity Questionnaires
- 24-Hour Food Recall
- Pencils
- iPad (optional)
- Projector (optional)

Physical Activity

- Stretch bands
- Stretch band activities handout

Handouts

- Welcome Folder
- Food & Physical Activity Questionnaire
- 24-Hour Food Recall
- Expense Tracking Envelope

Technology/Digital Resources (optional)

- MyPlate website
- Food & Physical Activity Questionnaire PowerPoint
- 24-Hour Food Recall Visual
- MyPlate Visual

Activities

- Activity 1: Entry Survey
- Physical Activity: Stretch Bands
- Activity 2: Mindful Eating (Recipe)

Recipe

- Fruit Parfaits with Homemade Granola
- Alternative Recipe: Homemade Salsa with Tortilla Chips

Reinforcement Item

- Stretch Band with handout

Lesson Outline

Welcome everyone to class

Introduce yourself and the Cent\$ible Nutrition Program

- Hand out and go through Welcome Folders

Have participants introduce themselves

- As an icebreaker, ask them to share a favorite food or something they like to cook

Have the group share some successes and challenges when it comes to healthy eating for them and their family

Introduce MyPlate and *MyPlate, MyWins*

Complete Activity 1: Entry Survey

Complete Physical Activity: Stretch Bands

Kitchen

- **OPTIONAL:** Make Homemade Granola

Complete Activity 2: Mindful Eating

Distribute Expense Tracking Envelopes

Quick review

- What are the five food groups?
- What are some of the key messages from *MyPlate, MyWins*?
- What are some of the benefits of mindful eating?

Challenge participants to practice mindful eating before the next class

Preview of next week's lesson and reinforcement item

- Lesson: Keeping Food Safe
- Recipe: *CNP Baked Meatballs* + Recipe, Individual Frittata, or Bean Dip in a Bag (alternative recipe)
- Reinforcement Item: Food Thermometer

Detailed Lesson Outline

Welcome everyone to the class

Introduce yourself and the Cent\$ible Nutrition Program

- Explain how CNP is funded by SNAP-Ed and operates out of [your county] through the University of Wyoming Extension. In the classes, participants will learn about nutrition and physical activity, proper food safety practices, and how to manage food budgets. Participants also get the chance to learn cooking skills and try new recipes.
- Share the class logistics
 - How long each class is
 - How often the class will meet
 - How many weeks the class will last
 - Other relevant information, such as the location of bathrooms, parking, etc.
 - Example: “We’ll be meeting every Tuesday evening for the next eight weeks. Each class lasts about an hour and a half.”
- Hand out and go through the Welcome Folder, explaining its contents. This is a good time to have model releases completed.
- Show participants the reinforcement items for each lesson and the cookbook. Explain that participants will receive a reinforcement item after each class, and get the cookbook when they graduate from the series.

Have participants introduce themselves

- As an icebreaker, ask them to share a favorite food or something they like to cook.

Have the group share some successes and challenges when it comes to healthy eating for them and their family

- To start off, give an example of a success and a challenge. A success might be a child who likes vegetables, and a challenge might be a busy schedule that makes meal planning hard, or that healthy options are too expensive.
- For larger groups, break people into pairs or small groups to discuss with one another before talking as a larger group.
- After the group has shared their successes and challenges, ask about what their goals are for the class. What do they hope to learn or get out of the class? When appropriate, share how these classes can meet their needs.

Introduce MyPlate and *MyPlate, MyWins*

- Use the Welcome Folder and MyPlate website as necessary to illustrate.

