

Attainment's Supporting Healthy Lifestyles

A Guide for
Support
Professionals

Christine D. Cea

Steve Holburn

New York State Institute for Basic Research in Developmental Disabilities



Supporting Healthy Lifestyles

CD for Windows or Macintosh

Also included with this book is a CD containing this complete book and Handouts in PDF form for you to review and print out pages from your computer. This PDF (portable document format) requires Acrobat Reader to access.

- If you have Acrobat Reader software already on your computer, open Acrobat Reader, then open the SHLG.pdf on the CD.
- To install Acrobat Reader for Windows, run ARINSTALL.EXE. After installation, open Acrobat Reader, then open SHLG.pdf.
- To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open SHLG.pdf.



Christine D. Cea

Steve Holburn

New York State Institute for Basic Research in Developmental Disabilities

Funded by the Staten Island Foundation and
The New York State Office of Mental Retardation and Developmental Disabilities

Edited by Tom Kinney

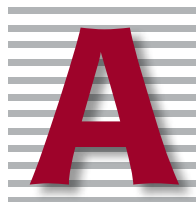
Graphic Design by Lynn Chrisman

An Attainment Company Publication

© 2010 Attainment Company, Inc. All rights reserved.

Printed in the United States

ISBN: 1-57861-714-6



Attainment Company, Inc.

P.O. Box 930160

Verona, Wisconsin 53593-0160 USA

1-800-327-4269

www.AttainmentCompany.com

Reproducible resources within this material may be photocopied for personal and educational use.

Supporting Healthy Lifestyles

A Guide for Support Professionals

Acknowledgments.....	6
About the Authors.....	7
Introduction	9
The National Health Crisis.....	9
How Can the <i>Guide</i> Improve Health?	10
History and Development of the <i>Guide</i>	10
Structure and Use of the <i>Guide</i>	11
Modeling Healthy Behavior.....	14
Challenges in Decision-Making about Health.....	14
References.....	17
Module 1: Nutrition, Healthy Eating, and Physical Activity	19
The <i>Food Guide Pyramid</i>	20
Good Food and Junk Food.....	23
Combination Foods	24
Healthy Snacks.....	25
Healthy Eating at Social Events.....	27
Exercise	29
Health Scenarios	31
Module 1 Handouts.....	35
Module 1 Self-Assessment Quiz.....	39
Module 1 References	40
Module 2: Chronic Illness and Physical Well-Being	41
Diabetes	42
High Blood Pressure.....	44
Heart Disease	46

Fiber and GI Health	49
Calcium and Bone Health	51
Self-Examinations and Health Screenings.....	53
Health Scenarios	55
Module 2 Handouts.....	61
Module 2 Self-Assessment Quiz.....	64
Module 2 References	65
 Module 3: Social and Emotional Well-Being	 67
Zeroing in on Stress.....	68
Recognizing Depression	70
Sexuality and Reproduction.....	72
Relationships.....	72
Health Scenarios	75
Module 3 Handouts.....	78
Module 3 Self-Assessment Quiz.....	79
Module 3 References	80
 Module 4: Developing and Supporting Health Goals	 81
How Will the Goal be Developed and Monitored?.....	81
How to Develop and Maintain an Effective Health Strategy.....	84
The Health Intervention.....	84
Measuring and Recording Progress.....	85
Graphing Health Performance	85
Goal Development Summary.....	87
Module 4 Handouts.....	88
Module 4 Self-Assessment Quiz.....	89



Acknowledgments

This project was made possible through the support of The Staten Island Foundation and the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD).

The authors wish to thank the many individuals who helped develop and pilot the *Supporting Healthy Lifestyles Guide for Support Professionals*. Many of these individuals are administrators from Staten Island service provider agencies, including Barbara Bishop-Lewis (Community Resources); Patricia Foley and Sheryl Minter-Brooks (The Staten Island Developmental Disabilities Service Office, OMRDD); Gene Spatz (On Your Mark); and Michael Weinberg (AHRC/NYC). We would also like to thank the many direct-support participants who attended the Health Advocacy Program (HAP) classes and the teachers and staff who attended the many training modules. Without their support, this *Guide* would not be possible. We also wish to extend our appreciation to the administrators who facilitated the piloting of the *Supporting Healthy Lifestyles Guide for Support Professionals*.

