

PROGRAM GUIDE



Table of Contents

About

Introduction.....	2
Key strategies.....	2
Lesson structure.....	2



Getting Started

Program planning.....	3
Sample program schedules.....	6
Weekly planning.....	6
Food safety.....	6



Additional Resources

General resources.....	6
Background information and lesson-specific resources.....	7
Additional activities for any lesson.....	11
Alternate activities for specific lessons.....	12



Encouraging Engagement

Facilitating discussion.....	16
Food-based activities.....	16
Working with older adults.....	17



Evaluating Your Program.....	17
------------------------------	----



References.....	18
-----------------	----



Introduction

Many Campus Kitchens serve our aging population by providing meals for older adults, and nutrition education sessions to encourage healthy cooking and eating can be a valuable complement to these meals. Campus Kitchens have piloted a variety of nutrition education program structures, from cooking classes to bingo games to brief discussions preceding meals. As with any new program development, the key to success is fully engaging with the community and clients throughout the planning and implementation process. Design your program to meet real needs and share community knowledge as well as experiment with innovative ideas. The “Healthy Living Made Easy” lessons are a toolkit and a starting point which you can modify and build on to address your clients’ specific interests and concerns.

Key Strategies

We hope that both the lessons themselves and the facilitators who present them will share several key strategies:

- Building on participants’ **existing knowledge** and interests and providing opportunities to share with each other
- **Experiential learning** through hands-on activities
- Engaging students by using real-world examples that are **relevant** to participants’ lives and communities
- **Adapting** to changing circumstances and student interests through flexibility and celebration of unplanned “teachable moments”

Lesson Structure

The lessons in this curriculum are designed to be adapted to fit your clients’ interests and needs as well as the space and time available for your program. Each lesson contains key sections to help you plan and implement a single nutrition education session:

- A brief **introduction** to the lesson topic
- **Preparation** instructions (similar to the weekly planning suggestions in this guide)
- **Suggested recipes** to send home with participants, and guidelines for selecting or developing additional recipes
- **Suggested handouts** that can be used in class or sent home with participants
- **Key concepts** to reinforce throughout the lesson
- **Discussion topics** that can be addressed through facilitated discussion or during another activity
- **Suggested activities** that can provide structure for discussion topics or be organized as separate activities
- A **food-based activity**, which could be structured as a cooking demonstration or an interactive experience for participants, designed to help participants build skills and develop practical ideas for applying the lesson concepts
- An **alternate activity** such as a topic-focused game or other skill-building activity, which can help participants apply lesson concepts if food-based activities are not possible in the time or space available
- A **recipe** for the food-based activity which can be sent home with participants



Program Planning

Program planning should be a thoughtful and thorough process, but following the eight steps outlined below will help you consider various factors and set yourself up for success. Begin by assessing what is already happening in the community and surveying potential sites, then discuss program specifics with staff and start to establish relationships with clients. Plan a general list of topics, choose your program structure, make a plan to recruit participants, and recruit volunteers and find food sources if necessary.

Step 1: Community assessment

Survey existing programs: Start by finding out what is already available in the community: is anyone already offering nutrition programming for older adults? Check senior resource or wellness centers, your state or municipal agency on aging, neighborhood community or recreation centers, churches, nonprofits serving older adults, and community “Villages” (a “Village” is community center that supports aging in place).

Consider whether you can work with existing programs or if it makes sense to develop something new.

Finding new program sites: If you decide to develop a new program, look for sites where older adults already spend time.

- Client agencies where you already provide meals for seniors are a great choice.
- Look for sites like those mentioned above (senior wellness centers, neighborhood communities, etc.)
- If you hope to do cooking classes or demos, look for sites with some sort of kitchen space, or even a room with larger tables and enough space for a group to move around.
- Meet with staff and spend time with clients to assess support for a potential program:
 - Spend some time volunteering or visiting to get to know the space and the clients. Connecting with clients early on can give you a sense of whether any community leaders could become advocates of your program.
 - Try to assess whether any staff are truly interested in and committed to promoting senior nutrition, rather than just willing to try out new programming. While it may still be worthwhile to work with sites where staff are not as enthusiastic, having committed staff support can be key to building both initial interest and consistent client attendance.

Step 2: Discuss program specifics with site staff

- Prepare for meetings with staff by reviewing the curriculum and the rest of this guide, and by considering what type of programming you are prepared to offer. While it is important to emphasize that topics will derive from the clients’ interests and needs, host sites will want to know how much time, space and staff support your program may require.
- Make sure you understand whether the host site’s staff have any expectations about the content or format of your programming. Do they recommend specific times or days for classes? Do they have any idea of what sort of topics and type of lessons would interest their clients?
- Particularly if you will be sharing equipment or other resources with the host site, consider establishing a memorandum of understanding to outline the partnership.
- Visit the space you will be using and determine capacity for different activities. Even if no kitchen space is available, is there a microwave or a way to heat water? Is refrigerator space available?
- Ask if there are any regulations regarding snacks or activities.
- Ask if any of the clients have food allergies or intolerances.
- Ask about the facility’s emergency procedures.
- Ask what materials may already be available, including projectors, white boards, kitchen equipment, serving dishes and utensils, pens and scratch paper, etc.



Step 3: Start to establish relationships with clients

- During meals or other interactions, ask clients if they are interested in learning more about health and diet, exercise, cooking or how to get more healthy food.
- Try to find out not only their interests but also what challenges they face. Be open to learning about experiences and concerns that may not seem directly related to food or health—any knowledge about your clients' lives can help you understand their perspectives and make lessons more engaging and relatable.
- Sharing more about yourself can also help build trust and relationships.
- Try to understand the general background and needs of your clients so that you can shape your program accordingly:
 - How do clients' cultural backgrounds influence their food habits, preferences and ways of interacting with others and with staff and facilitators? If most clients are from similar backgrounds, try to tailor your program to meet cultural norms; if working with a diverse group, be prepared to integrate a variety of preferences and behaviors.
 - Find out about clients' lifestyles and living situations. Do most people live alone, with partners or other family members, or in group or assisted living facilities? Who does the shopping and cooking? Do they have access to safe walking areas or exercise facilities?
 - Do any of your clients speak languages other than English—if so, how can you adapt lessons and printed materials to fit their needs? Do any clients have trouble reading, either from lower literacy levels or vision problems? How can you make your program accessible for them? What about mobility limitations, hearing or other accessibility issues?
 - What are common health conditions and concerns? Do most clients have access to a healthcare provider, or can you refer them to free or low-cost health care services?

