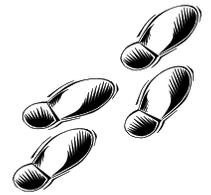


Steps Forward

A curriculum dedicated to the prevention of diabetes, heart disease and other chronic diseases and the promotion of physical activity

Manual for Community Health Outreach Workers

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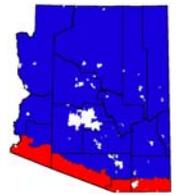
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About Steps Forward



The *Steps Forward* curriculum is an adaptation of the National Institutes of Health (NIH), National Heart, Lung, and Blood Institute's (NHLBI) program *Your Heart, Your Life* (NIH Publication Number 00-4087). In 2000-2003, a Congressional Appropriation funded the Border Health Strategic Initiative (Centers for Disease Control and Prevention, CDC, grant number 200-2000-10070), a collaborative partnership between many community agencies and The University of Arizona that focused on diabetes prevention and control in border communities along the Arizona, U.S. – Sonora, Mexico border. More information about the Border Health Strategic Initiative is available at <http://www.cdc.gov/pcd/issues/2005/jan/toc.htm>.

The adaptation of the curricula occurred in partnership with community health outreach workers from the Mariposa Community Health Center (MCHC) in Nogales, Arizona and Regional Center for Border Health, Inc./Western Area Health Education Center (RCBH/WAHEC) in Somerton, Arizona and faculty and staff at The University of Arizona Mel and Enid Zuckerman College of Public Health. The *Steps Forward* program expands the NHLBI's *Your Heart, Your Life* curriculum to include additional information about diabetes, community advocacy, and how to organize walking groups. This program consists of:

- *Steps Forward* manual and the *Steps Forward* Picture Cards for Sessions 3 and 12.
- *Your Heart, Your Life: Picture Cards for the Community Health Outreach Worker (Bilingual)*. NIH publication number 99-3275.
- *Más Vale Prevenir Que Lamentar: Una Guía Para La Salud Del Corazón*, a cartoon story and guide book, in Spanish only. The English version, *An Ounce of Prevention: Guide to Heart Health* is available for downloading from the NIH website (www.nih.gov). NIH publication number 99-3646.
- A video tape of a series of 60-second heart health dramas, in Spanish only. NIH publication number 55-886.

The *Steps Forward* program gives Latinos the knowledge, skills, and motivation to help them take action against heart disease and diabetes.

This curriculum was created to promote chronic disease prevention, specifically diabetes and cardiovascular disease, in Latino populations through increasing physical activity and nutrition promotion. Therefore, many of the statistics, food references, and cultural content are directly aimed at Latinos. The facilitation of the program is dependent upon a community health outreach worker (“promotora”) model of social support and community trust. In addition, the *Steps Forward* program utilizes a theoretical model that combines components of the social cognitive theory (SCT) and social support within an ecological framework.

The core information presented in the curriculum should be applicable to a wide variety of groups. In order to be relevant to other groups, the curriculum should be modified to the appropriate cultural context. If not modified, the program may not be effective.

A pilot validation study was implemented in Douglas, Arizona between 2003-2004 funded by the UA Zuckerman College of Public Health NIH Excellence in Partnership for Community Outreach, Research on Health Disparities and Training grant (EXPORT, grant number P60 MD000155-03), the Canyon Ranch Center for Prevention and Health Promotion (CRCPHP) funded by the CDC (cooperative agreement number U48-DP000041), and the Arizona Department of Health Services/U.S.-Mexico Border Health Commission (ADHS/USMBHC, grant number HS454361) to compare self-reported physical activity and dietary intake to blood analyses, anthropometry, and pedometer readings.

In addition, *Steps Forward* is currently being implemented in Douglas, Arizona as part of the research activities in diabetes prevention and control of the CRCPHP and also by Steps to a Healthier Cochise County (grant number HG461290) which is part of the US Health and Human Services Steps to a HealthierUS Initiative. Under this funding, information on mental/emotional health has been added to the curriculum. *Steps Forward* is also continuing and expanding in Yuma, Arizona as part of the Steps to a Healthier Yuma County. As of March 2007, approximately 1,000 people along the Arizona and Sonora border have participated in the program.

The evaluation component of the curriculum is central to the program. To know if the *Steps Forward* program is effective and makes an impact on the participants, an evaluation of the program is necessary. For discussion on the evaluation process or to make comments on the curriculum, please contact:

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More information about the For the Health of Your Heart program

For the Health of Your Heart provides the tools and strategies to promote heart health to Latino individuals, families, and communities in the United States.

Other materials from *Salud para su Corazón* include:

- *Bringing Heart Health to Latinos: A guide for Building Community Programs.* A guide and 7 minute video for health planners and community-based programs to establish a successful heart health promotion program for Latino communities. NIH publication number 99-3796.
- *Delicious Heart-Healthy Latino Recipes.* A bilingual cookbook that gives heart-healthy versions of traditional Latino dishes. NIH publication number 96-4049.
- Eight easy-to-read bilingual booklets on preventing heart disease. NIH publication number 55-745.
- *From Heart to Heart: A Bilingual Group Discussion Guide.* A how-to guide for conducting discussion groups (“charlas”) on heart health at churches, community centers, and other sites. The guide comes with a video of two educational programs in Spanish For the love of your heart (“Por amor al corazón”) and Cooking with your heart in mind (“Cocinar con su corazón en mente”). NIH publication number 97-4050.

For more information or comments on the program *Your Heart, Your Life*, please contact:

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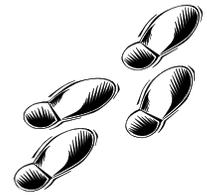
Acknowledgements

The developers of the *Steps Forward* program would like to thank the promotoras and supervisors of the RCBH/WAHEC and MCHC for their valuable suggestions, insights, patience, and wonderful facilitation of the curriculum. We would also like to thank and recognize all of the people who have participated and provided feedback on this program. Their experiences and participation helped guide the content and activities of *Steps Forward*. Finally, we would like to thank all of the funders who have made this program possible.

We would also like to recognize the Microsoft® Corporation and the Design Gallery Live division (<http://dgl.microsoft.com/?CAG=1>) for access to and provision of Microsoft® Clip Art. All clip art found within the manual, unless otherwise noted, is from the Microsoft® Corporation.

We would also like to thank and recognize Novo Nordisk Pharmaceuticals, Inc. Their descriptive and creative diabetes related artwork is used in sessions 3 and 8 to help illustrate diabetes and the health related problems associated with this disease. All Novo Nordisk Pharmaceuticals, Inc. drawings are referenced as such on or near the artwork itself. More information from Novo Nordisk Pharmaceuticals, Inc. may be obtained from: www.novonordisk-us.com.

How to Use this Manual



Health Promoters/Community Health Outreach Workers and Educators

This manual is for you! The *Steps Forward* manual contains information you need to lead and direct twelve educational and fun sessions. The sessions will help the participants learn what they can do to prevent heart disease and diabetes. This manual provides, in addition to worksheets, handouts that the participants can take home to read again and share with family and friends. It also includes teaching tips and how to start a program in your community.

Trainers of Health Promoters/Community Health Outreach Workers and Educator

This manual is also for you! The *Steps Forward* manual can be used to train health promoters/community health outreach workers and educators. Conduct the training as if you were teaching the program to community group members. And, review the structure of the manual and include special activities for lay health educators in Sessions 1, 10, and 12. See the appendix for a description of these activities.

About the Sessions

The sessions provide distinct information about heart health and diabetes (see page 2).

- The manual contains extra information in the sessions to help you answer questions.
- A separate packet of picture cards with teaching notes helps you present the information for each session.

You may want to take your group on a grocery store tour between sessions 11 and 12. Call a local clinic, medical center, or American Heart Association. Ask if they have a registered dietitian or nutritionist who conducts tours on shopping for a healthy diet. Check with the manager at a local grocery store or call their administrative office to see if they have dietitians or staff that offer store tours.

Steps Forward Sessions



1. Are you at risk for heart disease?



2. Be more physically active



3. Are you at risk for diabetes?



4. What you need to know about high blood pressure, salt and sodium



5. Eat less fat, saturated fat and cholesterol



6. Maintain a healthy weight



7. Is our community healthy?



8. Glucose and sugar



9. Make eating healthy a family affair



10. Eat in a healthy way—even when time or money is tight



11. Enjoy living smoke free



12. Review and graduation

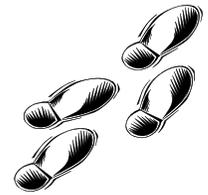
The Importance of Health Promoters/ Community Health Outreach Workers

The sessions in this program are designed to be led by a community health outreach worker (health promoter). The community health outreach worker plays a key role in bringing better health to Latino communities. They help people learn about health issues and show them ways to live healthier lives. Without them, many Latinos might not receive such vital information.

Successful community health outreach workers have special qualities. They know their communities well. They are dedicated to improving the health of their community. They enjoy teaching others, feel comfortable in front of a group, and know how to work with a group. They are also:

- Good listeners
- Caring
- Patient
- Fair
- Open-minded
- Individuals who like working with others
- Not judgmental
- Pleasant
- Approachable
- Confident
- Willing to try ways to improve their own health

Symbols



These symbols are used throughout the manual. They let you know quickly what comes next.



A note



Give out a handout



Physical activity



Use a picture card from the flip chart



Ask a question

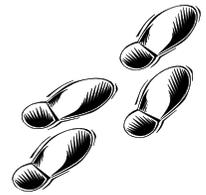


Share a recipe



Walking club

Session Outline



Duration

Most sessions last about 2 hours, plus 30 minutes for the physical activity period. The first session may not last that long, whereas session 5 could last longer than the above mentioned average time.

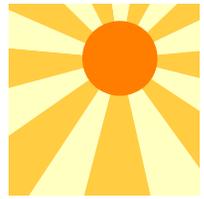
Structure

Sessions 2 through 11 follow the same format. Each session of the manual begins with a summary page that divides the session into five parts:

- Introduction
- Session in action
- Weekly promise
- Review of today's most important points
- Close of the session

The following pages describe each part of the sessions.

PART 1: Introduction of the Session



- Welcome the group.
- Spend a few minutes reviewing the information from the last session (from sessions 2 through 12).
 - Ask the group about their promises (from sessions 2 through 12).
 - Praise group members who did well with their pledges.
 - Encourage members who have had a hard time with their pledges.
 - Ask members to share what worked and what did not work in meeting their pledges.
 - Try and make sure all members have a chance to share. Sharing helps the members keep their pledges.
- Explain what you will talk about in today's session.
- Ask each participant for their weekly promise sheet that they filled out the previous week (from sessions 2 through 11).

PART 2: The Session in Action

- Present new information.
- Lead the group in fun and educational activities.
- Ask the group members questions.
- Let the group members ask questions about what they have heard.

PART 3: Weekly Promise



- Help group members come up with a promise that is specific and focuses on one action.
 - “I will eat no fat” is too general. A specific promise that a member can easily do is, “I will take the skin off my chicken and not eat it.”
- Give at least one example before you ask members to make their promise. Here are some examples.
 - I will remove the saltshaker from the table.
 - I will take a 20-minute walk after dinner three nights a week.
- Remind each participant to put the weekly promise sheet in a visible spot in their house (where they can see it and read it during the week) and bring it to the next session (from sessions 2 through 11).

PART 4: Review of Today's Most Important Points



- Ask questions to help group members review what they just learned.
- Repeat the most important points.

PART 5: Close of the Session



- Tell the group that you enjoyed holding the session and wish them luck in meeting their promises.
- Thank the group for their helpful comments and ask them what they thought of the session.
- Tell the group if there is anything they should do before the next session.

A Few More Things

Breaks

You should take a short break at the middle of each session. You may want to use the time to do some easy stretches.

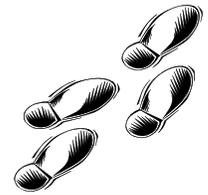
Refreshments

You may want to have a small, healthy snack and beverage at the break. Some ideas are: salsa with baked unsalted tortilla chips, fruit or vegetables with low fat dip, juices, or water. Or you can make one of the recipes from this manual and have the group members taste it.

After each session

Each community health outreach worker should fill out the session summary form in order to provide your feedback on what worked and what did not work during the session.

Getting Started



At least six weeks in advance:

1. Find a place to teach *Steps Forward* in an area that people can get to easily. Call local clinics, schools, churches and community centers. Reserve a room at a time when community members can attend.
2. Let community leaders and others know that you are offering the program. Ask clinic personnel, clergy and caseworkers to recommend the program.

■ Say:

- The program can help participants and their families lead healthier lives.
 - Participants will learn about healthy, low-cost cooking, how to become more physically active and how to quit smoking in order to prevent heart disease and diabetes.
 - This program focuses on how to prevent diabetes and heart disease. Any person with diabetes or heart disease should be under the care of a doctor.
3. Post flyers at health fairs, clinics, grocery stores, churches and other places in your community.



Note: A small group is best (about 10-12 people). Try to get about 15 people to sign up. Several people will not show up or will drop out.

4. Review and make sure you have all the necessary materials and handouts. Be sure that you have everything needed. Ask for whatever items you are missing.

Before you start session 1:

1. Read through the manual at least once. As you go along, find the symbols that let you know quickly what comes next.
2. Begin to call clinics or hospitals to make a list where people can get their blood pressure, blood sugar (test for diabetes), or cholesterol checked.

At least 1 week before each session:

1. Read through the session two or three times along with the picture cards and handouts.
2. Carefully read the information that you will present to the group members. Practice what you will say in front of a mirror or to a friend or family member. Be sure to use the picture cards. Also begin making some changes that you would like to make in your own life.
3. Review the instructions for each activity. Make a list of things you need to do before the session, like displaying items on a table or getting a VCR and TV.
4. Pay attention to the “More Information” boxes. This extra information helps you answer questions from the group.
5. Ask a health educator, dietitian, nurse, or doctor to explain any information you do not understand. Contact them at your local hospital or neighborhood clinic.
6. Review the list of handouts and materials you will need for each session. These are described at the beginning of each session.
 - Make enough copies of the handouts for all group members.
 - Gather all the materials needed to conduct the session.

The day of the session:

1. Review the list of materials and handouts. Make sure that you have everything.
2. Arrive at the site ahead of time so that you can set up the room. Test the VCR and TV. Allow 30 minutes to an hour to set up everything.

Working with Your Group

Leading the group

- Get to know the people in your group. They may have different backgrounds, interests, and needs.
- Use words and terms familiar to the people in your group. A banana is known as a “plátano” to some and “guineo” to others. Oranges may be called “naranjas” or “chinas.”
- Encourage the group to ask questions to:
 - Help them see how the information applies to their lives.
 - Help them remember what they learn.
 - Clarify that there is no such thing as “dumb” questions.
- Keep the sessions flowing smoothly so everyone is interested and involved.
 - Be ready to deal with people who talk too much. Thank the person for sharing his or her opinion. Then quickly ask if anyone else has something to share.
 - Help members who do not read or write well in a way that will not bring attention to them.
 - Offer help. Do not force anyone to accept help.
 - Change any written activity to a group discussion, if necessary.

- Watch for clues for members who do not understand, like:
 - Puzzled looks
 - Wrinkled foreheads
 - Looking away from you
 - Being quiet

Try to give the information in a different way if you see these signs.

Motivating group members

- Praise or reward members' efforts to keep them motivated.
 - Give praise when it is deserved. This gives more meaning.
 - Praise people in front of others. This can help them stay committed.
- Encourage the group members to share their opinions.
 - Show interest in the members and what they have to say.
 - Be patient. Some people may not speak because they have never been asked to share their opinions in a group setting.
 - Try to involve everyone in the discussion and activities. But do not force anyone to speak. People will speak up when they become use to the group.

Taking small steps toward change

- People are more likely to develop new habits if you promote small changes, slowly. This brings more success.

Getting people to come to the sessions

- Remind the group members that it is important to come to all the sessions. Tell them that they will:
 - Learn something new each session
 - Help family members
 - Socialize and meet people
- Ask people to team up and call one another as a reminder to attend the next session. This encourages people to come.

How to answer hard questions

Remember that it is okay not to know all the answers! Say that you will have the correct answer by the next session. Call a local health educator, nutritionist, nurse, or doctor to find an answer.

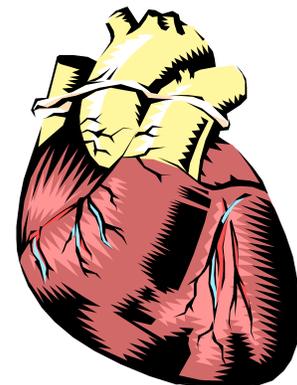
Keeping people well informed and on track

Give the group the correct information when a group member gives incorrect or incomplete information. Give the person credit for any part of his or her answer that is correct. Say that people often hear incorrect information and believe it to be fact. Tell the group that this is one important reason why they are in the program—to get correct information.

And finally...

Congratulations and have a good time! You are doing an important service for your community. Thank you very much!

s e s s i o n 1



Are you at risk for heart disease?

PRINCIPAL IDEAS

This session is about:

- The reasons for this program
 - Heart function
 - A general summary of heart disease
 - Heart disease risk factors
 - Walking clubs
-

OBJECTIVES

By the end of this session, the participants will:

- Be familiar with the program *Steps Forward*.
- Know that heart disease can be prevented.
- Be able to name six preventable risk factors for heart disease.
- Know other members of the group.
- Learn about walking clubs.

MATERIALS

To run this session you will need:

- **The *Steps Forward* manual and flip chart from *Your Heart, Your Life***
 - **Name tags**
 - **Cut out felt or construction paper hearts (try to find felt with an adhesive backing). Use the heart pattern on page 18 as a guide for making the cutouts.**
 - **Pins (for the heart cutouts made out of construction paper or non-adhesive felt)**
 - **Chalkboard and chalk or flip chart paper, a marker and tape**
 - **Clear container with 4 cups of water**
 - **A stereo and music (radio, cassette, CD)**
-

HANDOUTS

During the session, hand out the following to each of the participants:

- *Steps Forward* Sessions
- How the Heart Works (3 sheets)
- Are You At Risk For Developing Heart Disease?
- 18 Ways of Coping with Stress (6 sheets)
- Before Starting a Physical Activity Regime, There Are a Few Things You Should Know
- Weekly Promise

Session Outline and Activities



Introduction of the Session

1. Welcome
2. Description of the Program
3. Rules of the Program



The Session in Action

1. Getting to Know Each Other: An icebreaker activity
2. The Secrets of the Heart
 - A. The Heart and Its Structure
 - B. How the Heart Works
3. Information about Heart Disease
4. Risk Factor Activity
5. Walking Club Instructions
6. Activity Period – dancing



Weekly Promise



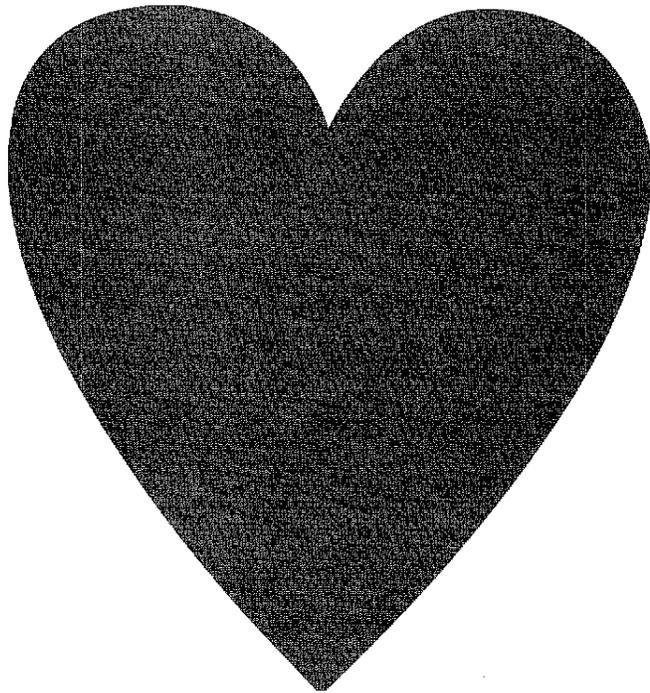
Review of Today's Key Points



Close of the Session

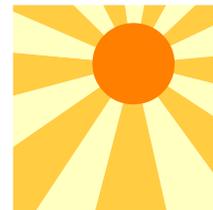


Note: Read the chart at the end of the session entitled “More Information” to prepare for questions from the group.



