



Summer 2001: Fulfilling Choices

Nutritionist Note:

This session provides participants an opportunity to assess the nutritional variety and balance in their own eating patterns. In addition, a 'nutrient/caloric density' demonstration helps participants look for ways to include a wider variety of foods in their snacks to maximize nutrients without increasing fat and calories.

Nutritionist Guidelines

Time: 105-120 minutes

WHILMA: Enter session in WHILMA as: **7SU**

Objectives: In this session, the participant will:

- (Key Points)**
- Review personal eating patterns for nutritional variety and balance.
 - Compare snack foods to see how a food's composition influences nutrient content.
 - Identify lower-fat snacks that are filling and nutritious.

- Materials:**
- Potential Session reminder (pg. 17).
 - Snack foods commonly eaten by participants in your region (real foods and/or labels).
 - Nutritionist Resource sheet - Snack comparison ideas (pgs. 15-16).
 - Nutritionist Resource – Snack comparison 'labels' (pgs 18-19).
 - Poster paper and marking pens (colored, if available)
 - Self-monitoring tools
 - (Optional) small scales for weighing ounce-portions, if real foods are used.
 - (Optional) Dairy Council paper food models or Food Comparison cards

Other WHI Resources Related to Session:

- Winter '99 – Successful Aging: A Work of Art, Group Nutritionist materials (Spending Calories Wisely activity suggestion – pgs. 13-14).
- Spring '00 – High Five for Health: Resources (Promising Phytochemicals in Vegetables and Fruits, and Vitamins A, C, and dietary fiber in different fruits and vegetables)

Internet Resources:

- www.dole5aday.com: Provides a list of fruits and vegetables high in vitamins (e.g., vit A and C, folate), dietary fiber; and a list of vegetables that are members of the cabbage family (cruciferous vegetables).
- www.usda.gov/cnpp/ (Health Eating Index)
 - Interactive Healthy Eating Index. This site has an on-line dietary assessment tool that provides a quick measure of a person's diet quality. This user-friendly website can help consumers carefully examine their own dietary habits and receive encouragement to improve their eating patterns.
 - Nutrition Insights: Publications of the USDA for Nutrition Policy and Promotion:
 - Insight #14: A Focus on Nutrition for the Elderly: It's Time to Take a Closer Look
 - Insight #19: Beliefs and Attitudes of Americans Toward Their Diet
 - Insight #20: Consumption of Food Group Servings: People's Perceptions vs. Reality

Nutritionist-Optional Background Reading

- Rolls, Barbara and Barnett, Robert A. Volumetrics: Feel Full on Fewer Calories, Harper Collins Publishers, New York, NY; 2000.

Peer Group Ideas:

Here are a few suggestions for peer group activities/topics for Summer 2001 session follow-up:


- Explore Snacking Patterns as a Group: Look at snacking situations. What snack food do you currently enjoy? Explore how you might support one another in buying, preparing and eating lower-fat snacks that are nutritious and filling.
- June is Fruit/Vegetable Month: As a group, develop a 4-week plan that identifies some potential ways to eat more fruits and vegetables. Group members could break the quarter into three areas and select one area to work on each month: Possible areas: Breakfast, Snacks, Dinner, Desserts, etc.
- Fruit Desserts: Share recipes and samples of fruit desserts that are lower in fat and calories. Get together and have recipe 'taste-off' during late Summer or Fall. Consider bringing the 'group favorite' to share at your next DM group session.

Below is a list of the maintenance sessions planned for 2001/2002. This information will help Nutritionists plan ahead when responding to participant requests for 'additional information.'

