

The Family Nutrition Program

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What is Hunger?

Hunger is a physiological and psychological state resulting when immediate food needs are not met. Hunger can be relieved quickly with food. Most of us are hungry at one time or another, but when that hunger is chronic, frequent or prolonged it can lead to undernutrition.

Undernutrition is the result of a prolonged lack of food. Some people suffering from undernutrition get enough food, but they do not get enough of the right kinds of foods. They lack nutrients in their diets that are needed to make and keep them healthy. In this country, we do not see the extended bellies of famine. But mild to moderate undernutrition does exist in the United States.

What Causes Hunger

Hunger is often a condition of poverty. As poverty increases, so does the incidence of hunger. In the 1980's and 1990's, poverty and hunger has increased because of a powerful and dangerous combination of economic conditions and cuts in federal assistance.

According to data from the U.S. Commerce Department's Bureau of the Census, the majority of gained income during the 1980's went to the top of the income scale. Meanwhile, poverty levels remained high. In 1990, the U.S. suffered a recession. The economy slowed. People lost jobs. The demand for federal assistance started to spiral upward.

In fact, more than seven million people have been added to the food stamp program since 1990. Unfortunately, the increased demand for federal assistance came on top of significant cutbacks in federal programs that assist low-income people. according to the

Food stamp and child nutrition programs sustained 12 billion dollars in cuts between 1982 and 1985, according to the Congressional Budget Office. The cuts have had lasting effects.

Hungry people turned to private charities such as soup kitchens and food banks. But donations and funding levels are unpredictable and private charities often cannot meet all of the demand. Fifty-three percent of cities that participated in the 1994 U.S. Conference of Mayors' said that emergency food assistance facilities were not able to provide enough food.

In addition, federal food programs are not used by millions of people who could benefit from them. Barriers to participation, lack of information about eligibility and inadequate funding result in hungry people being left out.

Who is Hungry?

Hunger is so insidious because you cannot see it. Mild to moderate undernutrition, the kind most common in the United States, is almost invisible unless you really look for it.

A logical place to look for hunger is in the homes of low income people. According to Tuft's University School of Nutrition, the primary factor associated with poor nutritional status in this country is poverty. Unfortunately, almost 40 million Americans live in poverty.

To be considered in poverty, a family's gross income must fall below a federal guideline.

Family Size	Annual Income
1	\$ 7,470
2	\$10,030
3	\$12,590
4	\$15,150
5	\$17,710

(For each additional member add \$2,560.)
HHS Poverty Guidelines for 1995

Children are the poorest age group. Twenty-two percent of American children were poor in 1993. Almost twenty-six percent of children under six live in poverty. It's startling to think that one-quarter of our nation's children are poor and at risk of hunger.

A Look at Kentucky

Hunger and undernutrition among children in Kentucky is much more common than once assumed. The most recent study on the subject finds that Kentucky has the 7th highest rate of hunger in the United States. This means that 248,000 Kentucky children under the age of 18 or 25 percent of all children were estimated to be hungry in 1991.

Estimates from the CCHIP Study suggest those 97,000 Kentucky children under 12 or 14 percent are hungry or at risk of hunger. Whether you believe the state child hunger rate is 25 percent, 14 percent or somewhere in between, hunger is a problem in the Commonwealth.

The high rate of hunger reflects the child poverty rate in Kentucky. According to the 1990 U.S. Census, one in four Kentucky children live in poverty and poverty is inextricably linked to hunger.

These statistics are grim to say the least. But we can fight back. The effects of hunger and undernutrition can be countered by active intervention that provides adequate food on a daily basis. We can equip low-income families with the knowledge and skills they need to provide adequate and nutritious food for their children. We can also promote the use of federal food programs to increase the food buying power of low-income families in our community.

Hunger Hurts

Hunger and undernutrition have a serious and negative impact on the health of our children. Hungry children suffer from two to three times as many health problems such as unwanted weight loss, fatigue, headaches, irritability, inability to concentrate and frequent colds than do children with adequate food.

In fact, according to Community Childhood Identification Project study, hungry children are:

- Almost twice as likely to have frequent ear infections.
- Almost twice as likely to have frequent colds.
- More than twice as likely to have frequent headaches.
- More than three times as likely to suffer from unwanted weight loss.
- More than 12 times as likely to report dizziness.

Iron-deficiency anemia affects nearly 25 percent of poor children in the United States. Anemia has been associated with impaired cognitive development, behavioral disturbances and an increased susceptibility to lead poisoning.

The Center on Hunger, Poverty and Nutrition Policy says:

When children are chronically undernourished their bodies conserve the limited food energy available. Energy is first reserved for maintenance of critical organ function, second for growth, and last, for social activity. and cognitive development. As a result, undernourished children decrease their activity levels and become more apathetic. This in turn affects their social interactions, inquisitiveness and overall cognitive functioning.

Hungry children not only get physically sick faster and more often, they often suffer from poor social skills and school performance. Studies have shown that hungry kids are:

Chapter 1: Hunger Hurts

- Less physically active.
- Less attentive.
- Less independent and curious.
- More anxious and less responsive socially.
- Cannot concentrate as well.

Federal Food Programs

Federal food programs, when used to their fullest potential, are a powerful weapon against hunger. But many people who are eligible for benefits from food programs do not think they qualify.

It is important for service providers working with low-income families and individuals to be educated on the various food programs so they can help dispel some of the myths and untruths that surround the food programs. The following pages provide a brief summary of each of the major food programs. This chapter ends with Fact Sheets that can be reproduced and distributed in schools, Community Action Agencies, Head Start centers, public housing sites or anywhere people could benefit from the information.

Food Stamps

The Food Stamp Program increases the nutritional quality of diets of food stamp households by 20 to 40 percent. FRAC

Food stamps have been called “The first line of defense against malnutrition in kids.” It is a program designed to improve the nutrition level and food buying power of low-income individuals and families by providing monthly coupons that can be used to purchase food and seeds for food.

The program reaches millions of Americans every month. Half of all those that are reached by food stamps are children. The program targets those most in need. In fact, the average food stamp household has an income of \$443 per month.

Eligibility for food stamps is determined on financial and non-financial factors. Food stamps are an entitlement program so any household that meets the eligibility requirements receives the benefits. A household is defined as a person or group of people living together who purchase and prepare food together.

Households, except those with an elderly or disabled member, must have a gross income below 130 percent of poverty. All households must have a net income less than 100 percent of poverty. Most households can have up to \$2,000 in resources (checking/ savings account, cash, stocks/bonds). Any car’s value must be less than \$4,500. Households with a member over 60 should check with the Department or Social Insurance for specific eligibility requirements.

The Food Stamp Application Process

1. Request an application

Clients should call or visit their local Department of Social Insurance to get an application as soon as they think they will need food stamps. DSI must give or mail an application on the same day that it is requested. If a client cannot go to the food stamp office he or she may designate someone to apply for them. The applicant should give a note stating that the designated person has permission to apply on the client’s behalf.

2. Begin filling out an application and return it to DSI

Clients do not have to wait until their application is complete to turn it in. By law, DSI must process and make an eligibility decision about each application within thirty days starting the day after the application process begins. The application process and the thirty-day time period begin when the client turns in a complete or partially complete application.

The thirty-day law pertains to cases in which clients have completed the application process and given DSI all information needed to make an eligibility determination. Food stamp benefits are retroactive to the first day a household started the application process. Someone from DSI must talk to food stamp applicants the first day they apply to determine if the applicants are eligible for expedited food stamps.

3. Complete the certification interview with a food stamp worker

After clients turn in their application they will be given an appointment for a certification interview. If the client and the caseworker have time, the interview may be held the day the application is turned in. The interview will be held within the thirty day time period. During the interview, the caseworker will ask for verification of information provided in the application. Clients should bring the following information to the interview:

Names, dates of birth, and social security cards for all household members	Driver's license or other identification
Pay stubs of all income for the last two months	Proof of Disability(if applicable)
Proof of savings and checking accounts	Recent utility bills
If not homeless, proof of home address	Proof of child care expenses
	Proof of medical expenses for people over 60 years old

Dispel the Food Stamp Myths

Myth #1: Too many non-deserving families get food stamps.

Fact: Ninety-seven percent of all food stamp benefits go to households with gross incomes at or below the poverty level. More than half of all food stamp benefits go to households that have gross incomes at or below half of the poverty level. Three quarters of all food stamp households have no countable resources.

Myth #2: Most food stamp recipients are able bodied adults who should be working.