Use this pattern for the heart cutouts

Introduction of the Session



1. Welcome

- **Introduce** yourself as people walk in.
- **Ask** each person for his or her name. **Write** it on a nametag. **Give** each person a nametag and a felt or paper heart.
- **Ask** group members to wear their nametags on their shirts. **Ask** them to place the heart where their own heart is found.
- **Welcome** the group members to the session. Tell them that you are very happy to see them.



2. Program Description

- **Say:**
Heart disease is the number one reason why people die in this country. The National Heart, Lung, and Blood Institute, part of the National Institutes of Health, created the program *Your Heart, Your Life* to help Latinos prevent developing heart disease. We have added information about diabetes, which is one of the principal causes of death among Latinos. Our program is called **Steps Forward**.
- **Say:**
Together we will learn about risk factors for heart disease. We will also learn things you and your family can do to have a healthy heart and a healthy community.
- **Give each participant the handout:** “Steps Forward Sessions.”



■ **Say:**

Steps Forward has 12 sessions and an optional grocery store tour. The sessions cover these topics. (Show the names of these sessions on a large piece of paper or on the blackboard).

1. Are you at risk for heart disease? (basic information about heart disease prevention)
2. Be more physically active
3. Are you at risk for diabetes?
4. What you need to know about high blood pressure, salt and sodium
5. Eat less fat, saturated fat and cholesterol
6. Maintain a healthy weight
7. Is our community healthy?
8. Sugar and glucose
9. Make healthy eating a family affair
10. Eat healthier—even when time or money is tight
11. Enjoy living smoke free
12. Review and graduation

■ **Say:**

Please come to all of our sessions. I will lead the sessions, but I need each of you to participate. This will help you learn the information and enjoy the sessions more. Please feel free to ask questions. Your questions also help others to learn.

3. Program Rules



Note: This section will help members feel like a team. It will also make it easier for you to teach.

■ **Say:**

Everyone will feel more at ease if they know what to expect from this program. Before we begin, let's talk about the best way to run the sessions. Let's agree as a group on a few basic rules.

■ **Say:**

This program takes time and effort from each group member. It is important for you to attend each session and to arrive on time. The sessions are about two hours long.

Optional – (if you are able to make changes in the time or location.)

■ **Ask:**

1. Is this a good time to get together?
(If not, find a day and time that is the best for everyone.)
2. Is this a good place to get together?
(If not, decide on a place that is best for everyone.)



Note: Give group members 2 to 3 minutes to answer each question. Help them choose one answer that most people like.

■ **Say:**

Here are some things that you can do to help you learn the most from the sessions.

1. Feel free to ask questions.
2. There are no stupid questions. All questions are important.
3. Please share your personal experiences. This will make that program mean more to all of us.
4. Try to stay on the subject. We have a lot of information to talk about in a short time.

Optional –

5. Call me (**give** your work telephone number) if you have questions or concerns about this program. I am here to help you in any way I can.

■ **Say:**

Because you will share your experiences and opinions, we will need to agree on a few things.

■ **Ask:**

1. Do you agree to keep other members' comments to yourself?
2. Do you agree not to judge others?



■ **Ask:**

1. Do you have other rules that you would like to talk about?
2. Do you agree to try to come to all of the sessions?



The Session in Action



1. Getting to Know Each Other: An icebreaker activity

- **Say:**
We'll begin today's session by introducing ourselves and getting to know each other a little better.

- **Ask the group members:**
 - To give their names and tell one or two things about themselves.

 - To tell why they came to this program and what they hope to learn.



Note: Start this activity by going first. Tell the group why you are interested in health and chronic disease prevention. Be honest and talk about yourself. Give the group members about 5 minutes to introduce themselves.

- **Say:**
You can help your family and friends by giving them information and encouraging them to live healthier lives. Thank you for making this effort.

2. The Secrets of the Heart

- **Say:**
Now we know a little bit about each other. Let's get to know a few facts about the heart.

A. The Heart and Its Structure

- **Say:**

The heart is an amazing part of the body. It can pump approximately 5 liters of blood every minute. It beats about 100,000 times a day.



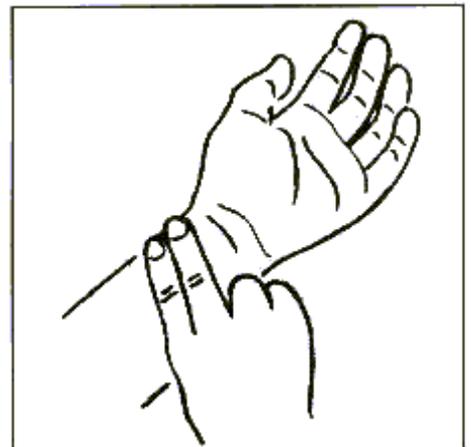
Note: Hold up a clear container that has 1 liter (about 4 cups) of water in it. Remind the group that the heart pumps five times this amount of blood each minute.

- **Say:**

The heart sends blood to the lungs to pick up oxygen. Then it delivers oxygen to all the cells in the body.

- **Say:**

You can feel the beat of your heart by taking your pulse. To find your pulse, gently place the index and middle finger of one hand on the inside wrist of your other hand. Slide your two fingers toward the thumb side of your wrist until you feel a slight beating. (Show the group how to do this.)



B. How the Heart Works

- **Give each participant the handout:** “How the Heart Works.”



- **Show picture card 1-1. Say:**

The heart is a hollow, muscular, cone-shaped organ, about the size of a fist (hold up your fist for the group members to see).



- **Point out each part of the heart. Say:**
 - The heart has two upper chambers and two lower chambers.
 - The upper chambers (right atrium and left atrium) receive blood.
 - The lower chambers (right ventricle and left ventricle) pump blood.

- **Show picture card 1-2. Say:**
The heart is located in the middle of the chest.



- **Ask:**
Did you place your felt or paper heart in the correct spot?



- **Say:**
 - The heart is part of the circulatory system.
 - The circulatory system is made up of all the vessels that carry the blood throughout the body.
 - Vessels are long, hollow tubes of tissue, much like drinking straws.
 - Vessels carry blood to and from the heart.

- **Show picture card 1-3. Say:**
 - Blood (with little oxygen) enters the right top chamber of the heart.



- Blood then flows down to the right lower chamber so it can be pumped out to the lungs.
- In the lungs, waste is taken from the blood (carbon dioxide). The blood then gathers more oxygen.
- The blood, rich with oxygen, returns to the heart and enters the upper left chamber.
- The blood then flows down to the lower left chamber and is pumped to all of the body organs and tissues.

- **Say:**
Since the heart is such an important pump, you want to keep it free from heart disease such as a heart attack, a stroke (brain attack), or angina (chest pain). When the heart stops, life stops. So, when you take care of your heart, you take care of your life.

3. Facts about Heart Disease



Note: Before the session read the heart disease risk factors chart. The chart lists the risk factors for heart disease that you can do something about. It gives you steps you can take to prevent those risk factors.

- **Say:**
Now that we know how important the heart is, let's talk about heart disease and what we can do to protect our hearts.

- **Ask:**
Do you know someone who has heart disease?



Note: Give members about 5 minutes to answer.

- **Show picture card 1-4. Say:**
Heart disease is a serious health problem for Latinos.



- It is the number one cause of death for Latinos in this country. One out of four Latinos dies each year of heart disease.
- Many Latinos believe that a heart attack or stroke happens suddenly because of a scary experience, getting bad news, or having strong feelings like anger.
- A heart attack may seem sudden. But, the truth is that heart disease happens over many years, often starting when you are very young.
- Taking steps to prevent heart disease at any age is important.

- This program will show you ways you and your family can be healthier.

■ **Say:**

In every session, you will hear about something called a “risk factor.” This is a term for the traits or habits that make a person more likely to develop heart disease or other chronic diseases. Some of these, like age, family history, and being a man or woman, are things you cannot change. However, the good news is that there are some risk factors that you can do something about. These risk factors are:

- ✓ High blood pressure
- ✓ High blood cholesterol
- ✓ Cigarette smoking
- ✓ Stress
- ✓ Diabetes
- ✓ Overweight
- ✓ Physical inactivity

4. Risk Factor Activity

- **Give each group member a copy of:** “Are You at Risk for Heart Disease?.” Read aloud each risk factor. As you read each one, ask members to raise their hand if they have that risk factor.



■ **Say:**

The more risk factors you have checked, the greater your risk for heart disease and stroke. Talk to your doctor about your risk.

■ **Say:**

This program will explain how these risk factors affect the heart. It will also teach you ways that you and your family can prevent and control them, like:

- Being physically active
- Eating in a healthy way
- Keeping a healthy weight
- Quitting smoking
- Lower your stress



Note: Briefly explain what causes stress.

■ **Say:**

Everyone experiences stress throughout the day and in their lives. People may feel stressed for different reasons. Some stress may be of little significance; such as daily hassles (for example, traffic during rush hour, burnt toast, disagreements and arguments), others may be of a more serious nature, such as death of a spouse, divorce, or illness.

■ **Say:**

Life events can also be stressful whether they are positive (a wedding or childbirth) or negative (the death of a relative or divorce). Interestingly, the same life event can be stressful for some people, but not for others.

■ **Say:**

In general, stress is not life threatening. Long-term stress, however, keeps stress hormones up, which in turn can result in a long-term high blood glucose level.

- **Say:**
You can do something about stress: You can prevent it and you can cope with it in a healthy way.

- **Give each group member a copy of:** “18 Ways of Coping with Stress.”



- **Say:**
It can be hard to change old, unhealthy habits and learn new, healthy ones. This program will also teach you what you need to know and how to make these changes slowly. Seeing you make healthy changes may make others want to make these changes, too.

5. Introduction of the Walking Clubs



Note: Before the session, look for a good and close place to walk.



- **Say:**
We will learn the importance of being physically active. Walking or doing other physical activities with a friend, relative, or small group makes exercise more fun and keeps you motivated to keep walking.

- **Ask:**
What do you think?



- **Say:**
We all know that it is hard to start exercising. This program will help motivate you to exercise by forming walking groups.

- **Say:**
I would like, by the end of the program, to have everyone walking three or more times a week in addition to the activities that we do in class. This week I would like us to meet for 45 minutes; 30 minutes to walk and 15 minutes to stretch. For now, I will walk with the group, although in the future I would like you to be able to continue walking without me.

- **Say:**
This week we need to choose a time to walk. We can choose to meet at one time as one large group or pick two times and walk as two smaller groups.

- **Ask:**
What do you think?



- **Ask:**
What day is best? When would be a good time? (Or indicate a predetermined time, day and place.)



Note: The participants should write their name and time when they will walk on the walking club attendance list.

- **Give each participant a copy of:** “Before starting a physical activity regime, there are a few things you should know.”



- **Say:**
Physical activity is a healthy thing to do, but there are important things to know before starting a physical activity regime. This is especially true if you have any health problems.

- **Read** aloud (or **review**) the most important points from the handout.

6. Activity Period – dancing *(if there is time)*



Note: Go over the “Stretching Exercises” at the end of the session. Practice them until you are able to teach them to the group.

- **Say:**
It is important to stretch before and after exercise in order to prevent pulling a muscle. So, now let's stretch for 5 to 10 minutes before dancing. Watch me stretch and then try it yourself. Some stretches are easier than others are. With time and practice, you will be able to do them all. If you are having problems, it's okay. Do what you can.

- Dance for 15 to 20 minutes

- **Say:**
Now it is time to cool down with some slow exercises and stretches.

- Perform the slow exercises and stretches.

Weekly Promise



- Give each participant the handout: “Weekly Promise.”



- Say:

I ask that you make a concrete promise to reduce your risk of heart disease.
Start by sharing the promise you have made.



Note: Ask the group to take their promise home and put it in a visible place, where they can see it during the week. Ask them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we learned today.

- **Ask:**
What are heart disease risk factors?



- **Answers:**
 - High blood pressure
 - High blood cholesterol levels
 - Cigarette smoking
 - Diabetes
 - Being overweight
 - Physical inactivity
 - Stress

Close of the Session



- **Ask:**
Do you have any questions about the program?



Optional –

- **Ask:**
How many of you want to go on a grocery store tour?
Between sessions 11 and 12, a nutritionist could lead us through a store and help us learn how to shop for our health. (If enough group members are interested, call a clinic or a grocery store in your area.)



- **Say:**
Thank you for attending today. Would anyone like to comment about today's session? I am looking forward to seeing you all next week.

- **Say:**
Please wear comfortable walking shoes and clothing to the next session. The next session is about being physically active.



Note: Reflection for the facilitator of the session. Think about today's session. What worked and what didn't? Have you made any changes in your life as a result of today's session?

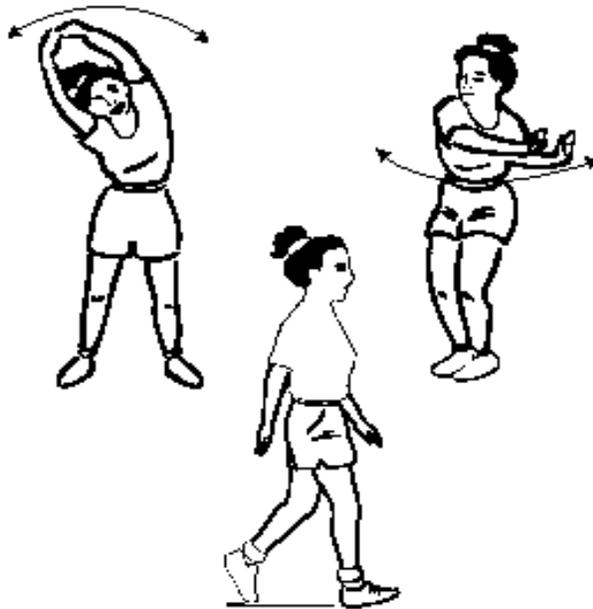
More Information

Heart Disease Risk Factors You Can Do Something About

RISK FACTORS	FACTS YOU NEED TO KNOW	TAKE THESE STEPS TO PREVENT HEART DISEASE
<p>High blood pressure High blood pressure is called the silent killer.</p>	<p>When your blood pressure is high, your heart works harder than it should to move blood to all parts of the body. If not treated, high blood pressure can lead to stroke (brain attack), heart attack, eye and kidney problems, and death.</p> <p>Check your readings: Less than 120/80 mm Hg is best. High blood pressure is 140/90 mm Hg or more (based on readings at two different visits).</p>	<ul style="list-style-type: none"> • Check your blood pressure once a year. Check it more often if you have high blood pressure. • Aim for a healthy weight. • Be active every day. • Use less salt and sodium. • Eat more fruits, vegetables, and lowfat dairy products. • Cut back on alcohol.
<p>High blood cholesterol Cholesterol in your arteries is like rust in a pipe. When there is too much cholesterol in the blood, the arteries become clogged, which leads to heart disease.</p>	<p>Total cholesterol: Desirable: less than 200 mg/dL Borderline-high: 200-239 mg/dL High: 240 mg/dL or more</p> <p>If you are age 20 or older, have your blood cholesterol checked every 5 years, or more often if it is high. If it is high, ask your doctor how you can lower it.</p>	<ul style="list-style-type: none"> • Get your blood cholesterol level checked. • Learn what your number means. • Eat fewer foods high in saturated fat and cholesterol. • Eat more fruits, vegetables, and grains. • Stay physically active. • Aim for a healthy weight.
<p>Smoking You put your health and your family's health at risk when you smoke.</p>	<p>Cigarette smoking is addictive. It harms your heart and lungs. It can raise your blood pressure and blood cholesterol and those of others around the smoker.</p>	<ul style="list-style-type: none"> • Stop smoking now or cut back gradually. • If you can't quit the first time, keep trying. • If you don't smoke, don't start.
<p>Overweight Overweight occurs when extra fat is stored in your body.</p>	<p>Being overweight increases your risk of developing high blood pressure, high blood cholesterol, and diabetes.</p>	<ul style="list-style-type: none"> • Keep a healthy weight. Try not to gain extra weight. • If you are overweight, try to lose weight slowly. Lose 1/2 to 1 pound a week.
<p>Diabetes When the sugar in the blood is high, your body cannot use the food you eat for energy.</p>	<p>Diabetes is serious; you may not know you have it. It can lead to heart attacks, blindness, amputations, and kidney disease.</p> <p>Nearly one out of every 10 (1.3 million) adult Latinos have diabetes.</p>	<ul style="list-style-type: none"> • Find out if you have diabetes. Get your blood sugar level checked.
<p>Physical inactivity Physical inactivity can double your chances of heart disease and take away years from your life.</p>	<p>Physical inactivity increases your risk of high blood pressure, high blood cholesterol, and diabetes.</p> <p>Children and adults should do 30 minutes or more of moderate physical activity each day.</p>	<ul style="list-style-type: none"> • Stay active. You can build up to 30 minutes each day by being active for 10 minutes three times a day. • Try walking, dancing, and playing soccer. • Use the stairs instead of the elevator.



How To Exercise



1. Do stretching exercises. (See handout on stretching exercises.) Then walk slowly for 5 minutes.



2. Walk briskly for 20 minutes.



3. Walk slowly for 5 minutes.



4. Relax!

Developed by the California Diabetes Control Program, Department of Health Services, State of California.

Session 1: Are you at risk for heart disease?



Stretching Exercises

Do these stretches gently and slowly. Do not bounce.



1. Deep breathing

Arms up, breathe in, arms down, breathe out. Two times each.



2. Neck Stretching

Side to side, front to back. Two times in each direction.



3. Shoulder Stretches

Up and down five times on each side.



4. Side Stretches

Up and down five times in each direction.



5. Waist Stretches

Side to side three times in each direction.



6. Twists

Side to side three times in each direction.



7. Back and Leg Stretches

Down and up five times.



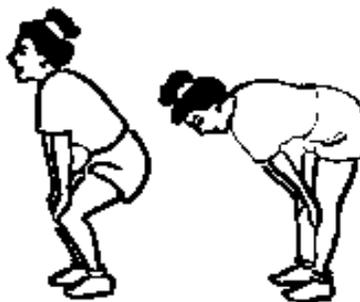
8. Back Stretch

Arms through legs six times.



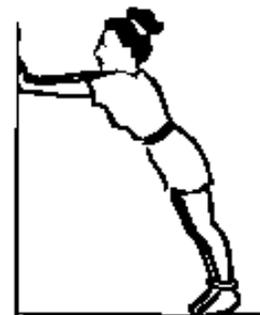
9. Leg Stretch (1)

Hold on to ankle, four times on each side.



10. Leg Stretch (2)

Down and up five times.



11. Leg Stretch (3)

Move heels up and down six times.

Developed by the California Diabetes Control Program, Department of Health Services, State of California.

Session 1: Are you at risk for heart disease?



s e s s i o n

2



Be more physically active

PRINCIPAL IDEAS

This session is about:

- The benefits of physical activity
 - Different types of physical activity
 - Enthusiasm for physical activity
-

OBJECTIVES

At the end of the session, the participants will have learned:

- Physical activity is good for the heart and overall health.
- Everyone should be physically active for a total of 30 minutes everyday.
- Brisk walking is a simple activity almost everyone can do.
- There are ways to fit more activity into a busy schedule.

