



Teacher Resource Guide

5. Nutrition and Exercise



TEACHER'S GUIDE

Materials

- Television
- VCR
- Overhead projector
 - or -
- LCD projector and computer with Power Point software
- DSP TV video, Year 2
- Videos: Nutrition Wellness in the Residential Setting, SCLARC Expression of Wellness II. Part One. Total running time: 15:25

Welcome and Introduction

Show overhead #1 Session Title

Welcome students to session

YEAR 2, SESSION 5

Nutrition and Exercise

Review Practice and Share, Session 4

- You were asked to think of an individual you support who needs to go to a doctor.
 - You were to use the guidelines from Chapter 4 to make a medical appointment for him or her.
 - Use the Ask-the-Doctor Checklist to prepare for the medical appointment.
 - Read the individual's IPP and identify at least one thing you could do to support a healthy lifestyle.
- Ask students to share their experiences with this assignment.

Show overhead # 2 Outcomes

- Review outcomes and key words.

Outcomes

When you finish this session, you will be able to:

- Identify the five essential nutrients in foods;
- Use the Food Guide Pyramid to plan healthy meals
- Describe why it is important for individuals to have an adequate intake of water everyday;
- Identify the three types of diets
- Describe why it is important to know dietary information about each individual you support in order to plan meals and manage mealtime;
- Read Nutrition Facts food labels;
- Identify dietary suggestions for assisting individuals with weight reduction;
- Identify ways to save money shopping for food;
- Identify ways to prepare and store food safely;
- Identify ways to make mealtime safe and more enjoyable; and
- Identify ways to help individuals make physical activity part of their daily routine.

Year 2, Session 5 2

Instruct students to underline or highlight key points in their manuals as you discuss.

Student Resource Guide: SESSION 5

Nutrition and Exercise

OUTCOMES

When you complete this session, you will be able to:

- ▶ Identify the five essential nutrients in foods.
- ▶ Use the Food Guide Pyramid to plan healthy meals.
- ▶ Describe why it is important for individuals to have an adequate intake of water everyday.
- ▶ Define the three types of diets: regular, modified, and therapeutic.
- ▶ Describe why it is important to know dietary information about each individual you support in order to plan meals and manage mealtime.
- ▶ Read Nutrition Facts food labels.
- ▶ Identify dietary suggestions for assisting individuals with weight reduction.
- ▶ Identify ways to save money shopping for food.
- ▶ Identify ways to prepare and store food safely.
- ▶ Identify ways to make mealtime safe and enjoyable.
- ▶ Identify ways to help individuals make physical activity part of their daily routine.

KEY WORDS

Allergy: A sensitivity to a certain substance. Food allergies can cause many reactions in the body, from mild, such as a runny nose or rash, to life-threatening, such as anaphylactic shock.

Anaphylactic shock: A life-threatening event caused by extreme respiratory distress that can cause an individual's breathing to stop if emergency medical treatment is not immediately available. A severe food allergy can cause anaphylactic shock.

Bacteria: A microorganism commonly called a germ, capable of causing an infection. Not all bacteria cause infections in the body; in fact, many are helpful.

Calorie: A unit of energy.

Cross contaminate: Spreading harmful bacteria from one food to another.

Essential nutrients: Carbohydrates, protein, fat, vitamins, and minerals are the five nutrients found in food that are essential for growth, normal functioning, and maintaining life.

Food allergy: Being hypersensitive to a certain food.

Food borne illness: Sickness caused by eating contaminated food, sometimes called food poisoning.

Obese: Weighing 15 or more pounds than the highest weight in the healthy weight range for a person's height and sex.

Therapeutic diet: A diet prescribed by a doctor that contains certain nutrients and eliminates other nutrients that are problematic to the person because of a health condition; for example, a diet for a person with diabetes has a reduced amount of sugar.

TEACHER'S GUIDE

Nutrition and Exercise

The key points for discussion are:

- Diet and exercise can be improved, therefore improving health and overall quality of life.
- Diet and exercise are choices that individuals make.
- They can support people in making healthier choices part of their daily routines.

Show overheads #3 and 4; Did you know.

Did You Know:

- Poor diet and physical inactivity lead to 300,000 deaths each year in the United States - second only to tobacco use.
- People who are overweight or obese increase their risk for heart disease, diabetes, high blood pressure, arthritis related disabilities and some cancers.
- Approximately 50% of adults with developmental disabilities in the United States are considered obese.
- Not getting an adequate amount of exercise is associated with needing more medicine, visiting a physician more often and being hospitalized more often.

People may decrease the risk of heart disease and cancer by eating a healthy diet that:

- Contains at least 5 servings of fruits and vegetables
- Is low in fat, saturated fat and cholesterol
- Contains plenty of whole-grain breads and cereals

People who eat a healthy diet and are physically active can expect to live longer and healthier lives. This is true for you and me and the individuals you support.

Did You Know:

- Poor diet and physical inactivity lead to 300,000 deaths each year in the United States – second only to tobacco use.
- People who are overweight or obese increase their risk for heart disease, diabetes, high blood pressure, arthritis-related disabilities, and some cancers.

Year 2, Session 5 3

Did You Know: (continued)

- Approximately 50% of adults with developmental disabilities in the United States are considered obese.
- Not getting an adequate amount of exercise is associated with needing more medicine, visiting a physician more often, and being hospitalized more often.

Year 2, Session 5 4

Nutrition and Exercise

An essential part of maintaining the best possible health is eating a healthy diet and getting regular exercise. You are involved in the planning, purchase, and preparation of meals and you support individuals in activities of daily living. This gives each of you many opportunities throughout the day to promote good health through nutrition and exercise.

Did you know that

- Poor diet and physical inactivity leads to 300,000 deaths each year in the United States—second only to tobacco use?
- People who are overweight or **obese** increase their risk for heart disease, diabetes, high blood pressure, arthritis-related disabilities, and some cancers?
- Approximately 50% of adults with developmental disabilities in the United States are considered obese?

- Not getting an adequate amount of exercise is associated with needing more medicine, visiting a doctor more often, and being hospitalized more often?

People may decrease the risk of heart disease and cancer if they eat a healthy diet that:

- Contains at least five servings of fruits and vegetables.
- Is low in fat, saturated fat, and cholesterol.
- Contains plenty of whole-grain breads and cereals.

People who eat a healthy diet and are physically active can expect to live longer, healthier lives. This is true for you and me and the individuals you support.

TEACHER'S GUIDE

Nutrition - We Are What We Eat!

Introduce Video: Wellness in the Residential Setting: Nutrition Part I.

The video is an introduction to the entire section and covers many of the key points that will be discussed.

You might ask the class:

- Which issues in the video are familiar to them?
 - problems at mealtimes,
 - helping people with weight management?
- How many of them have worked with a dietician?
 - You can spend additional time on areas of specific interest to the class.

We Need Water/Fluid to Stay Healthy

Show overhead #5 We Need Water/Fluid to Stay Healthy.

Ask the class a some questions:

- How much water they think a person should drink each day?
Answer: At least 8 8oz glasses or 1/2 gallon.
- How come a person may live for several weeks without food, but can only survive for a few days without water?
Answer: That is because our bodies are 72% water and we lose about 10 cups of water each day through sweating, going to the bathroom, and breathing.
- The amount of water we lose each day increases when the temperature is hotter. All this water needs to be replaced every day.
- How much water have you had today?
Discuss other fluids people may drink.
- Have class explain why it is either a good choice or not a good choice.
Answer: fluids with caffeine or added sugar are not good choices.

We Need Water/Fluid to Stay Healthy

An adequate amount of daily water intake is by far the most important of all the dietary requirements for the body and is essential to life.

Year 2, Session 5

We Need Nutritious Foods

Show overhead #6 Components of a Healthy Diet

- Emphasize that a healthy diet is made up of all these components in the right amount depending on age, size, activity level, and other individual health needs.

Ask discussion questions like the following:

- Can you name some foods that have Cholesterol?
Answer: any animal product.
- What foods have no Cholesterol?
Answer: any plant product prepared without animal products.
- Name some foods that are good sources of fiber?
Answer: any whole grain products, fruits and vegetables.
- Why do we need fiber in our diet?
Answer: to prevent constipation and prevent certain types of cancers, promote intestinal health.
- What foods tend to be high in sodium?
Answer: the more processed the food, the more likely it is to be high in sodium. Make up your own questions based on the practical application of this information.

Components of a Healthy Diet

- Carbohydrates - provide energy and fuel for the body.
- Protein - essential for body growth and development.
- Fat - provides energy for the body.
- Vitamins and minerals - substances found in food essential to health.

Year 2, Session 5

Always remember: Not drinking enough water each day can cause constipation, fecal impaction, and bowel blockage.

Nutrition: We Are What We Eat!

We Need Water/Fluid to Stay Healthy

An adequate amount of daily water intake is by far the most important of all the dietary requirements for the body and is essential to life. A person may live for several weeks without food, but can only survive for a few days without water. That is because our bodies are 72% water and we lose about 10 cups of water each day through sweating, going to the bathroom, and breathing. The amount of water we lose each day increases when the temperature is hotter. Water needs to be replaced every day.

Features of water:

- Has no **calories**.
- Regulates the body's temperature.
- Carries minerals, such as sodium, through the body.
- Regulates waste removal.

Most people should drink 8-12 8-ounce glasses of water everyday. Some people need more water if they

- Suffer from constipation
- Experience heavy sweating/perspiration
- Live in a warm climate
- Use tranquilizers or anti-convulsants
- Experience heavy drooling
- Have a high intake of bran
- Experience Urinary Tract Infections (UTIs)

Other Fluids

Sugar and caffeine are dehydrating to the body. If you drink a lot of coffee, cola (even diet cola), and other similar liquids, you need to drink more water than the average person.