We also extend our gratitude to Dr. Kathleen Kane, PhD, RN and Jennifer Scafuri, RN, for their review and comments, Maureen Marlow for editorial suggestions, and Sara Sparacio and Caroline Arout for assistance in activity coordination, assessment, and HAP implementation. Special thanks to Kathleen Keating, RN, MSN and Catherine Swift, RD, CDN for comments and suggestions in the early development of this *Guide*.

A special tribute is extended to Kenny, whose unique participation in the workshops was an inspiring example of health advocacy to many workshop attendees.

The contents of the curriculum do not necessarily represent the policies of the supporting organizations, and the reader should not assume endorsement by those agencies.

Suggested citation: Cea, C. D., & Holburn, S. (2010). *Supporting Healthy Lifestyles: A Guide for Support Professionals*. Verona, WI. Attainment Company.

About the Authors

The authors are research scientists at OMRDD's Institute for Basic Research in Developmental Disabilities (IBR), 1050 Forest Hill Rd., Staten Island, NY 10314.

Christine D. Cea, PhD, a developmental psychologist, is a research associate at the Intervention Research Laboratory at IBR and an adjunct professor at the College of Staten Island, City University of New York. She is currently directing the Staten Island Developmental Disabilities Council's Residential Quality of Life Project, and recently served as Associate Director of the Developmental Disabilities Project at the Fordham University Center for Ethics Education. Dr. Cea's research has centered on developing techniques to enhance the comprehension of persons with intellectual disabilities to make informed health-care decisions and to better understand their rights as participants in research studies. She has authored articles and chapters on the rights and ethical care and treatment of people with developmental disabilities and dual diagnoses, quality of life, and person-centered planning.



Steve Holburn, PhD., BCBA, is Head of the Intervention Research Laboratory at IBR and has written extensively in the field of developmental disabilities services. Dr. Holburn has used the methods of applied behavior analysis and program evaluation, often in combination, in conducting research in the areas of person-centered planning, health promotion, residential regulatory standards, assistive technology, parents with intellectual disabilities, and self-injurious behavior. He has developed a variety of evaluation assessments, and he consults internationally on organizational and technical support for community inclusion.



Introduction to Supporting Healthy Lifestyles

A Guide for Support Professionals

Why this Guide?

This *Guide* was written for direct-support professionals and educational assistants as a companion to the Health Advocacy Program (HAP), a health promotion curriculum for teaching individuals with developmental disabilities how to maintain healthy lifestyles. As individuals in your agency or school experience the HAP and learn new ways to improve their health and well-being, your support and encouragement are necessary to help them apply what they are learning. This *Guide* was developed toward that end. The information in the *Guide* is straightforward, and it reflects current health research.

The National Health Crisis

Our health is perhaps our most precious commodity. Yet as you probably already know, we are currently experiencing a health crisis in the United States. This poses special risks for individuals with developmental disabilities. Did you know that people with developmental disabilities have poorer health than the general population? They are at greater risk for diabetes, heart disease, high blood pressure, high cholesterol, obesity, and depression. Fortunately, people with developmental disabilities are living longer today, but this longevity brings with it age-related diseases, such as prostate cancer, breast cancer, and osteoporosis. These health risks are made worse by poor diets and lack of exercise.

We point out these conditions because many of them can be prevented or made less severe with lifestyle changes. For example, with lifestyle changes such as dieting and exercise, it is possible to prevent the onset of diabetes or heart disease. The HAP curriculum, described below, was developed to address the health problems of persons with developmental disabilities. It teaches ways to improve health, nutrition, and psychological well-being. The *Supporting Healthy Lifestyles Guide for Support Professionals* shows how to apply this information in everyday circumstances. Together, the HAP and the *Guide* form a powerful tool for health education and healthy behavior in the home, school, or day program.

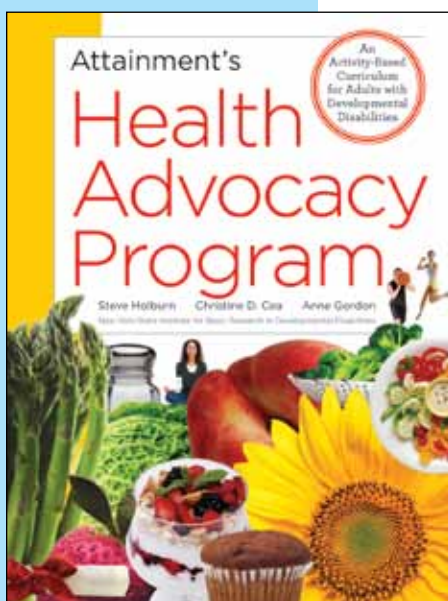


How Can the Guide Improve Health?

