

MODULE 3

GROWING HEALTHY FAMILIES:

Finding Nutritious Foods



FACILITATOR GUIDE FOR MODULE 3

Growing Healthy Families: Finding Nutritious Foods

Timeframe		Purpose
Activity 1:.....5 minutes	Activity 2:.....20 minutes	Basic nutrients in foods are often misunderstood. People need carbohydrates, fats and protein in their diets. What do these nutrients provide? What is the role of vitamins and minerals in a healthy life?
Activity 3:.....20 minutes	Activity 4:10 minutes	
Summary:.....5 minutes	Total:.....60 minutes	
Learning Objectives		
<ol style="list-style-type: none"> 1. Identify the basic nutrients the body needs, why they are important, and which food groups provide them 2. Explore MyPlate as a way to include all nutrients in the diet 		
Activities		
Activity 1: Welcome and share changes in attitudes, habits since last week.		
Activity 2: Mini-Lecture and fill-in-the-blank activity on nutrients		
Activity 3: Vitamin and Mineral Matching Game		
Activity 4: Learning about MyPlate		
Activity 5: Summary		
Room Setup	Handouts/PowerPoint/ Materials to Prepare	Materials/Equipment
The room should be arranged with several tables so that there are 4-6 people at a table.	<ol style="list-style-type: none"> 1. PowerPoints 2. Fill-in-the blank nutrient activity answers 3. Vitamin and Mineral Matching Game for each table 4. MyPlate handouts for each table 	Computer Projector Markers Pens Pencils Sign-in Sheet Journals

MODULE 3: FINDING NUTRITIOUS FOODS

Activity 1: Welcome

Purpose of Activity:

- Gain an overview of the session.
- Share changes to eating and exercise habits since the last session.

Instructions:

1. Welcome the group.
2. Review the goals of the session on PPT #2.
3. Share an exercise or eating habit that they changed. Provide healthy treats for those that did.

Facilitator Script:

- *Welcome to our session! We are going to talk today about nutritious food and what “nutritious” means.*
- *We will be talking about nutrients today as you can see on our PPT #2 (Review PPT)*
- *If you tried a new healthy food or activity since the last class, please share with us what it was and how it went. (Give each one that shares a small healthy treat such as an apple, bag of almonds, etc.)*

Time: 5 minutes

Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPT #2
- Small treat for those who tried a new food such as an apple, almonds, other fruit, etc. Be sure the treat is healthy! You can also make a treat if you choose.

Notes:

Activity 2: Learning about Nutrients

Purpose of Activity:

- To acquaint participants with nutrients, particularly energy nutrients.

Instructions:

1. Tell participants that they are going to learn about nutrients and fill out a fill-in-the-blank game as you go through some slides. Let them know that this is not a test and that you are providing an answer sheet on the table if they get lost and need to look back.
2. Have them turn to Page 21 in their *Parent Guide and Journals* and fill in the blanks as you go over PPTs #3-9 then show them PPT #10 with the answers for the *Parent Guide and Journal*.
3. Review before the workshop PPTs #3-10 and the *Nutrient Talking Points for Facilitators* in the Handouts section.

Facilitator Script:

- *We want to learn some basic things about nutrients today, what they are, why we need them and where we find them.*
- *I am going to review some slides with you and help you to remember the information. There is a fill-in-the-blank page in your Parent Guide and Journal that you will fill out as we go.*
- *Don't worry if you get behind. We will review the answers in a little while.*
- *(Review the PPTs #3-9) I am going to show you the answers to the fill in the blanks on Page 21 of your Parent Guide and Journal. Check your answers and correct any mistakes. (Show PPT #10)*

Time: 20 minutes

Materials:

- PPTs #3-10
- *Parent Guide and Journal*
- Nutrient Talking Points for trainer to use in Handouts

Notes:

Activity 3: Vitamin and Mineral Matching Game

Purpose of Activity:

- To recognize the main characteristics of vitamins and minerals and why they are needed.

Instructions:

1. Show PPT #11, #12.
2. Provide each group with a bag of cards for the Vitamin and Mineral Matching Game.
3. Have the group sort and put together the matching term and definition.
4. Go over answers (PPT #13) and reward group that finishes first with the most correct answers.
5. Ask the participants if they were surprised by something they saw or if they learned something new.