MATERIALS

To conduct this session, you will need:

- **The *Steps Forward* manual and flip chart from *Your Heart, Your Life***
 - **Chalkboard and chalk or flip chart paper, a marker and tape**
 - **Cold water to drink and cups**
 - **“The New Heath Machine: Exercise” photonovela in *An Ounce of Prevention: A Guide to Heart Health* booklet on pages 10 and 11 (optional)**
 - **Music for the walking activity and a tape or compact disc player (optional)**
-

HANDOUTS

During the session, hand out the following to each of the participants:

- **Take Heart. Say Yes To Physical Activity. (Also in *An Ounce of Prevention: A Guide to Heart Health* (pages 12 and 13)) (2 sheets)**
- **Stretching Exercises**
- **How To Exercise**
- **Make Physical Activity a Habit-My Personal Record**
- **Sample Walking Program**
- **Weekly Promise**

Session Outline and Activities



Introduction of the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. Facts about Physical Activity
2. "The New Health Machine: Exercise" Photonovela (*optional*)
3. Benefits of Physical Activity
4. Types of Physical Activity
5. Getting Started: Important things to know
6. Finding Time to be Physically Active
7. Walking: An activity for almost everyone
 - A. Discussion
 - B. Walking Club
 - C. Activity Period – walking



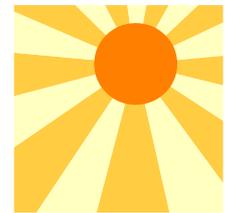
Weekly Promise

Review of Today's Key Points

Close of the Session



Introduction of the Session



1. Welcome

- Give a warm welcome to the participants.

2. Review of Last Week's Session

- **Ask:**
At the last session we talked about the risk factors for heart disease. Who remembers the risk factors that we can prevent or control?



Note: Give the participants about 3 minutes to answer.

- Answers:
 - High blood pressure
 - High blood cholesterol
 - Cigarette smoking
 - Diabetes
 - Being overweight
 - Physical inactivity
 - Stress

- **Say:**
At the end of the last session you made a promise to do something concrete to reduce your risk of heart disease. Who would like to tell the group their promise? What problems did you have in keeping your promise (like not having time or support from your family)? How did you resolve these problems?

- **Ask** the participants for their weekly promise sheet from Session 1.

3. About this Session

- **Say:**
Today's session discusses physical activity and how important it is to your health. When the session ends, you will know:
 - How physical activity can help you and your family
 - What kinds of activities are good for you and your heart
 - How much activity you should do
 - How you can find time to be active

The Session in Action



1. Facts about Physical Activity

■ Say:

Not getting enough physical activity is a major health risk for people today.

- Being physically inactive puts you at risk for heart disease, diabetes, and other chronic illnesses. The good news is that you can do something about this risk factor.
- More than 50% of American adults do not get enough physical activity to provide health benefits.
- 25% of adults are not active at all in their leisure time.
- Activity decreases with age and is less common among women than men and among those with lower income and less education.
- Unfortunately, physical inactivity is rising among Latinos, especially Latino women and children.
- As a person gets older, having little or no physical activity can lead to health problems.

2. “The New Health Machine: Exercise” Photonovela *(optional)*

- **Ask** volunteers to read aloud the photonovela “The New Health Machine: Exercise” on pages 10 and 11 in *An Ounce of Prevention: A Guide to Heart Health*.

3. Benefits of Physical Activity

- **Ask:**
How do you think physical activity can help you?



Note: Give the participants 5 minutes to answer. Write their answers on the blackboard or a large piece of paper taped to the wall.

- **Show picture card 2-1 and 2-2.** Add any of these reasons if they are not said.



- **Say:**
Physical activity can:

- Strengthen your heart and lungs
- Give you more energy
- Help you feel better about yourself
- Help lower your blood pressure
- Lower your stress
- Help lower your blood cholesterol
- Help you sleep better
- Help lower your chances for diabetes

- **Show picture card 2-3. Say:**
People feel better when they are active. Physical activity may help you lose excess weight and control your appetite.



4. Types of Physical Activity

- **Ask:**
What kinds of physical activity do you do?



Note: Give the participants 5 minutes to answer. Write their answers on the blackboard or a large piece of paper taped to the wall.

- **Say:**
There are different types of physical activity. Physical activity includes some of the things that you probably do each day, like walking, climbing stairs, or doing household chores.

- **Show picture card 2-4. Say:**
You may want to start with activities like:



- Walking
- Climbing stairs
- Dancing
- Raking leaves
- Vacuuming
- Gardening
- Bowling

- **Show picture card 2-5. Say:**
After a while, you will be able to do even more. Activities that you may enjoy include:



- Playing soccer, basketball, baseball
- Running or jogging
- Bicycling
- Swimming
- Doing aerobics or floor exercises (calisthenics)
- Jumping rope
- Skating

- **Say:**
All types of physical activity help the heart. Start slowly. Then move on to higher level activities. For example, when you are comfortable walking, gradually begin to jog, and you'll feel great!

- **Say:**
You don't have to be an athlete to become fit. Just get moving! Find something you like to do and that you have time for.

- **Ask:**
How much physical activity do you think you need each day to improve your health?



- **Say:**
Both children and adults should be physically active for at least 30 minutes or more everyday.

- **Show picture card 2-6. Say:**
If you can't set aside 30 minutes at one time to be active, you can break your activity into shorter periods of 10 minutes or more. Just make sure it adds up to at least 30 minutes each day.



- **Give** the following example:

- Use a stationary bike for 10 minutes before you go to work. 10
 - Take a 10 minute walk with your kids after work. 10
 - Do aerobic exercises for 10 more minutes later in the day. + 10
-
- 30

5. Getting Started: Important things to know



Note: This session gives information for people who are just starting to be active. It also helps people add more activity to what they already do.

■ Say:

There are a few things that you should know before starting to be physically active:

1. The majority of people do not need to see a doctor before starting a low impact physical activity program. However, you need to talk to your doctor if:
 - You have any heart problems or if you have had a heart attack.
 - You take medicine for high blood pressure or any other heart disease.
 - You are male and older than 40 or if you are female and over 50 and you want to participate in more intense physical activities, like running.
 - You have more than one risk factor for heart disease like: high blood pressure, high blood cholesterol, diabetes, you are overweight, or you smoke.
 - You have a family history of heart disease at an early age (before the age of 45 for men and 55 for women).
2. Start slowly and increase your activity little by little by time and intensity. You should not feel tired the day after.
3. Drink lots of liquids both before and after exercise, even if you are not thirsty. **Drink Water.** Special sport drinks are not necessary.
4. Use comfortable clothing and shoes. Use exercise shoes and socks that will give good support. Don't forget a hat and sun block.

5. **Never** cover-up or wrap your body with plastic or use heavy clothing. This will NOT help you lose fat but may:

- Make you sweat too much
- Make your body temperature rise
- Make your heart beat too fast
- Make you sick to your stomach
- Make you faint
- Cause damage to your organs

- **Ask:**
Does anyone have any questions?



Note: Give the group 2 to 3 minutes to ask questions.

6. Finding Time to be Physically Active

- **Say:**
I know all of you have busy lives. You may be wondering how you will ever find time to be active. Let's look at some ways.

- **Give each participant the handout entitled: "Take Heart. Say Yes to Physical Activity."** Let's see how to add movement to what you do everyday. **(Read the suggestions aloud.)**



- Take a walk
- Get off the bus one or two stops early and walk
- Use the stairs instead of the elevator or escalator
- Dance to your favorite music

■ **Ask:**

What are some other ways to become active even when you don't have time?



Note: Give the participants 5 minutes to answer. Write their answers on the blackboard or a large piece of paper taped to the wall. Add the following if they are not mentioned.

- **Answer:**
 - Take a 15 to 20 minute walk during your meal break at work or at the end of your workday.
 - Jump rope a few minutes each day. Work up to jumping for 10 minutes.

7. Walking: An activity for almost everyone

A. Discussion

■ **Say:**

Brisk walking is an excellent form of physical activity. It's easy to do, and you do not need special equipment. All you need are shoes for support and socks for cushioning.

■ **Say:**

Walking can be done outdoors or indoors. If you do not feel safe walking in your neighborhood, a school or churchyard may be a safer place to walk. Many shopping malls let people walk inside the mall before the stores open. Some malls even have walking clubs that meet everyday.

■ **Say:**

It is important to spend time warming up and cooling down each time you exercise. Although the risk of injury from walking is low, the warm up gets your leg muscles ready for the activity. The cool down lets your heartbeat slowly return to normal. This keeps your leg muscles from getting stiff.

Tips for Preparing for the Walking Activity

Before the start of this session

Review the “Stretching Exercises” handout

Practice them until you know them well and are able to teach them to the group.

Practice taking a brisk walk. Take long strides and swing your arms.

When leading this activity, remember:

Music can get people in the mood for being active. Use a lively song for the warm-up exercises, a faster beat for the walking, and a relaxing song for the cool down period.

Be enthusiastic. Group members will pick up on your enthusiasm and feel good about exercising.

Lead the walk in a circle if you have to do the walking indoors or if space is limited.

It is important to have plenty of cool drinking water available before and after the activity.

B. Walking Club

- **Say:**
Let’s talk about the walking club we set up last week.
- **Ask:**
What do you think about the walking group?



■ **Say:**

I want to thank everyone who attended the walking club, and I hope that everyone is ready to walk this week. I would like to know the reasons why you were not able to make it?



Note: Give the group 3 to 5 minutes to discuss possible solutions.

■ **Say:**

Let's plan to meet the same day and time as last week and plan another meeting time so we can walk twice (you can suggest or ask the group when would be better for them). Our goal this week is to walk twice as a group or groups before the next session.



Note: The group members should choose and write down the time when they plan to walk on the walking list attendance sheet.

C. Activity Period – walking



- **Ask the participants** to stand and spread out, leaving at least one meter between them.



Note: Put on the music.

■ **Say:**

First, I am going to show you some stretching exercises. Watch me and then try and do them yourselves. Some are easier to do than others. Again, with time and practice you will be able to do them all. If you have a bit of trouble at first, just do your best. You will get a handout that shows and tells you how to do these stretching exercises. Use the handout to help you do them at home.



Note: After the stretching exercises, **take the participants** out to walk for 10 to 15 minutes. Walk slowly for the first 5 minutes; then show them how to do a brisk walk for 5 to 10 minutes. During the last 5 minutes, walk slower.

■ **Say:**

We are slowing down now so that our bodies can gradually relax. This is called the cool-down period. It is an important part. It's usually recommended that you gradually slow your pace during the last 5 minutes of an activity. Doing a few stretching exercises to loosen the muscles should also be a part of your cool-down.

■ **Say:**

For instance, runners or joggers may cool-down by walking for a few minutes and then stretching their leg muscles before they stop entirely.

■ **Ask:**

How do you feel? Do you think you could continue to walk like this? Why or why not?



Note: Give the group 5 minutes to respond.

■ **Say:**

If you are already walking three or more times a week, add other activities to get into even better physical shape. You could try running, jumping rope, or other aerobic exercises.

■ **Say:**

One of the hardest parts of being physically active is staying motivated. Many people find that having a partner helps them stay active because:

- You motivate each other. You can set goals together and help each other meet them.
- It makes the time go faster. You will focus on talking rather than on the activity.
- A partner can be a family member, neighbor, or friend.

- **Ask:**
What are other ways to help you stay motivated to continue being physically active? Where are some safe places in your neighborhood to be physically active?



Note: Give the participants 3 minutes to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

- **Give each participant a copy of the handouts:** “Stretching Exercises,” “How to Exercise,” “Make Physical Activity a Habit-My Personal Record” and “Sample Walking Program.”



- **Say:**
Use the handout “Make Physical Activity a Habit-My Personal Record” to track your daily progress.

Weekly Promise



- **Give Each Participant the handout:** “Weekly Promise.”



- **Say:**

I ask that you promise one thing you will do to be more active during the coming week. Start by sharing the promise you have made. You can write down your promise on the handout “Take Hear. Say Yes to Physical Activity” from *An Ounce of Prevention: A Guide to Heart Health*.

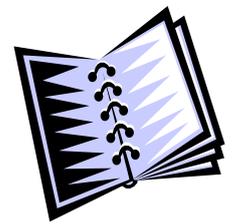


Note: Make sure each participant gives details about what he or she plans to do. For example, instead of saying, “I am going to walk,” have them say, “I am going to walk three times a week for 30 minutes.”



Note: Ask each participant to take home his or her weekly promise sheet and put it in a visible place, like the refrigerator door. Ask them to bring the sheet back next week.

Review of Today's Key Points



- **Say:**
Let's review what we have learned today.

- **Ask:**
What are some of the benefits of regular physical activity?



- **Answers:**
 - Strengthens your heart and lungs
 - Helps you lose excess weight and control your appetite
 - Lowers blood cholesterol and blood pressure
 - Helps you sleep better
 - Reduces stress
 - Increases energy
 - Lowers your chances of diabetes

- **Ask:**
What is an activity that just about everyone can do?



- **Answer:**
Brisk walking

- **Ask:**
What are simple ways to become more active throughout the day?



- **Answers:**
 - Park farther away and walk
 - Get off the bus early and walk
 - Use stairs instead of the elevator or escalator
 - Dance to your favorite music

■ **Ask:**

What is the minimum amount of activity recommended for you to do every day?



• **Answer:**

A total of 30 minutes

Close of the Session



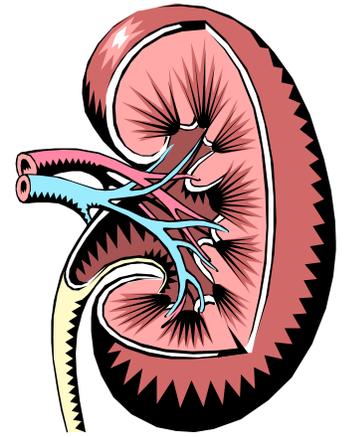
- **Say:**

Thank you for attending today. What did you think of the session? I am looking forward to seeing you next session. The next session is about risk factors for diabetes.



Note: Reflection for the facilitator of the session. Think about today's session. What worked and what didn't? Have you made any changes in your life as a result of today's session?

s e s s i o n 3



Are you at risk for diabetes?

PRINCIPAL IDEAS

This session is about:

- A general review of diabetes
 - The risk factors for diabetes
 - The effects of uncontrolled diabetes
-

OBJECTIVES

At the end of this session, the participants will:

- Know what they can do to prevent and control diabetes.
- Know the symptoms of diabetes.
- Be able to name three preventable risk factors for diabetes.
- Know three effects of uncontrolled diabetes.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual and the *Steps Forward* Session 3 picture cards**
 - **Name tags for all the participants**
 - **Chalkboard and chalk or flip chart paper, a marker and tape**
 - **A stereo and music (radio, cassette, CD) (*optional*)**
 - **A clear bottle and four cups of water**
-

HANDOUTS

During the session, hand out the following to each of the participants:

- What is Diabetes?
- Diabetes Symptoms
- Diabetes Complications
- Diabetes and the Kidneys, Eyes, and Feet (2 sheets)
- What are the Signs of Depression to look for?
- What is Depression?
- Are You at Risk for Diabetes?
- Weekly Promise

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. The Facts Don't Lie
2. What is Diabetes?
3. Facts about Diabetes
4. Diabetes Can Cause Kidney Damage
5. Diabetes Can Cause Eye Damage
6. Diabetes Can Hurt Your Feet
7. Why It Is Important to Address Mental/Emotional Health Issues
8. Risk Factors Activity
9. Walking Club
10. Activity Period – walking



Weekly Promise

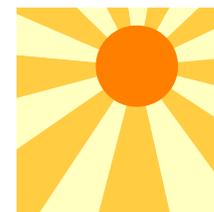


Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** the participants as they enter the room.

2. Review of Last Week's Session

- **Say:**
In the last session we spoke about the importance of being physically active.

- **Ask:**
What do you remember about the benefits we receive when we are physically active?



Note: Give the participants 3 minutes to answer. Write the answers on the chalkboard or a large piece of flip chart paper that is hung on the wall with tape.

- **Answers:**
Add these benefits, if they are not mentioned:
 - It strengthens the heart and lungs
 - It helps to lose weight and control our appetites
 - It helps to lower high blood pressure
 - It helps to lower blood cholesterol levels
 - It helps you to sleep better
 - It helps to reduce stress
 - It helps you to have more energy

➤ It helps to reduce the risk of diabetes (high blood sugar levels)

■ **Say:**

At the end of the last session you made a promise to be more physically active. Who would like to share with the group your goal? Did you have any problems reaching your goal (like not having time or support from your family)? How did you resolve them?



Note: Give the group 5 minutes to answer.

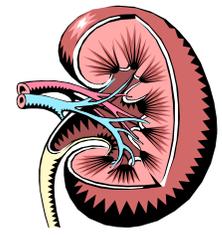
- **Ask** each participant for their weekly promise sheet from Session 2.

3. About this Session

■ **Say:**

Today's session is about diabetes and how we can prevent or control it.

The Session in Action



Note: Before the session, read the information pages included at the end of this session. These pages will give you more information about diabetes and physical activity and may help you answer future questions from the group.

1. The Facts Don't Lie

- **Say:**
Diabetes is a chronic disease, and **it has no cure.**

- **Say:**
Diabetes slowly damages the body. Diabetes doesn't hurt until the complications it causes become serious or permanent.

- **Say:**
Approximately **24%** of Mexican Americans in the United States and **26%** of Puerto Ricans between the ages of 45-74 have diabetes. This is 1 in every 4 people.

- **Say:**
Mexican Americans are **1.7 times as likely** to have diabetes as non-Hispanic whites.

- **Ask:**
Do you know anyone with diabetes?



Note: Give the participants 5 minutes to answer.

2. What is Diabetes?

- **Show picture card 3-1. Say:**

The body has a way of digesting and then using food for energy. First, the body converts the food into sugar (another word for glucose). The yellow droplets represent the glucose in the picture. Glucose is the energy source that the body uses.



- **Show picture card 3-2. Say:**

The blood takes the sugar to the cells, which need the energy. However, sugar cannot enter the cells by itself, it needs help. Sugar needs insulin to help it enter the cells. Insulin is a natural chemical (a hormone) the body makes in the pancreas. The blue drops represent insulin in the picture.



- **Show picture card 3-3. Show the process on the picture card and say:**

- The pancreas releases insulin into the blood stream.
- The insulin then helps the sugar enter the cells.
- This picture is of a normal person, who has enough insulin and insulin that is being utilized well. However, if the body doesn't produce enough insulin **or** if the cells do not recognize the insulin, then the sugar cannot enter the cells and remains in the blood.
- People who have high levels of sugar in their blood have diabetes.



- **Give each participant the handout: "What is Diabetes?"**



- **Say:**

There are actually two categories of diabetes: type 1, which usually occurs in adolescence, and type 2, which is more common in people who are 45 years of age or older.

■ **Show picture card 3-4. Say:**

- This person has diabetes type 1.
- The pancreas does not produce insulin.
- Note in the picture that there is no sugar inside the cells.
- This type of diabetes can only be controlled by insulin injections.



■ **Show picture card 3-5. Say:**

- This person has type 2 diabetes.
- In this picture, the body does not produce enough insulin. Other people with type 2 diabetes have enough insulin, but their cells do not use the insulin effectively.
- Note in the picture that in this case there is only a little bit of insulin, and there is much less sugar inside the cells as compared to the normal person.
- Control of type 2 diabetes can be achieved with changes in the diet (diet meaning the foods we normally eat) and physical activity. We will talk more about this in Session 8. Control also may require oral pills or insulin injections to maintain blood sugar levels.



■ **Say:**

You already know that there are two types of diabetes. Within type 2 diabetes there is a special class of diabetes: gestational diabetes - which affects between 2% to 5% of pregnant women, but it usually disappears after the baby is born. Gestational diabetes occurs more frequently in women of Hispanic/Latino, African, American Indian, and Asian descent. Obese women and women who have a family history of the diabetes are also at higher risk. Remember gestational diabetes usually disappears after the pregnancy; however, 5% to 10% of women who had gestational diabetes will remain diabetic after the pregnancy. Finally, women who had gestational diabetes have a much higher risk of developing type 2 diabetes later in life. Approximately 40% of women who had gestational diabetes develop type 2 diabetes within 5 to 10 years after the pregnancy.