The *Guide* has multiple uses. As you use it to help others achieve their own health goals and aspirations, you will find that it contains a wealth of information and tools, some of which you may find useful for yourself and even members of your family. In piloting this *Guide*, we found many instances in which employees, teachers, and parents used the *Guide* to help themselves develop and reach their own health goals. For example, some staff members changed their own eating habits and exercising patterns as they assisted others in doing so. More broadly, the *Guide* has been useful to nutritionists and other health care professionals in facilitating their existing health services. Most satisfyingly, when individuals with developmental disabilities achieve a particular health goal, as described in Module 4, the achievement often serves as motivation for others to pursue their own health aspirations, especially aspirations that address the most challenging health issues.

Reaching a healthier lifestyle is the beginning of a longer journey. After an individual acquires new health knowledge and achieves improved health with your assistance, the healthy behaviors need to continue. Here, the *Guide* offers ways to maintain health and well-being on a regular basis to support an enduring health program. Specifically, the *Guide* addresses health maintenance in three ways:

- Each health area contains *Planned Health Activities* and *Everyday Health Support Tips* that can be routinely applied.
- The *Guide* contains handouts that can be assembled into a workbook for periodic review by participants.
- Module 4 contains a goal packet that provides a structure and materials for selecting a personal health goal and recording progress across time.



*Health Advocacy
Program Manual*

History and Development of the Guide

The Health Advocacy Program. The HAP is a structured educational curriculum tailored to the health needs and cognitive abilities of people with developmental disabilities. The HAP consists of an easy-to-implement manual that includes handouts and instructor information sheets, a CD containing all printed materials presented in the manual, a DVD illustrating an activity in each lesson, and food cards for planning healthy meals.

The HAP was developed and tested over a three-year period with 143 individuals with mild and moderate developmental disabilities in day-program classrooms throughout New York City. A team of experts assisted during the development phase of the HAP. It was modified on the basis of instructor



HAP CD



HAP DVD



HAP Food Cards

and participant feedback, the Health Advocacy Program and Well-Being Knowledge Test, and the Health Advocacy Program Health and Well-Being Inventory. Participants who completed the HAP showed significant improvement in health knowledge and health advocacy skills. However, many participants who completed the program reported that they were limited in applying this information in everyday situations. They needed follow-up support in what they had learned and more access to activities such as meal planning, shopping, and exercise. In addition, although many participants wished to assume the role of health self-advocate, they needed more support in developing and reaching their own personal health aspirations.

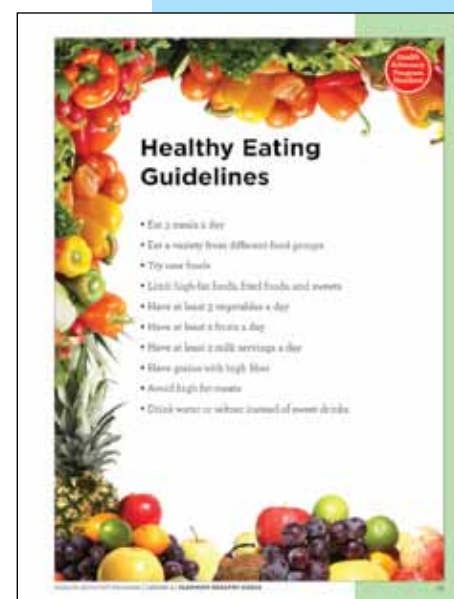
Supporting Healthy Lifestyles Project. This *Guide* is a result of the Supporting Healthy Lifestyles Project carried out by the New York State Institute for Basic Research in Developmental Disabilities. The project entailed teaching direct-support professionals how to facilitate healthy lifestyle behaviors of individuals with developmental disabilities while they were experiencing the HAP curriculum. Specifically, the direct-support professionals were taught how to assist participants in applying the HAP principles in their everyday lives, and developing and tracking their personal health goals. The project also sought to enhance agencies' capacities to facilitate and maintain healthy lifestyles and health goals of the individuals in the project. In short, we found that participants made significant gains in their health knowledge and their health goals when the HAP was implemented with follow-up assistance from support personnel, as well administrative planning and endorsement.