Fluids such as sodas and juices contain added sugar. This means you are consuming "empty" calories or calories with no nutritional benefit. Some contain caffeine as well as sugar (Coke, Pepsi, tea, and coffee).

Always remember: Not drinking enough water each day can cause constipation, fecal impaction, and bowel blockage.

We Need Nutritious Foods

Good nutrition contributes to good health. Poor nutrition can shorten our lives and make our lives less fulfilling. For good health, all people need certain nutrients in the proper quantity depending on their physical size, their daily activity level, and the rate their bodies burn food for energy.

All food is made up of the following five nutrients necessary for growth, normal functioning, and maintaining life:

- **Carbohydrates**
Provide energy and fuel for the body. Good sources of carbohydrates are whole grains, vegetables, and fruits.
- **Protein**
Is essential for body growth and development. It also provides energy. Good sources of protein are milk, eggs, cheese, fish, poultry, lean meat, peas, beans, seeds, and nuts.
- **Fat**
Provides energy for the body. Some fat is essential for growth and development. Too much fat, especially saturated fat can cause health problems.

TEACHER'S GUIDE

Nutrition: We are What We Eat (continued)

We Need Nutritious Foods

- Emphasize that a healthy diet is made up of all these components in the right amount depending on age, size, activity level, and other individual health needs.
- Planning meals is the best way to insure that we are eating a healthy nutritious diet.
- Menus are the written plan of daily meals.
- Menus are required in all Community Care Licensed Facilities. They also make food shopping go more smoothly.
- Shopping lists can be made from menus and help make grocery shopping easier.
- Individuals living in the home where you work should be encouraged to participate in menu planning, to the extent they can.

Vitamins

- People need 14 vitamins to stay healthy. Fruits and vegetables are excellent sources of vitamins. The eight B vitamins and vitamin C are not stored in the body. You need a good source of these everyday. Each vitamin has a recommended daily amount that is necessary for good health.

Minerals

The body needs 16 minerals to stay healthy. Minerals activate the body's biochemical processes.

Show overhead #7 What Else is in the Food We Eat?

- Cholesterol
Found in all food from animal sources. Our liver produces all of the cholesterol our bodies need, so we don't need it from food.
- Salt (Sodium)
Mineral essential to the body in small amounts. Found naturally in many foods. Too much salt can cause high blood pressure and make many medical problems worse, including pre-menstrual syndrome, heart disease, and kidney disorders.
- Dietary Fiber
Helps prevent constipation. It also helps lower blood cholesterol thereby reducing the risk of heart disease. Fiber has many other health benefits.
- Calories
A calorie is a unit of energy. All foods have calories.



Meal Planning and Nutrition

- Planning meals is the best way to ensure that we eat a healthy and nutritious diet.
- Menu planning is like putting together a jigsaw puzzle.
- The "pieces" the DSP has to fit into the menu are:
 - Recommended nutritional guidelines.
 - Individual dietary preferences and needs of each individuals in the home
 - Community Care Licensing requirements
 - Household budget.

Nutrition: We Are What We Eat! (continued)

The three types of fat are:

- **Saturated fat:** Found in animal foods such as beef, pork, chicken, eggs, and cheese.
 - **Polyunsaturated fat:** Found in vegetable oils such as corn, soybean, and sunflower.
 - **Monounsaturated fat:** Found in oils such as olive, canola, and peanut.
- **Vitamins**
People need 14 vitamins to stay healthy. Fruits and vegetables are excellent sources of vitamins. The eight B vitamins and vitamin C are not stored in the body. You need a good source of these everyday. Each vitamin has a recommended daily amount that is necessary for good health.
 - **Minerals**
The body needs 16 minerals to stay healthy. Minerals activate the body's biochemical processes.

Some other key components of food are:

- **Cholesterol**
Found in all food from animal sources. Our liver produces all of the cholesterol our bodies need, so we don't need it from food.
- **Salt (Sodium)**
Mineral essential to the body in small amounts. Found naturally in many foods. Too much salt can cause high blood pressure and make many medical problems worse, including premenstrual syndrome, heart disease, and kidney disorders. See Appendix 5-A for ways to reduce salt in the diet.
- **Dietary Fiber**
Helps prevent constipation. It also helps lower blood cholesterol thereby reducing the risk of heart disease. Fiber has many other health benefits.
- **Calories**
A calorie is a unit of energy. All foods have calories.

Menu Planning and Nutrition

Planning meals is the best way to ensure that we eat a healthy and nutritious diet. Menus are the written plan of daily meals. Menus are required in all Community Care Licensed facilities. Shopping lists can be made from menus to help make grocery shopping easier. Individuals living in the home where you work should be encouraged to participate in menu planning, to the extent they can. For more suggestions see, "Top Ten Tips for Developing a Healthy Menu at Your Home" in Appendix 5-B.

Menu planning is like putting together a jigsaw puzzle. You must fit the following "pieces" into the menu planning.

- Recommended nutritional guidelines
- Individual dietary preferences and needs of each individual in the home
- Community Care Licensing requirements
- Household budget

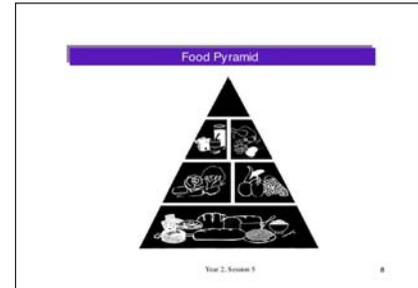
TEACHER'S GUIDE

Nutritional Guidelines

Show overhead #8 Food Pyramid

Discuss with the class how to read the Food Pyramid.

- A healthy diet can be built by using the Food Guide Pyramid.
- Each level of the pyramid represents a food group that provides different nutrients. By eating the right amount from each group, the diet will include enough protein, vitamins and minerals.
- Choosing lower fat, lower calorie food in each group will help prevent or control obesity.



Children and the Food Guide Pyramid

- The Food Guide is for Americans 2 years of age and older
- For special dieting, always consult with a doctor
- Calorie needs may vary for older children due to growth rate and activity level.

Nutritional Guidelines

You can use the Food Guide Pyramid on page 6 to build a healthy diet. Each pyramid level represents a food group that provides different nutrients. Eating the right amount from each group ensures the diet will include enough protein, vitamins, and minerals. Choosing lower-fat, lower-calorie food in each group will help prevent or control obesity.

The Food Guide Pyramid is your guide to making choices for healthy eating:

- **Breads and cereals** are a good source of fiber, vitamins, and minerals. Whole grain products such as whole wheat bread, oatmeal, and brown rice are good choices. Look for dry breakfast cereals that are low in sugar. Avoid sugar-frosted and candy-coated cereals.
- **Fruits and vegetables** are good sources of fiber and are generally low in fat. Include dark leafy greens and yellow or orange vegetables in the daily diet as these are rich in vitamins, minerals, and cancer-preventing chemicals. Citrus fruits such as oranges, grapefruits, and tangerines, as well as their juices, are rich sources of vitamin C.
- Include animal **proteins** (beef, pork, poultry, fish, and eggs) and/or vegetable proteins (beans, lentils, nuts, and seeds) in the diet daily. Look for lean meats and trim off visible fat.
- Fat-free and low-fat **dairy products** are good sources of calcium and protein. Unless being underweight is a concern, choose fat free milk and low-fat cheese. If milk causes diarrhea or gas, yogurt or cheese may be acceptable or try enzyme-treated milk (Lactaid), fortified rice milk, or fortified soy milk.
- **Fats and sweets** can be included in the diet, but should be limited to small amounts. Excess amounts of fats and sweets replace healthy foods in the diet and can lead to tooth decay, obesity, and heart disease.

Children and the Food Guide Pyramid

The Food Guide Pyramid is for Americans 2 years of age and older. Infants and children younger than age 2 have special dietary needs. Follow the advice of a doctor.

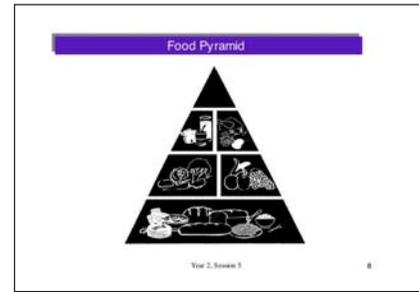
Young children often eat only a small amount at one time. Offer them nutritious snacks between meals so that they receive the total recommended daily servings from each food group.

Calorie needs vary for older children due to their individual growth rate and activity level. They should eat at least the minimum number of servings from each food group daily. If weight appears to be excessive, choose low fat foods in each group.