3. Facts about Diabetes

- **Ask:**
Does anyone know the signs or symptoms of diabetes?



Note: Give 3 to 5 minutes for answers.

- **Give each participant the handout:** “Diabetes symptoms.”



- Answers:
Confirm correct answers and add the following if they are not mentioned:
 - Continually thirsty
 - Frequent urination
 - Always hungry and always tired
 - Weight loss
 - Sores that don’t heal
 - Dry skin
 - Pins and needles in the feet
 - Blurry vision
 - Irritable

- **Ask:**
How can blood sugar be measured?



- **Show picture card 3-6. Say:**
This can be done using a glucometer and a tiny bit of blood. We will have a glucometer at Session 8 if anyone would like to try it.





- **Give each participant the handout:** “Diabetes Complications.”

- **Say:**

If diabetes is uncontrolled, it can cause:

- The feeling of always being tired, in a bad mood, or depressed
- Amputations of the feet and/or legs
- Kidney damage (renal damage)
- Vision problems
- Heart attacks
- Strokes
- Sexual dysfunction (impotence)
- Yeast infections
- Digestive problems
- Burning sensations in the feet and hands

- **Say:**

Knowing about diabetes can help prevent it, or in the case of those who already have diabetes, diabetes education can help reduce the complications that diabetes can cause.

- **Say:**

We now know a little bit more about diabetes, and we will now talk about what we can do to protect ourselves from diabetes and its complications.

■ **Say:**

Diabetes risk factors are:

- Being overweight
- Family members with diabetes
- Gestational diabetes or giving birth to a baby that weighs more than 9 pounds
- Smoking
- Over 40 years of age
- Sedentary lifestyle (physical inactivity)
- Certain ethnicities are more at risk; these include: Hispanics/Latinos, Native Americans, African Americans and Asians.

■ **Ask:**

Does anybody in the group have diabetes?



Note: If there are, maybe this person might want share what they know about diabetes and physical activity after class.

4. Diabetes Can Cause Kidney Damage

■ **Say:**

10% to 21 % of diabetics develop **kidney disease**. In 1995, 27,900 people started kidney dialysis because of kidney complications caused by diabetes. Of the people who have diabetes, Mexican Americans are at **4.5 to 6.6 higher risk** of having kidney problems.

■ **Say:**

To understand why diabetes can damage and injure the kidneys, we should first learn about kidney function.

■ **Say:**

The kidneys are the organs that clean the blood. They process about 200 quarts of blood everyday and remove waste along with extra water from the body. The waste combined with water is called urine.



Note: Show the clear container that has one quart (four cups) of water in it. Remind the group that the kidneys clean 200 quarts everyday.

■ **Show picture card 3-7. Say:**

The urine leaves the kidneys and enters the bladder. The bladder fills with urine, and when it is full, we feel the need to urinate.



■ **Show picture card 3-8. Say:**

- The kidneys are organs that are the size of one's fist, just like the heart, and are shaped like a bean.
- Blood enters the kidneys through an artery (in red in the picture), which then divides into smaller and smaller blood vessels in the kidney. These blood vessels become so small that they can be smaller than the size of a pin.
- A complex interchange occurs between the kidneys and blood, and the waste and some water in the blood are removed and enter the bladder.
- The clean blood then leaves the kidney through a vein (in blue).



■ **Say:**

The kidneys and blood vessels inside the kidneys are very delicate. With diabetes, the excess sugar in the blood damages the blood vessels inside the kidneys. Sugar, which isn't normally filtered out of the body by the kidneys, begins to leave the blood along with the waste and appears in the urine. This is why urine is sometimes tested for sugar to see if you have diabetes.

- **Say:**
If the blood vessels become damaged, many other important things in the blood, like protein, may also leave in urine. With time, more and more damage occurs. So much damage can occur that at some point the waste removal process cannot function properly. The waste is no longer removed from the blood. This build-up of waste in the blood poisons the body.

5. Diabetes Can Cause Eye Damage

- **Show picture card 3-9. Say:**
Diabetes can affect vision. When blood sugar levels vary, the eye liquids may increase and cause high pressure in the eye. If there is too much liquid in the eye, the eye will swell resulting in blurry vision.



- **Say:**
Common vision problems include: cataracts, glaucoma, and diabetic retinopathy.
 - Cataracts form when the crystalline parts of the eye cloud over. Cataracts can grow over time and damage the ability to see.
 - Glaucoma is caused by continual high pressure inside the eye. This high pressure can damage the optic nerve and cause blindness if not treated.
 - Diabetic retinopathy is the worst eye problem that diabetes can cause. Changes in blood sugar over time damage the delicate blood vessels in the retina (the membrane at the back of the eye). If these blood vessels break, the center of the eye will fill with blood and block light from passing through to the retina. This causes vision loss or blindness.
- **Say:**
Many of the problems caused by diabetes in the eye can be gradual, and vision problems are not common at the start of diabetes. This is why it is very important to have your eyes checked regularly.

6. Diabetes Can Hurt Your Feet

- **Show picture card 3-10. Say:**

Diabetes can hurt your feet. Diabetes causes you to slowly lose sensitivity in your toes, feet, and legs. Because you cannot feel your feet or legs very well, you do not know when your feet are hurt or infected. A bad infection may lead to the amputation of a foot or leg.



- **Say:**

It is important to:

- Keep your feet clean
- Keep your feet dry
- Keep your feet soft
- Keep your feet protected

- **Say:**

A diabetic should examine their feet everyday after bathing.

- **Say:**

Diabetics should remind their doctors to examine their feet.

- **Give each participant the handout:** “Diabetes and the Kidneys, Eyes and Feet.”



- **Say:**

This handout will help you remember this information about the relationship between diabetes and kidney, eye, and feet damage.

7. Why It Is Important to Address Mental/Emotional Health Issues

- **Say:**
Always feeling tired, stressed or in a bad mood among people with diabetes is very common.

- **Say:**
Stress, depression and diabetes are connected:
 - People who feel constantly stressed or feel as though they have too much stress can become depressed.
 - In a family with diabetes, the family member with diabetes as well as other family members may feel stressed and depressed.
 - Some people use food in response to stress. This can lead to excess weight gain which can lead to more psychological distress.
 - Depressed or stressed, people with diabetes may not take good care of themselves. They may not exercise or eat healthy. They may drink alcohol. They may not check their blood glucose or take their medication.

- **Say:**
Diabetes and depression often go together. Not only the individual, but the entire family and friends suffer.

- **Say:**
People with major or clinical depression feel profound sadness, worthlessness, guilt and anxiety. These feelings will not go away by themselves.

- **Give each participant the handout:** “What are the Signs of Depression to Look For?” and summarize it.

- **Say:**
Hispanics tend to express their emotions physically. These emotions affect the way Hispanics feel, physically. Physical manifestations are not imagined, they are real.



■ **Say:**

Depression might be expressed as:

- A weight on the shoulder, a pressure on the chest, or the inability to take a deep breath
- A bodily pain that stretches far into the soul
- A lifelong general vulnerability to stressful events, or a specific response to an emotionally distressing life event. Physical symptoms include headache, stomachache, trembling, sleep disturbances, the inability to function, and tearfulness.

■ **Ask:**

Have you noticed any of those signs in people you know? What signs did you notice?



Note: Give participants about 3 minutes to answer.

■ **Say:**

People with major depression need professional help.

- **Give each participant the handout:** “What is Depression?” which gives some more details about what you have just discussed.



■ **Say:**

Depression has many causes, although we still do not know all of its causes:

- Genetic Factors – Depression can run in families.
- Psychological Factors – Persons with low self-esteem, pessimism, and who have difficulties coping with stress, for example, tend to become depressed.
- Environmental Factors – Physical illness, including diabetes, hormones, certain medications, a significant loss, a difficult

relationship, financial problems, or any unwelcome changes in life patterns can contribute to developing depression.

■ **Say:**

Usually depression is caused by a combination of all these factors. To prevent or alleviate depression, it is important to address all of its causes.

■ **Say:**

As a family member or friend, you can help cope with mild depression by encouraging or also joining in certain activities:

- Join a community-based support group for people with diabetes or other chronic diseases.
- Join an exercise group, such as a community walking group in order to get out and walk.
- Get active socially to get out of the house. Join in for a cause!
- Beautify your community! Keep streets and parks clean, plant flowers, lobby for inspiring public art, etc.
- Ask a family member or friend, a priest or other clergy you trust to talk to you about how you feel and who can help you to get out of or treat your depression.
- Help a severely depressed family member or friend make an appointment with a health care provider.

8. Risk Factor Activity

- **Give each participant the handout:** “Are You at Risk for Diabetes?.” **Read** out loud all of the diabetes risk factors. While you are reading them, ask the participants to raise their hands if they have that risk factor.



- **Say:**
The more risk factors you have the greater your risk for diabetes. Talk to your doctor about your risk.
- **Say:**
There are some risk factors we cannot change, like diabetic tendency in a family. However, there are things that we can change like: losing weight, being physically active and eating healthy.
- **Say:**
It can be hard to change old habits for new, healthy ones. This program will give you the necessary information to make these changes bit by bit. When others see you making these healthy changes, maybe you will inspire them to make these changes, too.

9. Walking Club



Note: Congratulate all those who have been walking. Encourage the participants to help motivate them.



- **Say:**
Let’s talk about last week’s walking club.
- **Ask:**
What did you think about the walk? (Encourage positive feedback.)



- **Ask:**
Is there anything we can do to encourage more participation in the walking club?



- **Say:**
I want to thank everyone who attended the walk! I hope that everyone is interested in walking this week.

- **Ask:**
Are there any reasons why you couldn't attend the walking club? Can you think of a solution so that you can attend the walking club?



Note: Give the group 3 to 5 minutes to discuss the reasons and come up with solutions.

- **Say:**
Good, let's plan to meet the same day and same time, and let's add another walk. (You can suggest a time and day or ask the group when would be better for them.) Our goal is to walk as a group or groups **twice** this week.



Note: The participants should choose and write down their chosen time to walk on the walking club attendance sheet.

10. Activity Period – walking



- **Ask:**
Why is physical activity important in the prevention and control of diabetes?



- **Say:**
Physical activity helps the body use insulin. This helps lower high blood sugar levels.

- As a group:
 - Do some warm-up activities (5 to 10 minutes)
 - Walk (20 to 30 minutes)
 - Do some cool-down activities (5 to 10 minutes)

Weekly Promise



- Give each participant the handout: “Weekly Promise.”



- Say:

I ask that you pledge something concrete to change or work on to help reduce your risk of diabetes. Start by sharing the pledge you have made.



Note: Ask the group to take their promise home and put it in a visible place, where they can see it during the week. Ask them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we learned today.
- **Ask:**
What is diabetes?
 - **Answer:**
When there is excess sugar or glucose in the blood



- **Ask:**
What are diabetes risk factors?
 - **Answers:**
 - Being overweight
 - Family members with diabetes
 - Older than 40 years of age
 - Sedentary lifestyle (physical inactivity)
 - Diabetes occurs more in Hispanics/Latinos, Native Americans, African Americans and Asians.



- **Ask:**
What risk factors can we control?
 - **Answer:**
Physical activity, our weight and cigarette smoking



- **Ask:**
Does diabetes hurt?



- **Answer:**
No, it doesn't hurt. It doesn't hurt until the complications caused by uncontrolled diabetes become very bad and permanent.

- **Ask:**
What organs can uncontrolled diabetes cause damage to?



- **Answer:**
The kidneys, eyes, feet, and even the heart and more

- **Ask:**
How can diabetes affect you emotionally?



- **Answer:**
It can make you feel tired or sad, and it can be a factor in developing depression.

Close of the Session



- **Ask:**
Do you have any questions?



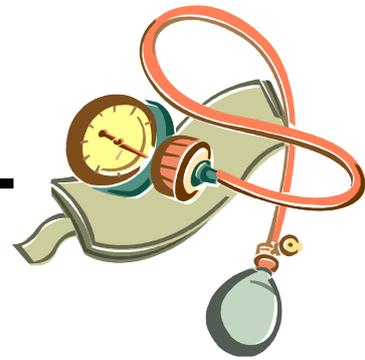
- **Say:**
Thank you for attending today. I look forward to seeing all of you at the walking club. Well done today! In the next session, we will see how to reduce the amount of salt and sodium in our diets to prevent high blood pressure.



Note: Reflection for the facilitator of the session. Think about today's class. What worked, what didn't? Have you changed anything in your own life (habits) as a result of today's session?

s e s s i o n

4



What you need to know about high blood pressure, salt and sodium

PRINCIPAL IDEAS

This session is about:

- Blood pressure
 - The bad effects salt and sodium have on blood pressure
 - How to lower the intake of salt and sodium
-

OBJECTIVES

By the end of this session, the participants will have learned:

- It is best to have blood pressure of less than 120/80 mm Hg.
- High blood pressure is 140/90 mm Hg or above.
- Eating less salt and sodium can help reduce the risk of developing high blood pressure.
- Tips to help reduce the amount of salt and sodium in their foods.

MATERIALS

To lead this session you will need:

- **The *Steps Forward* manual and the *Your Heart, Your Life* picture cards**
- **Chalkboard and chalk or flip chart paper, a marker and tape**
- **Measuring spoons (1 teaspoon, 1/4 teaspoon)**
- **Small amount of salt**
- **Doña Fela’s seasoning mixture recipe. Prepare enough to give a small sample to each group member. Another suggestion would be to ask each member to bring an ingredient for the seasoning mixture. During the session, ask them to prepare the seasoning.**
- **“An Unsettling Surprise: Prevent High Blood Pressure” photonovela in *An Ounce of Prevention: A Guide to Heart Health* booklet on pages 6 and 7 (optional)**



Note: Arrange for a health professional to come to the session to take blood pressure readings. (optional)

HANDOUTS

During the session, hand out the following to each participant:

- *Health for Your Heart* wallet card
- Take Steps-Prevent High Blood Pressure!
- Read the Food Label for Sodium!
- Mariano’s Food Choices (3 sheets)
- Sodium in Foods
- Keep Your Heart in Mind. Eat Less Salt and Sodium. (Also in *An Ounce of Prevention: A Guide to Heart Health* (pages 8 and 9)) (2 sheets)
- Tips to Eat Less Salt and Sodium
- Use Herbs and Spices Instead of Salt
- Caribbean Pink Beans Recipe

- List of places where members can get their blood pressure checked



Note: Prepare this list before the session. You may find information at your local health department, a hospital or clinic.

- Weekly Promise

Session Outline and Activities



Introduction of the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The session in Action

1. The Facts Don't Lie
2. "An Unsettling Surprise: Prevent High Blood Pressure"
Photonovela (*optional*)
3. Facts about Blood Pressure
4. Preventing High Blood Pressure
5. Salt and Sodium-What is the difference?
6. Salt and Sodium-How much do we need?
7. About the Food Label
8. Cut Down on Salt and Sodium
9. Caribbean Pink Beans Recipe
10. Walking Club
11. Activity Period – Pick the activity



Weekly Promise



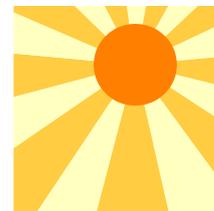
Review of Today's Key Points

Blood Pressure Check (*optional*)



Close of the Session

Introduction of the Session



1. Welcome

- **Welcome** the participants as they arrive.

2. Review of Last Week's Session

- **Say:**
Last week we talked about diabetes risk factors.

- **Ask:**
What are the risk factors that we can prevent or control?



Note: Give the participants 3 minutes to answer.

- **Answers:**
 - Being overweight
 - Being physically active
 - Eating healthily
 - Smoking

- **Ask:**
What is diabetes?



- **Answer:**
A condition where there is too much glucose or sugar in the blood

- **Ask:**
Diabetes can damage the body; name three organs/parts that we talked about last week.



- **Answer:**
The kidneys, eyes and feet

- **Ask:**
How can diabetes affect you emotionally?



- **Answer:**
It can make you feel tired or sad, and it can be a factor in developing depression.

- **Say:**
At the end of last week's session you made a promise to reduce your risk of diabetes. Does anyone want to share his or her promise? Did you have problems keeping your promise?

- **Ask** each participant for their weekly promise sheet from Session 3.



3. About this Session

- **Say:**
Today's session is about blood pressure and the steps we can take to prevent high blood pressure or lower your blood pressure.

The Session in Action



1. The Facts Don't Lie

■ Say:

In the United States, almost 50 million people have high blood pressure; and about one-half of them are women.

- Latinos who have high blood pressure are less likely to be treated for it.
- High blood pressure - also called hypertension - can lead to stroke, heart attack, kidney failure and blindness.

2. “An Unsettling Surprise: Prevent High Blood Pressure” Photonovela *(optional)*

- ### ■ Ask
- volunteers to read aloud the photonovela “An Unsettling Surprise: Prevent High Blood Pressure” on pages 6 and 7 in *An Ounce of Prevention: A Guide to Heart Health*.



3. Facts about Blood Pressure

■ Show picture card 3-1. Say:

Blood pressure is the force of the blood against the walls of your arteries. Blood pressure is needed to move the blood through your body.



■ Say:

Measuring blood pressure is easy and does not hurt.

■ Say:

Your blood pressure reading has two parts - for example, 120 over 80. Both numbers are important.

■ **Show picture card 3-2. Say:**

The first number (120) is the pressure of the blood when the heart beats and the second number (80) is the pressure when the heart rests. It is written like this: 120/80.



■ **Say:**

It is important to know and remember your blood pressure numbers - just like you know your shoe size.

■ **Ask:**

Do you know your blood pressure reading?



Note: Give the group about 2 minutes for their comments.

■ **Say:**

It is best to have a blood pressure reading less than 120/80. Blood pressure is considered high when it is 140/90 or higher when taken two separate times.

■ **Show picture card 3-3. Say:**

If you have high blood pressure, it means that your heart has to pump harder than it should to get blood to all parts of your body. High blood pressure raises your chances for a stroke or heart attack, kidney problems and blindness.



■ **Say:**

High blood pressure is also known as the 'silent killer' because it may cause no symptoms. You can have it without feeling sick.

■ **Show picture card 3-4. Say:**

The best way to find out if you have high blood pressure is to have it checked at least once a year. Check it more often if you have high blood pressure.





- **Give each participant:**
 - A list of clinics and hospitals where they can get their blood pressure checked
 - A copy of the *Health for Your Heart* wallet card

- **Say:**

Be sure to ask what your blood pressure reading is each time you have it checked. Also, keep a record of each reading on this card.

What Your Blood Pressure Numbers Mean (adults 18 and older)*

First number	Second number	Results
Less than 120	Less than 80	Good for you!
120 to 139	80 to 89	Keep an eye on it. Your blood pressure could be a problem. It is time to make changes in what you eat and drink, your physical activity, your weight, and smoking habits. See a doctor if you have diabetes.
140 or more	90 or more	You have high blood pressure. Ask your doctor or nurse how to lower it.

* These readings are for people who do not take blood pressure medicine and do not have a short-term illness.

4. Preventing high blood pressure

- **Ask the group members** to raise their hand if someone in their family has high blood pressure.
- **Say:**

If a member of your family has high blood pressure, you are at greater risk of getting it, too. Even if you do not have high blood pressure now, because a family member has it, you are still at greater risk.

- **Say:**
The good news is that you can prevent high blood pressure. Let's find out how.
- **Give each participant the handout:** "Take Steps - Prevent High Blood Pressure!." **Read aloud** the steps to prevent or lower high blood pressure.