Structure and Use of the *Guide*

The *Supporting Healthy Lifestyles Guide for Support Professionals* presents information in a friendly and easy-to-use format that is helpful in providing day-to-day support to individuals who are trying to make healthy lifestyle choices. The *Guide* can be used as a group-teaching tool. However, it is not a curriculum per se; rather, it is intended as a self-instructional component to the HAP. Thus, users are encouraged to systematically read the sections of the *Guide* that correspond to the HAP material that is being presented to participants.



HAP Instructor Information Sheet



HAP Handout

The health information in this *Guide* is applicable to participants with various ability levels, ranging from individuals who may need only minimal assistance in making healthy lifestyle choices to those who require more extensive support to maintain good health habits. Accordingly, throughout the *Guide* you will find a range of suggested activities that follow each health topic. The *Planned Health Activities* sections describe structured and often complex activities that promote healthy choice-making skills. The *Everyday Health Support Tips* suggest ways that you can support individuals of all levels of ability. In addition, most of the handouts and worksheets in the *Guide* display pictorial illustrations to promote comprehension.

The *Guide* consists of four modules, described below, that are designed to complement the information in the HAP curriculum. Each module includes suggestions for everyday application of this information and structured activities to reinforce learning. Handouts are shown at the end of each module and are also available on the CD accompanying this book.



Module 1: Nutrition, Healthy Eating, and Physical Activity, presents information about good nutrition, the benefits of a healthy diet, and ways to become more physically active.

Module 2: Chronic Illness and Physical Well-Being, describes and discusses chronic illnesses, the role of diet and exercise in disease prevention or management, and the importance of health screenings.

Module 3: Social and Emotional Well-Being, provides information on stress management, understanding and recognizing depression, and engaging in appropriate social behavior.

Module 4: Developing and Supporting Health Goals, describes methods for helping individuals develop health goals, supporting long-term adherence to goals, and recording progress.



Health Scenarios. A unique component of the *Guide* is the scripted *Health Scenarios* that read like role-play vignettes. These scenarios bring to life the principles of the *Guide* through the eyes of fictional characters who are struggling with various health issues. Each identified issue is solved in a manner that is consistent with the material being presented in the *Guide* and promoted in the HAP. As such, the *Health Scenarios* offer practical ways to implement the health principles through the telling of interesting and relevant stories. If this material is presented in a group instructional format, participants can role-play the conversations by reading them aloud, and the examples can be used as discussion points.

Health Scenario


Maintaining Health Advocacy. The HAP encourages participants to take charge of their own health. However, in real-life situations, additional support and reminders may be needed to maximize the health benefits that can result from learning about healthier lifestyles. Accordingly, the *Guide* offers *Planned Health Activities* and *Everyday Health Support Tips* following topical information. These tips and activities form a bridge between health knowledge and health practice. In other words, learning about better health habits is a foundation for health advocacy; engaging in better health habits and experiencing the results requires additional support. This support ranges in complexity from a simple reminder to use a salt substitute, to assisting an individual with meal planning and food shopping, to petitioning your organization for exercise equipment. If we want individuals to make healthy choices, we need to facilitate the access and opportunities for such decision-making to occur.

Planned Health Activities

- Using the *Exercise I Like to Do* handout, ask individuals to circle the activities that they like to do.
- Using the handout *My Exercise Program*, assist in developing an individual exercise program that includes the preferred activity, its duration, and times per week. The handout *My Exercise Log* can be used to record progress.

Health Support Tips

- Take walks in the neighborhood on a regular basis.
- Use a pedometer to count the number of steps when walking. Place the pedometer on the outside of a belt, right on the hip. Record your progress each day on a calendar (see Module IV for universal calendar pages). Try to gradually increase steps until 10,000 steps are reached, the number of steps recommended for a healthy heart by the American Heart Association.
- Organize and implement a group exercise activity in which individuals have fun by exercising to music.
- Encourage gym memberships.