Facilitator Script:

- *We are going to play a matching game to learn about vitamins and minerals that our body needs.*
- *Please take the cards out of the bag. Your task is to match the word to its correct definition. When we are all done, I will give you the correct answers. The first group that finishes with all or the most correct answers wins.*
- (After) *Here are the answers (Show PPT #13)*

Time: 20 minutes**Materials:**

- Vitamin and Mineral Matching Game cards in small bag
- PPTs #11, #12, #13

Notes:**Tips for Trainers!**

When a participant asks a question, see if others have the same problem and ask how they deal with it. You don't always have to be the expert and can say, "I don't know, but I will find out!"

Activity 4: MyPlate

Purpose of Activity:

- To acquaint participants with MyPlate

Instructions:

1. Ask participants if they remember the Food Guide Pyramid (PPT #14)
2. Tell them that they developed a plate that is divided by portion size into foods you should eat, so that we could visually “see” what we were eating.
3. Review PPT #15 and ask about how large the portions are and why they are this way.
4. Give each table or group a copy of the “MyPlate” outline and ask them to draw in the portions.
5. Show them PPT #16.
6. Introduce PPTs #17, 18 about infant nutrition, and review the information and mention concerns about food allergies and the need for doctor supervision for severe allergies.

Facilitator Script:

- *Do you remember the Food Guide Pyramid? (Show PPT #14.) It was used when many of you were in school. But it was hard to read and follow, so a new guide was developed called MyPlate.*
- *(Hand out “MyPlate” outline.) This guide has a plate divided into certain portions, kind of like a pie but not equal slices. Some portions are larger than others. (Review PPT #15 and Page 25 of Parent Guide and Journal.)*
- *See if you can figure out which food groups might have larger portions and where they might go, then draw them on the sheet.*
- *This is how the new one looks (when done show PPT #16). How did you do? Which foods have the largest portions? (Fruits and vegetables do.) Why do they have such large portions? (They provide more nutrients and are lower in calories.)*
- *Infant nutrition requires some special rules as infants must be fed in different ways and foods in different ways than adults (Review PPTs #17, 18). Remember that babies and older children may have food allergies and if so, you should consult your doctor. If a baby seems fussy, hurting, develops a rash after a new food, wait a month and re-introduce it.*

Time: 10 minutes

Materials:

- PPT slides #14-18
- My Plate outline for each table (If you can only print small ones, you may want to print one for each group of 2 or 3)
- Pencils

Notes:

Tips for Trainers!

Watch your time. It is OK to shorten an activity. Instead of having everyone share something, just ask for one or two, and let the participants know you need to go to the next idea.

Activity 5: Summary

Purpose of Activity:

- To Summarize

Instructions:

1. Review the objectives and acknowledge how hard everyone worked (PPT #19)
2. Have them turn to Page 25 in their *Parent Guide and Journals*, and ask them to design a meal using MyPlate in the coming week then bring it to class next time.
3. Ask about journal goals.

Facilitator Script:

- *Wow! We worked hard today and covered a lot! It is important that we understand what our food is made of and why it is important to eat some foods more than others and to eat a variety of foods.*
- *How many of you learned something new today? If you did not, I hope it was a good review and that you will take home some ideas to put into practice.*
- *I would like you to turn to Page 25 in your Parent Guide and Journal.*
- *Please design this week a meal using MyPlate and bring it back next week!*
- *How many of you completed your journal goals this week? Let's celebrate. Have everyone give them a shout! (Reward if you have prizes)*

Time: 5 minutes

Materials:

- *Parent Guide and Journal*
- PPT #19
- Optional reward for journal

Notes:

Ideas for Expectant Parents:



Provide them with information from the Health Department, WIC, or an obstetrician on what vitamins and minerals they need and how to eat to help their baby grow.

Ideas for Parents of Infants:


















Use the PowerPoint on infants to focus on their special nutrient needs. You may want to get brochures from a local pediatrician on feeding babies.