Upcoming Maintenance Session Topics:

- Fall 2001 – Women Helping Women
- Winter 2001 – Goal Getting Meals
- Spring 2002 – (TBN)
- Summer 2002 – (TBN)

Summer 2001: Fulfilling Choices (Facilitation Outline)

	GROUP SHARING/NEXT STEPS FOLLOW-UP (20-30 minutes)
(20-30 minutes)	<p><u>Objective:</u> Participants share thoughts and feelings with other group members about how the session on women and heart disease influenced their health and food choices.</p> <p><u>Purpose:</u> Build group cohesion and self-efficacy.</p> <p>A. Group Sharing/Next Steps Follow-up:</p> <p><u>Sharing Ideas:</u> Ask participants to share their current thoughts and questions about the role of diet and heart disease.</p> <p><u>Q/A</u> (Potential questions):</p> <ul style="list-style-type: none"> ☛ What did you find useful from our discussion about the role of diet in heart disease? ☛ What similarities did you see between your WHI nutrition goals and the recommendations made by the American Heart Association? ☛ What dietary changes have you already made? What other steps would you feel comfortable trying that might reduce your risk of heart disease? <p>Both the American Heart Association and WHI point to the importance of looking for ways to flavor foods without a lot of fat.</p> <ul style="list-style-type: none"> ☛ What is one of your favorite ways to add flavor when preparing foods without fat? ☛ What new ideas or products have you recently tried or seen in the grocery store?
	<p>Group Facilitation Suggestions: Here are some examples of potential ways to encourage group cohesion and connection.</p> <ul style="list-style-type: none"> • Use the “who else” question: <i>Who else found the same information useful or had a similar experience as _____ (name)?</i> • Use a “directive” question: <i>What about you _____ (name), what is one of your favorite flavoring ideas?</i> • Point out “common threads” within the group. For example: <i>Point out if a number of participants (2-3) felt surprised that eating fruits and vegetables could help reduce a person’s blood pressure or that butter was not ‘better’ than margarine.</i>

Peer Group Sharing (If peer groups):


Purpose: Provide support and recognition of peer group activities and to promote interest:

- ☛ During the past 3 months, what types of activities have you done with other members of WHI? (e.g., learn how to do CPR, attend heart-related events)
- ☛ What do you like about getting together?

NOTE: Consider reintroducing the peer group idea if a particular group has not been participating. (e.g., *What would you like to do together outside of your usual DM group meeting?*)



Notes

	NEW MATERIAL (50-60 minutes)
	<p>Group Facilitation Suggestion: Before presenting new information, take a few minutes to assess the groups' areas of interest around the session topic.</p> <ul style="list-style-type: none"> • “Set the stage”: Let participants know what you are prepared to discuss (e.g., <i>These are the areas that I am prepared to talk about _____ [nutrient & caloric density of foods, snack choices that increase nutrients without increasing calories, etc.]. How does this sound to you?</i>) • Seek their permission and interest in where they want to spend time (e.g., <i>Before we begin, I would like to get your input on where you would like our group to spend most of our time - show of hands</i>). • Emphasize individual choice and preference (e.g., <i>Each of you may take something different away from our discussion. It's up to you to decide what's important and how you might use it in your own life.</i>)
(5 minutes)	<p>1. Changing Needs - Overview/Introduction</p> <p>A. As people grow older they need fewer calories, but they need just as many nutrients (protein, vitamins, minerals, etc.). So eating a variety of foods is important. However, older Americans may not always eat a variety of foods for many different reasons. Some of these reasons include declines in the sense of taste and smell, living alone, a lack of desire to eat or prepare food, and sometimes medication use.</p> <p>B. Today's session provides an opportunity for you to assess current food choices and identify food groups and nutrients that may be overlooked in your current eating pattern. A comparison demo of the nutrient density of different snack foods will help the group identify ways to maximize nutrients, while minimizing fat and calories.</p>
(15 -25 minutes)	<p>2. Food Choices - Variety and Balance (Self-assessment)</p> <p><u>Objective:</u> Participants review personal eating patterns for nutritional variety and balance.</p> <p><u>Purpose:</u> Help participants raise their awareness of the variety of foods in their current food choices and identify any discrepancy between where they are now and where they would like to be.</p> <p>A. Set up Self-Assessment Activity.</p> <ul style="list-style-type: none"> • Ask the group to share what they already know or have heard about the importance of eating a variety of foods. <p>QA:</p> <ul style="list-style-type: none"> ➤ What does the expression -“Eat a variety of foods,” mean to you? ➤ Why do you think it's important to eat a variety of foods?