Planned Health Activity

Developing and Supporting Health Goals. The ultimate health advocacy is striving to achieve one's own personal health goal. Few things are more rewarding and empowering than setting and achieving a personal goal. However, there are always obstacles to reaching a goal. Your support is crucial in assisting the individual in overcoming these barriers and maintaining confidence as he or she progresses toward achievement of this goal. Module 4 of the *Guide* describes methods for selecting and monitoring personal health goals. This section also includes suggestions for collecting and displaying the results of personal health goals.

Health goals that require monitoring of physical health indicators, such as blood pressure or cholesterol, must be formulated with a health professional such as a nurse or dietician in the agency or school. In fact, any health goal should be developed and monitored with the assistance of the appropriate health care professional. There are also various cautions to consider in developing a new health goal, including the possibility of food allergies, health limitations, health conditions, and medications.

Self-Evaluation. Users of the *Guide* are encouraged to measure their own health knowledge with the brief *Self-Assessment Quiz* that appears at the back of each module. These quizzes comprise multiple-choice questions, and the answers are provided for review. The questions that appear in the *Guide* were selected from a larger group of questions used in developing and piloting the *Guide*. We found that staff members had significant increases in health knowledge after the *Guide* material was presented in a group-instructional format based on formal pre- and post-testing using this questionnaire.

Module I: Nutrition, Healthy Eating, and Physical Activity

Self-Assessment Quiz

- To ensure you are having a healthy meal:
 - Eat a lot of food
 - Drink water with your meal
 - Use the Food Guide Pyramid to help select a meal
 - Maintain a diet of no more than 1600 calories per day
- Where would junk food like candy, cookies, and potato chips appear on the Food Guide Pyramid?
 - In the Fruit group
 - In the Dairy group
 - In the Other group
 - At the base of the Pyramid
- Which is **not** recommended as a healthy practice at a buffet meal?
 - Limit your trips to the buffet table
 - Eat slowly
 - Check out the whole table before you serve yourself
 - Eat sweets first to control your appetite
- Daily exercise:
 - Must be done the same time every day
 - Can help prevent or control many physical illnesses
 - Slightly reduces reaction time
 - Has little effect on health
- It is recommended that people exercise
 - Three or four times per week, at least 30 minutes
 - Every day for 60 minutes
 - Once or twice a week for 45 minutes
 - Every other day for 15 minutes
- The easiest way to satisfy an exercise requirement is by:
 - Sitting in a chair lifting weights
 - Doing abdominal crunches
 - Walking
 - Swimming
- When you use modeling to teach healthy eating habits to the individual you support, you should:
 - Make healthy food choices for yourself in their presence
 - Ensure that individuals get enough to eat
 - Include sufficient exercise in routines
 - Instruct individuals on the benefits of healthy eating

Self-Assessment Quiz

Modeling Healthy Behavior

“I feel bad because I can’t tell them to do something I’m not doing.”

The above quote came from a direct-support professional during a group training discussion of the *Guide*. It points to the common problem that we do not always set good examples for others to follow. As you know, demonstrating positive behavior is important because much of our learning comes from watching and imitating the behavior of others. If you are an important person in the life of an individual you assist, that individual’s behavior will be influenced by the behavior that you model. For example, an individual is more likely to exercise and eat healthy foods if he or she sees an important person exercising and eating healthy foods. On the other hand, the individual might be tempted to eat unhealthy food or engage in other unhealthy practices if he or she observes the same important person engaging in unhealthy behavior. This combination of modeling as a prominent learning method and your status as an influential individual makes you a powerful learning tool for improving the health practices of the individuals you support.

The exercise on page 15 can yield a rough assessment of your own health behaviors. Look at each health area and consider how others might be observing and imitating your own behaviors. No one is perfect, but there is no escaping the fact that people who look up to you will tend to do the same things that you do.

Challenges in Decision-Making About Health

There are two challenges that are inherent in assisting individuals with developmental disabilities as they strive for healthier lifestyles. One issue pertains to your dual role of encouraging individuals to behave in healthy ways, and encouraging individuals to make their own choices that affect their health. What is your role when an individual you support desires an unhealthy choice? Another issue pertains to the challenges of encouraging someone to behave in healthy ways that do not have an immediately gratifying effect, and alternatively, discouraging individuals from making unhealthy choices that have an immediately gratifying effect. These two challenges operate together in complicated ways. However, they can be managed successfully with an understanding of the principles involved and by arranging consequences that motivate the person.