Fact: The food stamp program is, to a large extent, a childhood nutrition program. It targets the primary caregivers of children, the elderly and disabled.

Myth #3: Food stamp benefits are too high.

Fact: Among all program participants, the average benefit is 71 cents per person per meal.

Myth #4: Food stamp recipients are just too lazy to work.

Fact: All non-elderly adults in the food stamp program who are able to work are required to be employed or registered for employment. Any person who does not meet their work requirement is dropped from the program.

Myth #5: Poor people waste their food stamps on junk food and luxury items.

Fact: USDA research compared food stamp shoppers with shoppers from other income levels. Their study showed that food stamp shoppers obtain 7 to 29 percent more of each of the eleven key nutrients for every dollar they spend on food. Furthermore, food stamp recipients consume 20-50 percent less candy, salty snacks, cakes and soft drinks, fewer fats and oils and 35 percent less beverages than all non-recipients.

Myth #6: Food stamps build welfare dependency.

Fact: More than half of all food stamp households leave the program within six months. The average length of participation is 22 months. Food stamps are a short-term remedy for families who have experienced hard times. In fact, in Kentucky, 60 percent of food stamp recipients do not receive AFDC. Eighty-percent of participants entering the food stamp program have recently experienced one of these household changes: death of the head of household, young adults leaving home to create a new household, departure of an income-earning adult, addition of a child, divorce, or a drop of income of \$500 or more.

(Source: Food and Research Action Center)

School Breakfast Program

The School Breakfast Program provides children with one-fourth or more of their RDA for key nutrients.

The Breakfast program provides cash reimbursement to public and nonprofit private schools and residential child care institutions to cover the costs of serving breakfast to students.

Eligibility for the free and reduced-priced breakfast program is determined by a family's income. To qualify for a reduced-price meal, family income must fall between 185 and 130 percent of the federal poverty guideline. To qualify for a free meal, family income must be below 130 percent of poverty. Families that participate in food stamps or AFDC can be directly certified for free meals. You can apply to participate in this program at any time during the school year.

All public and nonprofit private schools can participate in the breakfast program. If your school does not, you can be an advocate for the children in your community. Speak to your local school board about starting a breakfast program.

The School Breakfast Program has been linked to improved educational achievement. The program has also helped to decrease tardiness and absenteeism among children who participate.

School Lunch Program

The School Lunch Program provides school children with one-third of more of their RDA for key nutrients.

The school Lunch Program was created *to safeguard the health and well-being of the Nation's children*. The program meets strict nutritional standards and is currently offered in 90,000 schools across the country.

Eligibility standards are the same as the School Breakfast Program. In fact, one application covers both programs. Families that participate in AFDC and food stamps are directly certified for this program as well.

A child is not stigmatized by receiving a free or reduced price meal. They will not stand in separate lines or get tickets different from the rest of the kids. If they do, notify the school board that they are in violation of the law.

To apply:

Parents can call their child's school or the superintendent's office for an application. To determine eligibility, families must provide:

- Child's name
- Food stamp or AFDC case number
- Amount of family income and number of members of household if not receiving food stamps or AFDC
- Signature of an adult household member verifying income

Summer Food Service Program for Children

The Summer Food Program provides one-third of children's nutrients RDA for key nutrients.

The summer food program provides nutritious meals to children under 18 during the summer. It is designed to ensure that during summer vacation children continue to receive the same nutritious meals they receive during the school year. Unfortunately, most children who could benefit from summer feeding cannot participate because there are too few program sponsors. In fact, summer feeding only reached about 10 percent of the low-income children in Kentucky.

Organizations that sponsor summer feeding in their area receive reimbursement on a per-meal basis for expenses related to preparing and serving food and program management. Organizations that may be sponsors include public and private nonprofit school food authorities, residential summer camps, some colleges and universities, private nonprofit organizations and local, county, municipal, state or federal government units. Schools, community action agencies, churches and camps often sponsor the summer feeding program. If you are interested in sponsoring this program, contact The Kentucky Department of Education.

Potential sponsors must demonstrate that meal sites will meet either geographic or enrollment criteria. A site is geographically eligible if it is located in an area which 50 percent of the children qualify for a free or reduced price school lunch. A site is enrollment eligible if 50 percent of the children enrolled can be documented to qualify for a free or reduced priced school meal.

The nature of the program will determine the children's eligibility. If the program is open, it is open to all children who come to the site during operating hours, regardless of each individual family's income. Enrollment programs require each child's family to complete an eligibility form. At least 50 percent of the children who attend the program must have family incomes below 185 percent of poverty.

Parents should check the local newspaper or call the school or other community agencies to see if any summer feeding programs are being sponsored in their area.

Promoting Summer Feeding

If you already sponsor a summer feeding program, good for you! Here are some tips that will build enthusiasm and keep kids coming back.

1. Kick off the program with a party that includes the whole community.
2. Serve something appealing, like pizza or ice cream, to improve awareness and get kids excited about the program.
3. Have favorite teachers present at the site the first day. This will help ease the transition for younger kids.
4. Give kids as much personal attention as possible, so they feel comfortable coming to the site.
5. Give away promotional items such as T shirts or buttons on the first day. A local business may be willing to help with the expense.
6. Talk merchants into donating free foods, to give away to the families of the kids who come to your site.
7. Have a character (such as Barney) present for the opening day.

(Source: [47 Ways to Promote the Summer Food Program in Your Community](#))

Child and Adult Care Food Program

The Child and Adult Care Food Program increases the nutritional value of meals eaten by preschoolers in day care settings.

The Child and Adult Care Food Program (CACFP) provides federal funds for meals and snacks to licensed public and nonprofit child care centers and family and group day care homes for preschool children. Adult day care centers serving chronically impaired adults also qualify for funds.

Meals provided through the CACFP are designed to meet nutrition requirements. The CACFP can help make it easier for child care centers and day care homes to provide low-cost, quality meals to families.

Licensed or certified child care centers and day care homes should contact the Kentucky Department of Education for more information.

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WIC

The WIC Program improves the nutritional intake for women, infants and children, reduces infant mortality, reduces low birth weight and reduces anemia.

Also known as the Special Supplemental Nutrition Program for Women, Infants and Children, WIC is a nutrition program that provides nutritious foods, nutrition education and access to health care for low-income pregnant, postpartum or breast-feeding women, and infants and children at nutritional risk.

Each month participants receive a tightly prescribed combination of targeted foods for the purpose of improving the nutritional quality of the participant's diet. WIC also provides nutrition education, health status monitoring, pregnancy monitoring, immunization, screening, breast-feeding support and promotion, Medicaid referral, drug education and counseling referral.

Eligibility for WIC is based on four criteria: participants must be either a pregnant, postpartum, or breast-feeding woman, an infant, or a child under the age of five. The participant's household income must be below a state-determined level (between 100 and 185 percent of the poverty line). WIC participants must be certified by a health professional to be at nutritional risk, and participants must meet state residency requirements.

WIC Works...

- Every dollar spent on pregnant women in WIC produces \$1.92 to \$4.21 in Medicaid savings for newborns and their mothers.
- Medicaid costs were reduced on average from \$12,000 to \$15,000 per infant for every very low weight birth prevented.
- WIC is directly responsible for lowering the infant mortality rate by 25 to 66 percent among Medicaid beneficiaries participating in WIC.
- WIC participation leads to higher rates of immunization against childhood diseases.
- WIC has a major impact on reducing anemia among children compared to those not enrolled in WIC.

Signs of Proper Nutrition

You can tell, with reasonable certainty, if a child is well nourished if he or she is growing well, is vigorous and seems to have a good resistance to illness. Of course, there are other signs of good nutrition as well. A well-nourished child will have:

- Erect posture and straight arms and legs (Except infants)
- Good muscle tone
- Smooth skin, slightly moist, and with good color
- Good attention span, normal reflexes, psychologically stable
- Good appetite, normal elimination
- Normal heart rate and rhythm, normal blood pressure
- Normal sleeping habits
- Shiny hair, firmly rooted, and healthy scalp
- Smooth, moist lips
- Smooth, red tongue, not swollen
- Teeth that are clean and free of cavities, well-shaped jaw
- Bright, clear eyes with healthy pink membranes
- Firm nails with pink nail beds

(Meals Without Squeals. Christine Berman and Jackie Fromer.)

Chapter 1: Hunger Hurts

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The Family Nutrition Program is designed to equip non professionals to provide nutrition education in their own communities and agencies. We, of course, realize that many people already have a background in teaching and group facilitation. If you are in that position, we encourage you to be as creative as you can with this material. Your experience and insight will guide you. If, however, you are new to the concept of leading a group and maybe even a little frightened by the thought of it, take heart. We have included a few tips that will make your transition to a group leader as easy as possible. The success of this program depends on your ability to be creative and flexible. The following pages are general ideas for effective group facilitation.