Notes:

HANDOUTS AND ACTIVITIES



Energy Nutrients Provide Calories: Answer Sheet

 <p>Protein 1 gram = 4 calories</p>	 <p>Builds cells</p>	 <p>Repairs damaged tissue</p>	 <p>Provides hormones and antibodies to fight Infection</p>	 <p>Forms enzymes for digestion</p>
 <p>Fat 1 gram = 9 calories</p>	 <p>Provides essential fatty acids for growth</p>	 <p>Cushions organs and keeps skin and hair healthy</p>	 <p>Maintains body temperature</p>	 <p>Regulates and balances metabolism</p>
<p>Carbohydrates (sugar, starches, fiber) 1 gram = 4 calories</p>	<p>Major source of energy for the body</p>	<p>Complex carbs can give feeling of fullness</p>	<p>Simple carbs become simple sugar and can cause weight gain</p>	<p>Simple carbs can slow digestive system</p>
				

Nutrients: Talking Points for Facilitator






Review this information and keep it handy to better explain nutrients





1. **Nutrients** are chemical substances found in foods that help maintain and restore the body's functions. They provide energy, maintain or repair cells and keep the body working normally.
2. There are two types of nutrients.
 - a. **Energy** Nutrients: They provide calories. They are protein, fats and carbohydrates (which consist of sugar, starches, and fiber).
 - b. **Helper** Nutrients: Vitamins, minerals, and water, they help the body function.
3. **Protein** provides the major building blocks in every cell in the body. It builds new cells, repairs damaged tissue, forms enzymes for digestion, and provides hormones and antibodies that help resist and fight infection.
 - a. Protein has 9 amino acids that the body must have. All 9 are found in animal products such as meat, fish, dairy products and eggs.
 - b. Beans, rice, bread, corn, nuts and some other foods contain some of the amino acids but not all and are incomplete proteins.
 - c. You can combine 2 of these foods to make a complete protein. Instead of meat, you can have a bean burrito, peanut butter sandwich and get all the protein you need!
4. **Carbohydrates** are the major source of energy for the body and are found mainly in grains, fruits and vegetables.
 - a. Whole grains, fruits and vegetables have complex carbohydrates that provide fiber, better energy and more feelings of fullness.
 - b. Simple carbohydrates such as white bread, white rice, and items made with white flour quickly turn into simple sugar in the body and contribute to taking in excess calories and can slow the digestive system.
5. **Fats** supply essential fatty acids needed for growth. They cushion organs, maintain body temperature, promote healthy skin, carry fat-soluble vitamins and regulate metabolism.
 - a. You **MUST** have fat in your diet—just not too much! Look at the amount of calories each nutrient provides:




Protein	1 Gram = 4 calories
Carbohydrates	1 Gram = 4 calories
Fat	1 Gram = 9 calories
 - b. The same amount of a food high in fat will give you more than twice as many calories as a food high in protein or carbohydrates.

Vitamin and Mineral Matching Game

Remind participants that these are the major vitamins and minerals but that there are others. Copy on card stock or regular paper one for each group. Then cut the strips apart and place in bag. Participants are to match the 2 sides. When they are done, go through and give the answers. The first correct group or most correct can be given a reward.

Fat Soluble Vitamins	<p>Stay in heated and open foods. Do not need to be replaced every day.</p>	
Water Soluble Vitamins	<p>Cook away when heated or left open in the air. Require foods with them on a daily basis.</p>	
Vitamin A	<p>Fat soluble promotes growth, good vision, healthy bones and skin. Helps heal.</p>	<p>Sources: Yellow, orange and green fruits, and vegetables</p> 
Vitamin D	<p>Fat soluble. Needed to make strong bones and teeth. Produced naturally in sunlight.</p> 	<p>Sources: Sunshine, eggs, milk, butter, fatty fish and liver</p>
Vitamin E	<p>Fat Soluble. Helps preserve cell tissues. Protects red blood cells and lungs.</p>	<p>Sources: Whole grains and vegetable oils</p> 