Choice vs. Responsibility. As a support professional reading this *Guide*, you are in a position to influence the health and well-being of the individuals you assist. However, you are confronted with two principles that can sometimes compete with each other. Today, we encourage individuals to make their own decisions about important matters, and in promoting health advocacy, this *Guide* encourages individuals to take charge of their own health through self-decision-making. However, as a direct-support professional, you are also responsible for maintaining the health and safety of the individuals you serve. We suggest that

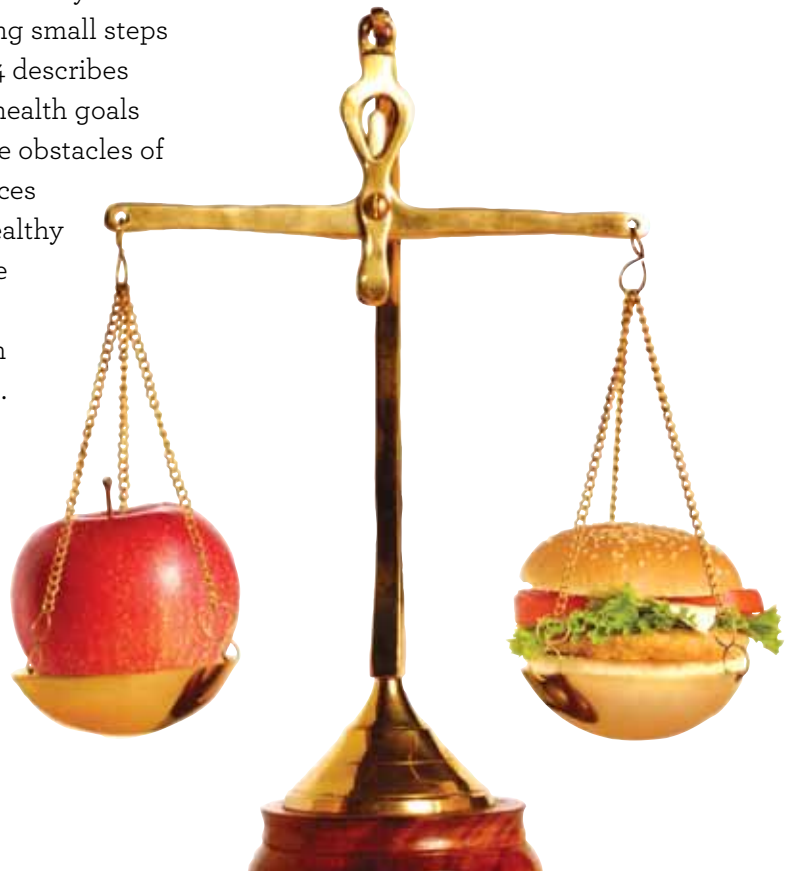
Are You a Good Role Model?

Area	Healthy	Not Healthy	What Do Others See You Do?
Nutrition	Healthy diet	Poor diet	
Exercise	Enough physical activity	Not much physical activity	
Stress	Low-stress lifestyle	High-stress lifestyle	
Unhealthy habits	Limited or no alcohol, smoking, other	Too much alcohol, smoking, other	

when these two principles are not consistent (when a person desires something unhealthy or refuses something that is healthy), the optimal health choice should be an informed health choice through negotiation. Your role in this case would be to discuss with the individual the pros and cons of the various consequences of the choice under consideration, and encourage selection of the choice that will be most beneficial to his or her health. In some situations, this might be a compromise. In any case, an informed health decision is ultimately driven by the consequences of the health choice.

The Timing of Consequences. We usually make decisions by first weighing the consequences. Negotiating a choice that results in an informed health choice requires an understanding of the timing of the consequences and their effects. In fact, the most challenging aspect of trying to adopt a healthier lifestyle by eating right and exercising is that the positive results are generally not immediately experienced, while unhealthy lifestyle behaviors can produce immediately satisfying consequences. For example, we might not be motivated to eat nutritious foods if they are not tasty to us (e.g., turnips), but the long-term consequences of eating nutritious foods have a positive effect (e.g., longer life). In the opposite way, sometimes unhealthy nutritional habits tempt us because they have pleasant immediate effects (a delicious taste), but the long-term consequences of unhealthy nutrition habits can have a detrimental effect (e.g., overweight).