5. Salt and Sodium – What is the difference?

- **Say:**
You already know what salt is, but maybe you are wondering what sodium is.
- **Say:**
Sodium is part of table salt. Table salt is made up of sodium and chlorine, so we can say that sodium is an ingredient for table salt. Salt is made up 40% of sodium and 60% chlorine. Sodium is also part of many products we use to flavor and preserve foods. It is not necessarily the salt that causes problems, but the sodium. There are other types of salt available in the stores that do not contain sodium.
- **Say:**
Food may contain sodium but not have any salt. Sodium is natural and common in most foods we eat. However, the more salt you put in or on your food the more sodium the food now has. If you eat less salt and sodium you can help prevent or lower high blood pressure.

6. Salt and Sodium – How much do we need?



Note: For this discussion, you will need a $\frac{1}{4}$ teaspoon measuring spoon, a teaspoon, and some salt.

- **Say:**
Now let's look at how much salt and sodium we really need. The body needs about 500 milligrams of sodium each day. That's about a quarter of a teaspoon of salt. (*Use the $\frac{1}{4}$ teaspoon to show that quantity of salt.*) Most people are eating much more than 500 milligrams of sodium everyday.

■ **Say:**

Most people in the United States eat about 4,000 to 6,000 milligrams of sodium each day. (*Now show 2 ½ teaspoons of salt.*) This is about 8 to 12 times more sodium than what the body needs. Eating this much salt and sodium may lead to high blood pressure.

■ **Say:**

You should cut back the amount of sodium you get from all foods and beverages. In general food contains a lot of salt and it is difficult to eliminate everything. The recommendations say that it is good to reduce the amount eaten to less than 2,400 milligrams of sodium per day, or about 1 teaspoon of salt. (*Now show 1 teaspoon of salt.*) You will see that this is the same amount as listed on the bottom of the Nutrition Facts Label. Some beverages have high sodium, like tomato juice.

■ **Show picture card 3-5. Say:**

Let's talk about where sodium is found in foods.



- Most of the sodium that we eat comes from packaged foods. Examples are regular canned soups and vegetables, frozen dinners, salty chips, and cured meats like hot dogs.
- Some sodium comes from the salt added during cooking or at the table.
- The rest is naturally found in foods.

7. About the Food Label

■ **Show picture card 3-6. Say:**

The food label found on packaged foods is one of the best tools we have for choosing foods for a healthy diet. In this session, we will talk about what you can find on the food label. We will also learn how to use the food label to choose foods that are lower in sodium.



■ **Give each participant the handout: “Read the Food Label for Sodium.”**



- **Say:**
The food label gives serving size and number of servings per container. It also gives the amount of calories, fat, saturated fat, cholesterol and sodium in one serving of the food. We will talk about fat, saturated fat, cholesterol and calories in the next two sessions.

Sodium Food Label Activity

- **Point out** where the Percent Daily Value (%) is located on the food label.
- **Say:**
The Percent Daily Value will help you compare products. It quickly tells you if a food is high or low in the nutrient. Remember: it is easy to take in more than 2,400 milligrams of sodium. Choose foods with a lower Percent Daily Value for sodium. Once you get into the habit of looking at food labels, it will be easy.
- **Say:**
Let's take a closer look at the nutrition facts on an actual label to see where the amount of sodium is found. Let's go back to the "Read the Food Label for Sodium" handout.
- **Show the picture card 3-6. Say:**
The Percent Daily Value for sodium for frozen peas is circled on the food label.
- **Say:**
The sodium content in the same food can vary depending on how it is packaged or what brand it is. Compare food labels to choose foods that are lower in sodium.
- **Say:**
Look at the bottom of the handout. Look at the Percent Daily Value for frozen peas and canned peas.





- **Ask:**
Which kind of peas is lower in sodium?

- **Answer:**
Frozen peas are lower in sodium. One serving of frozen peas has only 5 percent of the daily value for sodium. One serving of canned peas has 15 percent of the daily value for sodium (3 times more than frozen peas).

- **Say:**
Choosing foods that are lower in salt and sodium may help prevent and lower high blood pressure. Eating more fruits and vegetables, whole wheat breads and cereals, and low fat dairy products may also help lower blood pressure.

- **Say:**
Let's try an activity that will help us choose foods that are low in salt and sodium. First, I am going to describe a situation that may apply to you or to a member of your family. Then, using food labels, we are going to learn how to choose lower sodium foods.

More Information

The latest research shows that potassium is important in protecting against high blood pressure. Calcium and magnesium may help, too. Eat foods that are rich in these nutrients:

- **Potassium:** bananas, plantains, oranges, prunes, broccoli and beans
- **Calcium:** fat free or low fat milk, cheese, and yogurt
- **Magnesium:** whole wheat breads and cereals, beans, nuts and seeds, plantains, broccoli, okra, and spinach

- **Give each participant the handout:** “Mariano’s food Choices.”
Read, or ask a volunteer to read, the story below.



Mariano’s blood pressure was slightly higher the last time he visited the doctor. The doctor told him to cut back on the amount of sodium he eats.

Use the food labels to help Mariano’s wife, Virginia, choose foods that will help Mariano follow his doctor’s advice.

- **Say:**
Let’s go over some of the questions. Use the food labels to choose the right answers.
- **Ask these questions.** The correct answers are in the right column of the table.

 Questions	Correct Answers
When buying orange juice, should Virginia choose tomato juice or orange juice?	Orange juice
Should she buy frozen peas or canned peas?	Frozen peas
Should she serve corn tortillas or flour tortillas?	Corn tortillas
Is there less sodium in canned chicken or roasted chicken?	Roasted chicken
If you are trying to cut back on sodium, is it better to eat thin pretzels or baked tortilla chips?	Baked tortilla chips

8. Cut Down on Salt and Sodium

- **Give each participant the handout:** “Sodium in Foods.”



- **Ask:**
Does anyone see a food on the right side of the page that you eat often? Ask the person to name a lower sodium food on the left side that he or she could eat instead.



- **Say:**
Let’s now review some practical tips that will help you cut back on salt and sodium.

- **Give each participant the handouts:** “Keep Your Heart in Mind. Eat Less Salt and Sodium” and “Tips to Eat Less Salt and Sodium.” **Go over** the tips shown on both handouts and how to cut back on salt and sodium when you shop, when you cook, and when you are at the table.



- **Say:**
Here is a sample of Doña Fela’s secret recipe from the bottom of the handout “Keep heart in mind. Eat Less Salt and Sodium.” Fill an empty saltshaker with it and put it on your table. Tell your family to try this instead of salt. **Give each group member** a sample of Doña Fela’s seasoning mixture.

- **Ask:**
Why is it hard for you to cut back on salt and sodium?



Note: Write down their responses on a blackboard or large piece of paper taped to the wall. Then write down some possible solutions.

Examples	
Problems you may encounter	Solutions
No flavor in food.	Use spices or herbs to add flavor to foods. (See the handout “Use Herbs and Spices Instead of Salt”)
Family members will get upset.	Cut back on salt slowly, using less salt each time you cook so family members can get used to the taste.
Adding salt is a habit that is hard to break.	Give yourself time to get used to using less salt. Cut back on salt slowly. Choose brands that are lower in salt. Take the saltshaker off the table.

9. Caribbean Pink Beans Recipe

- **Give each participant the handout with the recipe** for the “Caribbean Pink Beans.” **Ask** them to prepare it during the coming week. **Tell them** that using this recipe will give them a chance to practice some of the ideas from the session.
- **Give each participant the handout:** “Use Herbs and Spices Instead of Salt.” **Ask** them to use some of the herbs and spices in place of salt when they cook this week.



10. Walking Club

- **Say:**
What a good week for walking! This week we will give prizes to everyone who walks at least twice this week. (*optional*)
- **Say:**
Let’s plan to meet at on the same days and times to walk as last week. We also need to add another walk this week. (You can suggest a time and day or ask the group when would be better for them.) When would be a good day and time for another walk? Our goal is to walk three times as a group or small groups before our next session.



Note: The participants should choose a time to walk now and write their names on the walking club attendance sheet. If you are not going to walk with a group, **ask** someone to take attendance during the walk.

11. Activity Period – Choose the activity you want



Weekly Promise



- **Give each participant the handout:** “Weekly Promise.”



- **Say:**

I am asking you to make a concrete promise to consume less salt and sodium.



Note: Make your own promise first. Stress to each member to give details about what he or she plans to do. Think about these:
(Be sure that each participant tells you their plans for the week.)

- I will use food labels to help me choose canned soups that are lower in sodium.
- I will choose unsalted tortilla chips for a snack instead of regular chips.
- I will remove the saltshaker from the table.

- **Say:**

We will talk about how you did with your promise at the next session.
Remember to keep working on your promises to reduce your risk for diabetes and to be more active.



Note: **Ask** the group to take their promise home and put it in a visible place, where they can see it during the week. Ask them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we have learned today.

- **Ask:**
What is blood pressure?



- **Answer:**
Blood pressure is the force of the blood against the walls of your arteries. Blood pressure is needed for the blood to move through your body.

- **Ask:**
What is the best blood pressure reading to have?



- **Answer:**
It is best to have a blood pressure reading less than 120/80 mm Hg.

- **Ask:**
What is high blood pressure?



- **Answer:**
High blood pressure is 140/90 mm Hg or greater. If your blood pressure is high, or if you think it may be high, get it checked by your doctor.

- **Ask:**
Why is high blood pressure dangerous?



- **Answer:**
High blood pressure can lead to heart attacks, stroke, kidney problems, eye problems and death.

- **Ask:**
Why should you cut back on salt and sodium in your food?



- **Answer:**
You should cut back on salt and sodium to help prevent or lower high blood pressure.

- **Ask:**
What are some ways to cut back on salt and sodium?



- **Answer:**
Use herbs and spices to season foods. Check the food label to choose foods lower in sodium. Eat more fruits and vegetables for snacks instead of salty snacks like nuts, pretzels or chips.

Blood Pressure Check

Optional – (If you could get a health professional to come to your session.)

- **Say to the group members** that a health professional will now check their blood pressure.
- **Ask** the group members to write their blood pressure on the wallet card.

Close of the Session



■ **Say:**

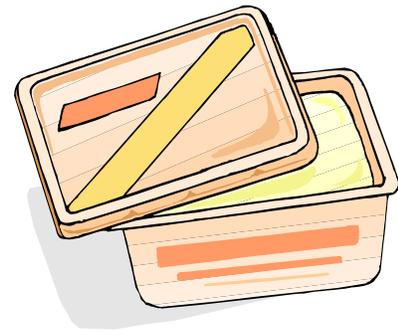
Thank you for attending today. What did you think of today's session? I am looking forward to seeing you at the next session. The next session will be about blood cholesterol and fat, saturated fat, and cholesterol in our food.



Note: Reflection for the facilitator of the session. Think about today's class. What worked, what didn't? Have you changed anything in your own life as a result of today's session?

s e s s i o n

5



Eat less fat, saturated fat, and cholesterol

PRINCIPAL IDEAS

This session is about:

- Good and bad cholesterol
 - The meaning of blood cholesterol levels
 - How to lower blood cholesterol levels
-

OBJECTIVES

By the end of this session, the participants will:

- Know what cholesterol is and how it affects the body.
- Know that a blood cholesterol level of less than 200 mg/dL is best.
- Learn the steps they can take to lower their blood cholesterol levels.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual and the *Your Heart, Your Life* picture cards**
- **Chalkboard and chalk or flip chart paper, a marker and tape**
- **An artery model** (*instructions for making this teaching tool are found at the end of this session*)
- **“*The Crossword Puzzle: Lower Cholesterol*” photonovela in *An Ounce of Prevention: A Guide to Heart Health* booklet pages 2 and 3** (*optional*)
- **7 paper plates**
- **A set of measuring spoons**
- **A can of shortening or lard***
- **A bottle of vegetable oil***
- **Boiled beans (in a can)***
- **Beef sausage or hot dog***
- **An orange***
- **Butter***
- **Sour cream**
- **Cheddar cheese***
- **Tortilla chips (fried)***

*You can use pictures of these foods.

HANDOUTS

During the session, hand out the following to each participant:

- The Truth about Cholesterol and Fat
- Be Good to Your Heart. Eat Less Fat, Saturated Fat, and Cholesterol. (Also in *An Ounce of Prevention: A Guide to Heart Health* (pages 4 and 5)) (2 sheets)
- Here is What Your HDL and LDL Cholesterol Numbers Mean
- List of places where participants can get their cholesterol levels checked.



Note: Prepare this list before the session. You may find information at your local health department, a hospital or clinic.

- Triglycerides
- What is Fat?
- Fats and Oils to Choose
- Read the Food Label to Choose Foods Lower in Fat, Saturated Fat, and Cholesterol!
- Virginia's Breakfast Choices (4 sheets)
- Guess the Fat Activity Sheet
- Cooking with Less Fat (2 sheets)
- Chicken Stew Recipe
- Weekly Promise

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. Facts about Blood Cholesterol
2. "The Crossword Puzzle: Lower Cholesterol" Photonovela (*optional*)
3. Cholesterol and Heart Disease
4. Triglycerides
5. Activity: Healthy arteries
6. Facts about Fat and Saturated Fat
7. Activity: Food labels
8. Activity: Guess the amount of fat
9. Activity: Cooking with less fat
10. Activity: Reduced fat chicken stew recipe
11. Walking Club
12. Activity Period – Pick the activity



Weekly Promise

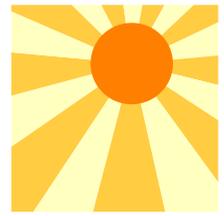


Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** group members to the session.

2. Review of Last Week's Session

- **Say:**
Last week we talked about salt and sodium.

- **Ask:**
Who remembers why you should try and limit the amount of salt and sodium in your diet?



- **Answer:**
You should cut back on salt and sodium to help prevent or lower high blood pressure.

- **Ask:**
Does anyone remember some ways to reduce the amount of salt that you eat?



- **Answer:**
To cut back on the salt and sodium you can:
 - Check the food label to choose food lower in sodium.
 - Use herbs and spices instead of salt to season foods.
 - Eat more fruits, vegetables, and low fat dairy products for snacks instead of salty foods such as nuts, pretzels or chips.



Note: Give the correct answer if group members do not.

- **Say:**
At the end of the last session you made a promise to choose foods lower in salt and sodium. Why don't you share what you did? What problems did you have? How did you resolve them?



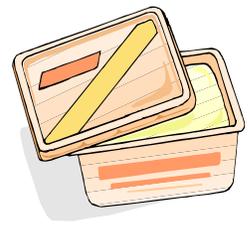
Note: Give the group 5 minutes to respond.

- **Ask** each participant for their weekly promise sheet from Session 4.

3. About this Session

- **Say:**
Today we are going to talk about high blood cholesterol as a risk factor for heart disease. We will learn what we can do to keep our blood cholesterol low. We will also do some group activities that show how much fat some foods have and teach us how to cook with less fat.

The Session in Action



1. Facts about Blood Cholesterol

■ Say:

If a person's blood cholesterol levels are too high, he or she is more likely to get heart disease. Here are some facts about blood cholesterol:

- About 106.9 million adults in the United States have high blood cholesterol. This increases their risk of heart disease.
- In 2003, about 65.5% of Latinos had their blood cholesterol checked. It is recommended that blood cholesterol levels be checked every 5 years.
- About half of Latinos who have had their blood cholesterol checked have levels that are too high.

2. “The Crossword Puzzle: Lower Cholesterol” Photonovela

(optional)

- **Ask** volunteers to read aloud the photonovela “The Crossword Puzzle: Lower Cholesterol” on pages 2 and 3 in *An Ounce of Prevention: A Guide to Heart Health*.

3. Cholesterol and Heart Disease



Note: This section explains what cholesterol is, why the body needs cholesterol, how much cholesterol the body needs, and where cholesterol comes from.

- **Give each participant the handout:** “The Truth about Cholesterol and Fat.”



- **Say:**
Cholesterol is a soft, waxy substance. It comes from two sources: your body and the foods you eat. The cholesterol that travels in your blood stream is called blood cholesterol. It is made by the liver. The cholesterol that comes from the foods you eat is called dietary cholesterol.

- **Say:**
Your body needs cholesterol to produce hormones, vitamin D, and bile acids, which help absorb fat. The body can make all the cholesterol it needs.

- **Say:**
If your blood cholesterol level is too high, you are at increased risk for heart disease, stroke, and several other health problems.

- **Ask:**
Do any of you know someone who has high blood cholesterol?



Note: Give the group about 5 minutes to respond.

- **Say:**
A person's blood cholesterol level is affected by several things. Some of these you cannot change, such as your age, whether you are a man or woman, or whether you have family members with high blood cholesterol. You can change the types of foods you eat, the amount of physical activity you do, and your weight.

- **Say:**
You can help prevent or lower high blood cholesterol by:

- Eating a heart-healthy diet.
- Being active every day.
- Maintaining a healthy weight.

■ **Show picture card 4-1. Say:**

Cholesterol travels through the bloodstream in different types of packages called lipoproteins (fat plus protein).



- Low-density lipoproteins, or LDL, carry the cholesterol to your blood vessels, clogging them like rust in a pipe. This is why LDL-cholesterol is often called “bad” cholesterol.
- Cholesterol also travels in the blood in high-density lipoproteins, or HDL. HDL’s can help to remove cholesterol from your body. This is why HDL cholesterol is often called the “good” cholesterol. Let’s try to picture it this way.
 - The LDL car (bad cholesterol) throws fat and cholesterol onto the street (like your blood vessels).
 - The HDL person (good cholesterol) cleans up fat and cholesterol deposited by the LDL and gets rid of it. (Your liver gets rid of it from your body.)

■ **Show picture card 4-2.**



■ **Ask:**

How do you find out if you have high blood cholesterol?



• **Answer:**

A person’s cholesterol is measured with a blood test that can be done at a doctor’s office or at a cholesterol-screening site.

■ **Ask:**

Have you ever had your blood cholesterol checked? If you have, do you remember your level?



- **Give and Review** the cholesterol levels that are found on the handout “Be good to your heart. Eat less fat, saturated fat, and cholesterol.” This handout is also in *An Ounce of Prevention: A Guide to Heart Health* (pages 4 and 5).



- **Show picture card 4-3. Say:**
Here is what the total cholesterol numbers mean:



Less than 200 mg/dL Good for you! Keep up the good work!

200 to 239 mg/dL Alert! Your cholesterol level needs attention. It may be time to make changes in what you eat, your activity, and your weight.

240 mg/dL or more Danger! You are at risk for clogged arteries and a heart attack. See your doctor.

- **Say:**
If you know your cholesterol level is high, check with your doctor to see if you need follow-up care. Doing this can help you prevent serious health problems.
- **Encourage group members** to make an appointment to have their cholesterol checked and to be sure to ask for the results and write them down on their wallet cards.



Note: Give group members a list of clinics and hospitals where they can get low-cost or free blood cholesterol checks.

- **Give and review** the HDL and LDL levels that are on the handout “Here is What Your HDL and LDL Cholesterol Numbers Mean” and the list of places where the participants can get their cholesterol checked.



More Information

Here is what your HDL and LDL cholesterol numbers mean

Cholesterol HDL (good): Keep it high!

60 mg/dL or more Great!

35 to 59 mg/dL The higher your HDL level the better. Being active everyday and losing weight if you are overweight can help you **raise your HDL**.

Less than 35 mg/dL You are at a higher risk of having a heart attack. To **increase HDL levels** try and become more active and lose weight if you are overweight.

Cholesterol LDL (bad): Keep it low!

Less than 130 mg/dL Good!

130 to 159 mg/dL Alert! Your level needs attention. It is time to make changes in what you eat, your activity, and your weight. If you have 2 or more risk factors, see your doctor so he or she can help you lower your LDL level.

160 mg/dL or more Danger! You are at risk for clogged arteries. See your doctor.

If your total cholesterol is 200 mg/dL or more and your HDL level is less than 35 mg/dL, your doctor can do a blood test to measure your LDL cholesterol levels.