- Use the groups' input to summarize why variety is important. For example:
 - No single food or food group provides all the nutrients a person needs (e.g., (protein [amino acids], carbohydrate, fat [essential fatty acids], vitamins, minerals, fiber, phytochemicals, etc.).
 - Many nutrients work together; they need each other to operate efficiently in the body (e.g., iron is better absorbed in combination with Vit. C-rich foods - calcium is better absorbed in combination with Vitamin D, etc.).

B. Participants Assess Variety in Current Eating Patterns.

- Ask participants to complete Summer Worksheet 1 and add up the total number of foods they checked.
- Encourage participants to share their totals.
- Consider using the blackboard or flip chart to set up a way to record 'totals' and look for patterns or trends in the groups' responses.
 - For example: label categories (e.g., 0-9, 10-19, 20-29, 30-44). As participants share their responses, place a check in the number range that best represents the shared responses.
- Ask the group to look at the tallied responses and summarize what they see (e.g., most people are mid-range in the "variety" of foods eaten, etc.).

QA: (Use the questions below or similar questions to promote discussion).

- ☛ Take a look at our groups' results, what patterns or trends do you see?
- ☛ Think about your own results, how does your total compare to the other totals reported in our group?
- ☛ What did you think it would be?
- ☛ How has being in WHI influenced the variety of foods you currently eat?



Group Facilitation Suggestion:

- Point out "common threads" within the group. For example, point out if a number of participants (2-3) mention:
 - *They think that their participation in WHI has increased the variety of foods they select and eat.*
 - *Or, participants might share that before participating in the WHI Dietary Study, they seldom ate 'reduced fat and fat-free' foods.*

C. Discuss Variety Results.

- Point out that the foods on the worksheet represent an eating pattern that includes all the food groups in the Food Guide Pyramid (copy available at end of Nutritionist session materials and also in the Participant materials - pg. 11).
- Mention that the Food Guide Pyramid was created by the USDA in 1992 and provides an outline of what people should eat each day. It emphasizes selecting a variety of foods from five main food groups (breads/grains, vegetables, fruits, milk, and meat/meat alternatives).

- Briefly point out that the Summer 1 Worksheet is meant to provide a ‘rough estimate’ of the variety and balance in a person’s current eating pattern – based on the Food Guide Pyramid recommendations.
 - Checking 35 or more foods indicates that a person’s eating pattern is probably varied in a way that is consistent with good nutrition. (Note: 35 foods represent 80% of the possible choices).
 - However, checking 22 or less indicates that a person probably needs to increase the variety of their food choices. (Note: 22 foods represent 50% of possible choices).
- Ask participants to look at their worksheet, and look for patterns or trends in their foods choices, such as:
 - They did or did not check foods in all five main food groups (bread, fruit, vegetable, milk and meat).
 - They do or do not have a variety of foods checked within specific food groups (e.g., whole grain breads and cereals, as well as refined).
 - Some of the five main food groups have very few foods checked.
- Have participants identify 1 or 2 of the five main food groups where they have FEW foods checked.
- Ask participants to look at the resource on page 11 of their session materials (*Nutrients Supplied by the Food Groups in the Food Guide Pyramid* and identify the potential nutrients that are provided by these food groups.

QA: (Use the questions below or similar questions to promote discussion.)

- ☛ When you look at your own results, which of your food groups had FEW foods checked?
- ☛ What nutrients do these groups supply?
- ☛ What are some of the reasons why you might eat foods from this group less frequently?
- Potential Talking Points for ‘Variety/Balance’:
 - Both the Food Guide Pyramid and the WHI nutrition goals emphasize the importance of having a more plant-based eating pattern – one that focuses on fruits, vegetables, grains, and legumes/beans. These foods provide a number of nutrients that appear to be important in reducing the risk of cancer, heart disease, diabetes and obesity.
 - Data from USDA’s Continuing Survey of Food Intakes by Individuals (CSFII) 1994-96 [a nationally representative survey on people’s consumption of foods and nutrients] showed that during the past 10 years, Americans have reduced the fat in their diets increased their consumption of fruit.
 - However, food supply serving data between 1970 and 1996 suggests that many people continue to have mixed success in moving toward healthier diets as indicated by the following trends:

- Whole grain servings fell short with only about 15% of the grain foods coming from whole grains.
- There was little variety in vegetable servings. Starchy vegetables (mainly potatoes) were the largest group eaten. Intakes of dark green and deep yellow vegetables, as well as cooked dry beans and peas were low.
- Although fruit intake had increased, total intake remained low. Many people ate less than 2 servings per day. In addition, almost half of the total fruit servings came from five foods – orange juice, bananas, fresh apples, watermelon, and apple juice.
- In addition, intake of soft drinks and other high sugar-added foods increased. Consumption of milk desserts (including ice cream) increased about 29% and consumption of cakes, cookies, pastries, and pies increased by 15%.