How Do People Learn?

“Hear and forget; see and remember; do and understand.”

How do you know when you’ve learned something? Think back to how you learned to drive a car, cook a meal or read a book. What steps were involved? With each of these learning experiences, it took more than listening to a lecture or reading an article.

We know we have learned something when there is a change in our behavior or our capabilities. Research has shown that we learn best by doing. In general, people retain 5 percent of what they hear in a lecture. Through reading, we retain about 10 percent of the content. The use of audio/visual materials helps us remember about 20 percent, and a demonstration increases our retention of content to around 30 percent. When we are involved in a discussion, our retention rate goes up to 50 percent. ‘When we practice something by doing it, we are likely to remember 55 percent of the material presented. We will remember and recall about 90 percent of the information when we teach it to others.

As adults, we like to see the relevance of what we are learning to our regular day-to-day activities. We are constantly being bombarded with information and, for survival’s sake, must filter out what doesn’t appear to be useful. In a training situation, it’s important to draw on the experiences of the people in the group. To do this effectively, good communication skills are necessary.

Communication

Ask yourself, “How can I send this message in such a way that I will not be misunderstood?” To be sure you are getting your message across, look for these signs from your audience:

- Nodding head
- Leaning forward
- Eye contact
- Asking appropriate questions

Body Language

The meaning people get from you comes less from what you say than from how you say it. Consider the three components to a message:

Words - Tone - Body Language

The words you use only convey about 7 percent of the meaning of your message. The tone of voice you use is responsible for 38 percent of the message's meaning, leaving 55 percent of the meaning of your message coming through your body language!

We are always communicating when we are in the presence of another person. We send messages through the clothes we wear, the words we use, our gestures, behavior, movement, voice, etc. Communication is not just a simple exchange of words. It takes constant effort to ensure the message received equals the message sent.



Being a Group Leader

A group leader presents information. It is not the role of the leader to change ideas or habits, but instead to offer alternatives. As a group leader, there are some important principles to remember.

1. Make sure everyone gets a chance to be heard.
2. Keep the group on track.
3. Don't be afraid to bring up touchy issues, if left unresolved, they may fester.
4. Be POSITIVE!
 - Compliment people on their accomplishments.
 - Thank people for their contributions.
5. Set up the meeting space with an eye to participation.
 - Arrange your chairs in a circle where everyone can see each other.
6. Use a blackboard or flip chart on an easel to post the agenda, keep track of ideas, etc.
 - People will feel they have been heard when they see their ideas written out for all to see.
7. Give a little background for new people or those who may have missed the last meeting.
 - This will help those who may have forgotten.
 - Make sure acronyms and other jargon are explained.
8. Be sure to keep track of time.
 - Try removing your watch and laying it on the table. Glancing down at it will not be obvious.

To Break the Ice...

A great way to break the ice at the beginning of the meeting is to ask everyone their names, but a twist to that is to ask everyone to include their middle name and explain why they were given that name. Answers may surprise and entertain you.

Planning Meetings

The Family Nutrition Program's curriculum is designed to be presented in four 90 minute meetings. That is a relatively short amount of time to present information, lead activities and discussions. It is important to keep the group moving while being careful not to rush them.

Each of your meetings should be fun and productive. A productive meeting is when your group works together to explore common problems and goals, looks at different sides of an issue and shares information and experiences. Here are a few tips to ensure your meetings are productive.

Plan: The success of your meeting will depend, in part, on how well you plan for it.

The plan should pave the way for everyone to participate and to make everyone's voice heard. In addition, the meeting should be planned so that it will begin and end at the scheduled time. Remember that many participants have other responsibilities outside of meeting times. One way to expedite the meeting is to have all of your supplies and materials ready before the meeting. Searching for items can take up a lot of valuable time.

Develop an Agenda: An agenda is a way to keep people focused so that the discussion does not ramble.

Your agenda should suggest time frames for each issue. The suggested time frames should be realistic. If a discussion runs over the allotted time, the group should decide if it wants to continue the discussion, lengthen class time or omit something from the agenda. Be careful not to let the agenda stifle your class.

Be sure to allow room for serendipity.

Serendipity is the gift of finding valuable or agreeable things not sought for. A flexible, non-threatening environment sets the stage for serendipity.

Sample Agenda: Class One

<i>10 a.m.</i>	<i>Introductions</i>
<i>10:15 a.m.</i>	<i>The Food Guide Pyramid Presentation</i>
<i>10:30 a.m.</i>	<i>Discussion</i>
<i>10:45</i>	<i>Your Diet vs. The Food Guide Pyramid</i>
<i>11:15 a.m.</i>	<i>Do You Know?</i>
<i>11:25 a.m.</i>	<i>Refreshments</i>

Class Participation

Group participants should feel like they are an important part of the group. As the group leader, it is up to you to facilitate participation by all members. Creating a relaxed, non-threatening environment is one way to enhance participation. Other ways are:

- Hold the meeting at a time when people can attend. You may want to recruit volunteers to watch the children on site while the parents meet.
- Arrange the room so that people can talk to each other; chairs can be arranged in a circle or participants can be seated around a table.
- Reward participants for little things like perfect attendance or bringing a friend. Local businesses are often willing to donate small items or coupons.
- Give participants as much personal attention as possible. Everybody likes to feel special.
- Play games. People will keep coming back to a place where they can have fun. Besides, a few silly games with prizes relaxes even the most tense participant.

If class is dragging, try this:

Take a quick break and have everyone jump up and down.

Handling Difficult People

- Maintain or regain focus. For example, say, "Okay, we've strayed a little from our subject..."
- Move the class to a different subject...
- Don't be defensive or take things personally.
- Use body language.
- Use humor, but be careful not to make fun of the person.
- Protect others from personal attack.
- If the person insists on dominating every conversation, suggest that the class would like to hear from someone who hasn't spoken.
- Stay in control of the class. One difficult person can ruin the experience for everyone.
- If the person is a persistent problem, you may want to speak to him or her after the others have gone home. The person might not realize how disruptive he or she has been.

Recipe for Effective Meetings

Select the Appropriate Vessel: Find a comfortable and accessible place for your meeting. Arrange the room so that everyone can see and hear each other and see the flip chart.

Gather the Utensils: Flip chart, pad and easel, markers, tape, handouts, etc.

Assemble the Ingredients: Contact all the members to be sure they know about the meeting. You may even want to send invitations.

Blend until Smooth: Allow time for introductions, particularly with new groups or if new people join existing groups. Even if everyone knows each other, allow for check-ins to help people feel connected, leave behind their preoccupations and get ready for work.

Mix Equal Parts of Each: Be sure everyone gets to participate.

Stir Vigorously: Keep the meeting lively and -interactive. Avoid long presentations.

Add Spices: Follow the techniques in the leader's guide for group discussion. These help to assure participation and help keep the energy flowing.

Don't Overcook: You may want to consider a brief break in the middle of your class to allow for refreshments and stretching.

Clean up the Kitchen: Wrap up the meeting with a quick evaluation. This will give you quick feedback on how the meeting went.

Season to Taste and Serve: Use the evaluation to adjust how you plan the next meeting. If you pay attention and adjust your facilitation style to the needs of the group, your meetings can be efficient, effective and enjoyable.

(Adapted from the Kitchen of Peter Hille.)

More Tips on Leading a Workshop

- Wear comfortable shoes.
- Laugh to relax yourself and the audience.
- Never embarrass audiences or individuals.
- Keep your language appropriate.
- Don't be afraid to say "I don't know". Avoid making people sit for more than 45 minutes to one hour if possible.
- Use relaxation techniques during long training sessions for yourself and participants.
- Respect audience's intelligence.

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Chapter Overview

The Food Guide Pyramid, the foundation of good nutrition, illustrates six building blocks of a healthy diet. The pyramid stresses variety and moderation. This chapter seeks to present the food guide pyramid, serving sizes and the benefits of each food group. In addition, it offers participants a chance to compare their diet with the food guide pyramid.

Goal: To teach participants how to use the food guide pyramid in meal planning and food selection.

Needed Materials

Participant workbooks

Pencils or pens

Blank Food Guide Pyramid poster

Stickers (6 colors)

Markers or chalk

Name tags

Refreshments (suggested)

Small prize

Introductions

Although many of the participants may already know each other, it is still a good idea to give the class a chance to introduce themselves. Giving each participant a name tag is a good way to help every one remember names. You probably have a few ideas for ways to get your group to loosen up and relax. If you do, please feel free to use one of your own ideas. If it works really well, we would like to know about it too.