4. Triglycerides



- **Give each participant the handout:** “Triglycerides.”
- **Say:**
Many times when blood cholesterol is measured, triglycerides are measured as well. Triglycerides are the most common type of fat found in the body and they are associated with blood cholesterol.
- **Say:**
The body converts the food we consume into energy (sugar) and the energy (sugar) that is not used is converted into triglycerides. The body then transports the triglycerides to the cells for storage. The body releases the triglycerides from the cells when it needs more energy.
- **Say:**
High blood triglyceride levels are related to heart disease. Diabetics often have high blood cholesterol levels because of the nature of the disease.
- **Say:**
Don't forget to ask your doctor about your triglyceride levels. You can then compare it with the table on your handout.
- **Read the table:**

State	Triglyceride Level
Normal	Less than 150 mg/dL
Medium High	150 to 199 mg/dL
High	200 to 499 mg/dL
Very High	500 mg/dL or more

5. Activity: Healthy arteries



Note: This section uses the picture cards and an artery model to show how cholesterol can collect on the walls of the arteries and slow down and block the flow of blood. Blocked arteries can cause a heart attack or stroke.

- **Show picture card 4-4. Say:**

Blood flows freely to all cells of the body when arteries are healthy.



- **Say:**

When your LDL (bad) is too high, cholesterol may become trapped in the walls of the arteries, causing them to harden. The opening of the arteries can become clogged and narrowed.

- **Show the participants** the artery model. (See the last pages of this session to help you explain the model.) Pass the artery model around so that group members can look at it closely.

6. Facts about Fat and Saturated Fat

- **Give each participant the handout:** “What is Fat?”



- **Say:**

Now we will talk about the different types of fat and how they affect heart health.

- There are two types of fat—saturated fat and unsaturated fat. Most foods contain some of both types. The total fat found in food is its saturated fat plus its unsaturated fat. Monounsaturated and polyunsaturated are types of unsaturated fat.
- Saturated fat is the most harmful to the heart and arteries. Eating too much saturated fat will raise your blood cholesterol level more than anything else you eat. This will raise your chances of developing heart disease.

■ **Explain:**

It is important to limit the fat you eat, but you need some dietary fat to be healthy. Fats are necessary because they are used by the body to:

- Produce hormones
- Store and provide energy
- Promote healthy skin and hair
- Help carry vitamins A, D, E, and K throughout the body

■ **Ask:**

What types of fat do you use to cook your food?



Note: Allow 3 minutes for their responses. Write responses on a chalkboard or large piece of paper taped to the wall.

■ **Show** the group members a stick of butter or can of lard.

■ **Say:**

- Butter (or lard) is an example of a food high in saturated fat.
- Saturated fat is usually solid at room temperature.
- Saturated fat is usually found in foods from animals.



■ **Show picture card 4-5. Say:**

Here are foods that are higher in saturated fat:

- Fatty cuts of meat, such as chuck, regular ground beef, ribs, sausage, and bacon
- Whole milk and products made from whole milk (regular cheeses)
- Poultry with skin
- Butter
- Ice cream sundae with whipped cream and toppings
- Shortening
- Lard
- Donuts and pastries



■ **Show picture card 4-6. Say:**

Here are foods that are lower in saturated fat:

- Lean meat, like round and extra lean ground beef. Look for ground beef that is dark red; the darker the ground meat, the lower the fat content.
- Fish
- Chicken without skin
- Beans
- Tub margarine
- Vegetable oil
- Corn tortillas and whole wheat bread
- Rice
- Fruits and vegetables
- Fat free and low fat milk, cheese, and yogurt

■ **Say:**

You want to limit the amount of saturated fat in your diet.

- **Say:**
Three oils (palm, palm kernel, and coconut oil) are also high in saturated fat. These are often found in baked goods you buy at the store.
- **Show** the group members a bottle of vegetable oil.
- **Say:**
Unsaturated fats are usually liquid at room temperature.
- **Say:**
There are different types of fats in food. The types of unsaturated fats are: polyunsaturated and monounsaturated.

Polyunsaturated fat is found in:	Monounsaturated fat is found in:
<ul style="list-style-type: none"> • Vegetable oils <ul style="list-style-type: none"> ➤ safflower oil ➤ corn oil ➤ sunflower oil ➤ soybean oil • Some types of fish 	<ul style="list-style-type: none"> • Vegetable oils <ul style="list-style-type: none"> ➤ canola oil ➤ olive oil ➤ peanut oil • Avocados • Nuts

- **Give each participant the handout:** “Fats and Oils to Choose.”



- **Say:**
The graph will quickly show you which products have the least amount of saturated fat.

- **Ask:**
What three oils have the least amount of saturated fat?



- **Answer:**
 - Canola oil
 - Safflower oil
 - Sunflower oil

■ **Say:**

Although polyunsaturated and monounsaturated fats are better for our health than saturated fat, we need to eat less of all types of fat. Fats are high in calories, and all fats have the same number of calories. Cutting back on calories helps us to lose weight. We will talk about this at the next session.

■ **Show picture card 4-7. Say:**

Foods high in cholesterol can also raise your blood cholesterol and increase your risk of heart disease. Dietary cholesterol is found in foods that come from animals. Foods highest in cholesterol are:



- Egg yolks
- Organ meats of animals, such as liver, kidneys, brains, tripe, heart, and tongue

■ **Show picture card 4-8. Say:**

Foods that come from plants do not contain cholesterol. Foods that do not contain cholesterol include:



- Fruits
- Rice
- Beans
- Vegetables
- Grains
- Cereals

■ **Say:**

Plant foods that are prepared with an animal product (for example, flour tortillas made with lard) have cholesterol.

7. Activity: Food labels

- **Give each participant the handouts:** “Read the Food Label to Choose Foods Lower in Fat, Saturated Fat, and Cholesterol!” – in order to choose the foods that are the lowest in fat, saturated fat, and cholesterol and “Virginia’s Breakfast Choices.”



- **Point out** on the food label where to find total fat, saturated fat, and cholesterol.

- **Show picture card 4-9. Say:**

For health, choose foods with a lower Percent Daily Value for total fat, saturated fat, and cholesterol. **Show the group** where the Percent Daily Value is found on the food label.



- **Say:**

Look at the bottom of the handout. Look at the Percent Daily Value for whole milk and fat free milk.

- **Ask:**

Which milk is lower in saturated fat?



- **Answer:**

Fat free milk is lower in saturated fat. One cup of fat free milk has 0 percent of the daily value of saturated fat. One cup of whole milk has 25 percent or $\frac{1}{4}$ of the daily value of saturated fat.

- **Say:**

Now look at “Virginia’s Breakfast Choices.” We are going to practice choosing foods that are lower in fat by using the food label. First, I am going to tell you about a problem for many busy people. Then we will use food labels to find some solutions.

Virginia has little time in the morning to prepare breakfast. She often has a cinnamon roll and a cup of coffee with $\frac{1}{4}$ cup of whole milk and 2 teaspoons of sugar. Look at the food labels. Help her select some breakfast foods that are lower in fat and saturated fat than her choices.



Note: The correct answer is underlined

- A cinnamon roll or a plain bagel?
- Coffee with whole milk or coffee with low fat milk?
- A donut or an English muffin?
- A fruit danish or a banana?
- Toast with butter or toast with diet margarine?
- Flour tortilla or corn tortilla?
- Refried beans or boiled beans?
- Low fat cheddar cheese or regular cheddar cheese?

■ **Ask** a volunteer to describe:

- What he or she usually eats for breakfast?
- Which foods are higher in fat?
- What lower fat foods can you choose to replace them?



Note: Write the answers on the chalkboard or a large piece of paper taped to the wall. Help the volunteer select some substitutes, if needed.

8. Activity: Guess the amount of fat



Note: Before the session

1. **Buy** a can of shortening. Also, **buy** three other foods (or use pictures of them) on this list.
 - 2 ounces of cheddar cheese (about the size of a 9-volt battery)
 - 2 tablespoons of sour cream
 - 1 ounce tortilla chips (about 15 chips)
 - 1 beef hot dog or sausage
 - 1 cup of boiled beans (from a can)
 - 1 orange
 - 7 paper plates
2. **Write** the name of each food on a separate plate.
3. **Label** another plate “amount of fat per day.”
4. **Look at** the chart below. **Find** the amount of fat for each food you bought.
5. Using the can of shortening, **spoon out** the amount listed in the chart onto the plate labeled for that food.
6. **Spoon out** 5 ½ tablespoons of shortening. **Place** it on the plate labeled “amount of fat per day”.
7. **Put away** all the plates until you are ready to do the activity.
8. **Take** the three remaining plates and **place** each food item (or a picture of the foods) on the separate plates.

Foods	Teaspoons of fat (grams of fat)
2 ounces of cheddar cheese (about the size of a 9 volt battery)	5 teaspoons (20 grams)
2 tablespoons sour cream (about the size of a ping-pong ball)	1 $\frac{1}{4}$ teaspoons (5 grams)
1 ounce of tortilla chips (about 15)	7 $\frac{1}{2}$ teaspoons (28 grams)
1 beef hot dog	4 teaspoons (16 grams)
1 cup boiled beans	around $\frac{1}{4}$ teaspoons (1 gram)
1 orange	None
Amount of fat per day	5 $\frac{1}{2}$ tablespoons (65 grams)

Group Activity

- **Say:**
We are going to play a guessing game that will help you learn about the fat content of several foods. Learning foods that are higher in fat and how to replace them with foods that contain less fat will help you have better health.
- **Give each participant the handout:** “Guess the Fat Activity Sheet.”
- **Show** the group members the three plates of foods you prepared ahead of time (or pictures of the foods).
- **Say:**
Guess the numbers of teaspoons of fat that are found in one serving of each of these foods. Write your guess on the “Guess the Fat Activity Sheet.”



- **Ask** the participants to tell you the amount of fat they guessed for the first food item. After the members have shared the amount they guessed, **tell** them the actual number of teaspoons of fat the food contains. **Tell** them to write this amount on their activity sheet. **Bring out** the plate of fat you made ahead of time for that food to show them how much it is. Then do this for the other two foods.

- **Say:**
Children, teenage girls, active women, and men who do not get much physical activity should eat about 2,000 calories each day. No more than 30 percent (or about 1/3) of those calories should come from fat. That is about 5 ½ tablespoons of fat from all the food you eat during the day.

- **Show** the group members the plate labeled “amount of fat per day.”

- **Say:**
This plate represents the most fat that people should eat each day. **Compare** the “amount of fat per day” with the amount of fat in these foods.

- **Say:**
As you can see, it is easy to go over the limit for fat when we eat food higher in fat like fried foods, some fast foods, hot dogs, chips, and ice cream. To make it easier to cut back on fat, eat more foods that are lower in fat, like fruits, vegetables, rice, cereals and breads, beans, and fat free or low fat dairy products.

- **Ask:**
How do you feel about the amount of fat in the foods you guessed and the true amounts?



Note: Give the group 3 to 5 minutes to talk about their reactions.

- **Say:**
There are lower fat substitutes for some of the higher fat foods we often eat. **Go over** the list below.

Foods	Lower Fat Substitutes
• Cheese	• Fat free or low fat cheese
• Whole milk	• Low fat or fat free (skim)
• Sour cream	• Low fat sour cream, low fat or fat free plain yogurt
• Tortilla chips	• Baked tortilla chips
• Hot dog	• Low fat hot dog

- **Say:**
Also you can reduce the amount of fat that you eat by simply eating foods higher in fat less often or in smaller amounts.

9. Activity: Cooking with less fat



Note: This section gives the group members' information they need to cut back on the amount of fat in their diets. This activity will help members understand that they can cut back on the fat in their diet without giving up their traditional foods.

- **Ask:**
Before we do the next activity, can you tell me what you can do to cook with less fat?



Note: Give the participants about 3 minutes to answer. Write their answers on the chalkboard or a large piece of paper taped to the wall.

- **Say:**
The next activity shows how to prepare foods with less fat, saturated fat, and cholesterol.

- **Give each group member a copy of the handout:** “Cooking with Less Fat.” **Go over** each of the dishes listed. Have volunteers read each recipe out loud.



- **Ask:**
Why are the recipes on the handout lower in fat?



- **Answers:**
 - Beans are naturally low in fat, and no fat (lard, shortening, or oil) is added.
 - Boiled rice is naturally low in fat, and no fat is added.
 - The potatoes are baked, not fried.
 - The Mexican quesadillas are made with corn tortillas; no fat is added. Low fat cheese is used instead of whole milk cheese.
 - The fat is drained from the cooked ground beef.
 - The fruit shake is made with fat free milk instead of whole milk.

10. Activity: Reduced fat chicken stew recipe

- **Give each of the participants the handout** with the recipe for “Chicken Stew.”

- **Ask:**

How has fat been reduced in this recipe?

- **Answers:**

Add any answers below that are not said:

- It is made with skinless chicken.
- No fat is added.
 - ◆ It is flavored with vegetables and seasoning instead of fat.
 - ◆ It is cooked slowly in water (moist heat) instead of fat.

- **Remind the group members:**

Foods lower in fat still contain calories. Check portion size. If you eat these foods in large quantities, you may gain weight.

- **Ask:**

Are there any questions? **Encourage** group members to try this recipe at home during this week.

11. Walking Club

- **Say**

Again, we had a fun time during the walks!

- **Give out** prizes to the participants who walked at least twice last week and special prizes to those who walked three times, if possible. *(optional)*



■ **Say:**

Let's get together to walk at the same time and days as last week. Our goal this week is to walk **three** times as one big group or two smaller ones before the next session.



12. Activity Period – Pick the activity you want



Note: Some options include: chair aerobics, low impact aerobics, dancing, or walking. Don't forget to warm-up and cool-down.

Weekly Promise



- Give each participant the handout: “Weekly Promise.”



- **Say:**

I am asking you to make a concrete promise to consume less fat, saturated fat, and cholesterol during this week. You can write down your promise on the handout “Be Good to Your Heart. Eat Less Fat, Saturated Fat, and Cholesterol” from *An Ounce of Prevention: A Guide to Heart Health*.



Note: Tell the participants to give details about what they plan to do. If someone says they will use less oil in cooking, ask them to give you an example like the ones that follow:

- I will take the skin off chicken and not eat it.
- I will eat boiled beans instead of refried beans.
- I will try low fat (1%) milk.

- **Say:**

We will discuss the results of the promise you made during the next session.

Remember to continue to work on your promise to be more physically active and to reduce the salt and sodium in your diet.



Note: Ask the group to take their promise home and put it in a visible place, where they can see it during the week. Ask them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we have learned today.

- **Ask:**
What may cause your arteries to become clogged?



- **Answer:**
Cholesterol buildup will clog arteries.

- **Ask:**
What is considered a desirable cholesterol level?



- **Answer:**
Less than 200 mg/dL

- **Ask:**
What steps can you take to keep your cholesterol level low?



- **Answers:**
 - Eat foods lower in fat, saturated fat, and cholesterol
 - Maintain a healthy weight
 - Stay physically active

- **Ask:**
Can you name three foods high in saturated fat?



- **Answer:**
Lard, shortening, butter, fatty meat, poultry with skin, whole milk

■ **Ask:**

What are some things that a person can do to make foods lower in fat?



• **Answers:**

- Trim the fat from meat before cooking
- Take the skin off poultry
- Bake, boil, broil or grill food instead of frying
- Skim the fat off soups before serving

Close of the Session



- **Say:**

Thank you for attending today. What did you think of today's session? I am looking forward to seeing you at the next session. The next session is about how to maintain a healthy weight.



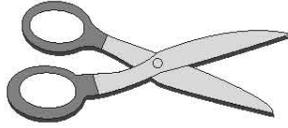
Note: Reflection for the facilitator of the session. Think about today's class. What worked, what didn't? Have you changed anything in your own life as a result of today's session?

How to make an artery model

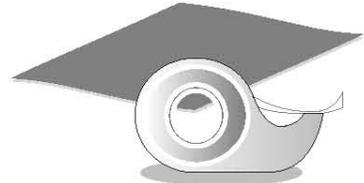
What you will need:



one empty paper towel roll



scissors



red construction paper and tape
or red felt with a sticky backing



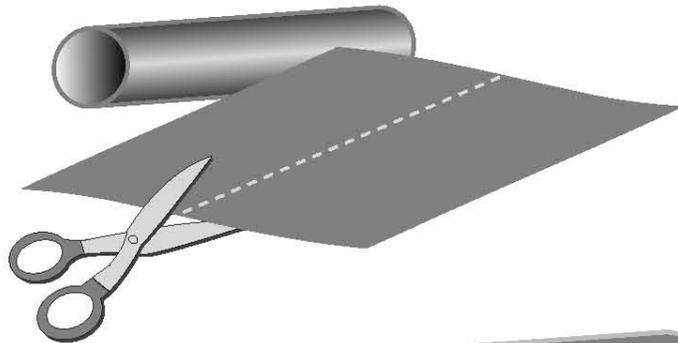
red modeling clay



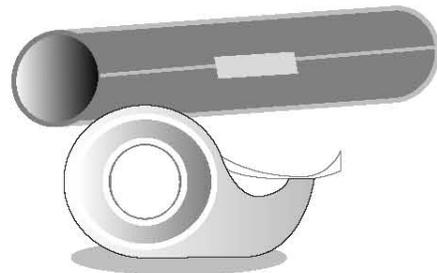
yellow modeling clay

What you need to do:

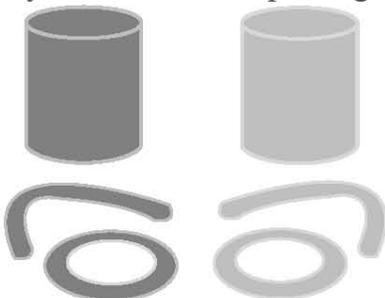
1. Cut construction paper or felt to fit around the outside of the roll.



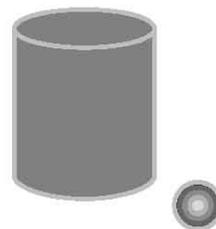
2. Tape construction paper or stick felt around the outside of the roll.



3. Roll out a thin piece of yellow and red clay into donut-shaped figures.



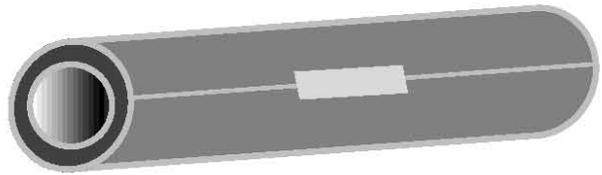
4. Make one small round ball of the red clay.



How To Explain the Artery Model

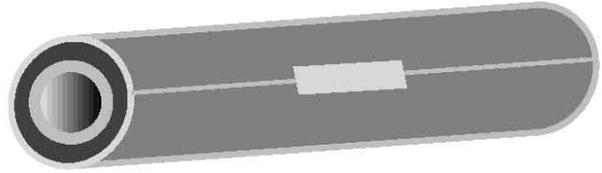
1. Place the red pieces of clay on the outside edge of both ends of the roll.

Say: This is a healthy artery. The blood can flow through the opening easily.



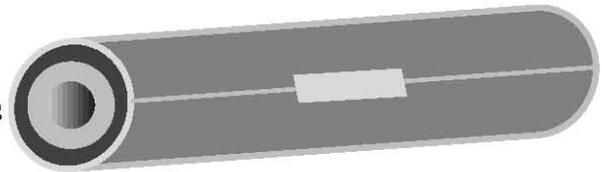
2. Add pieces of the yellow clay to the inside edge of the red clay on one end of the roll.

Say: This is the beginning of a clogged artery. Cholesterol is starting to build up.



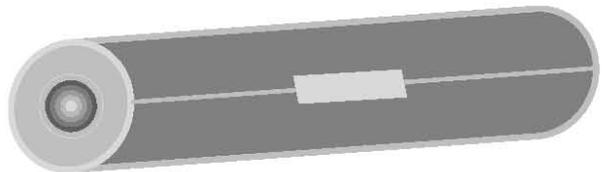
3. Continue to add pieces of yellow clay to this end of the roll almost to fill in the opening completely.