Detailed Lesson Outline

- Share how the USDA creates science based dietary guidance for the public, with the goal of helping Americans make healthy food choices. Its current guidance comes in the form of MyPlate and uses the 2015-2020 *Dietary Guidelines for Americans*, which is updated every 5 years.
- MyPlate is a visual tool to help people understand the proportion of food groups they should be getting on their plate. Use the MyPlate Visual to illustrate and explain the five food groups.
- MyPlate messages are shared through *MyPlate, MyWins*. These messages emphasize eating foods from all five MyPlate food groups while recognizing that every person has his or her own eating habits, struggles, and traditions. *MyPlate, MyWins* makes room for a variety of habits, cultures, and traditions that can be part of a healthy eating pattern.
- Share the key messages from *MyPlate, MyWins*:
 - Everything you eat and drink over time matters. The right mix can help you be healthier now and in the future. Start with small changes to make healthier choices you can enjoy!
 - Find your healthy eating style and maintain it for a lifetime. This means:
 - » Make half your plate fruits and vegetables
 - » Focus on whole fruits
 - » Vary your veggies
 - » Make half your grains whole grains
 - » Move to fat-free and low-fat milk or yogurt
 - » Vary your protein routine
 - » Drink and eat less sodium, saturated fat, and added sugars
- **OPTIONAL:** Share the history of MyPlate.

Complete Activity 1: Entry Surveys

Complete Physical Activity: Stretch Bands

Kitchen

- **OPTIONAL:** Make Homemade Granola

Complete Activity 2: Mindful Eating

Distribute Expense Tracking Envelopes

- Hand out Expense Tracking Envelopes to each participant.

Detailed Lesson Outline

- Explain to participants that by tracking expenses, they will know how much they are spending on food and find ways to cut costs. Ask them to save receipts in the envelope.
- Tell participants they will learn more about budgeting in Lesson 7.

Quick review

- What are the five food groups?
- What are some of the key messages from *MyPlate*, *MyWins*?
- What are some of the benefits of mindful eating?

Challenge participants to practice mindful eating before the next class

Preview next week's lesson and reinforcement item

- Lesson: Keeping Food Safe
- Recipe: *CNP Baked Meatballs* + Recipe, Individual Frittata, or Bean Dip in a Bag (alternative recipe)
- Reinforcement Item: Food Thermometer

Lesson Adaptations & Tips

- Set a time limit when discussing successes and challenges. Give participants a few minutes to share with a partner, then share as a group for a few minutes.
- Include the Expense Tracking Envelopes in the Welcome Folders, and explain them when going through the folder.
- Prepare Homemade Granola for parfaits before class or buy pre-made granola.

WRIR Best Practice

- When discussing MyPlate, ask participants for examples of traditional and cultural foods/preference that fit in each food group.



Activity 1: Entry Survey

Purpose

- Complete an accurate entry Food & Physical Activity Questionnaire
- Complete an accurate entry 24-Hour Food Recall

Supplies

- Food & Physical Activity Questionnaires (1 per participant)
- 24-Hour Food Recall (1 per participant)
- Pencils (1 per participant)
- iPad (optional)
- Projector (optional)
- Food & Physical Activity Questionnaire PowerPoint (optional)
- Food & Physical Activity Questionnaire Protocol
- 24-Hour Food Recall Visual (optional)
- Serving Size Kit

Directions

NOTE: To be in our series of classes, all participants must complete an entry survey at the beginning and an exit survey at the end of the series. By doing so, we can document the changes participants make as a result of taking our classes. There are two components to these surveys: the Food & Physical Activity Questionnaire and the 24-hour Food Recall.

Before beginning, explain that the Food & Physical Activity Questionnaire and the 24-Hour Food Recall are tools used to help measure small changes. Encourage participants to be honest with their answers and reassure them that you are the only one that will see these questionnaires and food recall.

Food & Physical Activity Questionnaire

1. Pass out one Food & Physical Activity Questionnaire and a pencil to each participant.
2. Have the participants fill out the first page of the Food & Physical Activity Questionnaire. If necessary, walk them through each of the sections. The area shaded in gray is filled out by the educator and can remain blank.
3. Once page one is complete, go through the questions on pages 2-4 as a group.
 - Attached with this lesson is a protocol with a script that can be used when participants fill out the Food & Physical Activity Questionnaire. This protocol has answers to common questions that can come up.
 - Use the Food & Physical Activity Questionnaire PowerPoint for groups that may need extra help understanding the questions. This PowerPoint has visuals to help participants better understand the questions.
4. Have participants turn in their Food & Physical Activity Questionnaire when complete. Take a moment to scan each for any missing information.