Step 4: Plan a general list of topics

- Determine how many lessons you want to offer as well as how frequently you will offer them.
- Review the available lessons and compare topics with interests that clients (and possibly host site staff) have expressed. See list of sample program structures below for possible 5-7 week programs. Consider developing additional lessons or researching extra information to fill any gaps.
- Prepare a list of tentative topics to share with site staff and ask for feedback on potential client interest.
- Be prepared to adapt lessons or topic sequence as you begin programming.

Step 5: Choose a basic structure for your program based on client interests, available space, resources and time.

- Can you use a food-based activity like a cooking demonstration, interactive class or handing out samples as a way to structure discussion around each topic, or do you plan on using alternate activities?
- How can you incorporate physical activity into each lesson?
- What basic format will the sessions follow? Can you integrate discussion into an activity, and how will you plan the timing of each session?
- As you design lesson structures, consider a 3-step process for encouraging change: provide a meaningful reason for a behavior change, give participants an opportunity to share their feelings about the new behavior and the process of change, and support them in choosing to make a change themselves (rather than changing because someone else told them to).



Step 6: Make an outreach/recruitment plan

- Based on the time and resources (space, cooking equipment, food) available, plan your class size and attendance goals. Do you need to have the same group from week to week, or can people drop in for a few sessions? If you hope to work with the same group for several weeks, how will they sign up?
- Work with host site staff to plan how to recruit participants and encourage attendance.
- Planning nutrition education sessions around mealtimes may be the easiest way to encourage participation.
- Giveaways always attract participants; one Campus Kitchen gives a slow cooker to every participant in their cooking classes, but you could try asking local stores for gift card donations or plan to give participants a recipe and the ingredients necessary to make it after each class. Or try “cooking kits” with basic kitchen equipment, spices, oils and other pantry staples.
- Find allies on the staff and in the community who can talk to other potential participants about your program. Ask them if they can explain their interest to their friends.
- If your host site makes weekly or monthly calendars, make sure your classes are on the calendar and see if staff can put announcements about future classes on a few calendars leading up to the start of classes.
- Ask host site staff to advertise the classes in any written or public announcements.
- Consider making posters to put in high-traffic areas like common rooms, bathrooms and dining rooms.

Step 7: Recruit volunteers to assist with classes if necessary.

- Reach out to dietitians on your college campus to see if they would like to participate.
- Discuss expectations with potential volunteers so that they are aware of the time commitment and preparation needed. Invite volunteers to spend time with clients prior to classes and discuss any issues you may be aware of.
- Set up regular meeting times to prepare for classes and practice facilitating discussion and activities.
- Determine how tasks will be delegated to volunteers. For example, it may be helpful to have one volunteer prepare and lead the activity for each class, one volunteer assemble take-home grocery bags and one volunteer lead the class discussion, rotating the tasks after each lesson.

Step 8: If you plan on doing food-based activities, secure a source for ingredients.

- Review what non-perishable items are available in your pantry and determine if you will be able to use the original recipes.
- Consider sending participants home with grocery bags containing items necessary to make recipes demonstrated or practiced in class. Sending participants home with recipes and the ingredients necessary to make them provides an opportunity to build on the skills developed in class, and can also generate discussion the following week.
- If providing groceries each week is not feasible, try giving out “cooking kits” with basic kitchen equipment, spices, oils and other pantry staples at the beginning or end of the program.
- Reach out to campus food service staff, current partner organization or local farmers’ market to see if they are willing to donate food for the class. Or, try planning a food drive at a local grocery store. Feel free to modify recipes based on available donations.



Sample Program Schedules

The lesson topics can be presented individually or as part of a series—remember to choose topics based on an initial survey (informal or formal) of clients’ interests and challenges. Suggested topic combinations for a 5-7 week series:

Healthy Eating for Disease Prevention

- “Cut the Sodium, Keep the Flavor”
- “Sugar Smarts”
- “Rethink Your Drink”
- “Eating for Heart Health”
- “Healthy Bones, Healthy Bodies”
- “Exercise for Health”

Tips and Tools for Healthy Eating

- “Healthy Eating Basics”
- “Read the Label”
- “Shop Smart, Store Safe”
- “Serving Up Healthy Portions”
- “Easier Cooking and Eating”

MyPlate and Food Groups

- “Healthy Eating Basics”
- “Focus on Fruits and Vegetables”
- “Power Proteins”
- “Go For Whole Grains”
- “Serving Up Healthy Portions”
- “Rethink Your Drink”
- “Exercise for Health”

Weekly Planning

- Review the lesson carefully ahead of time. Practice preparing food if necessary and plan out the timing of activities and discussion.
- Recruit additional volunteers if necessary, and review lesson structure and activities together.
- Make sure you understand the discussion topics and do any necessary background research. Try to anticipate participants’ questions, and make sure you have answers.
- Collect and print necessary materials.
- Prepare a sign-in sheet and photo release waivers.

Food Safety

- Be sure that the food prepared or served in each class is safely stored and handled.
- Having a volunteer who is ServSafe certified would be very helpful, since you will likely be transporting prepared food or ingredients from one site to another.
- Make sure that participants wash their hands before preparing and eating any food in class.
- Use gloves and proper serving utensils to serve snacks or any food used for activities.
- Watch out for common food allergens such as milk, egg, wheat, tree nuts, peanuts, soy, fish and shellfish.
- Since each lesson includes a snack and a take-home recipe, it is important to know if any of the participants in your program have a food allergy or intolerance and adapt accordingly.