TEACHER'S GUIDE

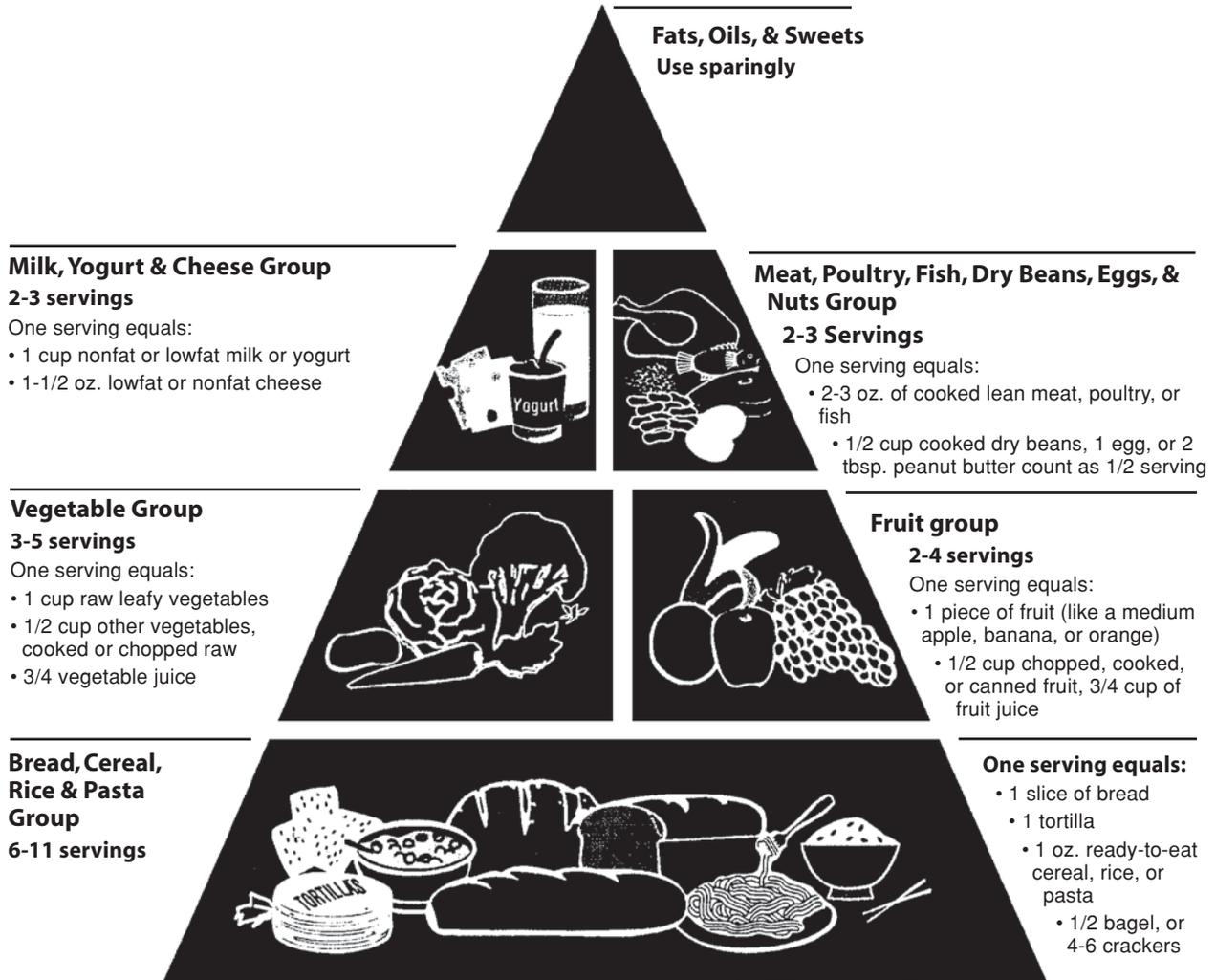
Show overhead #8 food guide pyramid. (continued)

- The number of servings for each individual depends on activity level and age.
- The amount of physical activity should be your guide in choosing the number of servings in the range.
- For example an inactive adult needs only 6 servings of the 6-11 recommended servings of carbohydrates.

**Key Points by food group:**

- Breads/ cereals - are a good source of fiber, vitamins and minerals. Avoid candied cereals.
- Fruits/vegetables are good sources of fiber, vitamins, minerals and are usually low in fat.
- Lean Meat, poultry, fish, dry beans, eggs, and nuts are a good source of protein. Animal foods high in fat should be eliminated or limited to small amounts.
- Fat free and low fat dairy products are a good source of protein and calcium.
- Fats and sweets can be included in the diet, but should be limited to small amount. Excess amounts REPLACE healthy foods in the diet and can lead to tooth decay, obesity and heart disease.

The Food Guide Pyramid



What is the Food Guide Pyramid?

The Food Pyramid is a daily nutrition guide, to assist you in choosing a healthy diet. For good nutrition, choose a variety of foods each day, from each of the five food groups. Also, eat at least the recommended number of servings from each food group, so your body gets the nutrients it needs. Active people, children, teens, and pregnant women usually need more than the minimum daily servings listed above. To stay healthy you also need to get regular physical activity.

from the Kaiser Permanente Healthwise Handbook

TEACHER'S GUIDE

Activity: Food Guide Pyramid

Purpose: Demonstrate understanding of the food guide pyramid by using it to plan a healthy menu.

- Divide the class into at least three groups or pairs.
- Assign each group a meal: Breakfast, Lunch, Dinner and if there are enough participants, assign 1 or 2 groups to plan a snack.
- Have each group plan a meal or snack using at least three of each of the food groups.
- Assume the plan is for a healthy adult with a normal activity level.
- Each person in each group should record what they planned on his/her own worksheet.
- Give them 5-10 minutes.
- Have each group share their plan back with the class.

- *Optional:*

- Prior to beginning this activity, prepare a graphic of the pyramid with the name of each food group and recommended number of servings.
- As groups are sharing, mark the number of servings in each group on the pyramid for each meal.
- When all the groups have finished, have the class discuss if a person had followed the menus for the day, would he/she have followed the pyramid guide?
- What groups were missed?
- Were there any groups with too many servings?
- Change the menu as a class until it meets the recommendations.

A C T I V I T Y

Food Guide Pyramid

Directions: Split into three groups. With your group, plan a meal using at least one serving from three food groups on the pyramid. Write down what meal you are planning (i.e., breakfast, lunch, dinner, snack) and identify each food group and food in the spaces provided below.

.....
Meal Planned:

.....
Food Group:

Food:

.....
Food Group:

Food:

.....
Food Group:

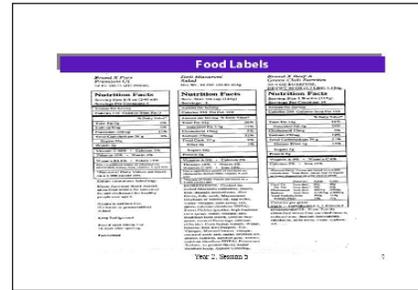
Food:

TEACHER'S GUIDE

Show overhead #9 food labels.

Discuss the following key points:

1. Ingredients are listed in descending order by volume of weight. (most to least)
2. The number of calories in a serving and the calories from fat are given in numbers.
3. Vitamins and minerals are only listed if they are in the food in significant value, at least 1% of the daily requirement.
4. Percent Daily Values are based on a 2,000 calorie diet. Many people are on lower calorie diets.
5. Total fat, cholesterol, sodium, total carbohydrate and dietary fiber are given both as numbers in grams and percentages of Daily Value. The Daily Values for these essential nutrients set upper limits for people regarding the amount to eat each day to stay healthy.



You may also want to compare the labels to see which foods are high in fat, good sources of vitamin C, are any high in cholesterol? High in fat? Which has the lowest sugar? Etc.

Food Labeling

A Nutrition Facts label is found on almost all packaged foods. The label shows how a food fits into the daily diet and gives information regarding serving size, calories, fat, cholesterol, sodium (salt), carbohydrates, fiber, sugar, protein, vitamins, and minerals. The labels make it easier to compare one food with another. The labels also allow you to check the claims made on the package. For example, a product may say “fat free,” but contain as many calories as the regular product per serving because the fat was replaced by sugar. Sample nutrition labels are discussed on the following page.

Here are some important things to know when reading Nutrition Facts:

- Ingredients are listed in descending order by volume or weight (most-to-least).
- The number of calories in a serving and the calories from fat are given in numbers.
- Vitamins and minerals are only listed if they are at least 1% of the daily requirement.
- Percent Daily Values are based on a 2,000 calorie diet. Many people are on lower calorie diets.
- Total fat, cholesterol, sodium, carbohydrate, and dietary fiber are given both as numbers in grams and percentages of Daily Value. The Daily Values for these essential nutrients set upper limits for the amount to eat each day to stay healthy.

TEACHER'S GUIDE

Activity: Reading a Food Label

Purpose: To have students demonstrate practical skill of reading a food label and applying it to some common meal planning concepts.

Additional Materials: Food packages of a variety of foods; enough for groups or pairs to each have a package label to read.

- Divide the class into small groups or pairs.
- Give each pair a food package and have each of them read the food label and answer the questions on the worksheet.
- Give the class 5-10 minutes to complete the exercise.
- Have each group share what their food was with the class, what food group on the food guide pyramid it belongs to.

Answers will vary based on the food label they are using.

ACTIVITY

Reading a Food Label

Directions: Divide into small groups. Each group will be given a food package. Read the food label and answer the following questions. Be prepared to share information from the food label with the class.

Name of Food: _____

1. How many servings does your package contain? How many calories per serving? When eating this food, do you think a person normally eats more or less than the serving size?

2. What is the main ingredient of your food? How do you know?

*3. Would you serve this food to someone who is trying to:
Reduce his or her cholesterol? Why or why not?*

Increase fiber? Why or why not?

Limit salt (sodium)? Why or why not?

4. What food group or groups does this food belong to on the Food Guide Pyramid?

5. Is this food a good source of any vitamins and minerals? If yes, list them:

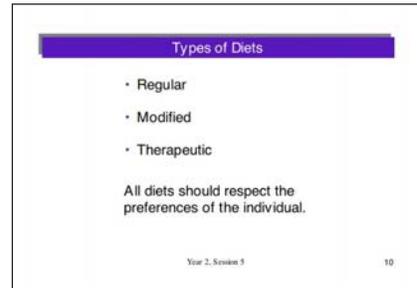
TEACHER'S GUIDE

Meeting Individual Needs and Preferences

Show overhead #10 Types of Diets and discuss key points:

There are three major types of diets

- Regular: the kind most of us should be eating, a balanced diet that includes a variety of foods.
- Modified- changes in texture, for example, cut into small bite sizes or pureed because of an individual's problems in chewing or swallowing.
- Therapeutic - special diets ordered by a physician to meet an individual's dietary or medical needs. For example, diets low in salt (sodium) or a diabetic diet. These diets must be followed or medical complications will result!