Entry Survey, continued

Directions, continued

24-Hour Food Recall

NOTE: Each office has a DVD from Oklahoma State called *The 24-hour Food Recall*. This is a resource for educators only. Watch this video before administering the 24-Hour Food Recall.

1. Explain that the 24-Hour Food Recall is a snapshot of regular eating habits. Tell participants that it is important to be honest because it will help them understand their current habits. In Lesson 3, participants will receive a computerized diet analysis based on this 24-Hour Food Recall.
2. Pass out a 24-Hour Food Recall to each participant. Let them know that they will be completing everything as a group.
3. Start with the amount spent on food. Money spent on food includes groceries, meals eaten out, items purchased at convenience stores and vending machines, snacks, school lunches, and use of WIC/SNAP benefits. Do **not** have participants include the value of commodities received. Let participants know that an accurate figure will enable you to better help them reduce costs. If needed, let clients know how much an average family spends on food per person. To help them estimate, you can go to <https://www.cnpp.usda.gov/USDAFoodCost-Home.htm>. SNAP bases its benefits off of the Thrifty Plan.
4. Mark whether they are using nutritional supplements. Nutritional supplements include vitamins, calcium chews, protein drinks, etc.
5. Tell participants to write down what they ate yesterday. If the past day was very unusual for them, have them write down what they eat in a typical day.
6. Have participants write down a quick list of foods they have eaten. This includes everything they can think of off the top of their head. It may be helpful for them to start with the food they ate most recently. They can write foods in the section that applies (i.e., a breakfast of oatmeal goes in the breakfast section). They do not have to be specific at this point.
7. After participants have their quick list, name the below foods to jog their memory. Many people often forget they ate some of these foods. Read each line separately and give the participants enough time to think.
 - Did you have any crackers, breads, rolls, or tortillas?
 - Did you have hot or cold cereals?
 - Did you add cheese as a topping on vegetables or on a sandwich?
 - Did you have any chips, candy, nuts, or seeds?
 - Did you have any fruit with meals or as a snack?

Entry Survey, continued

Directions, continued

- Did you have coffee, tea, soft drinks, or juices?
 - Did you have any beer, wine, or other alcoholic drinks?
8. Use the Serving Size Kit as a reference and go over the basics of serving sizes for each food group.
 9. Have participants add serving sizes for the foods they ate.
 10. Have the participants add more details about their food. Some examples:
 - If they had cereal, what brand was it? If they had milk with their cereal, was it whole, 2%, 1%, or non-fat?
 - How was the food prepared? If they had chicken, was it breaded and fried or roasted/grilled?
 - Was anything added? For example, did they put cream and sugar in their coffee or butter on their toast? Did they have salad dressing on their salad?
 - If they had a mixed dish like a stir fry, what were the main ingredients?
 - If they ate fast food or a processed food, write the restaurant/brand name. Many of these foods are already in the system.
 11. Have participants take one last look at their list of foods to make sure it looks accurate.

Notes

- Avoid asking leading questions that imply what a person “should have done”.
- If participants ask questions about the Food & Physical Activity Questionnaire, refer to the protocol for answers.
- During the 24-Hour Food Recall, reassure participants that there are no good or bad foods. Avoid using words or making faces that express judgment. Tell the participants that for their diet analysis to be helpful, they need to be as thorough and accurate as possible.
- This activity can be broken up into two sections if participants are having trouble focusing. The physical activity can be completed between the Food & Physical Activity Questionnaire and the 24-Hour Food Recall to help participants re-engage.
- Some participants may be unable to fill out the Food & Physical Activity Questionnaire and/or 24-Hour Food Recall on their own. In these cases, the educator can go through these documents with the individual participant and write down the answers. Educators may not fill out either component of the survey without the participant. Even in settings where participants may be eating similar food from a food service, each participant will have individual preferences that shape their habits and no two diets will be exactly the same.