If you don't have an idea of your own, here a few ways to break the ice.

- Have everyone write down their favorite food on their name tag. Have each person tell what their favorite food is and why they like it.
- Have participants find someone in the group who has a birthday in the same month as they do.

Nutrition Awareness Assessment

This course is designed to improve the diets and health of the participants. We want to see the success, but, more importantly, we want you and the participants to see the success. We have included the Nutrition Awareness assessment for two reasons. Seeing the success is one reason. The second reason is to get participants thinking about their own diets.

Many of us have eating habits that we aren't even aware of. We don't know if we get enough of the right kinds of foods. We may or may not be aware that we are getting too much of the wrong kinds of foods. So the Nutrition Awareness Assessment helps us to look at our diets. The meaning of the assessment will not become clear until the last class. At that point, the participants will take the assessment again.

Both scores will be compared. Ideally, the second score should be higher than the first. A higher score indicates the person is choosing more fruits, vegetables and grains and less foods that are high in fat, sugar and sodium. Of course, this assessment isn't the only indicator of an improved diet. Many participants will feel better. Some will have a renewed sense of purpose in the kitchen. Self-esteem will rise as their knowledge of nutrition increases. In addition, a social bond will have been formed between participants. We hope this bond will far outlast the scope of this project. All of these things are important outcomes of this program.

A Few Points...

- Each participant should fill out the assessment in the front of the workbook.
- Participants should put his or her name at the top of paper. This will help when you compare scores at the end of the program.
- Participants should write down what they really do and not what they think they should do.
- All assessments should be given to the leader for scoring.

The assessment has two parts, Nutrition Awareness and The Food Guide Pyramid Assessment. Scoring for each is as follows.

	Nutrition Awareness	FGP
Seldom	3	0
1 or 2 times/week	2	1
3 or 4 times/week	1	2
Almost Daily	0	3
Ideal Score	39	15

Class Presentation

For the Teacher:

The participants are not going to know what to expect from these classes. The first few minutes may determine whether or not they will come back next week. It is up to you to make them feel at ease. The best way to do this is for you to be yourself. If you are having fun, they are more likely to have fun. Remember, a lot of people -had negative experiences in the classroom. Coming to the Family Nutrition Program should not be like returning to school.

You need to make some initial points very early in the first class.

The food guide pyramid stresses variety.

- We are here to have fun and to learn about good nutrition.
- Diet is related to health. The things you learn in the next four weeks could save your life.
- We all have a lot to learn and wrong answers are a part of learning. Don't be embarrassed if you do not know the answers. We are here to learn.

Your meetings will be more effective if you avoid long presentations. However, you have to spend some time explaining the material. Add variety to your presentations in order to avoid the monotony of lectures. You can ask questions, use visual aids, show a video, etc.

Whatever your method of delivery, there are some key points to communicate when you are talking about the food guide pyramid.

The food guide pyramid stress variety.

We can't get all of the nutrients we need from just one or two of the food groups. It is important to include food from all of the food groups for a healthy, well-balanced diet.

The food guide pyramid stresses moderation.

Although we should eat foods from each of the food groups every day, the pyramid suggests a specific number of servings and specific serving sizes. For example, a serving of meat shouldn't be bigger than deck of cards.

The food guide pyramid shows us how to reduce our fats and sugars.

The pyramid illustrates a diet that is rich in grains, vegetables and fruits. These foods are naturally low in fat. Although the pyramid suggests we also eat foods from the meat and dairy groups, the serving sizes and number of recommended servings are smaller for these groups.

The top part of the pyramid is reserved for fats and oils. We should eat less from this group than from any other. Unfortunately, most people really like the taste of these foods.

The food guide pyramid is an important tool in fighting diet-related diseases.

Research has shown that our eating habits have a direct effect on our health. Diets high in fat have been linked to heart disease, high blood pressure and a number of different cancers. People who consume diets that are high in fruits and vegetables have a reduced risk of developing diet-related diseases.

Discussion Questions

Discussions are an important part of learning and a good way to engage people in the material. People often have unique insight that could benefit the other members of the group. But they have to be given a chance to speak.

After you present the information or during your presentation, you can ask some of the following discussion questions.

How is the pyramid different from the four food groups?

Do you think the serving sizes are realistic?

Do you eat more or less than the serving size for meat?

From what food group do you eat the most?

From what food group do you eat the least?

How can the food guide pyramid help you plan meals?

On any given day, do you get enough fruit and vegetables?

Why or why not?

Remember...

The participants may start a discussion on their own. If it is productive, follow it through. Spontaneous discussions are often much more interesting than prompted discussions.

Your Diet vs. The Food Guide Pyramid

When the average person's diet is compared against the food guide pyramid it often loses. Common problems are a shortage of fruits and vegetables and an overload on meats and fats. But unless you take the time to chart out your diet in food guide pyramid format, you probably do not know how your diet rates.

With that in mind, Your Diet vs. The Food Guide Pyramid is an excellent way to give your participants a clear picture of their own eating habits. Follow the steps below to lead this activity. As always, if you have ideas of your own please feel free to try them out. If it works, let us know about it.

Step 1:

Have participants turn to page 10 in their workbook. They need to write down everything they ate yesterday. This includes snacks and drinks too.

Step 2:

Ask for a brave volunteer to share what they ate yesterday.

Step 3:

As the person recites her menu, place stickers in the appropriate food group on your pyramid poster. For example: the participant had two pieces of toast and a glass of orange juice for breakfast. You would place two stickers in the bread, cereal, rice and pasta group and one sticker in the fruit group. This process continues until she has recited the day's diet. To add flair, use color-coded stickers for the food groups. The sky is the limit on creativity!

Step 4:

You can repeat this process until everyone has had a chance to participate, or you can have everyone else write down their diet in the blank food guide pyramid on the next page of their workbook. A good way for participants to practice is to allow them to place their stickers on the poster as someone recites her diet. The group will probably be more than willing to help.

Step 5:

Discuss the activity. Here are some possible discussion questions.

- What did you learn about your eating habits?
- What food group did you eat the most from? The least?
- How can you change your diet to fit into the pyramid?

Homework...

New food labels have appeared in the grocery stores in the last year. These labels are much easier to read. For Next week, clip out three of the new food labels and bring them to class. **Hint:** The new food labels are titled “Nutrition Facts.”

Homework, as dreadful as it may sound, is an important part of this program. It not only encourages participants to take the nutrition information home with them, it encourages them to involve their family in the learning process.

Eating habits are very hard to change. It takes total cooperation from every member of a family to make healthy changes. Simple homework assignments will reinforce learning and give students a chance to personalize the material.

This week’s homework assignment is listed above. Be sure participants know their assignment before they leave. It may be helpful if you bring a couple of the new food labels to show the participants what they should be looking for.

The Game

Games are a good way to keep people interested in the program, especially if you can provide prizes like cookbooks, dish towels or fruit. Each lesson comes with a suggested game.

Do You Know?

Have participants write down the answers to these questions. The person who comes closest to the right answer is the winner.

1. How many millions of dollars worth of Twinkies were sold last year?

Answer: 50 million

2. How many pounds of vegetables does the average American eat each year?

Answer: 209 pounds

(Source: 4001 Food Facts.)

Additional Resources

We have attempted to provide adequate materials for you to present the Family Nutrition Program in your own agency or setting. When mixed with your creativity and ingenuity this program can be a fulfilling exploration of the latest nutrition information.

We realize, however, that this is just a beginning. We have provided a small list of resources that you might find helpful if you wish to supplement these materials. This list is not exhaustive, but it will give you a good place to start.

The New Nutrition Pyramid Video

This 15 minute video explains the new USDA food guide pyramid and encourages students to take a look at their own personal eating habits.

It is available from:

Meridian Education Corporation
236 E. Front Street
Bloomington, IL 61701
1-800-727-5507

Cost: Approximately \$40

The Pyramid Packet

This packet consists of 15 transparencies, more than 30 reproducible reference sheets, 2 reproducible brochures, a poster, a set of food cards and reproducible table tents.

It is available from:

Penn State Nutrition Center
417 East Calder Way
Pennsylvania State University
University Park, PA 16801-5663
(814) 865-6323

Cost: \$25.00

3 - Dimensional Food Guide Pyramid

This item offers a visual representation of foods that can be eaten anytime, sometimes and seldom.