General Resources

- Connect with other nutrition education or cooking programs available for the general (adult) public in your area. Others working on community nutrition locally can provide valuable guidance.
- USDA’s “10 Tips” nutrition education handouts: <http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html>
- Share Our Strength’s Cooking Matters in your Food Pantry (tips on conducting cooking demos, recipe ideas): <http://cookingmatters.org/sites/cookingmatters.org/files/CMYFP.pdf>
- NIH senior health videos: <http://nihseniorhealth.gov/videolist.html#eatingwell>
- National Institute on Aging “What’s on Your Plate?”: <http://www.nia.nih.gov/health/publication/whats-your-plate/shop-ping-tips>
- Recipes for seniors: <http://www.caregiverstress.com/fitness-nutrition/senior-cooking/recipes/>
- National Resource Center on Nutrition and Aging Client Education Materials: <http://nutritionandaging.org/resources-tools/client-education-materials?view=docma>



Background Information and Lesson-Specific Resources

“Focus on Fruits and Vegetables”

What is the difference between a fruit and a vegetable?

- Technically, fruits are the part of the plant that contains the seed and vegetables are any other part of the plant (root, leaf, stem or flower). However, there are some “fruits” that we put in the vegetable group because they are not as sweet or soft as most other fruits—think tomatoes, squash and eggplants.

Why are the nutrients found in fruits and vegetables important?

- Here are some examples:
 - Potassium helps maintain blood pressure; it can be found in potatoes, white beans, bananas, orange juice and melons.
 - Fiber helps us feel full, helps reduce blood cholesterol, maintains normal bowel function and may reduce risk of heart disease. Whole or cut fruits and vegetables are all great sources of fiber; fruit juices have hardly any fiber.
 - Vitamin C assists with the growth and repair of tissues in our body; it helps heal cuts and wounds and keeps gums and teeth healthy. It can be found in oranges, strawberries, kiwis and tomatoes.
 - Folate helps form red blood cells and is particularly important for pregnant women. Dark green vegetables and legumes like beans and lentils are good sources of folate.
 - Vitamin A keeps our skin and eyes healthy and protects against infections; it can be found in carrots, sweet potatoes and other orange foods.

Are there different categories of vegetables?

- The USDA uses five different categories of vegetables: dark green (collards, broccoli, kale), red/orange (sweet potatoes, tomatoes, carrots), starchy (corn, potatoes, green peas), beans and legumes (black beans, lentils) and other (eggplant, avocado, beets, green peppers, etc.) Ideally you should be eating a mix of vegetables from these different groups, and people with diabetes need to be especially careful about starchy vegetables—you might count these as grains and fill ½ of your plate with other types of vegetables.

How can I store produce so that it doesn't spoil?

- When choosing fresh produce, look for fruits and vegetables without scars or bruises. Different shapes and spots on the surface are fine, but any damage to the fruit or vegetable itself will make it spoil more quickly.
- Store fruits and vegetables separately, or look up specific guidelines for best storage of particular types of produce; many fruits release a gas that can make leafy greens and other vegetables spoil more quickly. Keep produce in its whole form for as long as possible.
- Some fruits and vegetables are better for storing if you aren't sure how quickly you can eat them; carrots and other root vegetables keep well in the fridge for weeks, and whole onions and hard squashes (like butternut squash and pumpkins) don't have to be refrigerated until they are cut.

Suggested Resources

- “Fruit and Veggies—More Matters” general information, meal planning tips and recipes: <http://www.fruitsandveggies-morematters.org>
- Fruit and Vegetable Storage 101: <http://www.fruitsandveggiesmorematters.org/fruit-and-vegetable-storage-101>
- “Give Your Plate a Makeover”: <http://www.fruitsandveggiesmorematters.org/give-your-plate-a-makeover>
- USDA's MyPlate page with vegetable serving sizes: <http://www.choosemyplate.gov/food-groups/vegetables-counts.pdf>
“Cut the Sodium, Keep the Flavor”



“Cut the Sodium, Keep the Flavor”

Suggested Resources

- American Heart Association sodium quiz: <http://sodiumbreakup.heart.org/test-your-knowledge/>
- American Heart Association “sodium tracker” handout: https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_448279.pdf
- American Heart Association low-salt recipes: http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/HighBloodPressureToolsResources/Recipes-for-Blood-Pressure-Management_UCM_306800_Article.jsp
- American Heart Association “Salty Six” infographic: http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/The-Salty-Six-Infographic_UCM_446591_SubHomePage.jsp
- NYC Department of Health handout on reading labels for sodium content: <http://www.nyc.gov/html/doh/downloads/pdf/csi/hyperkit-pt-readlabel-fact.pdf>
- “Champions for Change” Sodium Content of a Sample Daily Menu (also available in Spanish): http://www.healthylivingforlife.org/_web-assets/pdfs/_rev_7-11/3a%20Sodium%20Content%20Sample%20Daily%20Menu%20April%202011-BLK.pdf

“Easier Cooking and Eating”

Suggested Resources

- Websites with recipes for single servings:
 - <http://www.bbcgoodfood.com/recipes/collection/meals-one>
 - <http://www.pbs.org/food/theme/cooking-for-one/>
- Fact sheet on kitchen modifications: <http://ohioline.osu.edu/ss-fact/pdf/0179.pdf>

“Eating for Heart Health”

What is cholesterol and why does it matter?

- Scientific understanding of cholesterol has changed over the past several decades, and the 2015 “Dietary Guidelines for Americans” include different recommendations about cholesterol than previous Guidelines. Blood cholesterol levels are more influenced by the amount of cholesterol your body produces than the amount of cholesterol you eat; however, it may still important for some people to watch the amount of cholesterol they eat—especially people with diabetes.

Suggested resources

- NYC Department of Health “Good Fats/Bad Fats” brochure: <http://www.nyc.gov/html/doh/downloads/pdf/public/dohmhnews9-01.pdf>
- Centers for Disease Control page on dietary fat: <http://www.cdc.gov/nutrition/everyone/basics/fat/index.html>
- Academy of Nutrition and Dietetics on nuts, including downloadable poster: <http://www.eatright.org/resource/food/nutrition/healthy-eating/in-a-nutshell>

“Go for Whole Grains”

Suggested Resources

- “Champions for Change” Whole Grain handout (also in Spanish): http://www.healthylivingforlife.org/_web-assets/pdfs/Fill-up-with-Fiber/FIBER%20FINAL%2009%2017%20WHAT%20IS%20A%20WHOLE%20GRAIN%20final.pdf
- USDA’s MyPlate with grain serving sizes: <http://www.choosemyplate.gov/food-groups/grains-counts.pdf>



“Healthy Bones, Healthy Bodies”

Are there any foods that make bones weaker?