The challenge is to find a way to bring the individual in contact with the long-term consequences of his or her health decisions. This is done through negotiation, helping the person understand the rules underlying the decision (e.g., eating too many sweets may cause weight gain), and rewarding small steps toward progress. Module 4 describes ways to achieve personal health goals that can help overcome the obstacles of the immediate consequences that tempt us toward unhealthy lifestyle behaviors, and the distant consequences that discourage engagement in healthy lifestyle behaviors. The freedom to choose cannot be divorced from the consequences of the choice, but the consequences can be understood in ways that will facilitate healthier choice-making.



References

Holburn, S., Cea, C. D., & Gordon, A. (2008). *The Health Advocacy Program: An Activity-Based Curriculum for Adults with Developmental Disabilities*. Verona, WI: Attainment Company.

Gordon, A., DePirro, D., Holburn, S., & Vietze P. (2003). *The Health Advocacy Program Heath and Well-Being Knowledge Test*. Staten Island, NY: New York State Institute for Basic Research in Developmental Disabilities.

Holburn, S., Rose, S., & Vietze, P. (2003). *The Health Advocacy Program Heath and Well- Being Inventory*. Staten Island, NY: New York State Institute for Basic Research in Developmental Disabilities.

Nutrition, Healthy Eating, and Physical Activity

Module 1 introduces the basic health principles found in the Health Advocacy Program (HAP). It offers suggestions for assisting individuals with developmental disabilities to achieve and maintain healthy lifestyles. This module provides information that is consistent with HAP Lessons 2 through 6, 12, and 13. As you become familiar with the content of these lessons, you will be able to provide direction and support to individuals as they apply HAP health principles to their everyday lives.

Module 1 begins with a description of basic nutritional information that is useful in helping people stay healthy. It describes how to use the *Food Guide Pyramid* to choose a healthy, well-balanced diet everyday (whether preparing meals at home or eating out), and it illustrates how combination foods, such as pizza, can fit into a healthy eating plan. This module also discusses the consequences of choosing junk food over more nutritious alternatives, and it provides activities, recipes, and strategies to support these alternatives. Further, it emphasizes the benefits of daily physical activity, including the development and incorporation of exercise into busy schedules.

Objectives: Readers of Module 1 will be able to:

1. Demonstrate knowledge about good nutrition and the importance of being physically active.
2. Use the Food Guide Pyramid to assist individuals in making healthier food choices.
3. Teach individuals how to be their own health advocates.



The Food Guide Pyramid

► HAP Lessons 2 and 3

The *Food Guide Pyramid* handout is used in the HAP and in this module to *guide* the selection of healthy food choices. The *Pyramid* identifies the five food groups that are most important for good nutrition, as well as the recommended number of daily servings. The five food groups are:

- Bread, Cereal, Rice, and Pasta
- Vegetable
- Fruit
- Milk, Yogurt, and Cheese
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

The *Food Guide Pyramid* also suggests eating only small daily amounts of fats, such as butter, oil, and salad dressing, and sweets, such as sugar, jellies, jams, and honey. This group is represented at the very tip of the pyramid and is sometimes referred to as the *Other* group. The handout *Meet the Food Groups* presents information about the foods in each of the food groups, the benefits of eating food from each group every day, and the suggested daily servings.

Exercise: Does Your Diet Meet the Food Guide Pyramid Recommendations?

Step 1. Now that you have information about healthy eating from the *Food Guide Pyramid*, take a moment to list all of the food you ate yesterday in the second column of the table on page 21. Include breakfast, lunch, dinner, snacks, and beverages. Next, using the *Food Guide Pyramid* as a reference, classify each food listed into a food group in the second column.

Step 2. Convert each of the foods you ate into “Number of Servings” in the third column. Here, refer to the handout *Serving Sizes for Each Food Group*, which defines the size of the servings.

Step 3. Now, to see if you were within the food group guidelines set by the United States Dairy Association (USDA), compare your diet with the diet recommended in the *Food Guide Pyramid*. Using the table *Food Guide Pyramid Requirements* (on page 22), total the number of servings you ate in each food group, and compare them with the recommended number of servings indicated on the *Pyramid*.

Self-Evaluation: How many of the requirements did you satisfy? How could you have improved on your food choices and food portions for the day?