You might ask the class:

- To share if they support anyone on a modified or therapeutic diet?
- Do they support anyone with special dietary preferences because of culture or religion e.g. kosher diet?
- How do their homes accommodate these diets?
- Do they support anyone with strong food aversions, for example someone with autism?

A Note on Dietary Supplements

- Food is the best source for vitamins and minerals. Most people do not need food supplements, in the form of vitamin and mineral formulas (One-a-Day Multiple Vitamins; Calcium supplement) if they eat a nutritious, well-balanced diet.
- There are exceptions, especially if a person is taking certain medications regularly. The use of supplements should be discussed with each individual's doctor.
- Vitamin, mineral or herbal supplements should not be taken by individuals unless they are prescribed.

Food Restrictions

Ask the class how they would know an individual they support has a food allergy?

Health History, IPP, Medication Log

Where would they find the plan for what to do?

IPP, Health History, possibly medication log if PRN for anaphylactic shock.

Ask them to name some common food allergies?

Possible answers include: peanuts, milk, eggs, shellfish

Ask the class the following:

What are some of the causes of obesity for people with developmental disabilities?

lack of physical activity, poor diet, decreased need for calories because of disability e.g. prader willi.

Meeting Individual Needs and Preferences

Most people have food they like or prefer to eat and most people have some foods they don't like and avoid. Some food preferences relate to what each person ate while growing up. Cultural and religious traditions also can influence what foods people prefer to eat or avoid. For example, people of the Muslim faith do not eat pork or in many Asian cultures rice is included with most meals. It's best to ask and not assume about what someone wants. Typically, the DSP can respond sensibly to preferences, unless whole classes of important foods are ruled out. In that case, seek advice from the individual's doctor and others such as a dietitian or behavior specialist.

Many individuals may have complex nutritional needs because of a chronic health condition. For example, someone with cerebral palsy may have difficulty chewing and swallowing, or a person with diabetes has to limit sugar and the type of carbohydrates he or she eats. You must know each individual's health history and health plans in the IPP to meet each individual's nutritional needs. The different types of specialized diets are

- **Regular**
A balanced diet that includes a variety of foods. The type most of us should be eating.
- **Modified**
A diet altered in texture such as pureed, chopped, or cut into small bites. If a person has trouble chewing and swallowing due to cerebral palsy, absence of teeth, or some other condition, a modified diet may be ordered by the physician or dietitian. Always notify the individual's doctor if he or she is observed to have a new onset of difficulty chewing, swallowing, or coughing during mealtime. An order can be written for a person's beverages (including water) to be thickened.
- **Therapeutic**
A doctor-prescribed diet that contains certain nutrients and eliminates other nutrients that are problematic to the individual because of a health condition; for example, the diabetic diet has a reduced amount of sugar. Following a **therapeutic diet** is similar to taking medications. Both are prescribed by the doctor to treat a health condition and if not taken or followed regularly can result in severe health problems.

A Note on Dietary Supplements

Food is the best source for vitamins and minerals. If people eat a nutritious, well-balanced diet, most do not need food supplements in the form of vitamin and mineral formulas.

There are exceptions, however, especially if a person is taking certain medications regularly. The use of supplements should be discussed with each individual's doctor. Individuals should not take vitamin, mineral, or herbal supplements unless they are prescribed.

Food Restrictions

Sometimes people need to avoid or restrict specific foods because of a sensitivity or food allergy, such as peanuts, or to a food group, such as dairy products. Food allergies can make a person have symptoms such as a stomachache, diarrhea, hives (red, blotchy skin bumps), itchy and watery eyes, or a runny nose. When a food allergy is suspected, be careful to keep the individual away from such foods and have the individual see a doctor.

TEACHER'S GUIDE

Food Restrictions (continued)

Show overhead #11 Important. Discuss key points.

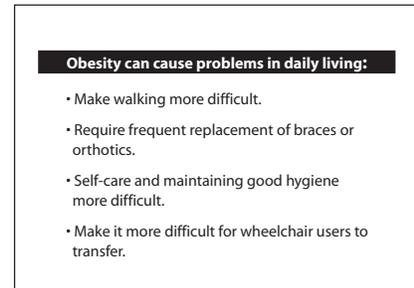
- When an individual has a known allergy to a food or medication, all records must be marked with this information. Marking in red is a good idea.



Show overhead #12 Obesity can cause problems in daily living.

Discuss problems it can cause in addition to other health risks.

- Obesity can:
 - Make walking more difficult
 - Require frequent replacement of braces or orthotics
 - Self care and maintaining good hygiene more difficult
 - Makes it more difficult for wheelchair users to transfer
- Treatment of obesity involves changing the food the individual eats; decreasing the total daily caloric intake, offering foods low in fat, serving smaller portions, and increasing the daily activity level by walking or other exercise programs.
- The planning team, including the individual's doctor, should be involved in developing plans in the IPP. The help of a behaviorist and dietician may also be useful.
- In general, treating obesity requires changing daily routines for eating and activities. Some routines to look at include:
 - Amount of TV watching
 - Snacking throughout the day
 - Receiving food as a reward for preferred behavior
 - Eating as a social activity for example a weekly outing to a fast food restaurant can be replaced by a weekly outing to the bowling alley.



A Note on Dietary Supplements (continued)

When an individual has a known allergy to a food or medication, all records must be marked with this information. Marking it in red to ensure that it will be easily noticed by all caregivers is a good idea.

Important: Some severe food allergies can cause anaphylactic shock. Anaphylactic shock is life threatening. Extreme respiratory distress can cause a person to stop breathing if emergency medical treatment is not immediately available.

Weight Management and Reduction

A person is considered obese if he or she weighs 15 or more pounds than the largest healthy weight for that person's height and sex. Obesity is common in individuals with developmental disabilities. This is most often due to lack of physical activity, poor diet, and for some disabilities, a decreased need for calories. Another contributing factor can be the use of high calorie foods for rewards in behavior intervention programs. Obesity can cause heart disease, high blood pressure, and diabetes.

Obesity also causes problems in day-to-day living for individuals. Obesity can make the following activities more difficult:

- Walking
- Replacement of braces or orthotics; that is, more frequently
- Self-care and maintaining good hygiene
- Transferring for wheelchair users

Treatment of obesity involves changing the food the individual eats, decreasing the total daily caloric intake, offering foods low in fat, serving smaller portions, and increasing the daily activity level by walking or other exercise programs. The planning team, including the individual's doctor, should be involved in developing plans in the IPP. The help of a behaviorist and dietician may also be useful.

In general, treating obesity requires changing daily routines for eating and activities. Some routines to look at include

- Amount of TV watching
- Snacking throughout the day
- Receiving food as a reward for preferred behavior
- Eating as a social activity; for example, a weekly outing to a fast food restaurant can be replaced by a weekly outing to the bowling alley

A Note about Calories:

- ▶ What happens if we take in too many calories and slow down our activity level? We gain weight.
- ▶ What happens if we take in more calories and increase our activity? We stay the same in weight or lose a little.
- ▶ What happens if we take in fewer calories and increase our activity? We lose weight. We need to balance calories from a variety of food with daily exercise.

Remember: Consult with the individual's doctor before beginning any weight loss program

TEACHER'S GUIDE

Show overheads #13, 14, and 15 Tips for Assisting Individuals with Weight Loss.

Discuss key points:

- The tips are general guides for providing support only.
- The individuals planning team, including the doctor and possibly the behaviorist and dietician should be involved in developing plans specific to each individual.
- After reviewing the tips, ask the class to share any of their own tips.

Tips for assisting individuals with weight loss:

- Stress good eating, not dieting.
- Keep food out of sight and unavailable except during meal and snack time.
- Limit drinks other than water to meal and snack times; dilute with water.
- Avoid regular sodas and other sugary drinks.
- Serve larger portions of lower calorie foods (vegetables and fruits) and smaller portions of higher calorie foods.

Year 2, Session 5 13

Tips for assisting individuals with weight loss: (continued)

- Keep low fat, low calorie foods such as fruits and vegetables available at all times.
- Use smaller plates and cups.
- Check the portion size chart for recommended serving size.
- Look for fat free and other nonfat dairy products.

Year 2, Session 5 14

Tips for assisting individuals with weight loss: (continued)

- Look for non-fat or low fat dessert such as fat-free pudding or gelatin.
- Do not reward good eating with dessert.
- Use non-food rewards such as books, outings, or cosmetics.

Year 2, Session 5 15

.....

Tips for Assisting Individuals with Weight Loss

- Stress good eating not dieting
- Keep food out of sight and unavailable except for meal and snack time
- Limit drinks other than water to meal and snack times; dilute with water.
- Avoid regular sodas and other sugary drinks
- Serve larger portions of lower calorie foods (vegetables and fruits) and smaller portions of higher calorie foods
- Keep low fat, low calorie foods available at all times such as fruits and vegetables.
- Use smaller plates and cups.
- Check the portion size chart for recommended serving size
- Look for fat free and other non-fat dairy products.
- Look for Nonfat or low fat dessert such as fat free pudding or gelatin.
- Do not reward good eating with dessert.
- Use non food rewards such as books, outings, cosmetics
 - A person is considered obese if he or she weighs 15 + pounds more than the largest healthy weight for that person's height and sex.
 - Obesity is common in individuals with developmental disabilities.
 - This is most often due to lack of physical activity, poor diet, and for some disabilities, a decreased need for calories.
 - Another contributing factor can be the use of high calorie foods for rewards in behavior intervention programs.
 - Obesity can cause heart disease, high blood pressure, and diabetes.