Entry Survey, continued

Background

The entry and exit surveys are essential pieces of the Cent\$ible Nutrition Program and allow us to show program impacts. Additionally, the Food & Physical Activity Questionnaire and the 24-Hour Food Recall are valuable tools for participants, allowing them to track their progress over the 8 week program. Below is a summary of each.

Food & Physical Activity Questionnaire

Implemented in 2017, this is a multiple-choice survey for participants to answer about their behaviors related to food and physical activity. Again, this is a tool used to track behavior change as a result of completing the series. This questionnaire asks questions in the following domains:

- Diet quality
- Physical activity
- Food safety
- Food resource management

24-Hour Food Recall

The 24-Hour Food Recall is a process where participants detail everything they have had to eat or drink in the past day. The educator puts this information into a computer system to produce a diet analysis, which serves two purposes. First, the diet analysis is returned to the participant, giving them better awareness of their eating habits and allowing them to set goals. Second, it allows the educator to track how their diet has improved from the beginning to the end of the class series.



Physical Activity: Stretch Bands

Purpose

- Explore new resources and ideas for being active
- Increase physical activity in an enjoyable and engaging way

Supplies

- Stretch bands (1 per participant)
- Stretch band activities handout (1 per participant)
- Small open space for everyone

Directions

1. Discuss why being active is part of a healthy lifestyle and that there are many ways to be active. Being active isn't about weight or weight loss. Instead, it is about health and how you feel. Tell the participants that even small changes, like going for a short walk several times a week, can help them to feel healthier and stronger. Some physical activity is better than none, and it is best to work up to the recommended amount over time if being active has not been part of their lifestyle.
2. Discuss some of the benefits of being active. Being active has physical, mental, and emotional benefits including:
 - Improved bone and cardiovascular health
 - Lower risk of heart disease, stroke, high blood pressure, type 2 diabetes, and some cancers
 - Better sleep quality
 - Reduced symptoms of depression
3. Discuss weekly time recommendations for physical activity. Most adults should be physically active at the moderate level for at least 150 minutes each week, or about 30 minutes on most days. This can be broken up – physical activity of any duration can improve health.
 - Refer to Background section below for more details and recommendations for other age groups.
4. Give each participant a stretch band. Lead the class in several of the stretching activities using the stretch band handout.
5. Conclude by giving each participant a stretch band handout to take home with them and sharing that fitting physical activity into the day doesn't have to be hard. They can use the stretch band while watching TV or waiting for dinner to cook, or they can go for a walk after dinner. Encourage them to explore and find activities they enjoy doing.

Stretch Bands, continued

Background

Healthy lifestyles include both healthy food choices and physical activity. Balancing food choices with physical activity leads to better overall health for everyone.

The more activity you do, the greater the benefits. The amount of physical activity that each person needs varies due to many factors, including age. The *Physical Activity Guidelines for Americans* recommend:

- Young children (2-5): Encourage activity at any level (light, moderate, or vigorous) throughout the day.
- Children and adolescents (ages 6-17): Moderately active for 60 minutes or more each day.
- Adults (18-64): Moderately active for at least 150 minutes each week or vigorously active for at least 75 minutes each week
- Adults older than 64: Follow the adult guidelines to the best of their abilities.

The recommendations can be met by breaking physical activity into blocks of any length - perfect for those with busy schedules.

Source

Physical Activity Guidelines for Americans: (2017, August 31). Retrieved March 18, 2019, from <https://health.gov/paguidelines/second-edition/>.