It is available from:

The Center for Science in the Public Interest
Suite 300
1875 Connecticut Ave. NW
Washington, D.C. 200095728
(202) 332-9110

Cost: Paper \$5, Plastic \$29.95

Food Guide Pyramid... Beyond the Basic Four

This colorful one page brochure shows the food guide pyramid and provides information about serving sizes and recommendations for healthy eating.

It is available from:

Food Marketing Institute
800 Connecticut Ave. NW
Washington, D.C. 20006-2701
(202) 429-4519

Cost: \$20 per 100, \$175 per 1000

Food Guide Pyramid Booklet

This 32 page booklet is produced by the U.S.D.A and provides detailed information about proper eating using the food guide pyramid. It is a good teaching tool for adults.

It is available from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(202) 783-3238

Cost: \$1 each, \$65 for 100

Food Models

These colorful paper food models make activities with the food guide pyramid come alive.

It is available from:

The National Dairy Council
3901 Atkinson Drive #115
Louisville, KY 40218
1-800-336-2882

Cost: \$35

Chapter Overview

The new “Nutrition Facts” food labels have appeared in our grocery stores. They simplify label reading and allow the average consumer to know what they are really eating. But, to be truly helpful, the consumer must understand the new label and be able to apply it to food choices and menu planning. This chapter offers an explanation of the various parts of the food label and it gives participants an opportunity to practice reading and using the food label information.

Materials Needed

Label overhead or poster
Overhead projector
Tape
Old food labels

Refreshments (optional, but suggested)
Small prize Pens or pencils
Nutrition Facts food labels
Calculators

Homework

The assignment from last week was to bring in three of the new **Nutrition Facts** labels. As with any homework assignment, some of the participants will have forgotten to do it. With this in mind, you may want to clip out some extra labels before class. For even greater clarity, locate and clip out a few of the old food labels so participants can compare them with the new.

Allow each participant an opportunity to talk about his or her labels. When the group has finished, here are some discussion questions.

Discussion Questions:

- On what foods did you find the new labels?
- On what foods did you not find them?
- What differences are there between the old labels and the new labels?
- Are you in the habit of reading food labels?
- Why or Why not?
- What are the benefits of reading food labels?

Class Presentation

For the Teacher:

There are a variety of presentation methods that would be effective with this material. Group size and dynamics largely determine the teaching style. But whatever method you choose remember, “**Hear and forget; see and remember; do and understand**”.

There are some key points to communicate when you are talking about the new food labels.

The Percent Daily Value column shows you how a food fits into your diet for the whole day.

The percent daily value column replaces the old Recommended Daily Allowance (RDA) column. Unless you were a dietitian, most people did not know what their RDA's are for most vitamins and nutrients. The numbers were simply foreign.

The percent daily value (PDV) column puts the same information into a format that people can understand - percentages. It's as simple as addition. Take fat for example. If you add up the PDV's for fat on each food that you eat throughout the day, your total should not exceed 100 percent.

Remember, though, the percentages are based on a 2,000 calorie diet. If you are a woman on a 1,800 calorie a day diet, your total should not go above 90 percent.

Serving Sizes are a more accurate representation of what we really eat.

Serving sizes on the old labels were often unrealistic and small. The average person might consume three serving sizes of chips at one sitting and not even realize 'it. Serving sizes on the new food labels are designed to reflect what people really eat. One serving generally equals one serving on the food guide pyramid; one piece of bread, etc.

Ingredients' list tells you exactly what is in a food.

Ingredients are listed by weight **from most to least**. For example, a food that has sugar listed first means that sugar is the main ingredient. You should look for foods that have the healthiest items listed first. Reading ingredients is especially important when you are deciding on a cereal. Also, be aware of words that end in "ose", they are sugars as well.

Food labels are an important tool for making better food choices.

So many foods in the grocery store seem to be just alike. There are a wide variety of brands of just about anything. So which do you buy? Do you, or should you, always buy the cheapest?

Some people feel like their only choice is to buy the cheapest. But if you do have a choice, it is best to read and compare the food labels to find the food that is the best nutritional buy for your money. Food labels can help you decide. Choose the food that is lower in fat, sodium and sugar and higher in vitamins, iron and protein.

Discussion Questions

The food labels have some new concepts in them. People are easily confused by the percent daily value column. Allow a few minutes for questions, but reassure your group that they will have an opportunity to practice working with the new labels. Here are a few questions that will help you test for understanding.

- How will the percent daily value column help you plan meals?
- Do you find this label easier to understand than the older one?
- Why or why not?

What Are We Feeding Our Kids?

This short exercise is designed to get participants to take a closer look at what their children are eating. It is easy to depend on convenience foods, but reading labels can help us make better food choices.

Step 1:

Allow participants a few minutes to look at the two labels of popular children's food; Sesame Street's Pasta Shapes in Tomato Sauce and France American Spaghetti O's on page 16 of the participant workbook.

Step 2:

Ask participants to decide which food is the better choice. When they have chosen sides, ask each side to defend their choice. These questions may help you in this activity.

- Why is one food a better choice than the other?
- Which food has the most sodium?
- Which food has the most saturated fat?
- What other differences can you find between the two foods?
- If you served one of these foods, what could you serve with it to make it a healthier meal?

Which Cereal is Healthier?

Cereal. It can be part of a great breakfast, full of vitamins and minerals and is low in fat. Or it can be an unhealthy way to start the day. Once again, labels come to the rescue. This exercise provides participants with an opportunity to practice comparing brands of cereal.

Step 1:

Allow participants a few minutes to compare the two cereal labels on page 17 of the workbook.

Step 2:

Divide the group into teams of two or three. Have each group answer the questions that are listed below the food labels. (Teams are a great way to build friendships and protect those who may not understand the material yet.)

Step 3:

1. **Froot Loops** have less sodium.
2. **Total** has less sugar.
3. **Total** is richer in vitamins.
4. Answer varies.
5. **Total** is better for your children and for you too.

The Breakfast Count

This exercise gives participants a chance to use the percent daily value to see how food fits into their overall diet. Be sure to have calculators handy for this activity.

Step 1:

Keeping the same teams from the last activity, have participants turn to page 18 in the workbook.

Step 2:

Be sure to make this important point. Percent daily values for each food should be added together to find the total amount of fat, sodium, etc. that was consumed. For example, to answer question 1 (how much fat did you eat?) simply add up the **total fat** row from each food.

Step 3:

Discuss the answers. If you ate this meal for breakfast:

1. You ate 24% of your fat for the day.
2. You can have 76% more of your PDV for fat.
3. You ate 24% of your sodium for the day.
4. You can have **81%** of your PDV for sodium.
5. You have had 7% of your fiber for the day.
6. You need 93% more of your daily fiber.
7. You have had 460 calories.
8. You have had **134%** of your Vitamin C.

Homework...

Bring the food label from your favorite food to class next week. Be ready to talk about what surprised you. For example: "I didn't know this food had so much sodium in it."

The Game

The Commercial Game

This game is about our favorite commercials. Read the questions out loud and give each participant enough time to write down the answers. The person with the most right answers is the winner.

1. _____ is the breakfast of champions.
2. _____ does a body good.
3. When people drink Pepsi, they say?
4. We drink _____ just for the taste of it.
5. You can't eat just one of these?
6. _____ is Mmm Mmm Good!
7. _____ advertises Wesson Oil.
8. _____ advertises Wheat Thins.
9. Willford Brimley advertises _____ .
10. Bill Cosby advertises _____ .

Chapter 4: The New Food Labels

After you have read all of the questions to the participants, read them again. This time, let them guess out loud at the answer. When they have guessed, read them the right answer.

1. Wheaties is the breakfast of champions.
2. Milk does a body good.
3. When people drink Pepsi, they say UhHuh!
4. We drink Diet Coke just for the taste of it.
5. We can't eat just one Lay's Potato Chip.
6. Campbell's Soup is Mmm Mmm good.
7. Florence Henderson advertises Wesson Oil.
8. Sandy Duncan advertises Wheat Thins.
9. Willford Brimley advertises Quaker Oats.
10. Bill Cosby advertises Jell-o Pudding.

Additional Resources

Food Labels Video

This free 6-minute video explains various aspects of the new food label including the percent daily values, and it defines words such as "Light" and "Low Fat".

It is available from:

Food and Drug Administration
5600 Fishers Lane HFI-40 15A19
Rockville, MD 20857
(301) 443 - 3220

Using the Food Label

These 16 fact sheets are an educational kit produced by The National Food Processors Association in Washington, D.C. The sheets offer information on percent daily values, calories, and other specific parts of the new food label.