Say: The opening of the clogged artery is getting smaller. Blood cannot flow through easily.



4. Put a red ball in the small opening that is left at the end of the roll.

Say: When the inside of an artery becomes narrowed, a blood clot may block an artery going to the heart. This may cause a heart attack. If the blood clot blocks an artery going to the brain, it may cause a stroke, or “brain attack.” Other problems caused by narrowed arteries are angina (chest pain) and poor blood circulation.



s e s s i o n

6



Maintain a healthy weight

PRINCIPAL IDEAS

This session is about:

- The risks of being overweight
 - Describing a healthy weight
 - Ideas about how to lose weight in a healthy manner
-

OBJECTIVES

By the end of this session, the participants will learn that:

- Being overweight is a risk factor for high blood cholesterol, high blood pressure, diabetes and heart disease.
- Healthy weights are given in ranges.
- Losing weight or keeping a healthy weight means making life-long changes.
- Fad diets usually do not work and can be harmful.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual and the *Your Heart, Your Life* picture cards**
 - **Chalkboard and chalk or flip chart paper, a marker and tape**
 - **Two bathroom scales**
 - **A tape measure you can attach to a wall (to measure height)**
 - **A cloth tape measure (to measure the waist)**
 - **Food label (from a can or package)**
 - **“I Don’t Like That Boy At All: Watch Your Weight” photonovela in *An Ounce of Prevention: A Guide to Heart Health* booklet pages 14 and 15 (optional)**
 - **A stereo and music (radio, cassette, CD)**
 - **10 serving dishes**
 - **4 measuring cups**
 - **5 spoons**
 - **1 knife**
 - **Food:**
 - **1, 16-ounce box of cereal**
 - **1, 15-ounce can of fruit or vegetables**
 - **1, block of cheddar cheese (about 1/2 a pound)**
 - **3 cups of cooked rice**
 - **1, 15-ounce can of beans**
-

HANDOUTS

During the session, hand out the following to each participant:

- “Protect Your Heart. Watch Your Weight.” (Also in *An Ounce of Prevention: A Guide to Heart Health* (pages 16 and 17)) (2 sheets)
- Virginia’s Habits and Her Weight
- Tips To Help You Lose Weight
- Fad Diets (*optional*)
- Serving Sizes
- Read the Food Label for Calories!
- Virginia’s Snack Choices (3 sheets)
- Fresh Cabbage and Tomato Salad Recipe
- Weekly Promise

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. Facts about Being Overweight
2. "I Don't Like That Boy At All: Watch Your Weight" Photonovela (*optional*)
3. Your Weight and Your Health
4. Activity: What is a healthy weight?
5. The Healthy Way to Lose Weight
6. Beat Weight-loss Barriers
7. How Much Is a Serving
 - A. Serving size activity
 - B. Food label for calories activity
8. Fresh Cabbage and Tomato Salad Recipe
9. Walking Club
10. Activity Period – Pick the activity



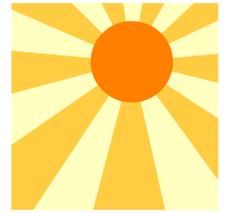
Weekly Promise

Review of Today's Key Points



Close of the Session

Introduction of the session



1. Welcome

- **Welcome** the group members to the session.

2. Review of Last Week's Session

- **Say:**
Last week we talked about why it is important to cut back on fat, saturated fat and cholesterol in our diet.

- **Ask:**
Can you list three things you can do to make food lower in fat?



Note: Give the participants 3 minutes to answer.

- **Answer:**
To make food lower in fat, you can:
 - Trim the fat from meat before cooking.
 - Take the skin off poultry before cooking.
 - Bake, broil, or barbecue food instead of frying it.
- **Ask:**
What did you do to meet your promise to eat less fat, saturated fat and cholesterol? What went well? Did you have any problems?
- **Ask** each participant for their weekly promise sheet from Session 5.



3. About this Session

■ **Say:**

Today we will discuss why keeping a healthy weight is important. When the session ends, you will know that:

- Being overweight is a risk factor for high blood cholesterol, high blood pressure, diabetes, heart disease and stroke.
- Healthy weights are given in ranges.
- In order to lose weight:
 - Cut down on the calories you eat
 - Eat smaller portions
 - Eat a variety of foods, especially those lower in calories and fat
 - Be physically active
- Fad diets usually do not work and can be harmful to you.

The Session in Action



1. Facts about Being Overweight

■ Say:

Being overweight increases the risk of heart disease, diabetes and stroke. Even losing 10 pounds can make a difference in your health.

- About 66% of adults in the United States are overweight or obese.
 - Of those 66%, 71% are men and 62% are women.
- About 77% of Mexican Americans in the United States are overweight or obese.
 - Of those 77%, 76 % are men and 75% are women.
- In addition, about 1 of every 4 Latino men is overweight.
- About 4 of every 10 Latina women are overweight.
- About 1 of every 4 Latino children is overweight.

2. “I Don’t Like That Boy At All: Watch Your Weight” Photonovela *(optional)*

- **Ask** a volunteer to read aloud the photonovela “I Don’t Like That Boy At All: Watch Your Weight” on pages 14 and 15 in *An Ounce of Prevention: A Guide to Heart Health*.

3. Your Weight and Your Health

- **Say:**
Being overweight increases your risk of heart disease, diabetes and stroke. It can also raise your chances of developing high blood cholesterol and high blood pressure. It can also lead to heart disease.

- **Say:**
Besides heart disease, being overweight can make other health problems worse, such as arthritis and sleep disorders. It also increases your risk of developing prostate, breast and colon cancer.

- **Say:**
Even losing a small amount of weight can improve many health problems that come with being overweight.

4. Activity: What is a healthy weight?



Note: Before this activity begins, place the scale where the group members can weigh themselves in private.

- **Give each participant the handout:** “Protect Your Heart. Watch Your Weight.”

- **Show picture card 5-1. Say:**
Look at the handout. Together, we are going to find if Mariano and Virginia are at healthy weights.

- **Say:**
Mariano weighs 175 pounds and is 5 feet 6 inches tall (1.68 meters). His wife, Virginia, weighs 125 pounds and is 5 feet tall (1.52 meters). Let’s look at the weight chart on your handout to find out if Mariano and Virginia are within the healthy weight range.



- **Answer:**
Mariano is moderately overweight and Virginia is at a healthy weight.

- **Say:**
Now let's find out how much we weigh and look at our weight range. If you do not know your weight, use the scale to get an approximate weight. Scales made for home use are not as accurate as the scales in the doctor's office. Clothing weighs between 2 and 3 pounds. If you do not know your height, use the wall measure.
- **Help** the group members find their weight range using the chart. They do not need to share the results with others.
- **Say:**
Healthy weights are usually given in ranges. The higher weights in the healthy range are for those who have more muscle and bone.
- **Say:**
If you are in the healthy range, do not gain any weight, even if the extra weight still keeps you in the healthy range.

- **Show picture card 5-2. Help** the group members to measure their waist using the cloth tape measure.



- **Say:**
A waist measurement of more than 35 inches for women and more than 40 inches for men is high. A high measurement increases your risk for heart disease.

- **Ask:**
Think back to Session 1 and Session 3. How many risk factors for heart disease and diabetes did you have?



Note: Use the risk factors review box to remind the group members of these risk factors.

- Say:**
 Look at the section “What Does Your Weight Range Mean?” at the bottom of the “Protect Your Heart. Watch Your Weight.” handout. **Review** the following information:

What does your weight range mean?	
Healthy Weight	Good for you! Try not to gain any weight.
Moderate Overweight	Be careful! It’s important to not gain any more weight. Try to lose weight if you have: <ul style="list-style-type: none"> • two or more risk factors, or • have a high waist measurement and two or more risk factors
Severe Overweight	Make a decision! You need to lose weight. Try to lose about ½ to 1 pound a week.

Check to see if you need to lose weight. Visit your doctor to have your weight checked and waist measured and to see if you have any other risk factors for heart disease and diabetes like: high blood pressure and high blood cholesterol.

5. The Healthy Way to Lose Weight

- Say:**
 We will talk about the healthy way to lose weight.

Risk Factors Review—Heart Disease and Diabetes	
Heart disease risk factors you cannot change: <ul style="list-style-type: none"> • Age (45 for men, 55 for women) • Family history of heart disease Diabetes risk factors you cannot change: <ul style="list-style-type: none"> • Age • Family history of diabetes • Ethnicity • Women who gave birth to a baby weighing 9 pounds or more 	Risk factors you <u>can do</u> something about: <ul style="list-style-type: none"> • High blood pressure • High blood cholesterol • Cigarette smoking • Diabetes • Being overweight • Physical inactivity

- **Say:**
The measure of energy that the body gets from food is called calories. People gain weight when they eat more calories than their bodies use for energy.
- **Say:**
If you need to lose weight, you must choose foods with fewer calories or become physically active. It is best to do both.
- **Say:**
To lose 1 pound, you must burn 3,500 calories more than you eat. The number of calories that you burn depends on how active you are and your size.
- **Say:**
Later in today’s session, we will learn how to use food labels to cut back on calories. When cutting calories, it is important to eat a variety of foods from all of the food groups to be sure you get the vitamins and minerals you need. At the next session, we will talk about how to eat in a healthy way.
- **Say:**
A pregnant woman should not try to lose weight unless her doctor tells her to do so.

- **Give each participant the handout:** “Virginia’s Habits and Her Weight.” This handout is about how adding small amounts of daily activity can lead to weight loss over time.



- **Ask** volunteers to read each scene aloud.

- **Show picture card 5-3. Say:**
Like Virginia in scene three, if you eat smaller portions, eat a variety of lower fat, lower calorie foods, and increase your activity level, you can lose weight in a healthy way.



- **Say:**
Most people, who lose weight and keep it off, lose weight slowly. They learn to make lasting changes. You should try to lose ½ to 1 pound each week until you reach a healthy weight.

- **Give each participant the handout:** “Tips to Help You Lose Weight.” **Go over** the tips aloud with the group members.



6. Beat Weight-loss Barriers

- **Ask:**
Have any of you tried to lose weight? Ask people to share their experience with the group. Ask them to tell what kept them motivated to lose weight.
- **Ask:**
Why do you think it is difficult for some people to lose weight or keep off the weight they lose?



Note: Give the participants 3 to 5 minutes to answer. Write their answers on the chalkboard or large piece of paper taped to the wall.

- **Answers:**
Add these answers, if they are not mentioned:
 - They lack support from family members.
 - They think that being heavy means that a person is healthy.
 - Friends give the wrong messages. For example, “You’re better off with some extra weight.”
 - Family and friends may make it hard for them to lose weight because they may encourage them to go places that focus on food.
 - Their family may refuse to eat lower fat, lower calorie foods. It is hard for them to cook two separate meals.

- **Ask:**
Have you found ways to solve these or other barriers?



Note: Give the group members 3 to 5 minutes to answer. Write their answers on the chalkboard or a large piece of paper taped to the wall.

- **Answers:**
 - Find another person who also wants to lose weight. You can talk to this person to stay motivated.
 - Walk or plan other activities with another person. This makes it more fun and the time will pass quickly.
 - Find activities that the whole family can enjoy to help others control their weight too.
 - Share cooking chores with a friend. (For example, if family members will not eat lower calories dishes, make a dish and share it with a friend. Your friend can make a dish and share it with you.)
 - Ask your doctor, a registered dietitian, or a qualified nutritionist to help you develop a plan if you have a lot of weight to lose.

- **Show picture card 5-4. Say:**

Losing weight has become a moneymaking business; over 33 billion dollars is spent in the United States on fad diet schemes. You hear about miracle diets that claim to help you lose weight fast and easily. These products make only one thing lighter—and that’s your wallet. Be careful about diets and exercise products that use personal testimonies in their ads.



- **Say:**

Diets that promise quick weight loss rarely work over time. Many of these diets include only a few foods. People get bored with them quickly. These diets do not give you all the nutrients and energy your body needs. They are not healthy.

- **Give each participant the handout:** “Fad Diets.” (*optional*)



7. How Much Is a Serving

- **Show picture card 5-5. Say:**

A key to choosing a healthy diet and losing weight is to know what to eat and how much. Let's look at how big a serving is according to the Food Guide Pyramid. In the next session, we will look at how much you should eat.



- **Say:**

Recommended food portions are often much smaller than what people actually eat. Let's look at example food portions.

A. Serving size activity



Note: Before the session

1. **Buy** the foods listed at the beginning of the session.
2. **Prepare** 3 cups of cooked rice.



Note: When setting up for the session

1. **Check** the "Serving Sizes" handout for the serving size of each food. **Measure** one serving of each food and put each in a separate dish or other container.
 2. **Place** the dishes with these pre-measured foods out of sight.
 3. **Place** the box of cereal, a large bowl of cooked rice, a can of fruit or vegetables, a block of cheddar cheese, and a can of beans on a table with five dishes, four serving spoons and a knife.
-

- **Ask** five volunteers to come to the table. **Ask** each volunteer to do one of the following:
 1. Spoon out a serving of cereal and put it on a dish.
 2. Spoon out a serving of cooked rice and put it on a dish.
 3. Cut a serving of cheese and put it on a dish.
 4. Spoon out a serving of the canned fruit or vegetables and put it on a dish.
 5. Spoon out a serving of beans and put it on a dish.

- **Bring out** the food you measured before the session. **Compare** the volunteers' serving sizes with the true amounts.

- **Give each participant the handout:** "Serving Sizes." **Ask** volunteers to read aloud the serving sizes for each. **Tell** them to keep this handout and use it at home.



B. Food label for calories activity



Note: This activity will help group members choose foods that are lower in calories.

- **Say:**
 We have learned that to lose weight, a person must eat fewer calories than the body burns for energy. In the last session, you learned how to use the food label to choose foods that are lower in total fat, saturated fat and cholesterol. Today, we are going to learn how to use the food label to choose foods that are lower in calories.

- **Give each participant the handout:** "Read the Food Label for Calories!."



■ **Show picture card 5-6. Say:**

Here's where you can look to find the number of calories in one serving on the food label. Look at the bottom of the handout. Look at the Percent Daily Value for canned peaches (in fruit juice) and canned peaches (in syrup).



■ **Ask:**

Which canned peaches have fewer calories?

• **Answer:**

Canned peaches (in fruit juice) have fewer calories. One serving of peaches canned in fruit juice, which is $\frac{1}{2}$ a cup, has 50 calories. Peaches canned in syrup have 100 calories in one serving, which is also $\frac{1}{2}$ a cup, (two times more calories than canned peaches in fruit juice).

■ **Say:**

Let's try another group activity. I will tell you about a common problem for families today. Then we will learn how to use food labels to help solve the problem.

■ **Give each participant the handout: "Virginia's Snack Choices."**

Read Virginia's problem and the questions at the end.



Note: The correct answers to the questions are underlined. The number of calories saved by making the right choice is given below the choices.

■ **Say:**

Virginia's Problem: Virginia and her family like to have snacks when they watch television. Recently she has noticed that her family has gained a little too much weight. Use the food labels to choose some tasty snacks that are lower in calories.

■ **Ask:**

What should Virginia serve?



■ **Say:**

Mark the number of your choice for each pair on the right. Then mark the number of calories saved by this choice.



Note: Correct answers are underlined and calories are listed below.

• **Answers:**

- Potato chips or air-popped popcorn?
Choosing popcorn saves 135 calories.
- An apple or shortbread cookies?
Choosing an apple saves 70 calories.
- A cup of whole milk or a cup of fat free (skim) milk?
Choosing fat free (skim) milk saves 60 calories.
- Chocolate swirl ice cream or a popsicle?
Choosing the popsicle saves 95 calories.
- Peaches canned in fruit juice or peaches canned in syrup?
Choosing the peaches canned in fruit juice saves 50 calories.
- Salsa or jalapeño cheese dip?
Choosing the salsa saves 25 calories.

■ **Ask:**

What is one example of a snack that is higher in calories that your family eats?



■ **Ask:**

What is one example of a snack that is lower in calories that your family would enjoy?



8. Fresh Cabbage and Tomato Salad Recipe



- **Give each participant the handout:** “Fresh Cabbage and Tomato Salad” recipe.
- **Say:**
This salad is easy to make. It only has 41 calories and 1 gram of fat per serving. It is also low in sodium. Try the salad recipe at home during the upcoming week.

9. Walking Club



Note: The community health workers or promoters should walk less frequently with the groups. Do not walk more than twice with the group(s), but encourage the group(s) to walk without you. A volunteer should fill out the walking club attendance sheet and bring it to the next session.

- **Say:**
Again we enjoyed great walks!
- **Say:**
At the beginning of the program, I mentioned that the goal of the program is for you to walk without me because I hope that you will continue walking after graduation. You have progressed to the point where I think you can walk without me.
- **Say:**
If the schedule we have established for walking still works for everyone, let’s keep it. Our goal is to walk three times as a group or small groups before the next session.

10. Activity Period – Pick the activity you want



Note: Some options include: chair aerobics, low impact aerobics, dancing, or walking. Don’t forget to warm-up and cool-down.

Weekly Promise



- **Give each participant the handout:** “Weekly Promise.”



- **Say:**
Promise one thing you will do to help achieve or maintain a healthy weight.



Note: Tell the group members to be very specific about what they plan to do. (For example, if they say they will eat fewer calories, ask them to name some ways they can do this.)

- **Say:**
We will discuss the results of your promise during the next session. Don't forget to continue working toward your goals to eat less saturated fat, cholesterol, and sodium and to be more physically active.



Note: **Ask** the group to take their promise home and put it in a visible place, where they can see it during the week. **Ask** them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we have learned today.

- **Ask:**
Why is it important to maintain a healthy weight?



- **Answer:**
Being overweight raises the risk of heart disease, blood pressure, blood cholesterol, diabetes, and some kinds of cancer.

- **Ask:**
What is the healthy way to lose weight?



- **Answer:**
Eat smaller portions of a variety of foods, especially those low in calories, and fat, and be physically active.

- **Ask:**
How can using food labels help in losing weight?



- **Answer:**
The food label gives information about the serving size of a food and the number of calories in a portion. You can then do a comparison between foods and be able to choose the healthier food.

Close of the Session



- **Say:**

Thank you for attending today. What did you think of today's session? I am looking forward to seeing you at the next session. In the next session, we will talk about health in our community.



Note: Reflection for the facilitator of the session. Think about today's class. What worked, what didn't? Have you changed anything in your own life as a result of today's session?

s e s s i o n

7



Is our community healthy?

PRINCIPAL IDEAS

This session is about:

- Recognizing community health
 - How to identify healthy behaviors and health indicators in the community
 - Taking steps to make a change in the community
-

OBJECTIVES

By the end of this session, the participants will:

- Will know how to assess how their community supports healthy behaviors.
- Be able to identify actions that could help the community be a healthier one.
- Learn the initial steps of community advocacy.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual**
 - **Flip chart paper, a marker and tape**
-

HANDOUTS

During the session, hand out the following to each participant:

- **Community Problem Solving**
- **Walkable America Checklist: How Walkable Is Your Community? (5 sheets)**
- **Weekly Promise**

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. How Walkable is Your Community?
2. Group Activity – Community problem solving
3. How Nutritionally Friendly is Your Community?
4. Walking Club
5. Activity Period

A. Activity: How walkable is your community?



Weekly Promise

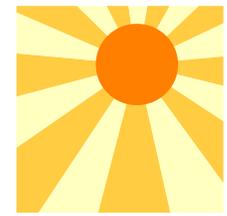


Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** group members to the session.

2. Review of Last Week's Session

- **Say:**
Last week we talked about aiming for a healthy weight.

- **Ask:**
Does anyone remember why it is important to maintain a healthy weight?



- **Answer:**
Being overweight raises your risk of heart disease, stroke, high blood pressure, high blood cholesterol, and some cancers.