- Foods high in sodium can cause your body to lose calcium. Eating much more than the amount of protein you need can also result in losing calcium, as can drinking lots of caffeinated tea, soda or coffee. Certain foods like beans and wheat bran contain substances called phytates that make it harder for your body to absorb calcium, but you can reduce the phytate level in these foods by soaking dry beans before cooking them.

Why are women more at risk for osteoporosis?

- While both men and women can develop osteoporosis, women are more likely to develop osteoporosis than men because they often have smaller, thinner bones. Women’s risk of developing osteoporosis increases after menopause because their bodies stop producing as much estrogen, which protects bones.

Suggested resources

- NIH Senior Health pages on exercise for older adults: <http://nihseniorhealth.gov/exerciseforolderadults/healthbenefits/01.html>
- Guides to calcium-rich foods:
 - http://www.ucsfhealth.org/education/calcium_content_of_selected_foods/
 - <http://www.iofbonehealth.org/osteoporosis-musculoskeletal-disorders/osteoporosis/prevention/calcium/calcium-content-common-foods>

“Healthy Eating Basics”

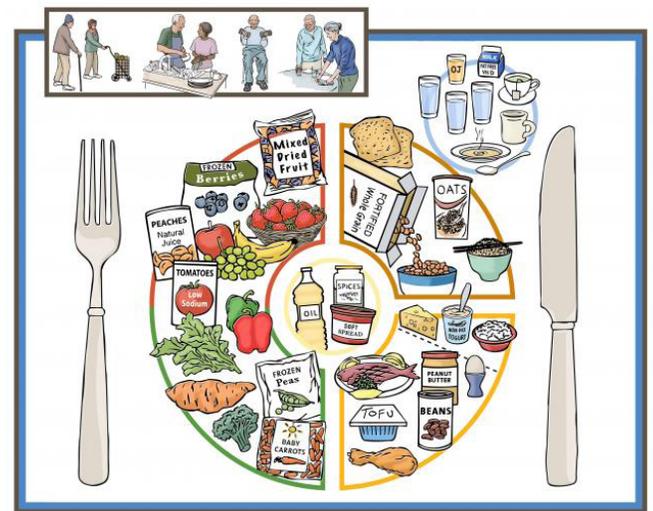
What is the difference between food groups and nutrients?

- Food groups are easy ways of thinking about different categories of food we eat, while nutrients are the specific substances that our body needs. Different foods provide different combinations of nutrients. This distinction can be a little confusing because of the “protein foods” group—protein is a nutrient that we get primarily from the foods in this group, but it can also be found in other foods like vegetables (potatoes, peas, spinach) and whole grains (oats, wheat, quinoa). Dieticians sometimes talk about “macronutrients” instead of food groups: protein, carbohydrates and fats are called macronutrients because they all provide energy. Vitamins and minerals, like calcium and Vitamin D, are other important nutrients, but they do not provide energy.

Suggested Resources

- NYC Health Department MyPlate Planner placemat: <http://www.nyc.gov/html/doh/downloads/pdf/csi/obesity-plate-planner-13.pdf>
- MyPlate makeovers: <http://www.fruitsandveggiesmorematters.org/give-your-plate-a-makeover#migr>
- Video on healthy eating from NIH: http://nihseniorhealth.gov/eatingwellasyougetolder/faq/video/ew1_na.html?intro=yes
- Video on nutrient dense foods (has some overlap with the other): http://nihseniorhealth.gov/eatingwellasyougetolder/faq/video/ew2_na.html?intro=yes
- Tufts University MyPlate for older adults: <http://now.tufts.edu/news-releases/tufts-university-nutrition-scientists-unveil->

MyPlate for Older Adults





Serving Up Healthy Portions

What are calories?

- Calories are units of energy. We get calories from carbohydrates, proteins and fats. Our bodies need calories to function, but any calories we consume that are not used can be stored as fat.

Suggested Resources

- Portion distortion interactive slide set: <http://www.nhlbi.nih.gov/health/educational/wecan/portion/menuview.htm#slide1>
- Help with estimating portion sizes: <http://nihseniorhealth.gov/eatingwellasyougetolder/knowhowmuchtoeat/01.html>
- Web MD portion size guide: http://img.webmd.com/dtmcms/live/webmd/consumer_assets/site_images/media/pdf/diet/portion-control-guide.pdf
- MyPlate "What Counts as a cup of..." section of each food group: <http://www.choosemyplate.gov/food-groups/>

What Counts as an Ounce Equivalent in the Protein Foods Group?

In general, 1 ounce of meat, poultry or fish, ¼ cup cooked beans, 1 egg, 1 tablespoon of peanut butter, or ½ ounce of nuts or seeds can be considered as 1 ounce equivalent from the Protein Foods Group.



The chart lists specific amounts that count as 1 ounce equivalent in the Protein Foods Group towards your daily recommended intake:

	Amount that counts as 1 ounce equivalent in the Protein Foods Group	Common portions and ounce equivalents
Meats	1 ounce cooked lean beef	1 small steak (eye of round, filet) = 3½ to 4 ounce equivalents
	1 ounce cooked lean pork or ham	1 small lean hamburger = 2 to 3 ounce equivalents

Power Proteins

Why is it important to eat "lean" protein?

- Leaner protein sources help us get the benefits of protein without the negative effects of fat and cholesterol. Lean meats should have less than 10 grams of total fat in each 100 gram serving of meat. Extra lean meats should contain less than 5 grams of total fat.

Is it possible to eat too much protein?

- Most people eat more protein than they need and do not suffer any harmful consequences; however, animal protein sources often contain saturated fat that can increase your risk of developing heart disease. People with certain kidney diseases may also want to talk to their doctors about low-protein diets to prevent impaired kidney function.