<p>Vitamin B complex: Thiamine (vitamin B1), riboflavin (vitamin B2), vitamin B6, vitamin B12, foliate, biotin, niacin and pantothenic acid</p>	<p>Water soluble. Healthy skin. Good vision. Healthy nervous system. Formation of red blood cells.</p>	<p>Sources: Dairy. Legumes Meat. Fish. Pomegranates</p> 
<p>Vitamin C</p>	<p>Water soluble. Fights disease. Helps to heal wounds and maintain healthy blood.</p>	<p>Sources: Oranges, Citrus Cantaloupe, Bell Peppers Strawberries, Cabbage, Broccoli</p> 
<p>Mineral: Calcium</p>	<p>In all bones and teeth. Regulates body systems, promotes nerve transmission and functions in muscle contraction</p>	<p>Sources: Milk and Milk products, Broccoli and Greens Leafy Greens, Seafood, Beans</p> 
<p>Mineral: Iron</p>	<p>Helps form red blood cells and carry oxygen. Helps immune system.</p>	<p>Sources: milk, meat, leafy green vegetables, and whole grains</p> 

<p>Mineral: Sodium</p>	<p>Important for fluid balance in body. Contributes to nerve stimulation.</p>	<p>Sources: Salt and baking soda, celery, milk, eggs, poultry and fish</p> 
<p>Mineral: Potassium</p>	<p>Helps in water balance and transmits nerve impulses</p>	<p>Sources: Vegetables, fruit juices and fruits, especially bananas and tomatoes</p> 
<p>Water</p>	<p>One of the nutrients necessary to human life. Needed for cells, transportation of Vitamins and minerals</p>	<p>Sources: Most foods found in nature and water</p> 

MyPlate

Divide the plate by drawing lines to section it and label each of the following:
Fruits, Vegetables, Grain, Protein and Dairy



Additional Activities

<p>Physical activity correlated with theme for parents</p>	<p>Vitamin MatchUp</p> <p>Take and cut out enough of the Vitamin MatchUp name and definition cards as instructed on the sheet, so that each person can match someone in the group. If possible have more than one pair of the same vitamin and mineral. On the back of each matching card, put an activity such as jumping, hopping, jumping jacks, sliding, tiptoeing, tightrope walking. Each participant must do the activity and find the others doing the same activity in the room and join them. They then do the activity together 10 times (or 20 or 30) and sit down!</p>
<p>Physical activity correlated with theme for children</p>	<p>Healthy Foods Make Me Strong</p> <p>Give each child a picture of a healthy food. Talk about nutrients in the food such as calcium, protein, vitamin C and how they help the body. Then have the children get in a circle and say, “The name of the food such as milk makes me able to (run, jump, hop, etc.)” Everyone in the group turns to his or her left and does whatever was mentioned around the circle until he or she is back in their place. Then the next person goes.</p>
<p>Parent-child activity based on theme</p>	<p>MyPlate: Use the MyPlate handout to create handouts for each parent/child. Provide magazines and crayons and have the parent and child either cut out or draw in foods they would want for a meal.</p> <p>Infant Activity: Show the baby various foods and say the name and food group, “This is an apple. It is a fruit.”</p>
<p>Book and activity for children on theme</p>	<p>Book: <i>The Vegetables We Eat</i>, by Gail Gibbons</p> <p>Activity: Go to the store and buy one of as many of the vegetables in the book as you can. Give one to each child if possible, then ask each to stand up when he or she sees his or her vegetable in the book. Take the time to talk about the vitamins and minerals, and fiber and carbohydrates that we get from the vegetable and why they are good for us. You can then take the hard vegetables, cut them and dip them into paint, so the children can make vegetable stamps on paper.</p>

Abbreviated Research Summary and Implications for Trainers

(A complete summary can be found at the end of this manual.)

Citation	Findings	Implications for Instructors
Walker, J.N., Del Rosso, J.M., & Held, A.K. (2005)	A large-scale study found that schools that promoted fewer video games and TV at home were able to increase physical activity in children. They also found that just providing information about nutrition did not change behavior but when the focus was on actually changing behavior related to food, nutritional choices improved.	
Foster, L.K. & Gerould, P. (2004)	A California study found that children formed food preferences by age 2 and that between 2 and 8 the number of foods the children liked did not increase significantly—only the ones they disliked. They concluded that since it usually takes 8-12 exposures to a new food for children to like it, parents tend to give up trying before the child has adequate exposure.	Encourage families to continue to offer to children a food they say they don't like at least 8-12 times. Ask them not to force or put too much pressure but to have the food at meals and ask the child to just try the food.