Food I Ate Yesterday

Meal	Foods and Beverages	Food Group or Other Group	Number of Servings
Breakfast			
Lunch			
Dinner			
Snacks			

Food Guide Pyramid Requirements

Food Group	Recommended number of daily servings	How many servings did you eat yesterday?	Did you satisfy the requirement?
Bread, Cereal, Rice, Pasta	6 to 11		
Vegetable	3 to 5		
Fruit	2 to 4		
Milk, Yogurt, Cheese	2 to 3		
Meat, Poultry, Fish, Dry Beans, Eggs, Nuts	5 to 6		
Other	Small amounts		



Planned Health Activities

- Use the *Food Guide Pyramid* and the *Meet the Food Groups* handouts to review the food groups, the types of food contained in each group, and the required number of servings per day. Explain that a daily, healthy balanced diet is one that includes a selection of food from the five food groups and small amounts of fats and sweets from the Other Group.
- Play a card game using the food cards. Place a food card in front of each individual and ask, “In what food group does this food belong?”
- Serving size is important in maintaining good health. Review portion size as recommended in the handout *Serving Sizes for Each Food Group*.

Everyday Health Support Tips

- Praise healthy choice-making. If food choices are not very healthy, use the opportunity to explain why the selection is not a healthy choice, and help individuals select alternatives.
- Encourage eating three meals and two snacks per day. Skipping a meal or snack can lead to overeating at the next meal or at snack time.
- Keep a daily food diary. It can be a helpful reminder of the foods and portions consumed each day.
- Remember, your own healthy behavior can serve as a model for others to imitate.

Good Food and Junk Food

► HAP Lesson 3

When it comes to nutrition, all food is not created equal. Some foods have more nutritional value than others. Food with poor nutritional value is often referred to as junk food. Junk food contains large amounts of sugar, salt, and fat. Examples of junk food include candy, soda, potato chips, cake, cookies, and sugar-coated cereals. Junk food items are said to have empty calories because they lack the protein, vitamins, minerals, and fiber that are needed to keep our bodies healthy. The handout *Good Foods and Junk Foods* lists types of good food and junk food and describes the benefits of each.

Planned Health Activities

- Use the handout *Good Foods and Junk Foods* to review the nutritional advantages of choosing healthy food choices over junk food, and ask, “What makes good food good for you?” and “What makes junk food bad for you?”
- Using a selection of food cards, ask individuals to identify food items that are considered good food and those that are considered junk food.



Everyday Health Support Tips

- Junk food can be quite tasty, and if it is available, it will be consumed. Therefore, limit the amount of junk food on hand.
- Junk food contains large amounts of fat, sugar, and salt. The following are alternative snacks that are both tasty *and* healthier than junk food.

To reduce fat intake:

- Replace potato chips with pretzels or soda crackers.
- Instead of pound cake, have a piece of angel food cake.
- Rather than sour cream dip and corn chips, have salsa with raw vegetables.
- Try low-fat frozen yogurt in place of ice cream.

To reduce sugar:

- Replace presweetened cereal with whole grain unsweetened cereal; add fresh fruit for sweetness.
- Instead of regular soda, choose diet soda or mix fruit juice with seltzer.
- When preparing a peanut butter and jelly sandwich, replace jelly that is high in sugar with a low-sugar or sugar-free alternative or add sliced banana for natural sweetness.

To reduce sodium:

- Choose unsalted crackers, pretzels, and lightly salted or low-sodium snacks.
- Replace salty potato chips with lightly salted microwave popcorn.
- Use Mrs. Dash low-sodium seasoning or other herbs and spices to enhance the flavor of unsalted popcorn.

Combination Foods

► HAP Lesson 4

Combination foods contain ingredients from two or more food groups. They do not fit neatly into a single food group on the *Food Guide Pyramid*. They make healthy eating easier, because they contain more than one food group in a one-dish item. A slice of basic cheese pizza, for example, contains food from three food groups:

- Pizza crust (1 serving from the Bread, Cereal, Rice, and Pasta group)
- Mozzarella ($\frac{1}{2}$ serving from the Milk, Yogurt, and Cheese group)
- Tomato sauce ($\frac{1}{4}$ serving from the Vegetable group)

Adding ground beef to the pizza would add another food group. If additional vegetables such as peppers or mushrooms were added, they would count as part of the Vegetable group.

Combination foods tend to be more interesting. In general, the more combination foods you eat, the more likely you will be to satisfy your daily nutrition requirements.