Rethink Your Drink

Suggested resources

- The Centers for Disease Control's "Rethink Your Drink" webpage has lists of calories in drinks and substitution ideas: http://www.cdc.gov/healthyweight/healthy_eating/drinks.html
- National Institute on Aging "What to Drink As You Get Older" video: <https://www.youtube.com/watch?v=V4F5lDo-3K3U>
- "How Sweet Is It?" handout: <http://www.hsph.harvard.edu/wp-content/uploads/sites/30/2012/10/how-sweet-is-it-color.pdf>



“Shop Smart, Store Safe”

Suggested resources

- Research: What resources are available locally for helping older adults access healthy food?
 - What are the transportation options for people with low incomes and/or limited mobility?
 - Are there any mobile food banks?
 - Are there any volunteer programs to assist people with grocery shopping? (These are often based at senior centers.)
 - How can older adults access food assistance programs? Are any social service agencies providing application assistance for SNAP, the Commodity Supplemental Food Program, the Emergency Food Assistance Program, and the Senior Farmers’ Market Nutrition Program? (See <http://www.fns.usda.gov/sites/default/files/SeniorFarmersMarketcontacts.pdf> for State administering agencies.)
- Cooking Matters unit prices video: <https://www.youtube.com/watch?v=Juzp1BKpG4c>
- Sample 2 week menu for healthy eating on a budget: <http://www.choosemyplate.gov/budget/downloads/2WeekMenusAndFoodGroupContent.pdf>
- Fruit and Veggies—More Matters Fruit and Vegetable Storage 101: <http://www.fruitsandveggiesmorematters.org/fruit-and-vegetable-storage-101>
- USDA Food Safety information handout: http://www.fsis.usda.gov/shared/PDF/Leftovers_and_Food_Safety.pdf

“Sugar Smarts”

Suggested resources

- “How Sweet Is It?” flier: <http://www.hsph.harvard.edu/wp-content/uploads/sites/30/2012/10/how-sweet-is-it-color.pdf>

“Exercise for Health”

- Food and Fitness section of the American Diabetes Association website: <http://www.diabetes.org/food-and-fitness/>
- NYC public health video: <https://www.youtube.com/watch?v=uvFeo4iRW4s>
- “Learning About Diabetes” self-care handouts: <http://www.learningaboutdiabetes.org/>
- National Diabetes Education Program diabetes prevention program: <http://ndep.nih.gov/partners-community-organization/campaigns/smallstepsbigrewards.aspx>

Additional Activities for Any Lesson

- **Compile a recipe book:** Ask participants to bring in a copy of a favorite recipe, and combine the recipes into a book that participants can take home at the end of the program. If anyone is interested in design or organizing, this can be a great way to get a few clients involved in an extra project.
- **Food memories:** To encourage participants to eat more of a certain food group or try a new behavior like shopping for fresh fruits and vegetables, cooking at home or finding a group to eat with, open a discussion of positive memories around that topic. For example, what fruits and vegetables do they remember eating as children? What about special holiday dishes? Any memories of gardens, farms, or farm stands, or sharing food with neighbors or at church? Sharing positive memories associate with food can help older adults enjoy eating and see that healthy eating doesn’t have to mean only trying new things—it can include returning to old and familiar traditions.
- **Memory cards:** Make cards with images of foods you want to highlight on one side (could be fruits and vegetables, whole grains, healthy proteins, calcium sources, etc.) Print two of each card for as many groups as you plan to divide participants into. Hand out cards to participants and ask them to place them face down on the table, then take turns turning over two cards at a time until they get a matching set. Each participant keeps (for the duration of the game) the sets they found—the winner is the person with the most sets. (Or, a cooperative version would end when everyone works together to find all of the sets.)



Alternate Activities

“Cut the Sodium, Keep the Flavor”: Add It Up

Materials	<ul style="list-style-type: none"> • Board or paper to write on • Pen or chalk • List of sodium amounts in common foods
Preparation	<ul style="list-style-type: none"> • Print a list of sodium amounts in common foods (try http://umaine.edu/publications/4059e/). • Write “Breakfast,” Lunch,” “Dinner” and “Snacks” on the board or paper. • Consider recruiting another volunteer to help make this activity easier.
Activity	<ul style="list-style-type: none"> • Explain that we are going to find out how so many people end up eating much more than the adequate daily intake of salt. • Ask participants to suggest what someone might eat for a typical breakfast, lunch, dinner and snack. • Write down suggestions, with your volunteer referencing the list to add sodium amounts as you go if possible. With no additional help, you can ask participants to take a moment to write down what they ate yesterday while you look up the sodium amounts in the example foods. • Add up the total sodium for each meal and for the day. Which foods contributed the most? Is anyone surprised? What are some ways these meals could be modified to reduce the sodium?

“Easier Cooking and Eating”: Cooking from Cans

Materials	<ul style="list-style-type: none"> • List of canned foods or variety of actual canned foods
Preparation	<ul style="list-style-type: none"> • Brainstorm or research several dishes that could be made from available cans/list • Consider how to divide participants into groups
Activity	<ul style="list-style-type: none"> • Explain that canned foods can be affordable, easy to use, and great options for healthy meals if you don’t have easy access to an oven or stove or go shopping very frequently. • Ask participants about some of their favorite ways to use canned foods. • Divide participants into groups and give each group a list or selection of cans. • Invite each group to come up with a balanced meal—they can plan to include no-cook grains like bread items or instant couscous or bulgur and vegetables or fruits that can be eaten raw in addition to canned foods. • Invite each group (or individuals) to share their ideas.

“Eating for Heart Health”: Plan a Healthy Plate

Materials	<ul style="list-style-type: none"> • Poster or handouts with images of different foods, some higher in fat overall and some that are lower fat or contain healthy fats
Preparation	<ul style="list-style-type: none"> • Research/review fat content of different foods.
Activity	<ul style="list-style-type: none"> • Explain that anyone can make smart choices about fats in their diet by substituting foods with lower fat content or healthier fats for foods with high amounts of saturated and trans fats. • Ask participants for examples of meals that are full of unhealthy fats, using the foods on the handout/poster or other foods they can think of (examples: steak and salad with blue cheese dressing; sandwich with lunchmeat, cheese, and mayonnaise; donuts and whole milk). Write examples on a poster or board, if possible. • Then ask for examples of how we could switch the foods in these meals to be lower-fat or have healthier fats—remind participants that foods with healthy fats include fish, avocados, walnuts, and peanut butter. Example substitute meals: baked fish and salad with olive oil & balsamic vinaigrette; peanut butter sandwich or grilled chicken sandwich with lettuce and tomato; banana bread made with applesauce and fat-free milk. • Conclude by asking participants to share some of their favorite low- or healthy-fat meals.