QA: (Use the question below or a similar question to promote discussion.)

☛ How do some of these trends compare to your own eating patterns or to people around you?

- Point out that nutritional needs change with age. In general, as people mature, calorie needs decrease by about 25%, but nutrient needs stay about the same. So, it's important that older adults look for ways to get more "bang for their buck" in nutritional terms.
- Point out that one way to increase nutritional variety is with snacks. But snacks can also be a common way for fat to creep back in to a diet. Therefore, part of the secret of eating well without overeating is choosing nutrient-rich foods.

QA: (Use the questions below or similar questions to find out what participants already know).

☛ How would you define 'nutrient density'?

☛ What is an example of a snack food that you might consider 'nutrient dense'?



Notes

(15 minutes)

3. Demonstration: Snack Choices – How Do They Compare in Nutrients?

Objective: Participants compare snack foods to see how a food's composition influences nutrient content.

Purpose: Help participants recognize how a food's composition affects the nutrients in a given serving and the potential serving size.

A. Provide a Brief Background for the Snack Demo.

- Depending on the group's knowledge, briefly review the following information:
 - Nutrient density is the amount of nutrients per calorie of food.
 - Foods that contain more nutrients per calorie are considered to be 'high in nutrient density'. For example: a bowl of watermelon and a 12-ounce can of soda pop both provide 150 calories, but the watermelon has Vitamin C, dietary fiber, and other vitamins, minerals and phytochemicals – so watermelon is considered "nutrient dense" (or nutrient rich).
- Point out that many traditional snack foods – like chips, candy, and cookies are full of fat, sugar and calories, but provide essentially no vitamins or minerals. This makes them "calorie dense", but "nutrient poor."
- Let participants know that the snack demonstration will show some of nutrients available in snacks with similar calories.
- Point out that you would like participants to look at the different snacks and identify some of the differences between the snacks that contain more nutrients and the snacks that contain fewer nutrients.

Group Nutritionist Note: For the demonstration, consider using examples of snack foods that your participants typically eat.

B. Snack Demonstration.

- Use the snack examples provided in the Nutritionist Resource (pgs.15-16) and/or use labels, real foods, Dairy Council food models or Dairy Council Food Comparison cards.
- Keep the focus on nutrient density rather than caloric density, whenever possible.
 - The snack suggestions provided on pages 15-16 use snacks with similar caloric equivalents (160-190 calories), but nutritionists may use other methods to compare the nutrients and calories in a given snack food. For example: similar serving sizes (e.g., 1/2 cup).
 - The nutrient information provided for snack comparisons is focused on the nutrients commonly available on commercial food labels.

- Help participants identify general traits or characteristics of more nutrient dense snacks, such as any or all of the following ideas:
 - Include fruits and vegetables (e.g., deep yellow, red, orange, blue, dark green vegetables/fruits, cruciferous vegetables, and citrus fruits)
 - Select lower-fat foods (e.g., low and nonfat dairy, lean meat, fish, poultry, fruits and vegetables)
 - Include foods with more fiber (e.g., fruits, vegetables, whole grains)
 - Limit foods that are mainly sugar (e.g., soda pop, candy, fat-free cookies and cakes)
 - Eat moderate portions. Go easy when adding dips or spreads to your snacks.
 - Balance your food choices over time. Not every food has to be ‘perfect’.
- As you show the different food examples, ask the group to share what they see and how it might influence their food choices.

QA:

➤ What are some of the things you notice when you look at these snacks?

- Consider using any of the food comparison ideas and ‘messages’ suggested on pages 15-16 or develop your own.
- At the end of the demonstration, ask participants to summarize what they noticed when we compared the different snack choices. Use the suggested questions below, or develop your own.