Activity 2: Mindful Eating

Purpose

- Identify ways to be more mindful while eating

Supplies

- Homemade Granola
- Vanilla yogurt
- Mixed berries (or other type of fruit)
- Copy of Fruit Parfait recipe (1 per participant, optional)

Directions

1. Have participants wash their hands before beginning the activity.
2. Have each participant make a Fruit Parfait but to wait before eating it.
3. Ask participants to think of a memorable food experience – a time when they really enjoyed a particular food or meal. What made the experience memorable? Different flavors? The atmosphere?
4. Ask participants to look at the parfait and the different ingredients. Notice how the ingredients are layered and are starting to mix. Ask them to imagine how it will taste.
5. Have participants take a bite of the parfait but don't swallow it right away.*
6. Tell participants to take their time and savor the different flavors and textures.
7. Ask if they notice the flavor changes. Ask if they can taste each separate ingredient.
8. Tell participants to take about 20 seconds to finish this bite, being aware of the simple sensations of chewing and tasting.
9. Ask participants to take another bite and repeat the last four steps.

*Note: If participants don't like holding the yogurt in their mouth, have them spoon out a piece of the fruit and some of the granola to begin with.

Discussion

This activity is an example of being present while eating. Discuss some of the benefits of mindful eating including that it helps people to slow down and enjoy their food (see Background section on next page). Ask participants:

- How satisfying was the first bite?
- Do you usually eat this way?
- What would happen if you ate all food like this?

Challenge participants to be present while eating their next meal. Remind them to look at the food and chew each bite while thinking about the unique flavors, to use all five senses while eating, and consider the nutrients being provided to the body. Slowing down



Mindful Eating, continued

Discussion continued

the eating process allows the body to give satiety cues (sense of satisfaction and fullness). This can decrease the amount of food eaten while increasing satisfaction and enjoyment of eating.

Background

For many people today, eating has become a mindless activity, which has led to ignoring the body's hunger and satiety cues and a habit of overeating. Mindful eating is one way to re-establish an eating habit that honors the body's natural cues and makes eating a pleasurable activity. Below is more information about the practice of mindful eating.

What is mindful eating?

Eating is a natural, healthy, and pleasurable activity for satisfying hunger. However, in our food-abundant, diet-obsessed culture, eating is often mindless, consuming, and guilt-inducing. The fundamental reason for our imbalance with food and eating is that we've forgotten how to be present as we eat. We eat mindlessly.

Mindful eating is about focusing our attention on the act of eating. It involves eating with awareness of all of our senses: our sight, sound, touch, taste, and smell. It is much more than eating slowly, without distraction. While that's certainly an important part of it, mindful eating encompasses the entire process of eating:

- Listening and trusting your body to tell you when it needs food (tuning in to your hunger)
- Trusting that your body will tell you when you are satisfied and can stop eating (tuning in to your fullness or satiety)
- Recognizing your non-hunger triggers for eating
- Choosing food for both enjoyment and nourishment
- Eating without judgment or guilt, but with the intention of caring for yourself

Whenever you notice that you feel like eating and pause to ask the question, "Am I hungry?" You are able to observe your thoughts and choose how you will respond. Instead of reacting mindlessly, mindfulness gives you that chance to listen. That is how mindful eating empowers you to finally break old automatic or habitual chain reactions and discover options that work better for you.

Benefits of Mindful Eating

- Mindful eating helps us become more in touch with the internal signals our body send us about when to start and stop eating, and are not left feeling hungry after a

Mindful Eating, continued

meal or feeling the discomfort of overeating.

- When we eat without judgment, our variety of food often expands so that we eat a more nutritionally balanced diet.
- When we pay attention to what we are eating and how that food makes our body feel, it becomes easier to choose foods that energize us and make us feel good.
- It can take up to 20 minutes to feel full. The simple act of slowing down can help our body recognize fullness, digest food better, and prevent those stomachaches we have all experienced when we eat too quickly.

Sources

May, M., Galper, L., & Carr, J. (2005). *Am I Hungry? What to Do When Diets Don't Work*. Phoenix, AZ: Nourish Publishing.