“Focus on Fruits and Vegetables”: Fruit and Vegetable Taste Test

Materials	<ul style="list-style-type: none"> • 5-10 different kinds of fruits and vegetables, ideally some that might not be familiar to clients • Serving dishes and utensils • Plates or napkins and forks for participants
Preparation	<ul style="list-style-type: none"> • Cut up most of the fruits and vegetables so that you have enough bite-size pieces for the number of participants you expect, and some pieces or whole fruits and vegetables left over. • Cook vegetables if necessary.
Activity	<ul style="list-style-type: none"> • Ask the group what some of their favorite fruits and vegetables are. Does anyone have a story about a new fruit or vegetable that they tried recently, or something they didn't like as a child that they now enjoy? • Show participants the pieces of whole fruits and vegetables and ask if anyone can identify them. • Invite everyone to try the samples. Did anyone try something new? • Ask for ideas of different ways to prepare these fruits and vegetables or incorporate them into a meal. • Alternate option: Prepare one or two fruits or vegetables in several different ways (for example, raw broccoli, broccoli with dip, broccoli cooked with soy sauce, etc.) and invite participants to taste different preparations and choose their favorite or brainstorm other ways to prepare that food.

“Healthy Bones, Healthy Bodies”: Add Some Calcium

Materials	<ul style="list-style-type: none"> • Reference list of amounts of calcium in different foods (see suggested resources in previous section)
Preparation	<ul style="list-style-type: none"> • Review amounts of calcium in different foods. • Brainstorm some typical meals without calcium-rich foods (start with breakfast, lunch and dinner).
Activity	<ul style="list-style-type: none"> • Frame the discussion in terms of making sure everyone in your family or household gets enough protein; children need plenty of calcium to help them develop strong bones. • Ask for volunteers to share a meal without much calcium. • Ask everyone to brainstorm suggestions for adding calcium-rich foods to that meal—think beyond just adding a glass of milk. • Examples: omelet with kale, broccoli and cheddar; add white beans or dark greens to soups; add a side of cooked broccoli or collard greens to lunch or dinner; use yogurt in creamy dressings and marinades; try canned salmon or tuna in a salad or sandwich; mix bok choi or collard greens into a stir-fry. • What about desserts or snacks using milk or yogurt?

“Healthy Eating Basics”: Sharing Healthy Habits

Materials	<ul style="list-style-type: none"> • Blank paper • Pens or pencils • Handouts with example servings (see http://www.choosemyplate.gov/food-groups/)
Preparation	<ul style="list-style-type: none"> • Check USDA recommendations for daily intake from each food group
Activity	<ul style="list-style-type: none"> • Ask participants to review the different food groups. • After they have all been listed, ask for a suggestion of a favorite food group. • Write the recommended daily intake for that food group on the board (or tell the group if there is nowhere to write) and ask participants to write down examples of ways to meet the requirement using the handouts. Frame the exercise in terms of how they could encourage friends and family members to make healthier choices: how would you make a healthier meal that they would like? • Invite participants to share some of their ideas. Repeat for different food groups as time allows.



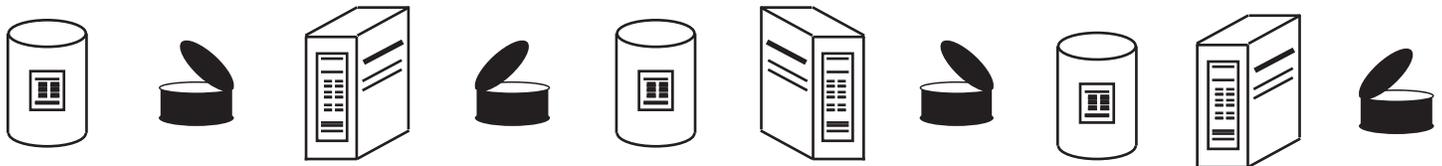
“Healthy Eating Basics”: Special MyPlate Meals

Materials	<ul style="list-style-type: none"> • Blank paper • Pens or pencils
Preparation	<ul style="list-style-type: none"> • Consider how to divide participants into groups. • Brainstorm some special meals in case participants need ideas.
Activity	<ul style="list-style-type: none"> • Divide participants into groups, and give each group a particular occasion to plan a meal for (examples: Thanksgiving, Fourth of July, picnic, Halloween, birthday, box lunch). • Ask each group to work together to come up with a meal example (or more) that uses the MyPlate model to make a healthy balance of different food groups. • Invite each group to share their ideas.



“Read the Label”: Make Your Own Label

Materials	<ul style="list-style-type: none"> • Blank paper • Pens or pencils • Handout with images of original vs. proposed label: http://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/LabelingNutrition/ucm385663.htm#images
Preparation	<ul style="list-style-type: none"> • Review differences between labels.
Activity	<ul style="list-style-type: none"> • Open a discussion about the usability of the current nutrition label—it has lots of important information, but is it easy to find what we need? Is there any information that we might want to know that isn’t on the label? Any information that seems unnecessary and confusing? • Invite participants to make a list or sketch what they would want the nutrition facts label to look like, and then share their ideas with the group. • Pass out the proposed new label and discuss differences. Is this label easier to read? Do participants like these changes, or would they do some things differently?



“Serving Up Healthy Portions”: Plan Your Portions

Materials	<ul style="list-style-type: none"> • Blank paper • Pens or pencils • Handout with example portions
Preparation	<ul style="list-style-type: none"> • Review typical portions in “Serving Up Healthy Portions” lesson and brainstorm various meal combinations
Activity	<ul style="list-style-type: none"> • Divide participants into groups. Ask each group to plan a day of meals with appropriate portion sizes. (Optional: assign different caloric needs to each group.) • Ask groups to present their meals to each other.



“Shop Smart, Store Safe”: Budget Meal Planning

Materials	<ul style="list-style-type: none"> • Weekly savings ads from various stores • Pens and pencils • Blank paper
Preparation	<ul style="list-style-type: none"> • Consider how to divide participants into groups. • Review weekly ads to make sure a variety of food groups are represented.
Activity	<ul style="list-style-type: none"> • Ask if anyone makes meal plans before they shop. Invite some participants to share their examples, and explain that we are going to practice meal planning in groups. • Divide participants and pass out weekly ads, pens and paper to each group. • Ask them to plan balanced three meals (breakfast, lunch and dinner) using items from the ads. Set a budget goal—perhaps \$5 per meal, depending on prices advertised. • After everyone has finished, give each group a chance to present their meal plan.