QA:

➤ Which of the snack comparisons impressed you the most?

➤ If you were to modify your snacks to include more variety and nutritional content and cut back on fat and calories, what might you do?



Notes

(20 minutes)

4. Skills Practice: Fitting Nutritious Low-Fat Snacks into My Lifestyle

Objective: Participants identify lower fat snacks that are filling and nutritious.

Purpose: Provide hands-on practice to promote self-management and self-efficacy by having participants apply information to their own lives.

A. Delivery Options:

- Point out that one way to think about adding variety and more ‘nutrient dense’ foods to your current choices is to identify ways you might modify your own ‘real-life’ snacking situations.

Option #1: Healthy Snack Choices for Your Lifestyle or Nutrient Needs

- Ask participants to form 2-3 small groups based on different eating styles or nutrient needs. For example:
 - Work-related eating (co-workers, vending machines, etc.)
 - Nibbling before or after evening meal
 - Dislike cooking meals (snack on what’s available)
 - Food Guide Pyramid results (e.g., desire to increase food choices from a specific food group, such as vegetables, grains or dairy).
 - Other
- Provide each group a piece of poster paper and some colored markers (if available). Give each group the following advice:
 - Let them know that they have about 10 minutes, as a group, to ‘brainstorm’ ways that you might increase the variety and nutrition in your snacks. Look for ways to include more fruits, vegetables and whole grains and reduce high-fat and high-sugar foods.
 - Be open and creative about the ways that you might use fruits, vegetables, beans/legumes, and whole grains. They could be incorporated into soups or juices, added to casseroles or salads, desserts, etc.
 - Ask one or two people in your group to act as ‘recorders’ and write down the group’s ideas. After your group members have ‘run out’ of ideas, take a few minutes to look over your list and underline the ideas that were the most popular in your group.
- After about 10 minutes, ask each group to share their ideas with the larger group. Consider providing a copy of the snack ideas for all group members to take home.

Q/A: Use the following questions, or develop your own to promote sharing and discussion.

- What snack ideas did your group identify?
- Which ideas were most popular with your group?
- What were some of the reasons that these ideas were popular?



Option #2: The Two/Three Snacking Challenge


- Break into small groups or pairs.
- Ask participants to create at least two 'nutrient dense', low-fat snack ideas that use either two or three of the 5 main food groups in the Food Guide Pyramid (grains, fruits, vegetables, dairy and meat).
- After about 10 minutes, ask each group/pair to share their ideas with the larger group. Consider providing a copy of the snack ideas for all group members to take home.

Q/A: (Potential discussion questions to ask each group).

- What snack ideas did your group identify?
- How did you decide which food groups to use in your snacks?
- Which nutrients do these snacks add?
- How might these snack ideas help you meet your WHI nutrition goals?

*Notes*

	NEXT STEPS (15 minutes)
(15 minutes)	<p>Objective: Participants reflect on information and skills that may help them select nutrient-rich snacks that are low in calories.</p> <p>Purpose: Increase likelihood that participants will consider making food choices that will support WHI goals.</p> <p>A. Participants Share.</p> <ul style="list-style-type: none"> Ask participants to think about the variety of foods they currently eat and the demonstration that showed them how some food choices, such as fruits and vegetables provide good nutrition with very few calories. <p>Q/A: (Suggestions for ME-style questions):</p> <ul style="list-style-type: none"> Based on what we talked about today, how might this information help you or others in your family? Where do you feel you are now with your selection of nutrient-rich snacks? Where would you like to be? <p>Other ways to ask the same questions:</p> <ul style="list-style-type: none"> If you decided to increase the variety of the foods you eat, how might you make this happen? How ready do you feel to try some of the snack or ‘mini meal’ ideas that your group discussed? If you do not feel ready, what would need to change for you to eat more nutritious, lower-calorie snacks?
	<p>Group Facilitation Suggestions:</p> <ul style="list-style-type: none"> Summarize and reflect. Point out common ‘thread’ within the group (i.e., <i>reduce portion size of fat-free or reduced-fat grain foods, such as chips, crackers and cookies by adding a fruit or vegetable serving to the snack</i>).
 <p>Notes</p>	