Estimates of Daily Caloric Need

- Older adults and women who are not active need 1,600 calories per day.
- Most children, teenage girls, active women, and inactive men need 2,200 calories per day.
- Teenage boys, active men, and some very active women need 2,800 calories per day.

Learn to recognize a serving size on a plate, in your hand, and in a bowl.

To help visualize a tablespoon or other common portion size, measure it out and compare its size to a common item like a quarter or deck of playing cards. Soon it will become second nature. Try remembering these serving sizes:

- 1/2 cup fruit, vegetable, cooked cereal, pasta or rice = a small fist
- 3 ounces cooked meat, poultry, or fish = a deck of cards
- 1 muffin = a large egg
- 1 teaspoon butter or margarine = a thumb tip
- 1 small baked potato = a computer mouse
- 1 pancake or waffle = a 4-inch CD
- 4 small cookies (like vanilla wafers) = 4 casino chips
- 1 medium apple or orange = a baseball (not softball)
- 2 tablespoons peanut butter = a golf ball

If you calculate calories, be honest about the portion consumed and multiply it by the correct number of servings contained.

Tips for Assisting Individuals with Weight Loss

- Stress good eating, not dieting.
- Keep food out of sight and unavailable except during meal and snack time.
- Limit drinks other than water to meal and snack times; dilute other drinks with water.
- Avoid regular sodas and other sugary drinks.
- Serve larger portions of lower calorie foods (vegetables and fruits) and smaller portions of higher calorie foods.
- Keep low fat, low calorie foods such as fruits and vegetables available at all times.
- Use smaller plates and cups.
- Check the portion size chart for recommended serving size.
- Look for fat-free and other non-fat dairy products.
- Look for non-fat or low-fat desserts such as fat-free pudding or gelatin.
- Do not reward good eating with dessert.
- Use non-food rewards such as books, outings, or cosmetics.

Material adapted from Nutrition Wellness in the Residential Setting. With thanks to Ida Dacus, nutritionist at SCLARC and the USC UAP dieticians for their dietary suggestions.

TEACHER'S GUIDE

Activity: Healthy Food Choices for Managing Weight

Purpose: To have students demonstrate practical knowledge of healthy food choices by reducing fat in the diet.

Instructions:

Discuss the following:

- Making small changes in what we eat and how we prepare our food is a good way to improve our diet.
- Reducing fat in the diet is a simple healthy way to reduce calories and often cholesterol.
- The activity is for them to think of healthier, lower fat foods instead of the ones given.
- On the overhead projector (or flip chart paper if using PowerPoint), and with a narrow-tip marking pen, write in the responses. Try to get everyone to participate. Get multiple ideas.
- Comment if the choice ranges beyond the item, or if the suggestion has lots of fat.

Here are some ideas if not stated:

- Instead of whole milk choose 1% milk, nonfat milk, soy or rice milk
- Instead of ice cream choose popsicles, ices, fat-free frozen yogurt, low fat ice cream, fat free ice cream bars, sorbet
- Instead of butter or margarine choose olive oil, yogurt, salsa, or applesauce, jam on toast or bread, broth or tomato sauce on noodles
- Instead of regular cheese choose low or reduced fat cheese or fat-free cheese
- Instead of french fries or hash browns choose baked or boiled potatoes
- Instead of sour cream choose salsa, yogurt, non or low fat sour cream
- Instead of oil-packed tuna choose water packed
- Instead of frying in oil, lard, butter, margarine choose olive oil, canola, or spray
- Instead of fatty meats choose trimmed meats, skinless chicken, fish
- Instead of vegetables in cream or butter sauce choose steamed, micro waved, cooked in broth
- Instead of potato chips choose pretzels, oven baked chips
- Instead of cakes, cookies, pastries choose Angel food cake, graham crackers, toast or English Muffin with reduced fat cream cheese and jam
- Instead of tacos, taquitos, egg rolls choose non fried items like burritos or wraps

ACTIVITY

Healthy Food Choices for Managing Weight

Directions: Eating less fat reduces the number of calories and often cholesterol. Brainstorm substitutes that would result in less fat in the diet.

Instead of:

Choose:

- | | |
|---|-------|
| 1. Whole milk | _____ |
| 2. Ice cream | _____ |
| 3. Butter, margarine | _____ |
| 4. Regular cheese | _____ |
| 5. French fries or hash browns | _____ |
| 6. Sour cream | _____ |
| 7. Oil-packed tuna | _____ |
| 8. Frying in oil, butter, margarine, lard | _____ |
| 9. Fatty meats | _____ |
| 10. Vegetables in cream or butter sauce | _____ |
| 11. Potato chips | _____ |
| 12. Cakes, cookies, pastries | _____ |
| 13. Tacos, taquitos, egg rolls | _____ |

Adapted with thanks from work by Terri Lisagor, MS, RD and SCLARC's "Nutrition Wellness in the Residential Setting."

TEACHER'S GUIDE**Some Community Care Licensing Requirements**

Review some general, Community Care Licensing requirements for food service.

Food Shopping on a Budget

- Most households shop twice a week for food, sometimes picking up milk and fresh produce (vegetables, fruits, milk, meats, more frequently. And most households have a budgeted amount of money to spend on food.
- Staying within the budget is especially challenging in the residential setting where the preferences and needs of each person must and Community Care Licensing requirements must be met.
- Here are some shopping tips that will help DSPs stay within the food budget while providing tasty, nutritious food.

Top Ten Food Shopping Tips

1. Shop with a list
2. Know your way around the store. Start by wheeling your shopping cart around the outside aisles of the store
3. Choose fruits & vegetables when they are “in season” and the price is relatively low
4. Watch out for sale items
5. Save with coupons and preferred shopper cards
6. Remember that convenience foods cost more
7. It pays to stoop down to lower shelves. Food at eye level is usually more expensive than food on shelves near the floor.
8. Read labels, especially when buying a new item
9. Buy store brands to save (up to 50%) over brand-name
10. Larger sizes are usually a better value.

Some Community Care Licensing Requirements

Here are some general Community Care Licensing requirements for food service:

- Food must meet nutritional needs of those served.
- Each meal should provide at least one-third of the servings recommended in the USDA’s “Basic Food Group Plan—Daily Food Guide” for the age group served.
- All food shall be selected, stored, prepared, and served in a safe and healthful manner.
- All food shall be protected against contamination.
- No more than 15 hours should pass between the third meal of one day and the first meal of the following day.
- Between-meal snacks must be made available.
- Food should be cut, chopped, or ground to meet individual needs.
- A variety of menus should be planned.
- Menus should be written one week in advance. Dated copies of the menus as served should be kept on file for at least 30 days.
- Special diets must be provided according to the recommendations of a doctor or dietitian.
- All persons engaged in food preparation and service shall observe personal hygiene and food services sanitation practices.

Food Shopping on a Budget

Most households shop twice a week for food, sometimes picking up milk and fresh produce (vegetables, fruits, and meats) more frequently. In addition, most households have a budgeted amount of money to spend on food. Staying within the budget is especially challenging in the

residential setting where the preferences and needs of each person as well as Community Care Licensing requirements must be met. Following are some shopping tips that will help you stay within the food budget while providing tasty, nutritious food.

Top 10 Food Shopping Tips

1. Shop with a list.
2. Know your way around the store. Start by wheeling your shopping cart around the outside aisles of the store.
3. Choose fruits and vegetables that they are “in season” when the price is relatively low.
4. Watch for sale items.
5. Save with coupons and preferred shopper cards.
6. Remember that “convenience” foods cost more.
7. It pays to stoop down to lower shelves. Food at eye level is usually more expensive than food on shelves near the floor.
8. Read labels, especially when buying a new item.
9. Buy store brands to save (up to 50%) over brand names.
10. Larger sizes are usually a better value.

TEACHER'S GUIDE

Mealtime Management**Show overhead #16 At mealtime DSP's must consider**

Discuss key points.

- Mealtime can be made pleasant, safe and healthy part of the day if DSPs plan ahead to manage mealtime.
- They should look at these three areas:
 - individual's needs,
 - how and what food is served,
 - and the environment.



Have the class share what things they do to manage mealtimes. Help the class with suggestions until most of the material has been covered.

Diet and Nutrition

Final Words on Diet and Nutrition

Much of what we eat is based on habit and what we find tasty. As with most things, moderation is the key. As individuals begin to eat more nutritious food and

drink plenty of water, it is wise to make changes gradually to give taste buds a chance to adapt. Reducing fat or excess salt in our diet can be hard so make food fun and talk about changes.

Mealtime Management

Mealtimes are an important social aspect of the day and should be structured to encourage safe eating habits and good nutrition. Remember, prevention is the number one priority. This section provides suggestions for making mealtime a happy and successful part of the day.

At mealtime you must consider the

- Individual
- Food Served
- Environment

The Individual

- Pay attention to the individual's feeding skills, appetite, food preferences, allergies, attention span, and behavioral factors that may influence mealtime.
- Follow all doctor's orders for a modified or therapeutic diet.
- Follow any specific plans in the IPP for mealtime safety; for example, the individual needs supervision because of a choking risk.
- Leave two to three hours between meals and snacks to encourage a good appetite.
- Discourage constant snacking with high calorie food (candy, cookies, soda).
- Medications may influence mealtime. Talk to the doctor about giving them at times they do not interfere with mealtime.