It is available from:

The Mazer Corporation Food Label Fact Sheets
2501 Neff Road
Dayton, OH 45414

How to Read the New Food Label

This one-page brochure details the new food label. It is reproducible and easy to read.

It is available from:

The American Heart Association
National Center 7272 Greenville Avenue
Dallas, TX 75231 - 4596

Chapter Overview

Eating healthy is more important now than ever. We live in an easy age; cars, computers, robots, etc. We simply do not have to do the physical work that our grandparents did. As a result, our bodies are less likely to burn off excess fat. To complicate our inactive life-style, the invention of fast and processed foods have added fat and sodium to our diets. So it isn't any surprise that the top ten causes of death in America are diet-related. This chapter offers some tips on improving on diets to improve our health.

Materials Needed

Pens or pencils
Calculators
Food labels
Prizes

Refreshments (This is a good week to do a taste test of different fruits or breads.)
Budget sheets for homework

Homework

The assignment last week was for participants to bring in the food label from their favorite food and to be prepared to talk about what surprised them. Allow each participant an opportunity to talk about their label and their surprises.

It may be helpful for you to start the discussion. You can either bring in the label from your favorite food, or you can bring in labels from other kinds of junk food like ice cream, frozen pizza or potato chips. Whatever way you decide to facilitate discussion, here are some discussion questions.

Discussion Questions:

- Why is that food your favorite food?
- Was there anything you read in the label that surprised you?
- Will you continue eating this food?
- Why or why not?
- Is there a healthier alternative to your favorite food?

Class Presentation

For the Teacher:

The Diet and Disease chapter is the most complicated chapter in the book. It covers a wide range of topics, but there is a common thread woven into each segment: Diet affects our health.

Each group is different so it is up to you to tailor this chapter to the specific needs of your participants. If your group is made up of women, you may want to concentrate on breast cancer and mammography. If you have a very diverse group, you may want to touch on all of the subjects and let the participants focus the discussion.

This is a great week to have a guest speaker. Your local Health Department may be able to come to your meeting to talk about the relationship between certain diseases and diet. A nurse could come and take blood pressure readings from participants. The American Heart Association and the Kentucky Cancer Program are great sources of supplemental information for this class.

This is your chance to be completely responsive to the needs of your group. Whatever your presentation style remember, healthy eating really is a matter of life and death.

We do not have control over everything that makes us sick, but we have complete control of our diet and our habits.

There are many things that affect our health. We cannot control our family history, but we can control what we eat and what we do. That may not sound like much. But six of the top ten causes of death in America are related to diet.

There are some basic changes you can make in your diet to improve your health.

Cut down on total fat intake.

Planning your meals with the food guide pyramid will help you reduce the amount of fat you eat. The pyramid promotes a diet that is rich in grains, fruits and vegetables. These foods are naturally low in fat.

Eat less salt-cured, smoked and nitrite cured foods.

These foods are tremendously high in fat and sodium and increase your risk of heart disease and some cancers. These foods include hot dogs, bologna, bacon sausage, etc.

Include a variety of vegetables and fruits in your daily diet.

Diets rich in Vitamin A and Vitamin C help reduce the risk of certain cancers. Besides their disease fighting capacity, fruits and vegetables are high in fiber, and they fill you up, leaving less room for more fatty foods.

Our habits also have a big impact on our health.

A healthy diet alone cannot make us healthy. Our habits play a big role in our health. Smoking, drinking too much alcohol, failing to exercise and neglecting to see our doctor are just a few of the habits that strongly impact our health.

- Do you feel you are at risk for a diet-related disease?
- Why or why not?
- If you are at risk, what can you start doing today to lower the risk?
- Do you smoke?
- After reading this chapter, do you think you will quit?
- Why or why not?

Fast Food - Is it Worth It?

The average American spends \$200 a year on fast food. But, as far as our health is concerned, it costs us much more. This activity is designed to give participants a look at the reality of fast food.

Step 1:

Have participants turn to page 31 in their workbook. Allow them a few minutes to write down their favorite foods at McDonalds, Kentucky Fried Chicken and Taco Bell. Encourage discussion about other fast food restaurants as well.

Step 2:

Participants should look at the next page. This is a list of fat grams that are found in some of the most popular items in these restaurants. Participants should find the items they listed and write down the amount of fat. When they have found each item, they should add up their totals for each meal. A few calculators would be very helpful in this activity.

Step 3:

Discuss the results. Were they surprised at the amount of fat in each food? What surprised them the most? Which food on the list was the most unhealthy? Now that they know how unhealthy fast food is, will they stop eating it?

Discover Your Risks

The Discover Your Risks section is designed to help participants look at their own lives for risk signs of developing diet-related diseases. This is, of course, not meant to replace the need for a regular physical exam from a health care professional. It is just a way to quickly assess our eating habits in light of what we know about diet and disease.

Are You at a Healthy Weight?

There is a height/weight chart on page 34 of the workbook. This chart shows the weight range for men and women at certain heights. For example, a person who is 5'2" tall should weigh between 104 pounds and 137 pounds. If that same person is over 35, he or she can weigh between 115 pounds and 148 pounds. (Please note: the higher weight in the range generally applies to men who tend to have more muscle and bone; the lower weights more often apply to women who have less muscle and bone.)

If participants do not know what they weight, you can have a scale on-site for them to weight themselves. Of course, this would be completely voluntary and should be done discreetly.

How Much Sodium Do You Really Eat?

Many of us eat too much sodium. A diet high in sodium has been linked to high blood pressure. This quiz provides a quick look at our diet to see if we eat too much sodium.

Step 1:

A short sodium quiz is on page 35 of the workbook. Give participants a few minutes to answer the questions.

Step 2:

Discuss the results. Most of the checks should have fallen into the first two columns. If participants had checks in the last two columns, they should be careful. They might be eating more sodium than they should. It is important to remind participants that taking the salt shaker off of the table isn't enough. Most of our sodium intake comes from process foods! Read the labels!!

How Much Fat Do You Eat?

You know by now that a high fat diet increases your risk for heart disease and certain cancers. But do you know how much fat you really eat? Unless you read the label on everything you eat, you probably don't know how your diet rates. This quiz is designed to give participants a quick look at their fat intake.

Step 1:

Have participants answer the questions on page 36 and 37 of their workbook.

Step 2:

Discuss the answers. If most of the participants' answers are in the last two columns, they might be eating too much fat. Use the following discussion questions to explore alternative eating habits.

- Do you eat high fat foods even when you know they aren't good for you?
- Why do you think you do that?
- What can you substitute in your diet that would be healthier for you than high fat foods?
- Can you pick out one food that you simply cannot resist? What is it?
- Would you be willing to give that food up for a month?
- What would be the benefits of eating a diet low in fat?

Did You Know...

Yellow cheese (like cheddar) gets 71 percent of its calories from fat, 39 percent of those calories are from saturated fat.

The Game

Sodium Surprises

Read the following questions to the participants. Be sure to give them a moment to think about their answers. When they are done, read the questions again giving the participants a chance to guess. When everyone has guessed, give the correct answer. The person with the most correct answers wins. Since there are only three questions, you will probably have more than one winner. Be prepared with some extra prizes. **The correct answer is bold.**

1. Which food has more sodium?

- A. Processed American Cheese **B. Frozen Turkey Dinner** C. Tuna in Oil

2. Which food has the least amount of sodium?

- A. Hot Dog** B. Cinnamon Roll C. Vegetable Juice
Cocktail

3. What is the maximum amount of sodium you should eat each day?

A. 500 mg..

B. 1,000 mg.

C. 2,000 mg.

Homework...

In preparation for the food budgeting chapter next week, write down all of the money you spend on food for the next week. Items to include are groceries, snacks, fast food meals, sodas, etc.

For the Leader:

This homework is designed to get the participants to look at their own spending habits. As with eating, we often have spending patterns that we aren't even aware of. To facilitate this homework, you may want to give each person a budget record sheet. You can easily design one of your own.

Not only will a formatted sheet make the homework easier, it will add an air of importance to the assignment.

Additional Resources

Freedom From Fat

This 8 minute video takes a humorous look at the amount of fat found in some of our favorite foods. Healthy alternatives to the fatty foods are given as well.

It is available from:

Kaiser Permanente
Department of Health Education
and Health Promotion
7201 N. Interstate Avenue
Portland, OR 97217
(503) 286-6880

cost: \$45

For Your Peace of Mind

This 13-minute video was made especially for rural Kentucky women. It uses humor to present the facts and debunk the myths about mammography.

