Spring 2015

Nutrition Educational Programming: An added step in the integrated healing process of the residents of the Battered Women's Shelter

Annalise Friend
amf104@zips.uakron.edu

Please take a moment to share how this work helps you through this survey. Your feedback will be important as we plan further development of our repository.

Follow this and additional works at: http://ideaexchange.uakron.edu/honors_research_projects

Part of the Public Health Education and Promotion Commons, and the Women's Health Commons

Recommended Citation
http://ideaexchange.uakron.edu/honors_research_projects/63

This Honors Research Project is brought to you for free and open access by The Dr. Gary B. and Pamela S. Williams Honors College at IdeaExchange@UAkron, the institutional repository of The University of Akron in Akron, Ohio, USA. It has been accepted for inclusion in Honors Research Projects by an authorized administrator of IdeaExchange@UAkron. For more information, please contact mjon@uakron.edu, uapress@uakron.edu.
This honors project began as a conversation to explore the feasibility of including nutrition education into the health and wellness programming offered at the Battered Women’s Shelter of Summit and Medina Counties. As this population of women has unique needs and health concerns specifically associated with recovery from domestic violence, before planning for what nutrition education may be appropriate to implement, it is first necessary to explore the literature that discusses the health and nutritional needs of this population. Unfortunately, there is not a substantial amount of research available that examines this question, so there is still a lot left unknown about the nutritional needs of battered women, leaving much to be assumed from research on other populations.

There are many misconceptions about women who experience domestic violence, so it is important to first state the facts. Domestic violence is a very common occurrence, as one in four women will face domestic violence at some point in her life. Each year, about 1.3 million women encounter some type of physical abuse from an intimate partner. Women between the ages of 20 and 24 are at the highest risk for intimate partner violence, and they frequently experience it during pregnancy as well.

Domestic violence affects people from all walks of life, and it is important to know that it is not necessarily more common in low-income families; however, individuals that come from low-socioeconomic backgrounds often have no choice but to use shelters when they flee an abuser, whereas someone with more resources has the ability to stay at a hotel or travel out of town to stay with family or friends. For the purpose of this project, it can be assumed that for the most part, the women seeking help from the Battered Women’s Shelter come from a limited-
resource background; thus much of the remainder of this literature review focuses on the link between poverty, domestic violence, and nutrition.

Studies show that a majority of women receiving public assistance were once victims of domestic violence and that this has a significant impact on the recipient’s nutrition. Women who are abused and also rely on public assistance suffer from many other things, such as drug and alcohol abuse, depression, physical health problems, and post-traumatic stress. Some of these consequences can negatively impact nutritional status, while others can be positively impacted by good nutrition. The nutritional needs of battered women seeking care from shelters can be compared to that of the homeless population because both are most often living in poverty or relying on the safety net and public assistance programs, which places them at nutritional risk.

Homelessness is closely associated with poverty; therefore, the research on nutrition needs among the homeless can be correlated with the needs of the battered women who utilize shelters. Poverty in general can be linked with poor nutrition and health, limited access to health care, and an inability to purchase and store food on a regular basis. Certain physical conditions such as periods of growth, pregnancy/lactation, and chronic diseases like heart disease and diabetes can further increase the risk of nutritional inadequacy among women living in poverty. This puts pre- and postnatal women at an even greater nutritional risk, and can even impact the health of the baby. Nationally, only 50% of homeless families receive food stamps. Many others utilize soup kitchens and food pantries in order to obtain food. It is hard to predict what kind of nutrition they are receiving from those services, but studies indicate that while meal quality is good, it does not meet all nutrient needs as the sole source of nourishment.

The homeless and those living in poverty have limited access to many things that can impact them nutritionally. One of these things is a means of storing and preparing food.
Homeless families and low income families often rely on shelters or public housing, which may have inadequate kitchen facilities. They may not have a large refrigerator, stove, or oven. This can greatly affect their food choices and overall diets. Meal preparation may also be a skill that is lacking in this population. These factors, along with the higher costs of food, can cause families or individuals to frequently use restaurants for meals, which ends up being more expensive and provides excessive calories, fat, and sodium to the diet.

This population also has limited access to healthcare and nutrition services, resulting in primary, preventative, and therapeutic care not being obtained. Some barriers to receiving this care includes lack of insurance or money, no transportation, mistrust of hospitals, and having providers that are reluctant to treat the homeless. In an article titled “Nutrition and Health Services Needs among the Homeless,” it was stated that the homeless population needs improved access to health services, food and nutritional services, and that they would benefit from nutrition education. With all of this being said, the homeless seem to recognize a need for nutrition-related services. In a study done in San Diego, one-third of homeless families reported their need and want for nutritional counseling.

The World Health Organization (WHO) has taken a stand to help end violence against women around the world. They believe that the health sector plays a major role in helping women in violent relationships, and they see it as a preventable health problem. The health system is usually the first point of contact with women experiencing physical abuse and health care professionals should be trained to recognize when abuse may be occurring and be equipped to either provide individuals with proper treatment or refer them to appropriate care. The WHO has found in its studies that women are significantly more likely to report poor or very poor health if they have ever experienced partner violence. The physical effects of violence and
abuse can persist long after an act of violence has concluded. The WHO believes we all have a responsibility to challenge the social norms that allow and maintain violence against women.

While the literature base is small, conclusions drawn from reviewing the research on populations in similar situations indicates that nutritional concerns prevalent among battered women seeking the help of shelters may include a lack of access to nutritious foods that help promote an overall healthy life and prevent malnutrition, thus making nutrition education about how to grocery shop on a budget and where to gain access to healthier foods, and skill-building around how to plan and cook simple, healthy meals imperative.

Proper nutrition is one of the basic necessities of all people, but is unfortunately not available to everyone. If battered women can receive the nutrition education and food access that they need, that will hopefully be one less thing they have to worry about once they transition out of the shelter and are back living on their own. The nutrition education program put into place through this honors project will provide shelter residents with one more tool for their toolbox to use as they recover and move from a victim to a survivor who can not only live, but thrive independently. Recovery is not an easy task, but with teamwork and dedication, healthcare professionals and everyone else involved in this process can make it happen.
References


Title: Nutrition and Healthy Living for Everyday

Lesson # 1

Purpose: The purpose of this lesson is to teach the participants about basic nutrition, physical activity, and wellness.

Learning Objectives:

1. Participants will be able to list 2 key recommendations from the Dietary Guidelines for Americans when asked.

2. Participants will be able to state the amount of physical activity they should do per week when asked.

Session Outline: (Encourage participant discussion throughout the session, with questions, comments, and thoughts.)

Intro: Discuss wellness and taking care of yourself.

A. Wellness can be described in many ways, but is commonly known as “The state of being in good physical and mental health.”

B. In a time if recovery, it is especially important to take care of yourself both physically and mentally. Good nutrition and exercise can help you with both. It is also important to relieve stress, have others you can connect and communicate with, and take time for yourself. (Have participants’ brain storm methods of stress relief.)

C. Ask participants: What are some of your health priorities since coming to the BWS, or what will they be once you leave?

I. Briefly review some Dietary Guidelines for Americans.

A. Balance calories to manage weight: improve eating and physical activity behaviors (eat better or eat fewer calories and exercise more), be aware of where calories come from (beverages included).

B. Foods and food components to reduce: sodium, saturated fat, cholesterol, sugar, and alcohol. These are commonly found in packaged, processed foods and desserts.

C. Foods and nutrients to increase: Fruits and vegetables, whole grains, low-fat milk products, variety of protein foods.

II. Go over MyPlate; Pass out hand-out.

A. Focus on fruits- Rich in vitamins, fiber and other nutrients important for an overall healthy diet. Aim for about 2 cups a day.
B. Vary your veggies- Choose many colors and varieties of vegetables to get many different nutrients (as well as with fruits). Aim for 2 and a half cups a day. Try to make half of your plate fruits and veggies!

C. Make at least half your grains whole- whole grains contain the entire grain kernel, so they have more fiber, iron, and B vitamins.

D. Go lean with protein- Sources include chicken, beans, nuts, seafood, eggs, and lean cuts of beef and pork. Try to include a variety of protein sources in your diet.

E. Get your calcium-rich foods- Calcium is important for building, strengthening, and maintaining your bones. Sources include milk, yogurt, and cheese.

III. Physical Activity

A. Why is it important? Benefits: Stronger muscles and bones, helps you stay or get to a healthy weight, and it decreases your chances of heart disease, diabetes, and high blood pressure.

B. How much do you need? Adults should aim for 2 hours and 30 minutes of moderate physical activity each week.

C. Ways to increase your physical activity: If you feel like you are in a safe area, push your child in a stroller, or go for a walk; stretch or do exercises while watching television; exercise to a work-out video; walk around or up and down stairs during breaks at work; play inside or outside with your child/children.

IV. Goal setting activity: Have each participant make 2 goals; 1 related to healthy eating and 1 related to physical activity.

Conclusion: Briefly wrap up/summarize the lesson. Ask for any questions. Do evaluations if necessary.

Source: http://www.choosemyplate.gov/
BALANCING CALORIES TO MANAGE WEIGHT

- Prevent and/or reduce overweight and obesity through improved eating and physical activity behaviors.

- Control total calorie intake to manage body weight. For people who are overweight or obese, this will mean consuming fewer calories from foods and beverages.

- Increase physical activity and reduce time spent in sedentary behaviors.

- Maintain appropriate calorie balance during each stage of life—childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

FOODS AND FOOD COMPONENTS TO REDUCE

- Reduce daily sodium intake to less than 2,300 milligrams (mg) and further reduce intake to 1,500 mg among persons who are 51 and older and those of any age who are African American or have hypertension, diabetes, or chronic kidney disease. The 1,500 mg recommendation applies to about half of the U.S. population, including children, and the majority of adults.

- Consume less than 10 percent of calories from saturated fatty acids by replacing them with monounsaturated and polyunsaturated fatty acids.

- Consume less than 300 mg per day of dietary cholesterol.

- Keep trans fatty acid consumption as low as possible by limiting foods that contain synthetic sources of trans fats, such as partially hydrogenated oils, and by limiting other solid fats.

- Reduce the intake of calories from solid fats and added sugars.

- Limit the consumption of foods that contain refined grains, especially refined grain foods that contain solid fats, added sugars, and sodium.

- If alcohol is consumed, it should be consumed in moderation—up to one drink per day for women and two drinks per day for men—and only by adults of legal drinking age.5

---

5. See Chapter 3, Foods and Food Components to Reduce, for additional recommendations on alcohol consumption and specific population groups. There are many circumstances when people should not drink alcohol.
FOODS AND NUTRIENTS TO INCREASE

Individuals should meet the following recommendations as part of a healthy eating pattern while staying within their caloric needs.

- Increase vegetable and fruit intake.
- Eat a variety of vegetables, especially dark green and red and orange vegetables and beans and peas.
- Consume at least half of all grains as whole grains. Increase whole-grain intake by replacing refined grains with whole grains.
- Increase intake of fat-free or low-fat milk and milk products, such as milk, yogurt, cheese, or fortified soy beverages.
- Choose a variety of protein foods, which include seafood, lean meat and poultry, eggs, beans and peas, soy products, and unsalted nuts and seeds.
- Increase the amount and variety of seafood consumed by choosing seafood in place of some meat and poultry.
- Replace protein foods that are higher in solid fats with choices that are lower in solid fats and calories and/or are sources of oils.
- Use oils to replace solid fats where possible.
- Choose foods that provide more potassium, dietary fiber, calcium, and vitamin D, which are nutrients of concern in American diets. These foods include vegetables, fruits, whole grains, and milk and milk products.

Recommendations for specific population groups

**Women capable of becoming pregnant**

- Choose foods that supply heme iron, which is more readily absorbed by the body, additional iron sources, and enhancers of iron absorption such as vitamin C-rich foods.
- Consume 400 micrograms (mcg) per day of synthetic folic acid (from fortified foods and/or supplements) in addition to food forms of folate from a varied diet.

**Women who are pregnant or breastfeeding**

- Consume 8 to 12 ounces of seafood per week from a variety of seafood types.
- Due to their high methyl mercury content, limit white (albacore) tuna to 6 ounces per week and do not eat the following four types of fish: tilefish, shark, swordfish, and king mackerel.
- If pregnant, take an iron supplement, as recommended by an obstetrician or other health care provider.

**Individuals ages 50 years and older**

- Consume foods fortified with vitamin B₁₂, such as fortified cereals, or dietary supplements.

BUILDING HEALTHY EATING PATTERNS

- Select an eating pattern that meets nutrient needs over time at an appropriate calorie level.
- Account for all foods and beverages consumed and assess how they fit within a total healthy eating pattern.
- Follow food safety recommendations when preparing and eating foods to reduce the risk of foodborne illnesses.

---

6. Fortified soy beverages have been marketed as "soy milk," a product name consumers could see in supermarkets and consumer materials. However, FDA's regulations do not contain provisions for the use of the term soy milk. Therefore, in this document, the term "fortified soy beverage" includes products that may be marketed as soy milk.
7. Includes adolescent girls.
8. "Folic acid" is the synthetic form of the nutrient whereas, "folate" is the form found naturally in foods.
Choose MyPlate.gov

Fruits

Grains

Protein

Vegetables

Make half your plate grains. Include whole grain products and lean protein foods. Make half your plate fruits. Include foods from all food groups. Over the day include foods from all food groups. Before you eat think about what and how much food goes on your plate or in your cup or bowl.

on your plate?

What’s
# Vegetables

- Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.
- Add beans or peas to salads (kidney or black), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.
- Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.

# Fruits

- Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.
- Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.
- Select 100% fruit juice when choosing juices.

# Grains

- Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.
- Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.
- Choose products that name a whole grain first on the ingredients list.

# Dairy

- Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.
- Top fruit salads and baked potatoes with low-fat yogurt.
- If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).

# Protein Foods

- Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.
- Twice a week, make seafood the protein on your plate.
- Choose lean meats and ground beef that are at least 90% lean.
- Trim or drain fat from meat and remove skin from poultry to cut fat and calories.

---

For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find amounts personalized for you, go to ChooseMyPlate.gov.

### Eat 2½ cups every day

- What counts as a cup?
  - 1 cup of raw or cooked vegetables or vegetable juice;
  - 2 cups of leafy salad greens

### Eat 2 cups every day

- What counts as a cup?
  - 1 cup of raw or cooked fruit or 100% fruit juice;
  - ½ cup dried fruit

### Eat 6 ounces every day

- What counts as an ounce?
  - 1 slice of bread;
  - ½ cup of cooked rice, cereal, or pasta;
  - 1 ounce of ready-to-eat cereal

### Get 3 cups every day

- What counts as a cup?
  - 1 cup of milk, yogurt, or fortified soymilk;
  - 1½ ounces natural or 2 ounces processed cheese

### Eat 5½ ounces every day

- What counts as an ounce?
  - 1 ounce of lean meat, poultry, or fish;
  - 1 egg;
  - 1 Tbsp peanut butter;
  - ½ ounce nuts or seeds;
  - ½ cup beans or peas

---

Be physically active your way:

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

- **Children and adolescents:** get 60 minutes or more a day
- **Adults:** get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.
Title: How to Read and Understand a Nutrition Facts Label

Lesson #2

Purpose: The purpose of this lesson is to teach the participants how to read nutrition fact labels and use that to help them make healthy, informed choices.

Learning Objectives:

1. Participants will be able to list 5 nutrients/elements of a food label.

2. Participants will be able to successfully compare food labels during a comparison activity.

Session Outline: (Encourage participant discussion throughout the session, with questions, comments, and thoughts.) (Use large label as an example when teaching.)

Intro: Ask the audience what they look for when purchasing food. If they do not bring up food labels, ask if there is anything they look for on a food label when grocery shopping.

I. First, look at the serving size and number of servings in the package/container. All amounts on the label are based on one serving. One serving is the recommended amount to eat and one portion is the amount that you choose to eat at one time; these amounts are not always the same.

II. Calories: Remember that if you are eating more than the serving size you are getting more calories.

III. Fat, Cholesterol, and Sodium: Look for foods low in trans- and saturated fats; unsaturated fats are a good fat source. Try to limit cholesterol and sodium.

IV. Total Carb, Fiber, and Sugars: Try to choose healthy sources of carbs like fruits, vegetables, and whole grains.
   A. Look for products listing “whole” grains or wheat in the ingredient list.
   B. Fiber is an important part of the diet to prevent heart disease and digestive problems; women should have 25g/day.
   C. Added sugar is not needed in the diet, and should be limited.

V. Protein: Try to choose protein foods that are lower in fat. Some examples include lean meats, poultry, nuts, beans, and milk products.

VI. Vitamins, Calcium, Iron, etc.: Look for foods rich in these nutrients.

VII. % Daily Value: These percentages are based on a 2,000 calorie diet. 5% or less is considered low in a nutrient; 20% or more is considered high in a nutrient.

VIII. Activity: Show examples of food labels and walk participants’ through how to compare.
   A. Pass out the “Read it Before you Eat it” handout. Use 2 blown up food labels to do the comparison activity. Complete it as a group.
Conclusion: Briefly wrap up/summarize the lesson. Ask for any questions. Do evaluations if necessary.

Source: http://www.choosemyplate.gov/
Read it Before You Eat it

1. What is the serving size of each food?
   A.
   B.

2. Which food is higher in calories? (A or B)

3. Which food is higher in total fat? (A or B)

4. Which food is higher in saturated fat? (A or B)

5. Which food is higher in sodium? (A or B)

6. Which food is higher in fiber? (A or B)

7. Which food is higher in protein? (A or B)

8. Which food do you think would be the healthier choice? Why? (A or B)
### Nutrition Facts

**Serving Size:** 1 cup (29g)
*Children Under 4: 1/4 cup (21g) *

**Servings Per Container:** 9
*Children Under 4: 1 - 2 *

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value**</th>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>120</td>
<td>160</td>
<td>30</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Fat</td>
<td>0.5g</td>
<td>0.5g</td>
<td>5g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0mg</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>1,040mg</td>
<td>8%</td>
<td>1,040mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>26g</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Protein</td>
<td>2g</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**% Daily Value**

- **Total Fat:** 5%
- **Saturated Fat:** 0%
- **Trans Fat:** 0%
- **Cholesterol:** 0%
- **Sodium:** 0%
- **Potassium:** 0%
- **Total Carbohydrate:** 0%
- **Dietary Fiber:** 0%
- **Sugars:** 0%
- **Other Carbohydrate:** 0%

**Protein:** 0%

### Ingredients:

- Whole Grain Oats
- Corn Starch
- Sugar
- Salt
- Tri Potassium Phosphate
- Wheat Starch
- Vitamin E (mixed tocopherols) Added to Preserve Freshness.

### Vitamins and Minerals:

- Calcium Carbonate
- Iron and Zinc (mineral nutrients)
- Vitamin C (sodium ascorbate), A B Vitamin (niacinamide), A D Vitamin (pantothenic acid), A E Vitamin (mixed tocopherols), A Folic acid (folate), A B Vitamin (thiamin mononitrate), A B Vitamin (folic acid), A B Vitamin (thiamin mononitrate), A B Vitamin (folic acid), A B Vitamin (thiamin mononitrate), A B Vitamin (thiamin mononitrate).

**Not made with genetically modified ingredients.**

**Useful Key:**

1. What is the serving size of?
   - A. 1 cup
   - B. 3/4 cup

2. Which food is higher in **calcium**?
   - A. A
   - B. B

3. Which food is higher in **total fat**?
   - A. A
   - B. B

4. Which food is higher in **sodium**?
   - A. A
   - B. B

5. Which food is higher in **sugar**?
   - A. A
   - B. B

6. Which food is higher in **fiber**?
   - A. A
   - B. B

7. Which food is higher in **protein**?
   - A. A
   - B. B

8. Which food do you think would be **higher in protein**?
   - A. It is lower in fat, calories, and protein.
   - B. It is lower in fat, calories, and protein.

---

**Notes:**

- This package is sold by weight, not by volume. This can be affected by proper storage even though weight of contents normally occurs during shipping and handling.

© General Mills

May be ni trated under U.S. Patent No. 7,021,525

Exchange ratios based on the following:

- **1/4 cup (21g):** Exchanges are those listed in The American Diabetes Association.
- **1 cup (27g):** Exchanges are those listed in The American Diabetes Association.
- **Other卡拉**

**REFERENCES:**

- Tools & Tips, 1996
- Exchange Lists for Meal Planning, 1996
- Exchange Lists for Meal Planning, 1997

**FIND OTHER INGREDIENTS:**

- F07355481612: 3924768241

---

**DISTRIBUTED BY GENERAL MILLS SALES INC., MINNEAPOLIS, MN 55440 USA**

© 2012 General Mills

May be ni trated under U.S. Patent No. 7,021,525

Exchange ratios listed in the following:

- Tools & Tips, 1996

- Exchange Lists for Meal Planning, 1996

**REFERENCES:**

- Tools & Tips, 1996
- Exchange Lists for Meal Planning, 1996
- Exchange Lists for Meal Planning, 1997

**FIND OTHER INGREDIENTS:**

- F07355481612: 3924768241
Read it Before You Eat it (Answer Key)*

1. What is the serving size of each food?
   A. ⅔ cup
   B. 1 cup

2. Which food is higher in calories? (A or B)
   A

3. Which food is higher in total fat? (A or B)
   A

4. Which food is higher in saturated fat? (A or B)
   Same

5. Which food is higher in sodium? (A or B)
   A

6. Which food is higher in fiber? (A or B)
   B

7. Which food is higher in protein? (A or B)
   B

8. Which food do you think would be the healthier choice? Why? (A or B)
   B; It is lower in fat, calories, and sodium; higher in fiber and protein; it is also a bigger serving size.
Title: Meal Planning

Lesson # 3

Purpose: The purpose of this lesson is to teach participants how to successfully plan healthy meals.

Learning Objectives:

1. Participants will be able to successfully list at least 4 tips from the Build A Healthy Meal handout when asked.

2. Participants will be able to successfully plan one meal on their own when doing the “My Daily Food Plan Worksheet”.

Session Outline: (Encourage participant discussion throughout the session, with questions, comments, and thoughts.)

Intro: Ask the audience to share how much (if any) planning they do before preparing meals.

I. Planning meals is an essential step in making healthy meals and managing a tight budget.

II. Pass out the “Build a healthy meal” handout.
   A. “A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains.”
   B. Briefly review tips 1 through 4 (these are review from session 1)
   C. Go over the remaining tips in more detail, focusing on tips 8 through 10 (take control of your food, try new foods, and satisfy your sweet tooth in a healthy way).

III. Pass out the “My Daily Food Plan Worksheet” and explain its purpose.
   A. This is meant to be used after meals, but it can be used before to plan how you will get enough from each food group. You can write in the specific food you plan on eating, and how much of it you actually ate.
   B. This worksheet also helps you track your physical activity.
   C. After doing all this, you can set food and activity goals for the next day.

IV. Now take some time to plan one example meal as a group, and then have each participant plan one meal on their own, including each food group (using the My Daily Food Plan Worksheet). Also have them think of one type of physical activity they could do. Give participant’s a blank worksheet to take with them.

Conclusion: Briefly wrap up/summarize the lesson. Ask for any questions. Do evaluations.

Source: http://www.choosemyplate.gov/
build a healthy meal

10 tips for healthy meals

1. make half your plate veggies and fruits
   Vegetables and fruits are full of nutrients and may help to promote good health. Choose red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.

2. add lean protein
   Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate.

3. include whole grains
   Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

4. don’t forget the dairy
   Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Don’t drink milk? Try soymilk (soy beverage) as your beverage or include fat-free or low-fat yogurt in your meal.

5. avoid extra fat
   Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. For example, steamed broccoli is great, but avoid topping it with cheese sauce. Try other options, like a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

6. take your time
   Savor your food. Eat slowly, enjoy the taste and textures, and pay attention to how you feel. Be mindful. Eating very quickly may cause you to eat too much.

7. use a smaller plate
   Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.

8. take control of your food
   Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose healthier options such as baked instead of fried.

9. try new foods
   Keep it interesting by picking out new foods you’ve never tried before, like mango, lentils, or kale. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.

10. satisfy your sweet tooth in a healthy way
    Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

Go to www.ChooseMyPlate.gov for more information.
My activity goal for tomorrow is: ________________________________

My food goal for tomorrow is: ________________________________

How did you do today? □ Not so great □ 50-50 □ Great □ Not so great

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes each day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
</tr>
<tr>
<td>Foods</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
</tr>
<tr>
<td>Fruits</td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
</tr>
<tr>
<td>Grains</td>
<td></td>
</tr>
</tbody>
</table>

Limit your intake of these:
- High in fat and sugar:
  - Donuts, ice cream, and candy
  - Sodas, cakes, cookies, and sugary drinks

Some foods and drinks such as:
- Processed cheese
- Frozen soy beverages
- One cup of frozen yogurt
- 1/2 cup of 1% or 2% milk

Choose activities that you like and fit into your life:
- Be physically active for at least 60 minutes each day.
- Choose whole grains whole grains
- Include fiber-rich vegetables
- Include protein-rich foods
- Include dairy products
- Include fruits
- Choose whole grains whole grains
- Include fiber-rich vegetables
- Include protein-rich foods
- Include dairy products
- Include fruits

Write in your Food Choices for today: ________________________________

Check how you did today and set a goal for tomorrow:

My Daily Food Plan Worksheet
Title: Grocery Shopping on a Budget

Lesson # 4

Purpose: The purpose of this lesson is to teach participants how to effectively grocery shop while staying within a limited budget.

Learning Objectives:

1. Participants will be able to successfully list 2 tips for grocery shopping on a budget when asked.

2. Participants will be able to successfully list ingredients needed for the meals planned on their grocery game plan worksheet.

Session Outline: (Encourage participant discussion throughout the session, with questions, comments, and thoughts.)

Intro: Ask the audience to share their thoughts on the costs of healthy versus unhealthy foods. Ask what strategies they use to make the most of their money when grocery shopping.

   i. Pass out the “Eat Right When Money’s Tight” handout.
      A. Spend the first half of the session going over this. Focus on the “shopping” and “tips” sections. Also be sure to briefly go over the USDA Nutrition Assistance Programs that are available.
      B. If available, review while on grocery store tour.

   ii. Pass out the “Create a Grocery Game Plan” weekly calendar and Grocery List.
      A. Have participant’s plan at least 2 days’ worth of meals including breakfast, lunch, dinner, and snacks (on the game plan worksheet) and have them write out all ingredients they would need to buy or have available to make them (on the grocery list worksheet). Be sure to emphasize to the group that planning ahead for grocery shopping will help to avoid buying unnecessary items and will be a guide when looking for sales, store specials, and coupons.

Conclusion: Briefly wrap up/summarize the lesson. Ask for any questions. Do evaluations.

USDA’s Nutrition Assistance Programs: Eat Right When Money’s Tight

F O O D A N D N U T R I T I O N S E R V I C E  J A N U A R Y  2 0 1 2

CHECK OUT

- MyPlate at www.ChooseMyPlate.gov
  Features practical information and tips to help Americans build healthier diets. MyPlate is designed to remind Americans to eat healthfully.

- Community Corner on the SNAP-Ed Connection at www.snap-ed.usda.gov
  Find information, tips, and tools for making healthy lifestyle choices.

  Contains over 600 low cost, nutritious, and delicious recipes in both English and Spanish.

- The SNAP pre-screening tool at www.snap-step1.usda.gov
  See if you qualify for SNAP benefits and how much you might receive.

- Find the location of your nearest SNAP office at www.fns.usda.gov/snap/outreach/default.htm

Now More Than Ever, USDA’s Nutrition Assistance Programs Can Help

Many families are concerned about the rising cost of food. Read on for tips on how to stretch your food dollars through budgeting, food selection, and low-cost recipes. If you are struggling to put food on the table, USDA’s nutrition assistance programs may help.

Resources: Available For Food

- Know how much money you have to spend on food.
- Make a shopping list based on the money you have to spend.
- Buy only the amounts of fresh foods you can use before it spoils.
- Consider frozen or shelf stable items that last longer.

Planning: Making Meals With Foods On Hand

Before going to the grocery store, check what foods you already have.

Once you know what foods you have, ask these questions:

- What meals and recipes can I make using the foods I have?
- Can I mix foods together to make a tasty and nutritious meal?
- Which foods do my family need for good health?
  Then:
- Plan what recipes you will make using your list of foods.

- Use other foods on your list such as vegetables, fruits, and whole grains to complete the menu.
- Once you plan your menus, make a new list for missing foods you need to buy.

~Turn the page for more tips on low-cost, healthy shopping.
Shopping: Before, During, and After

**Before Shopping**
- Make a shopping list. This helps you stick to your budget.
- Plan your meals. Planning helps put leftovers to good use.
- Look for coupons, sales, and store specials.
- For added savings sign up for the store discount card.

**During Shopping**
- Don’t shop when you are hungry. It’s easier to stick to your shopping list.
- Try store brands. They usually cost less.
- Compare products for the best deal.
- Check sell by dates. Buy the freshest food possible. It lasts longer.

**After Shopping**
- Store food right away to preserve freshness.
- Freeze food to prevent spoiling.
- Divide foods into small portions for children and elderly to prevent waste.
- Use foods with the earliest expiration dates first.

Tips: Best Buys for Cost and Nutrition

**Breads and Grains**
- Look for bargains on day old bread. It costs less but is still nutritious.
- Buy regular rice, oatmeal, and grits instead of instant to save on money, sugar, and calories.

**Vegetables and Salad**
- Buy large bags of frozen vegetables. Seal tightly in the freezer between uses.
- Avoid pre-bagged salad mixes. They are usually more expensive and spoil faster.

**Fruits**
- Buy fresh fruits in season when they generally cost less.
- Frozen and canned fruits are a smart choice all year round.

**Low-Fat Milk Products**
- Buy fresh, low-fat milk, yogurt, and cheese in the largest size that can be used before spoiling. Larger containers cost less than smaller sizes.
- Ultra-pasteurized milk has a longer expiration date and won’t spoil as fast.

**Meat and Beans**
- Dried beans and peas are a good source of protein and fiber. They last a long time without spoiling.
- Chuck or bottom round roast has less fat and is cheaper than sirloin.

- Look for specials at the meat counter. Buy meat on sale for big savings.
- Buy meat in large bulk packages to save money. Freeze portions you might not use right away to prevent spoiling.
USDA Nutrition Assistance Programs Can Help Make Ends Meet

You may qualify for more than Supplemental Nutrition Assistance Program (SNAP) benefits. If you get SNAP benefits and have children in school, they qualify for free lunch and breakfast. If you are low-income and pregnant, breastfeeding, a new mom or have children under five years old, you might qualify for Women, Infants and Children (WIC) benefits. The Emergency Food Assistance Program (TEFAP) is a Federal program that provides food to low-income persons. For more information on these programs, contact:

SNAP - Supplemental Nutrition Assistance Program
- For: Eligible low-income people and their families
- Call 1-800-221-5689
- To find your nearest SNAP office visit: www.fns.usda.gov/snap/outreach/default.htm

WIC - Special Supplemental Nutrition Program for Women, Infants and Children
- For: Eligible low-income pregnant or breastfeeding women, new moms, and children under age 5

School Nutrition Programs
- For: Eligible low-income school-aged children
- Contact your local school or school district

TEFAP - The Emergency Food Assistance Program
- For: Eligible low-income persons

Resources for SNAP Partners, Educators, and the Community
The SNAP-Ed Connection is an online resource center which contains information on healthy eating, using your food dollar wisely, and over 600 low cost recipes in English and Spanish. Visit the SNAP-Ed Connection at:

http://snap.nal.usda.gov

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W. Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TDD). USDA is an equal opportunity provider and employer.
# Create a Grocery Game Plan

## Grocery List

<table>
<thead>
<tr>
<th><strong>Fruits</strong></th>
<th><strong>Grains</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Breads, Pastas, Rice, Cereals)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dairy</strong></th>
<th><strong>Vegetables</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Milk, Yogurt, Cheese)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Protein Foods</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Meat, Seafood, Beans &amp; Peas, Nuts, Eggs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Notes:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Title: Making Wise Choices When Eating Out

Lesson # 5

Purpose: The purpose of this lesson is to teach participants how to make healthier choices when they do decide to eat at a restaurant.

Learning Objectives:

1. Participants will be able to successfully identify at least 3 tips for eating out when asked.
2. Participants will be able to successfully make healthy changes to a fast food or other restaurant meal when doing the comparison worksheet.

Session Outline: (Encourage participant discussion throughout the session, with questions, comments, and thoughts.)

Intro: Ask the audience to share how many times per week they would normally eat out (before coming to the shelter). Also ask what restaurants or fast-food chains they visit the most.

i. Pass out and go over the Tips for Eating Out handout

II. Use the sample meal provided to walk participants through making changes to an unhealthy meal. (Do not pass anything out, just show them the picture and tell them what is included in the meal; ask for changes they would make.)

III. Now have participants think of a typical meal they might order when eating out, then have them brainstorm ways to make it healthier. (Use comparison/swap worksheet)

Conclusion: Briefly wrap up/summarize the lesson. Ask for any questions. Do evaluations if necessary.

Source: http://www.choosemyplate.gov/healthy-eating-tips/tips-for-eating-out.html
Tips for Eating Healthy When Eating out

- As a beverage choice, ask for water or order fat-free or low-fat milk, unsweetened tea, or other drinks without added sugars.
- Ask for whole-wheat bread for sandwiches.
- In a restaurant, start your meal with a salad packed with veggies, to help control hunger and feel satisfied sooner.
- Ask for salad dressing to be served on the side. Then use only as much as you want.
- Choose main dishes that include vegetables, such as stir fries, kebobs, or pasta with a tomato sauce.
- Order steamed, grilled, or broiled dishes instead of those that are fried or sautéed.
- Choose a small" or "medium" portion. This includes main dishes, side dishes, and beverages.
- Order an item from the menu instead heading for the "all-you-can-eat" buffet.
- If main portions at a restaurant are larger than you want, try one of these strategies to keep from overeating:
  - Order an appetizer-sized portion or a side dish instead of an entrée.
  - Share a main dish with a friend.
  - If you can chill the extra food right away, take leftovers home in a "doggy bag."
  - When your food is delivered, set aside or pack half of it to go immediately.
  - Resign from the "clean your plate club" - when you've eaten enough, leave the rest.
- To keep your meal moderate in calories, fat, and sugars:
  - Ask for salad dressing to be served "on the side" so you can add only as much as you want.
  - Order foods that do not have creamy sauces or gravies
  - Add little or no butter to your food.
- Choose fruits for dessert most often.
- On long commutes or shopping trips, pack some fresh fruit, cut-up vegetables, low-fat string cheese sticks, or a handful of unsalted nuts to help you avoid stopping for sweet or fatty snacks.

From: http://www.choosemyplate.gov/healthy-eating-tips/tips-for-eating-out.html
Sample meal includes: 1 large double cheeseburger, 1 large order of fries, and 1 large soda

Swaps:

Cheeseburger- Order a smaller, single cheeseburger.

French Fries- Order a smaller size, or ideally swap for a side of fruit, yogurt, or side salad if available.

Soda- Order a smaller tea, milk, or just have water.

Any others you can think of?
<table>
<thead>
<tr>
<th>My typical meal when eating at a restaurant or fast food chain:</th>
<th>Changes I could make to create a healthier meal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Swap:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>Swap:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>Swap:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>Swap:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>Swap:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>