The Food Served

- Serve food at the appropriate temperature and in an attractive manner.
- Separate food on the plate; don't mix it together like "goulash."
- Encourage use of adaptive equipment if needed.
- Take care to serve food in the best way for the individual to eat (bite-size pieces, chopped, pureed, finger foods).

The Environment

- Ask the individual what would make mealtime "special".
- Set the table attractively. Pretty tablecloths, attractive or festive placemats, and flowers make people feel good. Party themes spice up a meal.
- Offensive smells in the home should be eliminated before mealtime starts.
- Help should be available to the level the individual needs. You should sit beside the individual if feeding assistance is necessary.
- TV and loud music can be distracting. Meals are best without TV; however, some individuals may like soft music.
- Plan table seating to make sure that individuals sit by others with whom they are comfortable.
- Mealtime should not last longer than half an hour.
- It's important for you to talk to residents, initiating conversation with those who are unable to do so.

TEACHER'S GUIDE

Food Safety & Preparation

Show overhead #17 Four Simple Steps to Food Handling and Preparation

1. Clean: Wash hands and surfaces often
2. Separate: Don't Cross-Contaminate
3. Cook: Cook to proper temperatures
4. Chill: Refrigerate Promptly



Discuss key points.

- Individuals they support may be more susceptible to food borne illness because of age or chronic medical condition.
- Food borne illnesses are preventable by following safe food handling and preparation practices.
- Go over each practice.
- Prevention is the number 1 priority.
- Review Appendix 5-C “Top Ten Safe Handling and Storage Tips.” And Appendix “Refrigerator Foods.”
- Do word match exercise and/or video exercise.

Food Safety

(Adapted from material found on www.Foodsafety.gov)

- When harmful bacteria enter the food supply, they can cause food borne illness. Millions of cases of food borne illness occur each year.
- Very young children, pregnant women, the elderly, people with some types of chronic health conditions are at greater risk of getting sick from harmful bacteria.
- Some persons may become ill after eating only a few harmful bacteria; others may stay well after eating thousands.
- Often, it is hard to tell if food is unsafe, because you can't see, smell or taste the bacteria it may contain.
- The good news is that most cases of food borne illness can be prevented by cooking and handling food safely.
 1. Clean - Wash Hands and Surfaces often
 - Bacteria can spread throughout the kitchen on cutting boards, utensils, sponges, and counter tops
 2. Separate- Don't Cross-Contaminate
 - Cross-contamination is the scientific word for how bacteria can spread from one food product to another. This is especially true when handling raw meat, poultry, and seafood. So keep these foods and their juices away from ready-to-eat foods.
 3. Cook - Cook to Proper Temperature
 - Food safety experts agree that foods are properly cooked when heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause food borne illness.

Food Safety and Preparation

Harmful **bacteria** that enter the food supply can cause **food borne illness**. Millions of cases of food borne illness occur each year. Very young children, pregnant women, the elderly, and people with some types of chronic health conditions are at greater risk of getting sick from harmful bacteria. Some may become ill after ingesting only a few harmful bacteria; others may stay well after ingesting thousands. Often, it is hard to tell if food is unsafe because you can't see, smell, or taste the bacteria it may contain. The good news is that cooking and handling food safely can prevent most cases of food borne illness.

Adapted from material found on www.Foodsafety.gov.

Four Simple Steps to Food Safety

1. Clean—Wash Hands and Surfaces Often

Bacteria can spread throughout the kitchen on cutting boards, utensils, sponges, and counter tops.

- Wash your hands with hot soapy water before handling food.
- Wash your cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
- Use plastic or other non-porous cutting boards. Wash cutting boards in hot soapy water or run through the dishwasher after use.
- Consider using paper towels to clean up kitchen surfaces. If you use cloth towels, wash them often in the hot cycle of your washing machine.

2. Separate—Don't Cross-Contaminate

Cross-contamination is the scientific word for how bacteria can spread from one food product to another. This is

especially true when handling raw meat, poultry, and seafood. So keep these foods and their juices away from ready-to-eat foods.

- Separate raw meat, poultry, and seafood from other foods in your grocery shopping cart and in your refrigerator.
- If possible, use a different cutting board for raw meat products.
- Always wash hands, cutting boards, dishes, and utensils with hot soapy water after they come in contact with raw meat, poultry, and seafood.
- Never place cooked food on a plate that previously held raw meat, poultry, or seafood.

3. Cook—Cook to Proper Temperature

Food safety experts agree that foods are properly cooked when heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause food borne illness. See Appendix 5-C for Safe Cooking Temperatures for Meat and Poultry.

- Use a thermometer, which measures the internal temperature of cooked foods, to make sure meat, poultry, casseroles, and other foods are thoroughly cooked.
- Cook roasts and steaks to at least 145°F. Cook whole poultry to 180°F.
- Cook ground beef, where bacteria can spread during processing, to at least 160°F. Do not eat ground beef that is still pink inside.
- Fish should be opaque and flake easily with a fork.
- When cooking in a microwave oven, make sure there are no cold spots in food where bacteria can survive.

TEACHER'S GUIDE

4. Chill: Refrigerate Promptly
 - Most Bacteria multiply between 40 degrees and 140 degrees F.
 - This is the Danger Zone. Refrigerate foods quickly because cold temperatures keep harmful bacteria from growing and multiplying.
 - Set your refrigerator no higher than 40 degrees F and the freezer unit at 0 degrees F. Check these temperatures occasionally with an appliance thermometer.
 - Community Care Licensing regulations requires that you follow **The Thaw Law:**
 - Refrigerate or freeze perishables, prepared food and leftovers within two hours.
 - Never defrost food at room temperature. Thaw food in the refrigerator, under cold running water or in the microwave. Marinate foods in the refrigerator.
 - Divide large amounts of leftovers into small, shallow containers for quick cooling in the refrigerator.
 - Don't pack the refrigerator. Cool air must circulate to keep food safe.

Vegetables

- Fresh vegetables should be eaten soon after being purchased.
- Vegetables should be washed in running water, but not left to soak.
- Some veggies such as potatoes need scrubbing to remove the dirt. It is better not to peel such vegetables, because nutritional value will be lost.
- Avoid boiling vegetables because nutrients will end up in the water. Instead you can microwave, steam, or stir-fry vegetables in water or a little bit of oil.
- Vegetables should not be overcooked and they should be eaten right away.
- Vegetables should maintain their fresh color, generally, and not end up wet and soggy.
- Frying vegetables (or any other items) can make them taste yummy, but excess oil and calories can be problematic.

Meat, Poultry, and Eggs

- A high amount of bacteria is associated with food that come from animals; therefore, more care needs to be taken in preparation before these items are eaten.

DSP TV video Scene 8: Food Safety (watch again)

1. Name the mistakes.
 - *The DSPs didn't wash their hands; stored oven cleaner with food; storing eggs that had been sitting out at room temperature for future use; drinking from a can used by someone else; preparing food even after finger was cut.*
2. What would you do differently?
 - *DSPs wash hands; store oven cleaner in locked area with other cleaning supplies; discard eggs because they were sitting out; don't drink after another person; stop preparing food when bleeding and administer first aid.*

Additional discussion questions: What are some common food safety mistakes you have observed where you work? What food safety practices do you use where you work?

Food Safety and Preparation (continued)

- Bring sauces, soups, and gravy to a boil when reheating. Heat other leftovers thoroughly to 165°F.

4. Chill—Refrigerate Promptly

Most bacteria multiply at temperatures between 40° and 140°F. This is the “danger zone.” Refrigerate foods quickly because cold temperatures keep harmful bacteria from growing and multiplying. Set your refrigerator no higher than 40°F and the freezer unit at 0°F. Check these temperatures occasionally with an appliance thermometer. Community Care Licensing regulations outline the “Thaw Law,” which requires the following:

- Refrigerate or freeze perishables and prepared food and leftovers within **two hours**.
- Never defrost food at room temperature. Thaw food in the refrigerator, under cold running water, or in the microwave. Marinate foods in the refrigerator.
- Divide large amounts of leftovers into small shallow containers for quick cooling in the refrigerator.
- Don’t pack the refrigerator. Cool air must circulate to keep food safe.

Proper food preparation is also important in making food taste good and easier to eat, for preserving the nutrients, and in reducing fat and cholesterol. Food that is prepared badly can end up being one-third as nutritious as when it is prepared well.

Vegetables

- Fresh vegetables should be eaten soon after being purchased.
- Vegetables should be washed in running water, but not left to soak.
- Some veggies such as potatoes need scrubbing to remove the dirt. It is better not to peel such vegetables, because nutritional value will be lost.
- Avoid boiling vegetables because nutrients will end up in the water. Instead you can microwave, steam, or stir-fry vegetables in water or a little bit of oil.
- Vegetables should not be overcooked and they should be eaten right away.
- Vegetables should maintain their fresh color, generally, and not end up wet and soggy.
- Frying vegetables (or any other items) can make them taste yummy, but excess oil and calories can be problematic.

Meat, Poultry, and Eggs

A high amount of bacteria is associated with food that come from animals; therefore, more preparation needs to be taken before eating these items. As with vegetables, there are various methods of cooking these protein foods. Following are some pros and cons:

- Frying in oil or fat will retain most vitamins, but add to the fat content of the food.
- Wok cooking (high heat with little water or oil) works well; however, avoid using too much salt.
- Steaming works well, as does roasting, baking, or broiling, although some nutrients will be lost.

TEACHER'S GUIDE

Activity: Food Safety Word Match.

Purpose: To insure students understand basic concepts of food safety. Have students match the word to the definition. Give the class 5 minutes to complete, check the answers as a group.

Answer Key:

- | | |
|---|---|
| <p>1. Two-hour rule</p> <p>2. Personal hygiene</p> <p>3. Perishable food</p> <p>4. Cross-contamination</p> <p>5. Contaminated food</p> <p>6. Danger Zone</p> <p>7. Food borne illness</p> <p>8. The Thaw Law</p> <p>9. Sanitation</p> <p>10. Thorough cooking</p> | <p>A. The transfer of harmful bacteria from one food to another. Harmful bacteria can also be transferred to food from another source, such as hands.</p> <p>B. Defrost foods in the refrigerator, microwave, or under running water. Never defrost food on the kitchen counter.</p> <p>C. Keeping work areas free from dirt or bacteria.</p> <p>D. Foods that can become unsafe or spoil quickly if not refrigerated or frozen.</p> <p>E. Cleanliness, keeping yourself clean.</p> <p>F. Perishable food should not be left at room temperature longer than two hours.</p> <p>G. Food that contains harmful bacteria.</p> <p>H. Cooking food to a safe internal temperature.</p> <p>I. Sickness caused by eating contaminated food, sometimes called food poisoning.</p> <p>J. The range of temperatures at which most</p> |
|---|---|

- | | |
|------|-------|
| 1. f | 7. i |
| 2. e | 8. b |
| 3. d | 9. c |
| 4. a | 10. h |
| 5. g | |
| 6. j | |

ACTIVITY

Food Safety Word Match

Direction: Draw a line from the word to its matching definition.

.....

Word	Definition
1. Two-hour rule	A. The transfer of harmful bacteria from one food to another. Harmful bacteria can also be transferred to food from another source, such as hands.
2. Personal hygiene	B. Defrost foods in the refrigerator, microwave, or under running water. Never defrost food on the kitchen counter.
3. Perishable food	C. Keeping work areas free from dirt or bacteria.
4. Cross-contamination	D. Foods that can become unsafe or spoil quickly if not refrigerated or frozen.
5. Contaminated food	F. Cleanliness, keeping yourself clean.
6. Danger Zone	G. Perishable food should not be left at room temperature longer than two hours.
7. Food borne illness	H. Food that contains harmful bacteria.
8. The Thaw Law	I. Cooking food to a safe internal temperature.
9. Sanitation	J. Sickness caused by eating contaminated food, sometimes called food poisoning.
10. Thorough cooking	K. The range of temperatures at which most bacteria multiply rapidly—between 40° and 140° F.

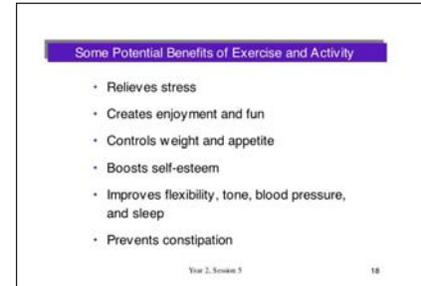
TEACHER'S GUIDE

Movement and Exercise

- Ask the class to name the potential benefits of exercise.
- After they are done answering, show the overhead and discuss the key points.

Show Overhead #18 Some Potential Benefits of Exercise and Activity

- Relieve stress
- Enjoyment and fun
- Control weight, appetite
- Boost self-esteem
- Improve flexibility, tone, blood pressure, sleep
- Prevents constipation



- Relate exercise to nutrition and how it fits into a healthy lifestyle.
- An optional activity would be to show a portion of a beginners' exercise video such as Richard Simmons and have the class exercise along or have the class take a stretching break.
- Then discuss how this mild activity made them feel.
- Ask how they can make the routines in their homes more active.

Movement and Exercise

Regular physical activity helps to maintain physical and emotional health. Physical exercise promotes total body fitness and strength, aids digestion and elimination, improves blood circulation throughout the body, stretches muscles and joints to help bones to stay strong, and increases mental alertness. Stretching increases joint flexibility. Physical activity should be a part of each individual's daily routine and fitness goals should be included in the IPP. As a DSP, you may be able to support individuals to achieve goals to increase activity.

“The Dietary Guidelines” for Americans recommend that all adults be more active throughout the day and get at least 30 minutes of moderate physical activity on most days of the week, or preferably every day. Adults who are trying to maintain a healthy weight after weight loss are advised to get even more physical activity. The guidelines recommend that children get at least 60 minutes of physical activity daily and limit inactive forms of play such as watching television and computer games.

Following are potential benefits from regular exercise:

- Relieves tension and stress
- Provides enjoyment and fun
- Stimulates the mind
- Helps maintain stable weight
- Controls appetite
- Boosts self-image
- Improves muscle tone and strength
- Improves flexibility
- Lowers blood pressure
- Relieves insomnia
- Increases “good” cholesterol (HDL)
- Prevents diabetes
- Helps prevent constipation

Many physical fitness activities contribute to good health. But sometimes finding ways to make activity fun and fit into a daily routine can present the DSP with challenges. Here are a few suggestions to get started.

To increase daily activity throughout the day, encourage and assist individuals to:

- Change TV channels manually by getting up and down.
- Take the stairs and park further away from buildings.
- Do stretches while TV shows are on commercial breaks.
- Start walking short distances (five minutes) two or three times a day and increase this gradually.
- Swim or do water aerobics, which is great exercise that does not place stress on knees and other joints.

Join an organized exercise or sports program such as those provided by the YMCA, local parks department, or Special Olympics. This is a fun way to get exercise and meet new people. Be sure the program can meet the individual's needs.

Exercise at least three days a week. An instructor or physical therapist may be able to recommend areas of concentration such as strength training, cardiovascular exercise, or aerobic fitness.

Develop plans for activities that are not sedentary such as bike riding, dancing to music, an exercise video, or mild hiking on days when there is no formal exercise.

Remember: Consult with the individual's doctor before beginning any exercise program.

TEACHER'S GUIDE

Practice & Share

Students have a choice of supporting an individual in making a healthier food choice, or supporting an individual in increasing the activity of a daily routine e.g. walking to the store instead of driving or supporting an individual or group in choosing an “active” recreational activity e.g. bowling instead of out to eat. Share what you did with the class, what worked, what would you change?

Optional Review Questions. These are not in the student guide are are only for review purposes.

IN CLASS REVIEW NUTRITION QUESTIONS and ANSWERS1. *What is good nutrition and why is it important?*

Good nutrition means that an individual while avoiding too much salt, fat and cholesterol in his diet is getting the right number of calories, minerals and vitamins; eating a variety of nutritious foods, and eating the right number of servings from the six food groups.

2. *List the six categories of food identified in USDA Food Pyramid and the number of servings recommended to be eaten per day from each group.*

The six food groups in the USDA Food Pyramid and the recommended number of servings is as follows:

Fats, Oil, Sweets	use sparingly
Milk, Yogurt Cheese	2-3 servings
Meat, Poultry Fish Dry Beans, Egg, Nuts	2-3 servings
Fruit	2-4 servings
Vegetable	3-5 servings
Bread, Cereal, Rice, Pasta	6-11 servings

3. *What is good hydration and why is it important? What is good hydration and why is it important?*

Good hydration means that a person’s water intake is 8-12 eight ounce glasses per day in moderate temperature weather. MORE IN HOT WEATHER! Without it a person can become dehydrate and may have problems with constipation, and urinary tract infection

4. *What changes can most Americans make in their drinking and eating habits to improve their health and well-being?*

The Surgeon General recommends for most people to eat LESS salt, simple sugars and fat and to eat MORE fiber, more fruits and vegetables and more complex carbohydrates and to drink at least eight ounce glasses of water; and more if you drink caffeinated drinks.

5. *List 4 recommendations regarding the proper way to handle, prepare and store food.*

1. Food should go directly from the store to home and be stored. Properly in the refrigerator or on the shelves until it is used.
2. Preparation should be under sanitary conditions (washed hands and clean surfaces).
3. Meat and poultry should be cooked at 165 internal temperature degrees or higher and long enough to kill the bacteria.
4. Steaming, roasting, baking, broiling and boiling is better than frying. Wok cooking is fine.
5. Cooked food should not be left out for long.
6. Cover, label, date all stored leftovers.
7. Handle food carefully.

Movement and Exercise (continued)

Motivation will be a challenge if an individual has been sedentary. Find ways to keep fitness fun:

- Change routines often enough to avoid boredom.
- Take before and after pictures.
- Work together with a group of friends who can motivate each other.
- Develop motivators that add to the fitness program such as a trip to a park for a walk or go to the beach for a swim.

For individuals who use a wheelchair, encourage participation in activities that use their upper body strength as much as possible. Exercise such as weight lifting and swimming may be appropriate for those individuals.

Studies have shown that even mild exercise can improve fitness level. The gains from increased activity will result in a safer and healthier life.

PRACTICE AND SHARE

Identify an individual you support who is interested in changing their eating and/or exercise habits. Assist that individual in making healthier food choices and/or increasing daily activities (for example, walk to the store instead of drive). Be prepared to talk about what you did and how it worked at the beginning of the next session.

TEACHER'S GUIDE

Quiz

Directions: The quiz consists of 10 questions. You will be given 20 minutes to answer them. Remember to fill in the oval that corresponds to the correct answer. We will review the answers as a class. As we review, mark the correct answers so that you can use them to study for the Test After Training.

Answers

1. C
2. D
3. C
4. C
5. C
6. A
7. C
8. B
9. B
10. D

End of Session 5

Nutrition and Exercise

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
6	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
7	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
9	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
10	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

- One of the most important reasons people should drink lots of water daily is that water:**

 - A) Is less expensive than soft drinks.
 - B) Has no calories.
 - C) Helps regulate the body's temperature.
 - D) Is full of "empty" calories.
- Which of the following is one of the five kinds of food nutrients every good diet must include:**

 - A) Alcoholic beverages
 - B) Fat
 - C) Diet Coke
 - D) Water
- Menu planning is especially valuable as a way to ensure that:**

 - A) Individuals get to eat foods they dislike at least once daily.
 - B) Sufficient food is available to feed any visitors who drop by.
 - C) All five kinds of nutrients are included in meals.
 - D) Shopping lists are used when purchasing food.
- When doing menu planning for food shopping, one thing the DSP should think about is:**

 - A) Jigsaw puzzles showing the different parts of menu planning.
 - B) Handwashing and gloving before handling food at the food store.
 - C) The cost of the food.
 - D) The need for drinking an adequate amount of water.

5. **Sweets should be limited in the diet to small amounts because:**
- A) It is a bad idea for the DSP to become too friendly with individuals.
 - B) In real life, people must learn to take the bitter with the sweet.
 - C) Eating of sweets may lead to obesity, tooth decay, and other difficulties.
 - D) Thrown-away candy wrappers make even the best facility look unclean.
6. **On food labels, the ingredients are usually listed:**
- A) In order of volume or weight, from highest to lowest.
 - B) In order of volume or weight, from lowest to highest.
 - C) In alphabetical order.
 - D) In order of age, oldest to youngest.
7. **A “modified” diet is one that should be followed by:**
- A) All obese persons, to speed up weight loss.
 - B) Most people who are interested in following the latest fashions in food.
 - C) Individuals who have trouble swallowing or chewing their food.
 - D) Individuals who have diseases that are made worse when certain types of food, minerals, or vitamins are eaten.
8. **Food allergies make meal planning more difficult, but:**
- A) Are not serious enough to cause permanent damage to individuals.
 - B) Also can cause anaphylactic shock and other life-threatening problems.
 - C) Should be ignored if the individual strongly insists on eating the food they are allergic to.
 - D) Are limited only to peanuts and shellfish.
9. **“Clean, Separate, Cook, Chill” are the four simple steps to achieve:**
- A) Lowering the fat content of foods.
 - B) Safe food handling and preparation.
 - C) Prevention of food allergies.
 - D) Effective weekly menu planning.
10. **Individuals who use a wheelchair can often participate in such valuable physical activities as:**
- A) Changing channels with the TV remote.
 - B) Listening to music.
 - C) Soccer and pole vaulting.
 - D) Weight lifting and swimming.



Appendix 5-A /Ways to Reduce Salt in the Diet

- Do not use salt or use less salt when preparing foods.
- Use spices and herbs to flavor food.
- Leave the salt shaker in the cupboard, not on the table.
- Go easy on condiments such as soy sauce, ketchup, mustard, pickles, and olives.
- Choose fresh, plain frozen, or canned vegetables without added salt.
- Choose fresh or frozen fish, poultry, and meat. Most often these are lower in salt than canned and processed forms.
- Read the Nutrition Facts label to compare the amount of sodium in processed foods. The amount in different types and brands varies widely.
- Look for labels that say “low sodium.”

Appendix 5-B/Top 10 Tips for Developing a Healthy Menu at Your Home

1. Individuals living in the home where you work should be encouraged to participate, to the extent they can, in menu planning, meal planning, and preparation. Ask them “What do you love to eat?”
2. Plan a good balance of foods, based on the Food Pyramid (number of servings and number of serving sizes).
3. Include a wide variety of foods in the menu.
4. Include at least five servings of fruits and vegetables in a variety of colors including:
 - Green**
broccoli, green beans, lettuce
 - Red**
strawberries, tomatoes
 - Orange**
carrots, cantaloupe
 - Yellow**
summer squash
5. Emphasize non-animal sources of protein such as beans and nuts or recommend lean meats, fish (excellent source of Omega-3 oils), and poultry-removing fat and skin whenever possible.
6. Cook foods in ways that maintain vitamins and minerals such as baking, steaming, or roasting.
7. Try to include some alternative condiments such as salsa and humus instead of butter, margarine, and sour cream.
8. Avoid highly salted foods and avoid putting extra salt on foods.
9. Use oils, fats, and sweets in small quantities. Use canola or olive oil.
10. Include non-fat, low-fat, or reduced-fat alternatives when using yogurt, milk, and cheese.

Be sure to include dark greens and yellow vegetables at least two or three times a week. Use fresh products and wash the skin well.

Appendix 5-C/Top 10 Safe Handling and Storage Tips

1. Be sure food and water are from safe sources.
2. Ask the store clerk to put frozen items together in a bag. This will help maintain temperature.
3. Take items directly home, unpack them, and put them away in the refrigerator, the freezer, or on shelves. Don't leave food items in the car. Some items such as milk, poultry, and meat can spoil quickly.
4. Always wash your hands before touching food and throughout the preparation process.
5. Refrigerators need to be at the correct temperature at or below 40°F, but above freezing. Keep the freezing compartment at 0°F.
6. Keep meat and poultry refrigerated or frozen. Thaw meat and poultry in the refrigerator.
7. Keep raw meat and poultry separate from other foods. Do not put cooked meat or poultry on surfaces that came in contact with raw meat or poultry. (Note: This is often a problem when barbecuing.)
8. Cook poultry and ground meat thoroughly and keep hot foods hot (above 140°F).
9. Wash working surfaces including cutting boards, utensils, and dishes in hot soapy water.
10. Avoid outdated and spoiled food! When in doubt, throw it out! Many food items, both at the store and in the refrigerator, have expiration dates. Such items should not be purchased beyond the expiration date, and should either be thrown away or checked carefully before use. Products vary greatly in how long they remain edible, even in the refrigerator; often it is only a day or two. Dating the emergency supply containers is very important. Canned goods remain wholesome much longer than fresh produce, dairy products, non-frozen meat and such; however, the “shelf life” of canned goods is not endless. Every six months or so, canned food should be used up or thrown out and replaced.

Appendix 5-D/Food Labels

Brand X Pure Premium OJ

32 FL OZ (1 QT) 946mL

Nutrition Facts	
Serving Size 8 fl oz (240 ml)	
Servings Per Container 4	
Amount Per Serving	
Calories 110 Calories from Fat 0	
% Daily Value*	
Total Fat 0g	0%
Sodium 0mg	0%
Potassium 450mg	13%
Total Carbohydrate 26 g	9%
Sugars 22g	
Protein 2g	
Vitamin C 60% • Calcium 2%	
Thiamin 10% • Niacin 4%	
Vitamin B6 6% • Folate 15%	
Not a significant source of saturated fat, cholesterol, dietary fiber, vitamin A and iron	
*Percent of Daily Values are based on a 2,000 calorie diet.	

Other container labeling:

Meets American Heart Association food criteria for saturated fat and cholesterol for healthy people over age 2.

Naturally sodium free.
No water or preservatives Added.

Keep Refrigerated

Best if used within 7 to 10 days after opening.

Pasteurized

Deli Macaroni Salad

Net Wt. 16 OZ. (1LB) 454g

Nutrition Facts	
Serv. Size 3/4 cup (145g)	
Servings: 3	
Amount Per Serving	
Calories 330 Fat Cal. 210	
Amount per Serving % Daily Value*	
Total Fat 23g	36%
Saturated Fat 3.5g	17%
Cholesterol 15mg	5%
Sodium 770mg	32%
Total Carb. 27 g	9%
Fiber 2g	7%
Sugars 22g	
Protein 5g	
Vitamin A 0% • Calcium 2%	
Thiamin 10% • Niacin 4%	
Vitamin C 0% • Iron 10%	
Not a significant source of saturated fat, cholesterol, dietary fiber, vitamin A and iron	
*Percent of Daily Values are based on a 2,000 calorie diet.	

INGREDIENTS: Cooked Enriched Macaroni (semolina, niacin, iron, thiamin mononitrate, riboflavin, folic acid), Mayonnaise (soybean or canola oil, egg yolks, water, vinegar, corn syrup, salt, spice, calcium disodium EDTA), Sweet Pickles (pickles, high fructose corn syrup, water, vinegar, salt, modified food starch, sodium benzoate, natural flavorings, calcium chloride), Corn Syrup, Celery, Water, Onions, Red Bell Peppers, Salt, Vinegar, Mustard (water, vinegar, mustard seed, salt, sugar, soybean oil, spices, turmeric, xanthan gum, annato, calcium disodium EDTA), Potassium Sorbate, to protect flavor, Sugar, Xanthan Gum, Annato Coloring

Brand X Beef & Green Chili Burritos

10-4 OZ BURRITOS,
NETWT 40 OZ (2.5 LBS) 1,134g

Nutrition Facts	
Serving Size 1 Burrito (113g)	
Servings Per Container 10	
Amount Per Serving	
Calories 290 Calories from Fat 120	
% Daily Value*	
Total Fat 14g	21%
Saturated Fat 5g	24%
Cholesterol 15mg	5%
Sodium 270mg	10%
Total Carbohydrate 34 g	11%
Dietary Fiber 3g	13%
Sugars 1g	
Protein 8g	
Vitamin A 0% • Vitamin C 6%	
Calcium 2% • Iron 15%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs	
Calories: 2,000 2,500	
Total Fat	Less than 65g 80g
Sat. Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

INGREDIENTS: Flour Tortilla (bleached wheat flour enriched (niacin, reduced iron, thiamin mononitrate, riboflavin, folic acid), water, soybean oil