Tribble, E. & Resch, E. (2003). *Intuitive Eating: A Revolutionary Program That Works*. New York, NY: St. Martin's Griffin.

Activity Adaptation

- In place of the Fruit Parfaits with Homemade Granola, make Homemade Salsa with Tortilla Chips. Fresh vegetables from local gardens can be used in the Homemade Salsa, if available. Follow the same steps on page 23 but with one bite of the salsa and chip.



Serving Size Kit

Below is a list of items to include in your Serving Size Kit. In this lesson, the kit can be used during Activity 1: Entry Survey to assist participants with accurately filling out their 24-Hour Food Recall.

- Measuring cups (1 cup, ½ cup, ¼ cup, liquid measuring cup)
- Measuring spoons (tablespoon)
- 8 ounce glass
- Small bowl
- Large bowl
- Small plate
- Large plate
- Food models of the following:
 - Apple
 - Orange juice
 - Strawberries
 - Green salad
 - Whole cucumber
 - Whole carrot
 - Slice of bread
 - Spaghetti
 - Cereal
 - Hamburger patty
 - Cooked beans
 - Almonds
 - Peanut butter
 - Milk
 - Yogurt
 - Slice of cheese



Fruit Parfaits

Ingredients

- 1 cup low-fat vanilla yogurt
- ½ cup sliced fresh fruit (berries, bananas, etc.)
- ¼ cup Homemade Granola

Supplies

- Measuring cups
- Serving spoons
- Clear plastic cups
- Spoons
- Napkins

Directions

1. Put a small amount of yogurt in the bottom of two 5-ounce glasses. Add a small amount of fruit to each glass.
2. Add two more layers: first yogurt, then fruit to each glass.
3. Top each parfait with a small amount of granola.

Yield

Makes 2 parfaits.

Tip

Use store-bought granola if there is not enough time to prepare Homemade Granola before or during class.



Homemade Granola

Ingredients

- 2 cups old-fashioned rolled oats
- 1 Tablespoon sunflower seeds
- 2 teaspoons canola oil
- ¼ cup honey
- 1 teaspoon vanilla
- ¼ cup dried fruit, optional

Supplies

- Large bowl
- Stirring spoons
- Measuring cups
- Measuring spoons
- Small saucepan
- 9x9-inch baking pan
- Oven mitts
- Airtight container

Directions

1. Preheat oven to 300°F.
2. In a large bowl, combine oats and sunflower seeds. Set aside.
3. In a saucepan, combine oil, honey, and vanilla. Heat slightly.
4. Pour oil mixture over oat mixture. Mix thoroughly.
5. Transfer granola to a 9x9-inch baking pans. Bake at 300°F for 15-20 minutes, stirring periodically until lightly toasted.
6. Remove from oven. Fold in dry fruit, if using, while granola is still warm.
7. Cool, stir, and store in an airtight container.

Directions- Electric Skillet

1. Preheat skillet to 275°F.
2. Follow steps 2-4 above, then add to skillet, stirring periodically until lightly toasted. Then follow steps 6-7.

Yield

Makes 7 ½-cup servings.



Homemade Salsa

Ingredients

- ½ cup finely chopped tomato
- ¼ cup tomato sauce
- 2 Tablespoons finely chopped onion
- 2 Tablespoons finely chopped green pepper
- 1 Tablespoon vinegar or lemon/lime juice
- ¼ teaspoon garlic powder (½ teaspoon minced or 1 clove chopped)
- ½-1 jalapeño pepper, finely chopped
- ¼ cup chopped cilantro (optional)

Supplies

- Glass bowl
- Stirring spoon
- Measuring cups
- Measuring spoons
- Can opener
- Cutting board
- Knives
- Rubber gloves

Directions

1. Mix all ingredients in a glass bowl. Use rubber gloves when chopping the jalapeño pepper and use caution to not rub your eyes.
2. Refrigerate at least 1 hour before serving to allow flavors to blend.