	FOOD TASTING (10 minutes)
(10 minutes)	<p><u>Objective:</u> Participants taste new foods or recipes that support WHI goals.</p> <p><u>Purpose:</u> Increase likelihood that participants will use foods and recipes that support WHI goals.</p> <p>Suggestions: (See session recipes)</p> <ul style="list-style-type: none"> • Fruit, vegetable or whole grain snack ideas • Fruit desserts
 <i>Notes</i>	

Nutritionist Resource – Snack Comparison Ideas

Potential snacks and 'snack choice messages' for Nutrient/Energy Density Demonstration:

- **Substitute fruits and vegetables for part of your snacks to maximize your nutrients without increasing fat or calories.**
 - ☐ 10 vanilla wafers (Snack #1) compared to 4 LF graham crackers (2 ½" sq.) and 1 med. orange (Snack #9).
- **Add more nutrients with fruits and vegetables (fresh, frozen, canned or as a juice).**
 - ☐ Examples of colorful fruits or vegetables included in following Snacks: #3, #4, #5, #8, #9, and #10.
- **Use lower fat dairy and protein choices to increase nutrients without increasing calories.**
 - ☐ 1 ounce peanuts (Snack #6) compared to ¼ cup raw broccoli flowerets, 1 ounce steamed shrimp, 4 TB cocktail sauce and 5 regular saltines (Snack #8).
 - ☐ 5 fat-free saltines and 1 ounce cheddar cheese (Snack #11) compared to 5 fat-free saltines and 1½ ounces part-skim mozzarella cheese (Snack #14).
- **Commercial food products that are high in sugar usually provide very few nutrients.**
 - ☐ 2/3 Snickers candy bar (Snack #7) or 12-ounce can regular soda (Snack #13) compared to 3 cups watermelon (Snack #4).
- **Fortified foods often provide added nutritional value, without added calories.**
 - ☐ Whole-wheat pretzels and calcium-fortified orange juice (Snack #3) compared to same snack without fortified orange juice (Snack #12).
- **Foods that contain more dietary fiber usually contain many important vitamins, minerals and phytochemicals.**
 - ☐ 4 LF graham crackers (2 ½" sq.) and 1 med. orange (Snack #9) compared to 10 vanilla wafers (Snack #1).
- **Looking for something sweet? Remember fruit! Fruit supplies vitamins, minerals and phytochemicals in a more satisfying serving.**
 - ☐ 3 cups watermelon (Snack #4) or 2 ounces FF pound cake with ½ cup fresh strawberries (Snack #5) compared to 2/3 of a regular Snickers candy bar (Snack #7)

- **Select foods from the bottom part of the Food Guide Pyramid (grains, fruits, vegetables) and use low-fat dairy and lean meat choices to maximize nutrients while minimizing fat and calories.**
 - ☐ 2/3 cup bran flakes with 1/2 cup nonfat milk and 1/2 banana (Snack #2)

- **Go easy when adding fat. Before spreading, topping or dipping, think about what you want to use. All of these contain the same number of calories, but are very different in fat content.**

<input type="checkbox"/> 1 TB peanut butter, regular	8 grams fat
<input type="checkbox"/> 1 TB peanut butter, reduced fat	6 grams fat
<input type="checkbox"/> 1 TB margarine or butter	12 grams fat
<input type="checkbox"/> 2 TB regular cream cheese	10 grams fat
<input type="checkbox"/> 6 TB fat-free cream cheese	1 grams fat
<input type="checkbox"/> 2 TB jelly	0 grams fat

Session Reminder - Summer 2001



Fulfilling Choices

Are you looking for a good investment? How about investing in yourself? Healthful eating is one of your best personal investments! The challenge for older adults is to get the same amount of nutrients, but with fewer calories! This means choosing foods that are more ‘nutrient-dense’ and less ‘calorie-dense.’

Are you curious about the variety of foods you currently eat? Want to see which food choices might provide more nutrition and fewer calories? Please join us for the Summer 2001 session; we will have a demonstration showing how a food’s composition can influence the nutrients and calories in a given serving. In particular, we will be looking at snack foods.

Please bring recipes and/or labels from foods that provide ‘snacking enjoyment’ in your own life. **We look forward to seeing you!**