It is available from:

The Kentucky Cancer Program
1-800-4-CANCER

Cost: Free

For more information on disease and nutrition, you can write or call the following agencies. They offer free catalogues and resources.

American Cancer Society

701 West Muhammad Ali Blvd.
Louisville, KY 40201 - 1807
(502) 584-6784

American Heart Association

Kentucky Affiliate 207 Speed Building
Louisville, KY 40292
(502) 587-8641

Kentucky Diabetes Foundation, Inc.

2220 Young Drive
Lexington, KY 40202
(502) 263-5032

March of Dimes/ Birth Defects Foundation

2121 B Custer Drive
Louisville, KY 40207
(502) 895-3734

Food and Drug Administration

Office of Consumer Affairs
5600 Fishers Lane Rockville, MD 20857
(301) 443-3170

American Dental Association

211 E. Chicago Avenue
Chicago, IL 60611
(312) 440 - 2500

Consumer Information Center

Department L
Pueblo, CO 81009
(719) 544- 3142

National Center for Education in Maternal and Child Health Clearinghouse

2000 15th Street, North, Suite 701
Arlington, VA 22201
(703) 524 - 7802

Center for Science in the Public Interest

1875 Connecticut Avenue, NW Suite 300
Washington, D.C. 20009
(202) 332 - 9110

Cooperative Extension Office

University of Kentucky
Lexington, KY 40546
(606) 257 - 5582
Kentucky State University
Frankfort, KY 40601
(502) 227 - 6861

Pamphlet Library

3755 U.S. 27 South
Frankfort, KY 40601
(502) 227-9529

Food Research Action Center

1875 Connecticut Avenue NW Suite 540
Washington, D.C. 20009
(202) 986 - 2200

Did You Know...

- Your levels of HDL (good cholesterol) can be reduced by cigarette smoking, obesity and lack of exercise.
- Tobacco use and bad diets account for almost two-thirds of all cases of cancer.
- Breast cancer is almost 6 times more likely to recur if a woman is under severe stress (i.e. death of a loved one, divorce, or other breakdown of family relationships).

(Source: Bader, Myles. 4001 Food Facts and Chef's Secrets. Mylin Enterprises, 1993.)

Chapter Overview

It is getting harder everyday to afford to feed a family. When you are restricted by a very tight budget, it might even seem impossible. Although eating healthy is often cheaper, it requires planning and foresight. This chapter will help participants plan healthy meals for their family on a meager budget. Participants will practice meal planning and integrate their knowledge of the food guide pyramid, the new food label and the connection between diet and disease into their food choices.

Materials Needed

Flip Chart	Grocery coupons
Markers	Refreshments(optional)
Calculator(s)	Small prize(s)
Unit Pricing Stickers - Ask your favorite grocer for some.	Five ingredients for a meal -see game for explanation

Homework

Tracking our expenses is a very good way to see where our money goes. We often have no recollection at the end of the week of what we spent our money on. It seems we are broke, but we don't have anything to show for it. Does that ever happen to you?

This homework assignment was designed to give participants a clearer picture of where their money is going. The longer you track your expenses, the more information you receive. Talk to the participants about what they discovered during the last week.

Discussion Questions:

- Did you find tracking your expenses difficult?
- What was the hardest/easiest part?
- What did you find you were spending most of your money on?
- Did the amount of money you spent surprise you?
- Was the amount higher or lower than you expected?

Class Presentation

For the Leader:

The Food Budgeting chapter is an important component of the Family Nutrition Program. After all, meal planning and food purchasing are where healthy eating begins. The more successful families are at the grocery store, the better meals and snacks they will have available for the family.

As with the previous chapters, the presentation of this material is completely up to you. Participants can be easily engaged in a variety of food budgeting activities. While presentation will vary from leader to leader, there are some key points to communicate in this chapter.

Menu planning is the key to eating healthy and maintaining a food budget.

Meal planning takes work and practice. But it is important to plan ahead so you can avoid last minute trips to the grocery store. After all, do you ever come out of the store with just the item you went after? Meal planning is also an excellent way to ensure your family gets enough grains, fruits and vegetables and avoids too much fat, sodium and sugar.

A grocery list is a shopper's most valuable tool.

Grocery lists help shoppers organize their thoughts before they go into the grocery store. Making out a list of all of the items you will need keeps you from forgetting important ingredients. And when you stick to the list, it prevents you from buying items on impulse.

Coupons can save you a lot of money when they are used correctly.

Coupons are another important tool for the shopper. When used correctly, they can save the shopper quite a bit of money. But, when they are not used correctly, they can add costs to your grocery bill. For example, if you receive a coupon for fifty cents off of a box of fruity roll-ups that cost \$2.50 and weren't on your list, you didn't really save fifty cents. You spent an extra \$2.

Coupons should be clipped for items that are already on your grocery list. If you can, wait for double coupon day at your local supermarket. You can save twice the money.

Planning a Menu

Planning a menu is the first step toward healthy eating. It takes lots of thought, but it is a good way to make sure your family is getting enough of the right kinds of food. Besides healthier meals, menu planning also saves money. This activity is designed to integrate the food guide pyramid, the new food label and diet and disease information into a practical menu.

Step 1:

Have participants turn to the sample menu on page 40 of the workbook. Give them a few minutes to discuss the meals.

What meals do they like?

What meals do they hate?

Would they be able to stick to a menu like this?

Why or why not?

Step 2:

Plan a menu for one week with the class. In order to integrate the food guide pyramid, you may want to display a blank poster of the pyramid. As participants plan each meal, have a volunteer place a sticker in the correct food group. Point out strengths and weaknesses of choices as participants plan the menu.

For example, "You only have four servings of bread, rice, pasta and cereal. The pyramid suggests at least six." For added flair, you can even have a couple of recipe books on hand. This may give participants new ideas for meals.

Here are a few points to make:

- Using one percent or skim milk will cut down on your fat intake.
- Whole wheat bread is higher in fiber than white bread.
- Pasta is a great low fat meal. It's cheap too!
- Don't forget to plan on some beans or rice. They are good for you and very inexpensive.
- Try to avoid too many meals that have meat as the main course. If you must use meat, use it as a side dish and the main course.

Step 3:

Encourage the participants to take the menu home with them to try.

Unit Pricing

Looking at the price of an item will not always tell you which food is the best buy. Unit prices will help you compare different brands and sizes of the same item and pick the best buy. This activity is designed to give participants an opportunity to practice reading unit price labels.

Step 1:

Collect some unit price labels from your grocery store. If you are not able to, you can make some of your own before class. Follow the example on page 44.

Step 2:

Participants should turn to page 44 in their workbook. Explain the formula used on the unit price label.

Divide the amount you get (30 oz.) into the retail price (\$1.20) to get the unit price (.04 oz.)

Allow the participants to practice reading the labels you brought to class.

Discussion Questions:

- What are the benefits of reading unit prices?
- Is buying the bigger size of an item always better?
- Why or why not?

The Game

The Price is Right

This game can be as elaborate or as simple as you would like to make it.

Step 1:

Pick at least five ingredients for a meal. (Spaghetti works well.) Remove the price sticker and bring the ingredients to class.

Step 2:

Display all of the items where everyone can see them. The participants should guess the total cost of these items. Allow them a few minutes to think about it.

Step 3:

When everyone has written down their price, go around the room and have each person state their guess. The one who comes closest without going over is the winner. He or she gets to take all the ingredients home.

For Fun...

Try a taste test of different foods to see if participants can distinguish between name brand and generic. Some goods items to sample are:

cereal --- soda --- canned fruit

Be sure to include the difference in price between the two brands.

Nutrition Awareness

It's time to do the Nutrition Awareness Assessments again. Follow the same rules and scoring procedures that are on page 26 of this manual.

When all of the participants have completed the assessment, share with them the scoring procedures and allow them to score their own test. A visual aid of scoring procedures would make this activity easier for some.

While they are scoring, pass out the scored assessments they completed in the first class. Allow each participant time to compare the two assessments. Allow time for discussion and celebration.

- How do your scores compare?
- What foods do you now eat less often? Why?
- What foods do you now eat more often? Why?
- Are you pleased with the progress you made in this course?
- Do you think you will stay with your new eating habits?
- What was the most important thing you learned in this course?

Celebrate Your Participants

You have finished a four-week curriculum of nutrition materials. That is no small thing. You should take the time to celebrate your commitment to the low-income people in your community. Because you took the time to care, there are families whose lives will be forever better.