“Shop Smart, Store Safe”: Making Leftovers Last

Materials	<ul style="list-style-type: none"> • Pencils or pens • Blank paper for brainstorming
Preparation	<ul style="list-style-type: none"> • Research ways to use common leftover foods, decide whether to split into groups.
Activity	<ul style="list-style-type: none"> • Ask participants if they tend to have leftovers when they cook at home. Or, what are some foods that are easy to make in large quantities? Ideas could include rice or other grains, beans, roasted chicken, roasted vegetables, pasta, mashed potatoes, etc. • Make a short list of 3-5 popular foods. • In small groups or as a large group, ask participants to come up with five different ways to use that item. Ideas could include burritos/wraps, salads, soups, casseroles, sandwiches (ask for specific ideas of what other foods they would include in these dishes, not just general types of dishes).



“Sugar Smarts”: Guess the Sugar

Materials	<ul style="list-style-type: none"> • Variety of snacks and drinks with varying amounts of sugar • 4-6 containers of granulated sugar, or sugar cubes • 4-6 small bowls • 4-6 teaspoons
Preparation	<ul style="list-style-type: none"> • Consider how to divide participants into groups. • Check total amounts of sugar in one serving of each snack or drink and make sure each container of sugar has at least that amount.
Activity	<ul style="list-style-type: none"> • Show the group the different snacks and drinks, and ask for a few volunteers to guess which might be higher or lower in sugar. • Divide participants into 4-6 groups. Give each group a container of sugar, bowl, teaspoon, and snack or drink. • Ask them to use the teaspoon to measure out the amount of sugar in their group’s snack or drink. (4 grams of sugar = about 1 teaspoon) • Is anyone surprised? Which snacks or drinks actually had the most sugar? Which had the least? • Optional: Ask participants to line up the snacks in order from least to most sugar.



Facilitating Discussion

Each lesson is structured as a discussion rather than lecture to enable program participants to share their experience and learn from each other. As a facilitator, you can add to the conversation or answer questions using the information provided, but ideally most of the key points will be addressed by participants themselves. Tips for promoting discussion:

- Focus on facilitating dialogue within the group and on giving participants opportunities to share their experiences and learn from each other. Ask how they can get their friends and family involved in the changes they want to make.
- Ask questions to draw out participants' existing knowledge on the suggested discussion topics for each lesson, rather than using them as a lecture guide. Use open-ended questions to draw out participants' own experiences in addition to checking for existing knowledge on particular topics.
- Practice active listening, responding to participants' ideas by echoing key points and asking follow-up questions. Create opportunities for the group to learn together through conversation by inviting others to respond to a participant's point or question before you respond.
- Ensure everyone feels safe contributing but limit misinformation by thanking everyone for sharing their thoughts and valuing their experiences, but gently referring to alternate interpretations or asking if anyone else has different experiences or opinions on the issue.
- Give participants opportunities to present specific challenges they face in changing their diet or other behaviors, and problem solve as a group.
- Create a welcoming environment for participants to ask questions by thanking everyone for their interest in any issue that comes up, but realize that some questions may not be relevant to the whole group or to the particular lesson. There also may be some questions that you simply do not know the answer to but can open up to the group or research and respond to at a later session, or some that you do not feel qualified to answer. Try using a "parking lot" or "bike rack" to save questions for another lesson or after class (write down a list of questions or topics to revisit).
- Look for ways to involve participants who may not be as comfortable speaking in a group: provide opportunities for small-group discussion, invite them to take on more responsibility in cooking demonstrations or activities, or ask them if there is another way they would like to be more involved in the program.

Food-based Activities

Both cooking demonstrations and more hands-on cooking classes can help put the concepts discussed in each lesson into practice. Basic food safety principles are crucial whether you are demonstrating food preparation in front of a group or getting everyone involved:

- Model proper hand washing for at least 20 seconds. Emphasize the importance of washing hands after you touch your face or hair.
- Anyone preparing food should have their hair covered and wear an apron and gloves.
- Wash all produce and the lids of cans before using.
- Use a "claw" shape to keep your fingers safe while cutting: fingertips should be angled down rather than out across the surface of the food.
- Cut vegetables in half and then place the flat side on the cutting board to keep them stable.
- When guiding participants through a food preparation activity:
 - Keep cutting boards from slipping by placing a damp paper towel or no-slip cloth under cutting boards.
 - Discuss knife safety: carry knives point-down and use the handle to pass them to others.
 - Distribute tasks evenly among the group—consider how long each task will take, and divide them up accordingly so that everyone will finish around the same time.
- Feel free to pause the group to highlight a particular technique that you notice someone practicing or that you would like to politely correct.



Working with Older Adults

- Use health concerns as an opportunity for change. Ask for a show of hands or volunteers to speak about their personal experience, or friends or family dealing with diet-related diseases.
- Older adults deal with a wide variety of health issues, and you may have a group in which some participants are more concerned about limiting their consumption of certain foods while others may not be eating enough calories or getting enough of certain nutrients. Finding out as much as possible about the variety of concerns in your group and providing general information that can be applied in different ways can help you to support individuals in meeting their needs without excluding other perspectives.
- Invite an ally in the community to testify with a success story about changing their diet—either to address a specific health issue or as a commitment to preventive care—to set the tone for the program.
- Ask participants about how their parents and grandparents cooked, and what skills they learned or wish they had learned from them. Focus on their ability to re-learn those skills, or share their skills/knowledge with their children and grandchildren.
- Emphasize the importance of knowing your body and making changes slowly while talking to your doctor about how your medications and medical conditions could affect your diet or what type of physical activity is safe to engage in.
- Keep participants motivated by encouraging participants to make one change at a time (every week, or every month); brainstorm small changes that can help them get started, like trying a new ingredient, seasoning or cooking method.
- Try asking participants to set goals and keep them motivated by showing them small steps to meet their goals, enabling them to build a sense of accomplishment with each step. Creating small groups that check in with each other during each session can add peer accountability.
- Make an effort to regularly check in with participants about what they are learning and whether it matches their expectations and interests; ongoing evaluation of your program structure can both show you how participants are learning throughout the program and also strengthen their sense of agency in shaping the program.
- Recognize that older adults may have strong opinions based on a lifetime of lived experiences, and embrace opportunities for respectful debate and disagreement without rejecting information or ideas you may not agree with. Invite participants (and challenge yourself) to share examples to support different points of view so that everyone has the opportunity to consider a variety of perspectives.