Yield

Makes 4 ¼-cup servings.



Tortilla Chips

Ingredients

- 6 small tortillas (yellow corn, white corn)
- Nonstick spray
- Salt

Supplies

- Cutting board
- Knife
- Cookie sheet
- Oven mitts

Directions

1. Preheat oven to 400°F
2. Cut tortillas into 6 wedges and place in a single layer on a cookie sheet.
3. Lightly spray the chips with nonstick spray.
4. Lightly sprinkle with salt.
5. Bake at 400°F until golden crisp, about 3-5 minutes. White corn tortillas are often crispier than yellow.

Yield

Makes 6 servings (6 chips each).

Note

This recipe works best in a setting with an available kitchen/oven.

Additional Background Information

About the Cent\$ible Nutrition Program

The Cent\$ible Nutrition Program (CNP) is a nutrition education and cooking program for people receiving or eligible to receive SNAP benefits and/or government assistance, WIC vouchers, and other forms of assistance. The CNP audience are people who are less than 185% of poverty. CNP teaches participants the importance of making healthy choices, how to make those choices, and how to do so on a limited budget. CNP classes enable participants to develop skills and gain the knowledge necessary to:

- Improve nutritional and physical well-being of the whole family
- Increase knowledge of the essentials of human nutrition and physical activity
- Increase the ability to select and buy food that satisfies nutritional needs
- Improve skills in food production, preparation, storage, safety, sanitation, and mealtime practices
- Increase the ability to manage food budgets and use resources such as SNAP and WIC benefits
- Become more physically active

Some of the benefits participants gain from CNP are:

- Improved money management skills due to more awareness of spending habits and learning how to stretch their food dollars
- Improved time management skills
- More awareness about healthy foods, physical activity, and habits that empower them to make better choices for themselves and their families
- New cooking and food safety skills leading to easier and safer meal preparation
- A safe and encouraging environment where they can meet new people and gain confidence in themselves
- More energy, strength, and flexibility

Welcome Folder

At the start of the series, all participants receive a Welcome Folder. The Welcome Folder should include:

- Model release
- Most current *Cent\$ible Nutrition News* newsletter
- Marketing/lesson cards
- Facebook card
- SNAP brochure (order online- see employee resources website)

Additional Background Information

- SNAP/SNAP-Ed partnership card
- WIC brochure
- Local resource information - food pantry brochures, farmers markets, etc.
- Pencil

MyPlate, MyWins

Since the early 1900's, the USDA has created science-based dietary guidance for the public. Although it has taken many visual forms, it has always had the goal of helping Americans to make healthy food choices. The current visual form is MyPlate. For more information on the history of USDA food guides, please go to <https://www.choosemyplate.gov/brief-history-usda-food-guides>.

The nutrition information used by CNP comes from the 2015-2020 *Dietary Guidelines for Americans*. The United States Department of Agriculture (USDA) and the United States Department of Health and Human Services (HHS) update these guidelines every five years. In 2010, the MyPlate tool was introduced to help visualize and simplify the guidelines. MyPlate illustrates the five food groups in a plate setting that visually reminds people to make healthy food choices. In 2015, the MyPlate messages were updated to *MyPlate, MyWins*. These messages focus on personalized and healthy eating goals tailored to each individual's unique needs.

Sources

Top 10 Things You Need to Know About the 2015-2020 Dietary Guidelines for Americans. (2016, January 7). Retrieved March 18, 2019, from <https://health.gov/news/blog/2016/01/top-10-things-you-need-to-know/>.

Dietary Guidelines and MyPlate. (2015, December 8). Retrieved March 18, 2019, from <https://www.choosemyplate.gov/dietary-guidelines>.

What are MyPlate, MyWins | Choose MyPlate. (2018, June 11). Retrieved March 18, 2019, from <https://www.choosemyplate.gov/what-are-myplate-mywins>.