Your participants have also persevered and achieved completion. We believe they should be celebrated for their commitment to good health and good nutrition. There are a lot of ways you can celebrate the end of the Family Nutrition Program. Your creativity is the key, but here are a few suggestions.

- Create certificates for each of the participants. Certificates can easily be made with a computer or purchased fairly inexpensively.
- Have a pot luck dinner. To give participants a chance to practice their healthy cooking, establish rules that each dish must be low in fat, sodium and sugar. Encourage the participants to make their favorite dishes but to implement some of the cooking tips in their workbook.
- Recruit a few volunteers to make dinner (or lunch) for your participants. Provide child care on site so the parents can relax and enjoy themselves.

Healthy eating takes a change in life-style. Participants will benefit greatly from an occasional follow-up phone call or visit. You could even use the network that has formed during the program and encourage participants to call each other. Participants may be interested in continuing their learning. If so, you could schedule one class each month. There are a lot of agencies that have resource people who would be willing to come to your agency to lead a class.

Kentucky River Foothills Development Council would like to thank you for taking the time to lead the Family Nutrition Program. If you would like additional workbooks or have any questions, please call the Nutrition Department at (606) 624-2046.

Additional Resources

Surviving After High School, Overcoming Life's Hurdles

This book was written for young adults but the information is applicable to all age groups. The budgeting section of this book details items from starting a budget to buying a used car. Written by Arthur Heine, this book is available in local libraries and book stores.

Making Do

This recipe book is designed for people who are short on money, time and ideas. The cost is \$8 and all proceeds from this book benefit the Manna Food Bank in Florida. To order call (904) 432-2053.

Your Money, Your Life

This book is a leader's guide for financial planning for low-income women. It is available from WEAA Publishing Center for \$16.50. To order call, 1-800-225-3088.

Preparing Food and Planning Menus Using the Dietary Guidelines

This book is published by the US Department of Agriculture and contains suggestions and menu ideas for healthy cooking. It is available for \$2.50 from: Superintendent of Documents, US Government Printing Office, Washington, DC 20402

Chapter 7: Publicity

Publicity is essential to a successful program. Publicity needs will vary from agency to agency. Some will only need to publicize within the school environment while others will need community wide publicity.

This chapter is designed to assist you with your publicity needs. As always, you know your target audience best. But these ideas may help you get started.

The press release is used to let the public know what your organization is doing. Your press release should be newsworthy and of interest to the editor and the reader. If you send out a press release that is not newsworthy, you may decrease your credibility.

The press release has a specific format. It is important to follow the format so busy editors will take the time to read your release. Your news release should answer the six most important questions in the first paragraph: who, what, where, when, why and how. Place your most important information in the beginning of the article and the least important information last. If the editor does not have space to print your entire article, he or she can edit the last couple of paragraphs and not lose any vital information.

When you write your release, follow these formatting rules.

Spacing:

News releases should always be double spaced on 8 1/2" x 11" paper. Use only one side of the paper.

Identification:

The name, address and telephone number of the contact person should be typed in the upper right hand corner of the release so the editor can reach you for clarification.

Dateline:

The first paragraph or lead should begin with a dateline, which tells where the release originated. For example, "Richmond" followed by a space and two dashes.

Release Date:

News releases should always be dated for "immediate" release or have a release date listed in the upper left hand side of the first page.

Titles:

Each release should contain a brief title for easy identification. If the release is two pages long, the title should be placed in the upper right hand corner with the page number.

Margins:

Margins should be an inch to inch and a half, to give editors space to make notes.

Chapter 7: Publicity

Length:

A news release should be no longer than two pages.

Paragraphs:

Paragraphs should be short, no more than six lines. Syllables should not be split from one page to the next. This is so that the typesetter can easily compose the release for print.

Slug Lines:

Journalistic slang should be used on a release, such as “more” at the bottom of the page when the release continues to another page or a “30” at the end of the release. Page numbers and one word descriptions of the topic should appear on each page for quick recognition.

Proof reading:

Grammar, spelling and typing must be perfect.

Timing:

Writers should know editorial deadlines, sending the press release two or three days in advance to ensure publication.

Capitalization:

Most newspapers use capital letters sparingly. This is called the down style, because only the most important words begin with capital letters.

Abbreviations:

Months when used with dates should be abbreviated, such as Dec. 25, 1995. When the day of the month is not used, the month should be spelled out such as December, 1995. Days of the week should never be abbreviated. First mention of organizations should be spelled out with the abbreviations in parenthesis after the name, such as Good Work Community Action Agency (GWCAA).

Punctuation:

Minimal punctuation should be the goal. Punctuation should clarify the writer’s thoughts only.

Numbers:

As a general rule, spell out numbers one through nine and use figures for 10 and up.

Sample Press Release

FOR IMMEDIATE RELEASE

CONTACT: Jane Smith

PHONE: (111) 111-0000

Family Nutrition Program Available

Dateline -- (Insert name of agency) is launching a Family Nutrition Program to promote proper nutrition within low-income families. The program is designed to provide information and hands-on activities to parents about nutrition and federal food programs. The Family Nutrition Program is free and is being offered at (Insert appropriate information) on (insert dates).

Hunger and undernutrition are common among children in Kentucky. According to a recent study by Tufts University Center on Hunger, Poverty and Nutrition Policy, Kentucky has the 7th highest rate of childhood hunger in the nation. Hungry and undernourished children not only get physically sick faster and more often, they often suffer from poor social skills and school performance.

The Family Nutrition Program is a four-week course that covers the food guide pyramid, the new food label, diet and disease connection and food budgeting. The program's goal is to educate parents on the important role that good nutrition plays in the well-being of their children and their families. The program also offers information on federal food programs to increase the food buying power of low income families.

Public Service Announcements

Public Service Announcements (PSAs) are announcements made free on behalf of a nonprofit organization, civic or government entity or other service organizations. PSAs are designed to get a particular action or response from your listening audience - to get them to use a service, order a product or call for further information.

Broadcast stations are required to provide some public service advertising. Radio generally uses a one third ration to compute the number of PSAs they air. For example, if a station broadcasts 1,000 spots a week, about one third will be for nonprofit and civic organizations. Since PSAs are free, the radio usually airs them during off-hours instead of drive time, the prime listening hours for radio stations. Because of this, the audience you have targeted for the radio spot may not hear your announcement.

Formatting Public Service Announcements

- PSAs should be written in 10, 30 and 60 second spots. This gives the radio station a variety of different time slots to choose from.
- When contacting radio stations, work directly with the Public Service Director.
- Most stations prefer to have hard copy (script) two weeks in advance of the air date. This allows the station time to prepare the audio copy. PSAs should have the 5 w's Who, what, where, when, why and how included in the script.
- PSAs should have the name of the organization, a contact person and phone number, the time (seconds) of the PSA, the length (number of words) of the PSA and dates to be aired. This information should be included at the top of the page.
- Scripts should be clear, short and easy to read. Copy should be triple-spaced. Spell out numbers and phonetically spell hard to pronounce names. Avoid complicated grammatical constructions or unusual words.
- Listed below is a guide to follow for the length of a PSA.

10 seconds	10-15words	30 seconds	55 65 words
20 seconds	35 - 40 words	60 seconds	120 - 125 words

Grassroots Advertising

Press releases and public service announcements are wonderful ways to get the message out about the Family Nutrition Program. Both methods are free and reach hundreds or thousands of people. But they might not reach your target audience: low-income families.

Each community is different so there isn't one guaranteed approach of reaching the target population. But here are a few suggestions that might get you started.

Distribute flyers.

Flyers take a lot of leg work but they get into the hands of the right people. Feel free to use the camera ready flyer on the next page or create one of your own. The best places to distribute flyers are at public housing sites, Head Start centers, community action offices, food stamp offices, health departments, local gas stations, laundromats, grocery and convenient stores.

Build a network.

You can work with other service providers in your area to advertise the Family Nutrition Program. Service providers may have specific people in mind to attend these workshops. If so, a personal invitation is a powerful draw. You may even want to get a list of potential participants and send handwritten invitations.

Recruit the community.

Most small communities have a community bulletin board of some sort. The bank may have a neon sign or the grocery store may feature events in its window. The key is getting the word out. Be sure to be consistent in all of your signs. You want people to recognize the signs and connect them to your project.

The Family Nutrition Program

If you are tired of macaroni and cheese...

If you never seem to have enough food money....

If you worry about your diet...

This program is for you. Join us for lessons on nutrition, low fat cooking, reading food labels and food budgeting. The four-week class is free!

Place:

Time:

Date:

For more information, call: