

NUTRITION, WELLNESS, AND LIVING A HEALTHY LIFESTYLE

Instructor's Notes



INSTRUCTOR'S NOTES

Nutrition, Wellness, and Living a Healthy Lifestyle

Goals for This Workbook:

After completing this workbook, individuals will be familiar with:

1. Health problems that can be reduced or avoided with a healthy diet and lifestyle
2. Dietary Guidelines for Americans — guide to good health
3. How to set goals and achieve them
4. Appropriate serving sizes
5. How to develop support systems to maintain a healthy diet and lifestyle
6. Ways to reduce food costs

NOTE TO INSTRUCTOR:

Duplicate the Knowledge Assessment (pre/post test) and have your clients complete it before starting this workbook. This will help you identify the subject areas in which your clients may need more help. When they have completed the workbook, have your clients complete the same Knowledge Assessment again, so you can measure how much they have learned and identify subject areas that may require review. You will find the Knowledge Assessment at the end of these Instructor's Notes.

Additionally, you may want to design an award or certificate to be given to clients who show substantial learning or achievement. This may not be appropriate for all clients. However, for some it may help motivate them to work harder and learn the material.

PAGES 2-3

Section Objectives:

After reading this section, individuals will be able to:

- Understand the concept of wellness.
- Understand the role that nutrition plays in wellness.

Suggested Approach:

After the pages are read aloud (ask for client volunteers to read), have clients complete the questions.

- Have each individual share a definition of wellness or have clients give one adjective that describes wellness.
- Ask the clients to identify common words, themes, and characteristics in the definitions. Turn these commonalities into a class definition. You may want to display this class definition on a dry marker board or on a homemade banner attached to the wall. Referring to this definition throughout the course will be helpful.
- Ask each individual to relate how nutrition can affect wellness. Discuss the effects of both good nutrition and bad nutrition.
- Discuss the objectives of the material. Ask clients if they want to add any goals/objectives.

Potential Problem:

Clients may be hesitant to read aloud.

Suggested Response:

You may begin by reading a paragraph. Then ask client to read the next paragraph.

Some clients may experience blurred vision or dry mouth from medications. These side effects can make reading aloud difficult. To alleviate dry mouth, clients may be allowed to bring water into the class. Encourage participation, but recognize that some clients may not be able to read at all.

PAGES 4-7*Section Objectives:*

After reading this section, individuals will be able to:

- Identify health problems directly related to poor dietary habits.
- Determine a healthy target body weight.
- Understand the components of the diet (excess fat, sugar and sodium) that can lead to disease and why.

Suggested Approach:

- Discuss with the group if they or anyone they know is dealing with any of the identified health problems.
- Ask what kind of limitations any of these problems might place on someone.
- Have participants determine their own target weights.

Potential Problem:

An individual may be embarrassed to discuss weight issues in class.

Suggested Response:

1. Provide reassurance that participants will not be forced to talk about their weight.
2. Offer individual counseling with a dietitian to anyone who wants to discuss weight issues in private.
3. Suggest that weight management is just one of many benefits that can come from a healthy diet.

PAGE 8*Section Objectives:*

After reading this page, individuals will:

- Understand why the Dietary Guidelines for Americans were developed.
- Be able to state the 3 components of physical health.

Suggested Approach:

- List the reasons the guidelines were developed.
- List the 3 components of physical health (nutrition, relaxation, and exercise) and explain how problems in one area can affect the other areas.

- Have a discussion about why we cannot eat everything we want to.

PAGES 9-13**Guideline #1: Eat a Variety of Foods***Section Objectives:*

After reviewing this section, individuals will:

- Be able to explain why the Food Guide is in the shape of a pyramid and how the Food Guide Pyramid relates to healthy eating habits.
- Know how to place foods in the appropriate food group.
- Identify proper serving sizes for foods from each food group.
- Understand that eating a varied diet helps ensure that we are obtaining adequate vitamins and minerals from our food.

Suggested Approach:

- Take a few minutes to describe the food pyramid and how it is organized. Compare it to the old Basic Four food groups and focus on how the Food Pyramid puts the proper emphasis on the food groups.
- Ask clients to list foods that belong in each food group in the pyramid (eg, name some types of grains and cereals). Have a client be the scribe and write the list on a large sheet of paper or dry marker board.
- Bring in a variety of old magazines with food pictures and advertisements. Have the group cut out the food pictures and make a Food Pyramid collage. Individuals can make their own collages on poster board. If it is a very small group, they can all collaborate and make one poster.
- Allow the clients time to answer the questions on pages 12–13, then review the answers with the group.
- Ask a client to tell what he/she had for dinner last night. Then ask the class to determine what food groups were represented in that meal. Which ones were missing? Did the client get those at another time during the day?

- Emphasize that there is not a perfect food that can give a person all the nutrients that are needed. Therefore, we all must eat a variety of foods in order to have a healthy diet.
- Alternate activity: Give each group participant a piece of paper with a blank Food Pyramid on it. Take the group on a field trip to a grocery store and let them fill in the blanks of the food pyramid with foods they would actually purchase. This activity can also be combined with food budgeting and unit pricing activities, which will be covered later in the workbook.

Potential Problem:

Without proper planning, a large group may cause disruptions in the grocery store.

Suggested Response:

Call the grocery store ahead of time and let them know the date and time you will be bringing the group through. It is best to go in small groups (3 to 5 people at most) or have at least 2 staff members if a larger group is going. Prepare the group ahead of time by: 1) giving rules for behavior in the grocery store; 2) clearly identifying the goals of the activity; and 3) assigning a "buddy system" pairing higher functioning individuals with those who are apt to need more supervision and/or assistance.

PAGE 14

Guideline #2: Balance the Food You Eat with Physical Activity — Maintain or Improve Your Weight.

Section Objective:

After reading this section, individuals will understand the balance between food intake and energy use through exercise.

Suggested Approach:

- Have a client read the text aloud.
- Use the following equations to further explain weight control.

calories in > calories burned = weight gain

calories in < calories burned = weight loss

calories in = calories burned = weight maintenance

- Ask clients to respond to the following equations by answering with weight gain, weight loss, or weight maintenance.

1. 358 calories in and 600 calories burned

Answer: Weight loss

2. 3256 calories in and 2227 calories burned

Answer: Weight gain

3. 2754 calories burned and 1589 calories in

Answer: Weight loss

4. 3357 calories burned and 3357 calories in

Answer: Weight maintenance

5. 1609 calories burned and 1200 calories in

Answer: Weight loss

- Ask clients to name ways to burn calories.
- Remind clients that they should talk to their doctor before starting or changing an exercise program.

PAGES 15-16**Guideline #3: Choose a Diet with Plenty of Grain Products, Vegetables and Fruits.***Section Objective:*

After reading this section, individuals will understand what fiber is, why it is an important component of overall health, and how to increase their fiber intake with fruits, vegetables, and grains.

Suggested Approach:

- Have group members read this section aloud and fill out the list on page 16.
- Look at labels of foods from the same food group and compare their fiber content. For example, compare the fiber content of Cheerios® vs Raisin Bran®, white bread vs whole wheat bread, white rice vs brown rice.
- Point out the fiber content in grams and let participants combine foods to achieve the recommended 20 to 30 grams per day.
- Discuss the different types of fiber, the benefits of each type, and its food sources. Point out that foods high in fiber are usually high in vitamins and minerals too.

PAGES 17-18**Guideline # 4: Choose a Diet Low in Fat, Saturated Fat, and Cholesterol.***Section Objectives:*

After completing this section, individuals will be able to:

- Define the terms fat, saturated fat, and cholesterol.
- Identify foods high in saturated fat and cholesterol.
- Understand how fat, saturated fat, and cholesterol affect the body.

Suggested Approach:

- Have the participants list foods they eat that they know to be high in fat and calories.
- Have them circle foods they eat more than 2 times per week that are high in saturated fat.
- Emphasize the fact that fat has twice the calories of an equal amount of protein or carbohydrates.

PAGE 19**Guideline #5: Choose a Diet Moderate in Sugars.***Section Objectives:*

After completing this section, individuals will be able to:

- Look at a food label and be able to identify added sugars.
- Know health problems associated with too much sugar in the diet.

Suggested Approach:

- After bringing in a variety of food items or labels from home, participants should look for “hidden” names of sugar.
- Discuss ways to reduce the sugar content of the diet:
 1. Have fruit for dessert more often.
 2. Drink water instead of sodas.
 3. Add raisins or dates (in moderation) to your breakfast cereal instead of sugar.

PAGES 20-21**Guideline #6: Choose a Diet Moderate in Salt and Sodium.***Section Objectives:*

After reading this section, individuals will:

- Know that a high salt diet may increase blood pressure.
- Know the recommended daily intake for sodium.
- Be aware of foods high in sodium that should be limited in the diet.
- Be able to list suggestions for reducing sodium intake.

Suggested Approach:

- Have the participants gather nutrition information from fast food restaurants. Let them add up the sodium content of their favorite fast food meal and see if it exceeds the recommended daily sodium intake.
- Have a taste test of low sodium products such as salt-free pretzels, reduced sodium popcorn, and crackers.
- Remind the group that salt is an acquired taste, and once salt intake is reduced, the craving for it will begin to subside.
- Discuss the exercises on page 21. Encourage participants to consider making some different choices to reduce sodium and sugars the next time they go grocery shopping.

PAGE 22**Guideline #7: Avoid Alcohol.***Section Objectives:*

After reading this section, individuals will understand the health problems that can come from overuse of alcohol with medications. The possibility of avoiding alcohol completely will be considered.

Suggested Approach:

- Encourage participants to discuss any negative experiences they have had with alcohol.
- Have a doctor or pharmacist speak to the group about alcohol and medication interactions.
- Stress that alcohol is of no nutritional value to the body.

PAGES 23-24*Section Objectives:*

- Participants will express an understanding of the amount of water the body needs to function optimally.
- Participants will express an understanding of the benefits of appropriate amounts of water in the diet.
- Participants will be able to discuss ways that they can increase the amount of water in their diet.

Suggested Approach:

Bring pitchers of ice water to class along with 8 oz paper cups. Before reading this section, ask one participant to pour out the amount of water that the group thinks should be taken each day. According to the answer given, pour more cups or take cups away. When completed, distribute the cups of water to the participants to drink during class.

After reading this section together, discuss the following points:

- Emphasize the health benefits of drinking water. Discuss each benefit in detail to help participants accept the value of drinking water.
- Have a taste test of a variety of different waters that are available commercially. Discuss the benefits of drinking water instead of sodas.
- Have participants keep track of their fluid intake for 24 hours and see if they are drinking the right amount.

Potential Problem:

Psychogenic polydipsia, water loading or water intoxication is sometimes a problem for people with treatment-refractory schizophrenia.

Suggested Response:

1. If the group includes clients with this problem, take time to explain that too much water can affect their illness and make it worse.
2. Ask clients who have a history of water intoxication to use the pitchers of water and/or cups to estimate how much liquid they drink each day. Then discuss the difference between the appropriate and inappropriate amount.

PAGES 25-30*Section Objectives*

After reading this section, individuals will be able to:

- Identify components of their diets that need improving.
- Establish a goal for improving their health status.
- Identify barriers that are keeping them from reaching their goals.
- Develop an action plan to help them meet their goals.

Suggested Approach:

- Have individuals assess their nutritional status. Any identified areas for improvement can be used as goals for the goal sheet.
- Have the group fill out the goal sheet as instructed in this section. Encourage individuals to make their goals challenging but realistic and specific. This sheet can be used as an ongoing tool to help keep participants on track.
- Have the group fill out their weekly action plan sheets. Instruct them to bring the action plan sheets back to group each week to be checked for progress. As a motivator, give stars on the sheets for goals achieved.

PAGE 31*Section Objectives:*

After reading this section, individuals will be able to list some concrete suggestions for improving their eating habits.

Suggested Approach:

- Ask participants to read the section aloud.
- Have the group come up with additional ways to improve eating habits.
- Make a list of these new strategies.

PAGE 32*Section Objectives:*

After reading this section, individuals will:

- Discuss ways they can control their appetite.
- Identify healthy foods that help to reduce hunger.
- Recognize the difference between “mouth hunger” and “stomach hunger.”

Suggested Approach:

- Before having participants read this page, ask them to discuss ways they currently try to control their appetites. After reading this page together, ask participants to name other healthy ways to avoid unhealthy eating habits.

PAGES 33-35*Section Objectives:*

After reading this section, individuals will be able to:

- Understand the benefits of careful shopping while staying within a limited food budget.
- Know some general tips for cutting food costs.
- Comparison shop for the best price by using “unit pricing.”

Suggested Approach:

- Arrange in advance for a field trip to a grocery store. Help participants read the unit pricing tags and compare values between similar products and brands. Work from a sample shopping list and have the group select products that fit within a preset budget.
- Encourage group participants to shop together or have a family member assist them as needed.

PAGES 36-37*Section Objectives:*

After reading this section, individuals will:

- Understand the advantages of having some type of support system to help maintain a healthy lifestyle.
- Be aware of support systems available in the community.

Suggested Approach:

- Have participants share what has worked for them and encourage those with success stories to assist others.
- Assist individuals as needed in making contacts or developing support systems within the family.
- Wherever possible, take the group to visit locations and support facilities discussed in class.

PAGE 38*Options for Closure at the End of the Workbook:*

- Turn to the Table of Contents and ask individuals to identify one main point per topic.
- Ask participants to summarize the main points in the workbook.
- Ask participants which sections were most helpful, and why.
- Ask participants to list one way they plan to change their diet to make it more healthy.

It is time to complete the Knowledge Assessment. Please note: the Knowledge Assessment that follows is an original document that will need to be duplicated for your use.

KNOWLEDGE ASSESSMENT — NUTRITION (HEALTHY LIFESTYLES)

1. **Why must we eat?**
 - a. To be socially accepted
 - b. To gain fuel and energy to make our bodies run
 - c. To maintain unhealthy eating habits
 - d. None of the above

2. **How many servings of fruits and vegetables do we need each day?**
 - a. 1 – 3
 - b. 2 – 4
 - c. 3 – 5
 - d. 6 – 11

3. **How many servings of meats do we need each day?**
 - a. 1 – 3
 - b. 2 – 4
 - c. 3 – 4
 - d. 5 – 6

4. **One pound of body weight equals how many calories?**
 - a. 35
 - b. 350
 - c. 3,500
 - d. 35,000

5. **Why is fiber important?**
 - a. Maintains proper bowel movement
 - b. Naturally alleviates constipation
 - c. Very filling
 - d. All of the above

6. Extra cholesterol is obtained from:

- a. Egg yolks
- b. Meat
- c. Higher fat milk products
- d. All of the above

Answer the following questions True (T) or False (F)

- _____ 7. A commitment to living a healthy lifestyle can reduce the risk of chronic medical disease.
- _____ 8. A well-balanced diet alone can make you healthy.
- _____ 9. We should never eat foods that contain fat.
- _____ 10. Only animal fats can be saturated.
- _____ 11. The body does not make all the cholesterol it requires.

12. A major problem arising from eating a diet high in sugar is:

- a. Tooth decay
- b. Sticky fingers
- c. Bad breath
- d. All of the above

13. How much salt does the average person need?

- a. 24 mg per day
- b. 240 mg per day
- c. 2,400 mg per day
- d. 24,000 mg per day

14. Consumption of alcohol can lead to:

- a. Increased risk of stroke
- b. Heart disease
- c. Damage to the liver
- d. All of the above

15. Which of the following is considered a serving of meat protein?

- a. 2 – 3 oz cooked fish
- b. 2 Tbsp peanut butter
- c. 1 egg
- d. All of the above

Answer the following questions True (T) or False (F)

- _____ 16. Sugars provide no calories.
- _____ 17. Excess sodium in your diet can cause high blood pressure.
- _____ 18. Including water in your diet is not important.
- _____ 19. One slice of bread is considered a serving of bread.
- _____ 20. One cup of fruit juice is considered a serving of fruit.

21. What is the recommended amount of fiber we should eat each day?

- a. 20 – 30 grams
- b. 40 – 50 grams
- c. 15 – 20 grams
- d. 10 – 15 grams

22. What is the recommended amount of water we should drink each day?

- a. 6 glasses
- b. 8 glasses
- c. 10 glasses
- d. 12 glasses

23. How much water is recommended when we participate in regular exercise?

- a. 6 – 8 glasses
- b. 3 – 5 glasses
- c. 9 – 13 glasses
- d. 15 – 20 glasses

24. Poor diet can lead to:

- a. Obesity
- b. Diabetes
- c. High blood pressure
- d. All of the above

25. Which of the following is the best definition of diabetes?

- a. A diet consisting of too much sugar
- b. A diet that helps you to lose weight
- c. A medical condition where the body cannot break down sugar in the blood
- d. All of the above

Answer the following questions True (T) or False (F)

- _____ 26. Fiber is sometimes called “roughage.”
- _____ 27. Fiber can make you feel full without overeating.
- _____ 28. It is necessary to drink lots of water when increasing your fiber intake.
- _____ 29. Alcohol and coffee are good sources of fluids.
- _____ 30. Cholesterol should be limited to less than 300 mg per day.

NUTRITION ACTIVITIES

Food Pyramid Exercise

Please fill in the blanks with the proper words. Then locate those words in the puzzle.

1. The _____ is a guide to help you make daily food choices.
2. Food plays a key role in your overall _____.
3. You should eat a _____ of different foods.
4. Foods in the meat category include fish and _____.
5. _____ helps give you a full feeling which can help you reduce the amount of food you eat.
6. Too much _____ in the diet can cause blood cholesterol levels to rise and may lead to health problems.
7. Nuts and dried beans are items from the _____ group.
8. We should limit our _____ intake to less than 300mg per day.
9. More than 75% of the human body is made up of _____.
10. Develop a _____ with a friend, co-worker, or schoolmate who is interested in having a healthier lifestyle.
11. You should have 2-4 servings per day of milk, _____, or cheese.
12. Food and eating are _____ to life.
13. There are _____ different food groups represented in the food pyramid.
14. Healthy eating and _____ can help you maintain your weight.
15. Your body needs over 40 different _____ to stay healthy.

KNOWLEDGE ASSESSMENT — NUTRITION (HEALTHY LIFESTYLES) ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. b | 11. F | 21. a |
| 2. b | 12. a | 22. b |
| 3. b | 13. c | 23. c |
| 4. c | 14. d | 24. d |
| 5. d | 15. a | 25. c |
| 6. d | 16. F | 26. T |
| 7. T | 17. T | 27. T |
| 8. F | 18. F | 28. T |
| 9. F | 19. T | 29. F |
| 10. F | 20. T | 30. T |

NUTRITION ACTIVITIES ANSWER KEY

Food Pyramid Exercise

Please fill in the blanks with the proper words. Then locate those words in the puzzle.

1. The Food Pyramid is a guide to help you make daily food choices.
2. Food plays a key role in your overall wellness.
3. You should eat a variety of different foods.
4. Foods in the meat category include fish and poultry.
5. Fiber helps give you a full feeling which can help you reduce the amount of food you eat.
6. Too much saturated fat in the diet can cause blood cholesterol levels to rise and may lead to health problems.
7. Nuts and dried beans are items from the meat group.
8. We should limit our cholesterol intake to less than 300mg per day.
9. More than 75% of the human body is made up of water.
10. Develop a buddy system with a friend, co-worker, or schoolmate who is interested in having a healthier lifestyle.
11. You should have 2-4 servings per day of milk, yogurt, or cheese.
12. Food and eating are essential to life.
13. There are six different food groups represented in the food pyramid.
14. Healthy eating and exercise can help you maintain your weight.
15. Your body needs over 40 different nutrients to stay healthy.

Food Pyramid Word Search Answer Key

F	A	N	E	F	G	M	O	M	E	A	T
P	O	R	U	S	O	C	N	B	P	A	Q
T	L	O	M	T	D	J	E	R	F	U	C
S	U	K	D	J	R	I	T	H	S	G	H
A	B	V	W	P	A	I	V	W	N	Y	O
T	C	E	D	O	Y	G	E	H	X	I	L
U	O	S	N	U	M	R	F	N	K	J	E
R	P	S	Q	L	L	R	A	E	T	L	S
A	S	E	U	T	U	V	W	M	F	S	T
T	A	N	X	R	C	D	K	J	I	M	E
E	Y	T	B	Y	Q	K	H	L	B	D	R
D	X	I	S	I	S	U	R	G	E	N	O
F	T	A	V	U	I	F	E	O	R	P	L
A	B	L	A	E	X	E	R	C	I	S	E
T	C	S	R	V	W	X	D	Y	A	M	N
E	F	D	I	H	I	Y	J	U	Q	O	M
A	G	W	E	L	L	N	E	S	S	E	L
Y	C	I	T	X	V	T	S	R	T	P	K
B	H	R	Y	W	I	U	O	S	H	I	Y
A	G	S	W	U	Q	P	Y	O	N	G	O
F	H	V	T	X	Y	S	N	P	M	J	G
D	E	T	R	S	Y	X	W	L	F	L	U
F	C	E	U	D	L	J	B	R	Q	K	R
B	G	Q	D	N	M	C	I	V	U	E	T
Y	K	U	P	O	D	K	J	K	T	S	C
A	B	W	A	T	E	R	H	L	D	M	B