Evaluating Your Program

Using a formal evaluation before and after a program series can yield valuable data on the impact of your program that you can use to shape future efforts and share what you are doing with others. When using lessons from this curriculum, give the brief (4 question) pre-test at the beginning of each lesson. Then before your last class, assemble your post-test using questions that you used in the pre-test before each class. **See Evaluation Instructions for additional information. Campus Kitchens should report evaluation data through Apricot, and we hope that anyone using this curriculum will send completed evaluations to info@campuskitchens.org.**

If timing makes written evaluation impractical, a verbal evaluation can make your session more effective; ask what participants are hoping to learn and what they already know about the topic before you begin, and then ask them to summarize what they’ve learned or what they plan to do differently at the end of class.

Informal evaluation can be helpful throughout the course of a longer program as well. Periodically asking for feedback on the structure of the class will allow you to make beneficial changes before the program is over, and checking for understanding during a lesson can alert you to topics that could use more discussion. Try asking participants to “teach back” a concept you just explained, or take some time at the beginning of a session to have the group recap what was covered last time.

In addition to reviewing information, provide opportunities for participants to reflect on their own expectations and progress towards achieving their goals. This sort of informal self-evaluation can shape long-term behavior change.



References

- “A Guide to Cooking for One,” *Diabetes Forecast*, American Diabetes Association: [http://www.diabetesforecast.org/2011/may/a-guide-to-cooking-for-one.html?__utma=227028104.197193197.1410987058.1410987058.1410987058.1&__utmb=227028104.1.10.1410987058&__utmc=227028104&__utmz=227028104.1410987058.1.1.utmcsr=diabetesforecast.org%7Cutmccn=\(referral\)%7Cutmcmd=referral%7Cutmct=/magazine/features/a-guheaide-cooking-one&__utmv=-&__utmk=28221375](http://www.diabetesforecast.org/2011/may/a-guide-to-cooking-for-one.html?__utma=227028104.197193197.1410987058.1410987058.1410987058.1&__utmb=227028104.1.10.1410987058&__utmc=227028104&__utmz=227028104.1410987058.1.1.utmcsr=diabetesforecast.org%7Cutmccn=(referral)%7Cutmcmd=referral%7Cutmct=/magazine/features/a-guheaide-cooking-one&__utmv=-&__utmk=28221375)
- “Cooking Simple Good Food,” Oldways: <http://oldwayspt.org/resources/shopping-cooking-eating/cooking-simple-good-food> Eat Smart, Live Strong Activity Kit, USDA FNS: <http://snap.nal.usda.gov/resource-library/eat-smart-live-strong-nutrition-education-older-adults/eat-smart-live-strong>
- “Cooking Tips,” Fruit & Veggies More Matters: <http://www.fruitsandveggiesmorematters.org/cooking-tips>
- Dr. Damien Doyle and Dr. Reggie Robinson, remarks at Ward 8 Senior Community Resources and Diabetes Symposium
- “Eat Right,” American Dietetic Association: http://livewellagewell.info/downloads/Eating_Right_Tips_for_Older_Adults%5b1%5d.pdf
- “Food and Your Bones,” National Osteoporosis Foundation: <http://nof.org/foods>
- “Healthy Eating After 50,” National Institute on Aging: <http://www.nia.nih.gov/health/publication/healthy-eating-after-50#howmuch> “How to Read a Food Label,” Oldways: <http://oldwayspt.org/resources/shopping-cooking-eating/how-read-food-label>
- “How to Understand and Use the Nutrition Facts Label,” U.S. Food and Drug Administration: <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#calories>
- “Mindful Eating and Portion Sizes,” Oldways: <http://oldwayspt.org/resources/shopping-cooking-eating/portion-control>
- “My Room-by-Room ‘Home Fit’ List,” *The AARP Home Fit Guide*: <http://www.aarp.org/content/dam/aarp/livable-communities/documents-2014/AARP%20Home%20Fit%20Revamp/AARP%20Home%20Fit-Worksheet-2.pdf>
- “Nutrient Content Claims,” American Diabetes Association: [http://www.diabetes.org/food-and-fitness/food/what-can-i-eat/food-tips/nutrient-content-claims.html?loc=adm2014&__utma=114175378.496951311.1415900409.1415900409.1415900409.1&__utmb=114175378.14.10.1415900409&__utmc=114175378&__utmz=114175378.1415900409.1.1.utmcsr=diabetes.org|utmccn=\(referral\)|utmcmd=referral|utmct=/&__utmv=-&__utmk=218752601](http://www.diabetes.org/food-and-fitness/food/what-can-i-eat/food-tips/nutrient-content-claims.html?loc=adm2014&__utma=114175378.496951311.1415900409.1415900409.1415900409.1&__utmb=114175378.14.10.1415900409&__utmc=114175378&__utmz=114175378.1415900409.1.1.utmcsr=diabetes.org|utmccn=(referral)|utmcmd=referral|utmct=/&__utmv=-&__utmk=218752601)
- “Quick Dinner Ideas,” American Diabetes Association: <http://www.diabetes.org/food-and-fitness/food/what-can-i-eat/food-tips/quick-meal-ideas/quick-dinner-ideas.html#sthash.jrOp1Dkv.dpuf>
- “Seniors Taking Charge of Heart Health!” Department of Foods and Nutrition, The University of Georgia: <http://livewellagewell.info/study/2007/07-Lessons%20DiabetesAndHeartHealth113006.pdf>
- “Seniors Taking Charge of Your Health! Lesson 5: Healthy Cooking for Healthy Living,” Department of Foods and Nutrition, The University of Georgia: <http://www.livewellagewell.info/study/2008/5-HealthyCookingforHealthyLiving.pdf>
- “Top 10 Healthy Ways to Cook Fruit and Vegetables,” Fruit & Veggies More Matters: <http://www.fruitsandveggiesmorematters.org/top-10-healthy-ways-to-cook-fruits-and-vegetables>