- **Ask:**
What is the healthiest way to lose weight?



- **Answer:**
The healthiest way to lose weight is to eat smaller portions of a variety of lower fat, lower calories foods. You also need to do more physical activity.

- **Ask:**
How does the food label help people who are trying to lose weight?



- **Answer:**
The food label tells you the serving size and the numbers of calories per serving.

- **Say:**
At the end of last session, you made a promise to do something to help you keep or reach a healthy weight. What went well? How did you deal with any problems?

- **Ask** each participant for their weekly promise sheet from Session 6.

3. About this Session

- **Say:**
Up to this point, we have talked about things that affect our health. Today's session is also about our health, but we will also talk about our community's health. We will be discussing what we can do to improve our community's health and hopefully our own. We will be looking closely at our community and we will discuss the role that we can play in trying to make changes in our environment. Our community affects our health and our behaviors. We can make changes to our community that will help us and our families be healthier, if we know where to go or who to turn to for help. By the end of the session, I hope that we will all feel that we can change our community for the better even if it is just in little ways. Today we will spend a lot of time talking about our community and it will be much more fun and interesting if everyone gets involved in the discussions.

The Session in Action



Note: This session is focused on group discussion more than the others. Encourage the participants to get involved with the discussions.

1. How Walkable is Your Community?

■ **Ask:**

Now that you have been out walking in the community, what do you like about the areas where you have been walking?



Note: Give the participants 5 to 10 minutes to talk about what they like. Write down their responses on a large piece of paper taped to the wall.

■ **Ask:**

What are some of the things you haven't liked about where you have been walking?



Note: Give the participants 5 to 10 minutes to talk about what they don't like. Write down their responses on a large piece of paper taped to the wall.

■ **Ask:**

What are some things that would encourage you to walk somewhere?



Note: Give the participants 5 to 10 minutes to talk about what encourages them to walk in a particular place. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
What are some things that would discourage you from walking somewhere?



Note: Give the participants 5 to 10 minutes to talk about what discourages them from walking in a particular place. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
Whether these details/items are important (if not already mentioned):



- Safety
- Dogs
- Lights
- Sidewalks
- If there are sidewalks, are they in good condition?
- Special walking trails
- Stoplights and pedestrian crossings
- Traffic safety (are you forced to walk in fast traffic areas?)
- Bathrooms

- **Ask:**
What do you think neighborhoods could do to make their areas friendlier to walkers?



Note: Give the participants 5 to 10 minutes to talk about what they think. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
Is there currently a community group or city or town agency that is attempting to make community-wide changes that would help prevent diabetes and other diseases? If you could give them suggestions, what would you tell/suggest to them?



2. Group Activity – Community problem solving

- **Give each participant the handout:** “Community Problem Solving.”
- **Say:**
I am going to read aloud some real life situations. You can follow the stories on the handout. Think about ways you could solve these problems.



Note: After reading each problem, ask the participants to discuss how they would solve the problem. Mention that they can write down their solutions on the handout. Add the bulleted ideas below, if not mentioned.

Problem 1:

You like to walk in the local park. However, at the time you can walk, the sprinkler system is on, making it a bit slippery and difficult to walk without getting wet.

What can you do?

- Call the Parks and Recreation Department in your county to find out who is responsible for the park. Contact this person and ask if the irrigation system can be turned on at a different time.
- Change your walking time. However, this is more difficult and may not be possible.
- Walk a different route if the sprinkler system is on.

Overall, the first solution is the best. If you are walking in the park, the park is there for your use and enjoyment. If you are walking on school grounds or elsewhere, you may also be able to arrange for the management to change the irrigation time.

Problem 2:

You and your friend like to walk around the neighborhood. However, you feel a bit intimidated by the mean looking dogs running loose and don't like to walk because of it. What can you do?

- Ask your neighbors to keep their dogs in the house, tied up, or locked in a fenced in area.
- Call your county Animal Control and ask them to address the situation.

Problem 3:

The best time for you to walk is in the early morning or evening. However, lighting is poor and there are no sidewalks. You do not feel safe walking in the dark and would feel better not walking on the road. What can you do?

- These are not easy problems to solve. Who you can call or go to in order to make a change depends on where you live. If you live in a city, call the city manager; if you live in a town, call the town manager; if you live in a village, you need to call the county manager. When you call, tell them your problem and ask what can be done, with whom you need to speak, and what you can do to help the process.
- Realize and remember that the government only has so much money and must choose between projects. So, while your needs are important, there might be another project that is more critical at the moment and needs the money more. Remember, this kind of change is not simple and may take some time.
- This is why it is important to be persistent and to involve more people in your area who want better lighting. The more people involved in petitioning for better lighting, or sidewalks, the more likely your local government will be to listen to you. There is power in numbers, and politicians like to keep the public happy.

3. How Nutritionally Friendly is Your Community?

■ Say:

In order to take a little break, let's talk about food and nutrition in our community.

Group Activity

- **Say:**
Spend 3 to 5 minutes thinking about what kinds of healthy snacks you could buy at your local convenience store.

- **Ask** the group to give their suggestions.



- **Ask:**
Now that you have been trying to eat healthier, what do you like about the stores or restaurants where you have been shopping or eating?



Note: Give the participants 5 to 10 minutes to talk about what they like. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
What are some of the things you haven't liked about where you have been shopping or eating?



Note: Give the participants 5 to 10 minutes to talk about what they don't like. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
What are some things the community can do to encourage you and your family to eat healthier?



Note: Give the participants 5 to 10 minutes to talk about what they think. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
What are some things in the community that discourage you from eating healthier?



Note: Give the participants 5 to 10 minutes to talk about what discourages them. Write down their responses on a large piece of paper taped to the wall.

- **Ask:**
Whether these details/items are important (if not already mentioned):
 - Number of fast food restaurants
 - Lack of healthy options at fast food restaurants
 - Number of convenience stores and how they display their merchandise
 - Huge displays of soda, cigarettes, candy, chocolates and beer
 - Accessibility of fresh fruits and vegetables
 - Distance to grocery stores (Are they far away or nearby?)
 - School lunch programs
 - Vending machines
 - Quality of food at the Food Bank
 - Availability of low fat products at grocery or convenience stores

- **Ask:**
What do you think the community could do to make eating healthy easier?





Note: Give the participants 5 to 10 minutes to talk about what the community might do. Write down their responses on a large piece of paper taped to the wall.

■ **Ask:**

Once again, what would you suggest about nutrition to the community group that is trying to make community-wide changes that would help prevent diabetes and other diseases?



Note: Write down their responses on a large piece of paper taped to the wall.



4. Walking Club



Note: You should not be walking more than once a week with the group, and you should be encouraging them to walk by themselves. The group should choose someone to fill out the walking club attendance sheet and have that person give it to you the following week.

■ **Ask:**

How have the walks been without me?



Note: If there were any problems filling out the walking club attendance sheet, discuss how to resolve them.

■ **Say:**

Let's plan to walk at the same times and days as last week. Your goal is to walk **three** times as one group or smaller groups before the next session.



Note: The participants should fill out the walking club attendance sheet indicating when they intend to walk. Ask two volunteers to keep the attendance list during the walks you do not attend.

5. Activity Period



A. How walkable is your community?

- **Give each participant the handout:** “Walkable America Checklist: How Walkable Is Your Community?”
- Take the group on a walk and have them fill out the survey. Discuss the results when they get back.



Note: Be sure to look at the additional information sheets at the back of the session for suggestions on what can be done to improve the conditions in your community.



Note: If there isn't enough time to do this activity during this session, then **ask** the participants to take the handout home in order for them to do the activity on their own when they have some free time. **Ask** them to bring the filled out handout to the next session in order to discuss their responses.

Weekly Promise



- **Give each participant the handout:** “Weekly Promise.”



- **Say:**
Promise to critically examine one area (for example, a store or activity area, etc...) and determine whether it encourages or discourages healthy behaviors.



Note: Ask the group members to be very specific about what they plan to do.

- **Say:**
We will discuss the results of your promise during the next session.

- **Say:**
Don't forget to continue to work on your promises to maintain a healthy weight, cut back on saturated fat, cholesterol, and sodium and to be more physical activity.



Note: Ask the group to take their promise home and put it in a visible place, where they can see it during the week. **Ask** them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we learned today.

- **Ask:**
What did you learn today?



Note: Give the participants 5 to 10 minutes to discuss what they learned.

Close of the Session



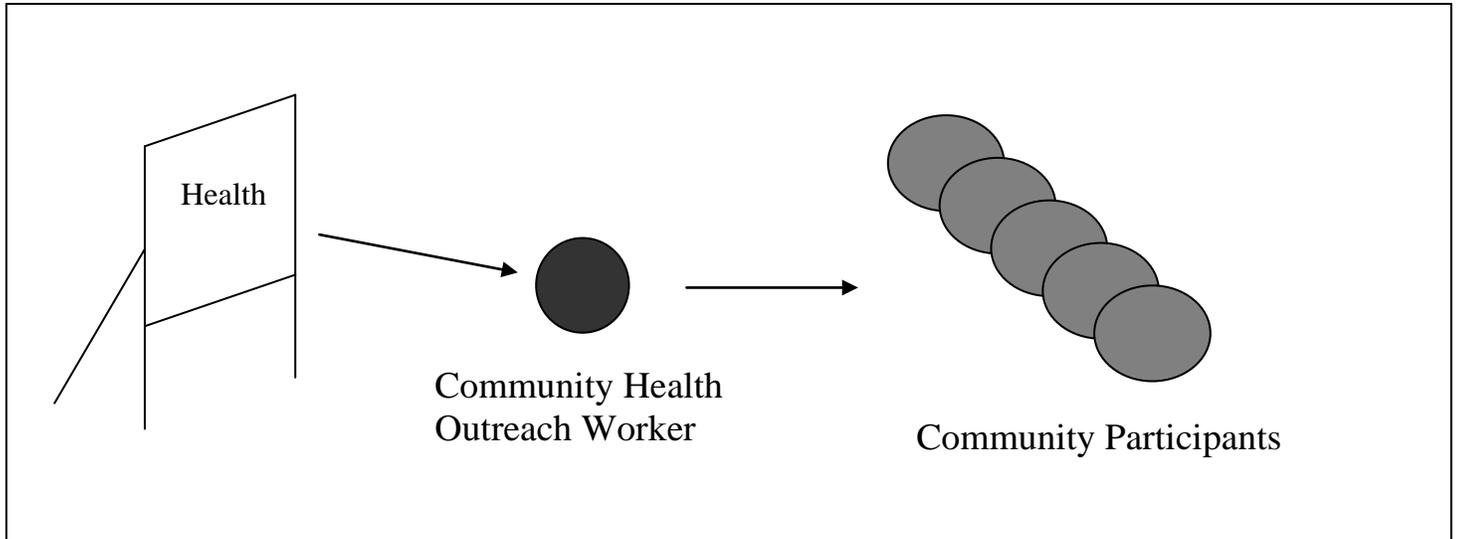
- **Say:**

Thank you for attending today. What did you think of today's session? I look forward to seeing all of you next week. In the next session, we will learn about sugar and glucose and their relationship with diabetes.

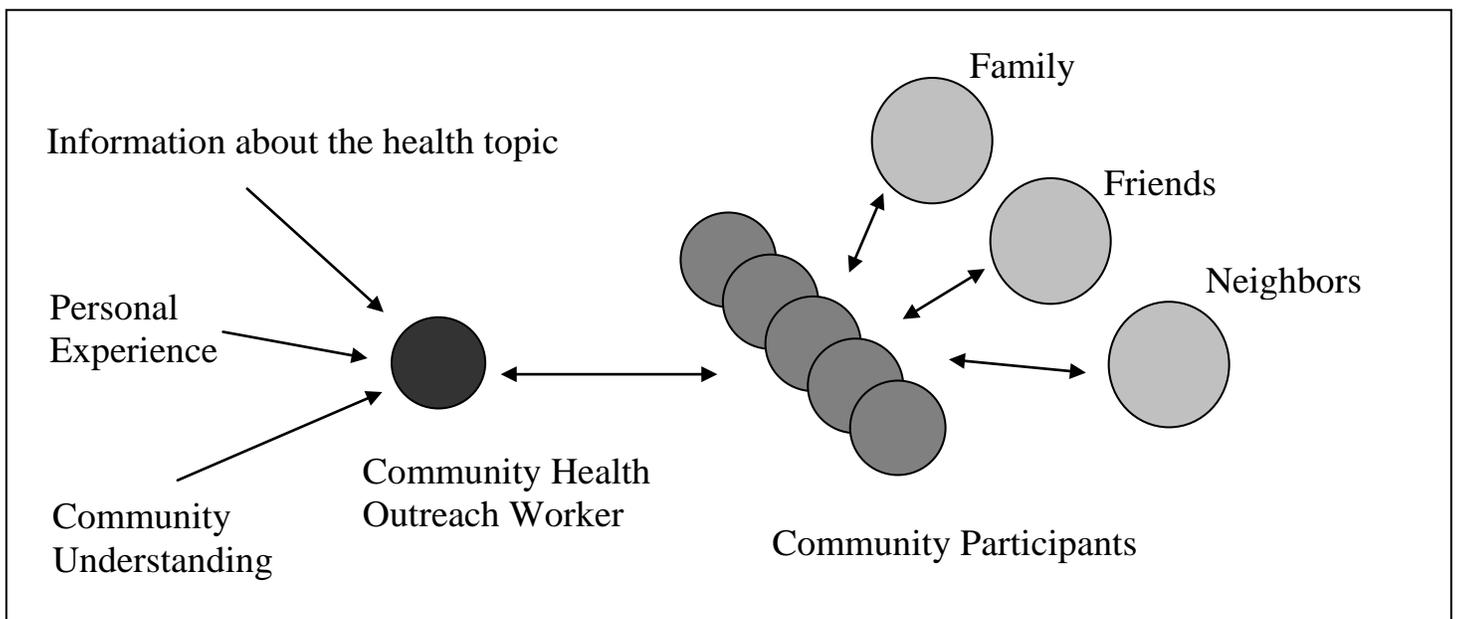


Note: Reflection for the facilitator of the session. Think about today's session. What worked and what didn't work? Have you made any changes in your own life as a result of today's session?

Promoting Community Changes

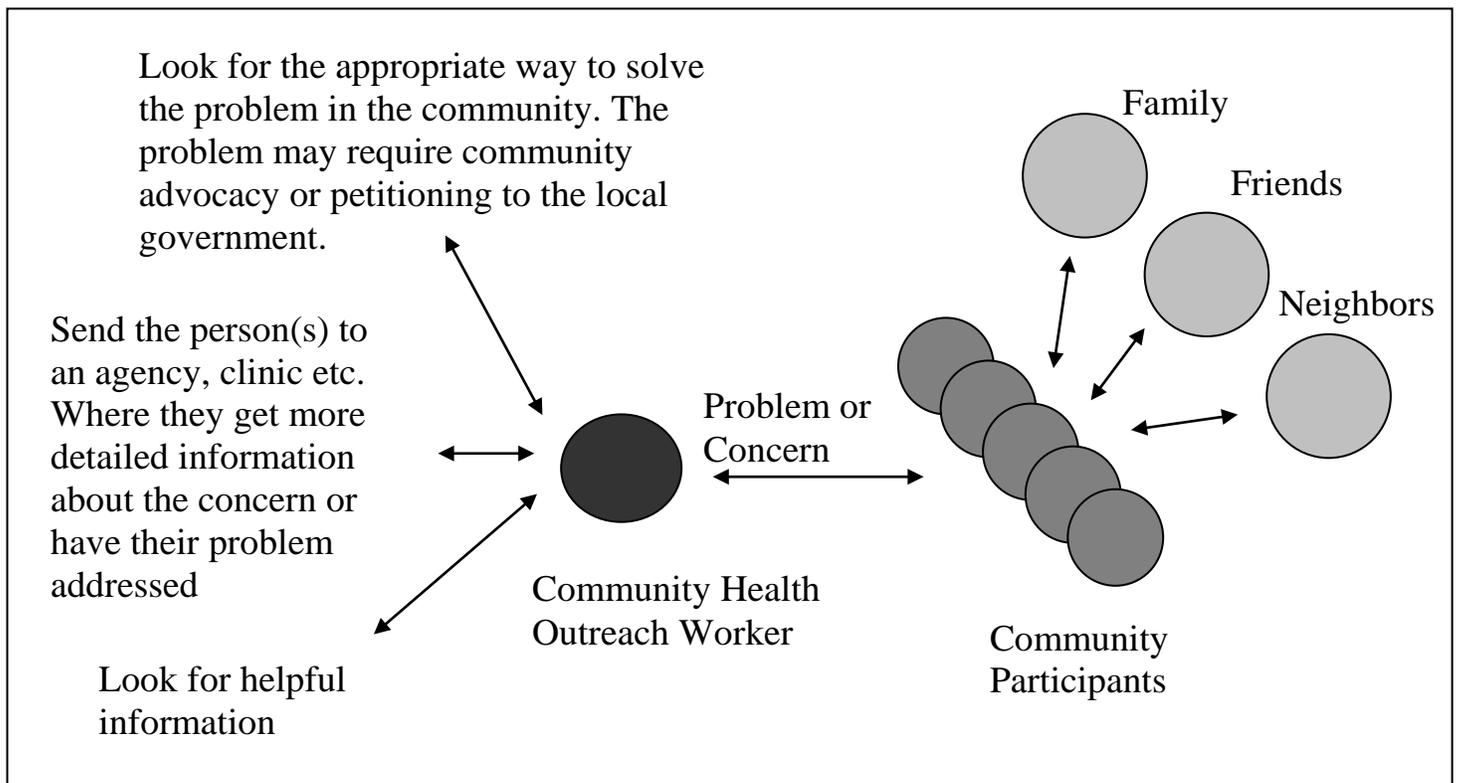


The community health outreach worker doesn't only talk about health but also teaches and helps participants to understand and to take action to improve their health.



The community health outreach worker utilizes information from the curriculum being used, from personal experience, and community understanding.





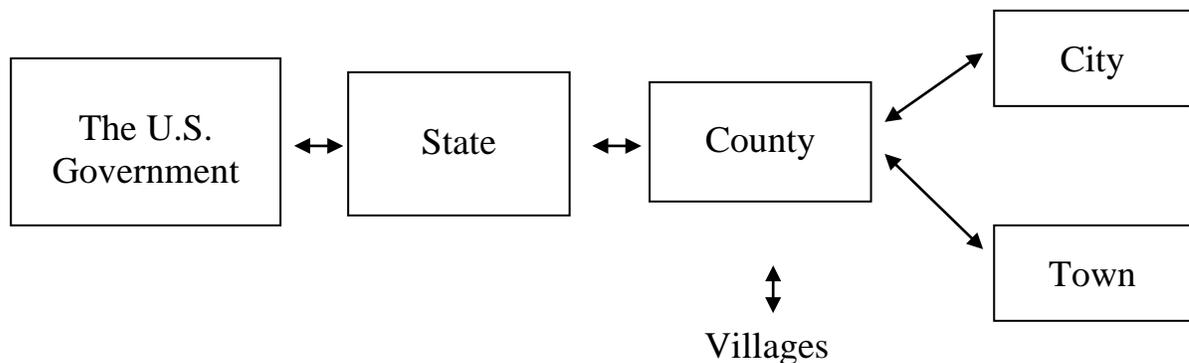
If a problem arises, the community health outreach worker also can help point the participants in the right direction.

- In this session, it is likely that the participants will find some problems or discover some concerns about the community. This will be especially so after the survey: “Walkable America Checklist: How Walkable Is Your community?”
- After taking the survey the participants may note or complain that they cannot easily walk because:
 1. there are no sidewalks
 2. there are no parks to walk in
 3. there is a place to walk but the sprinkler system is on during the time you can walk
 4. there are aggressive and intimidating dogs in the walking area
 Etc.



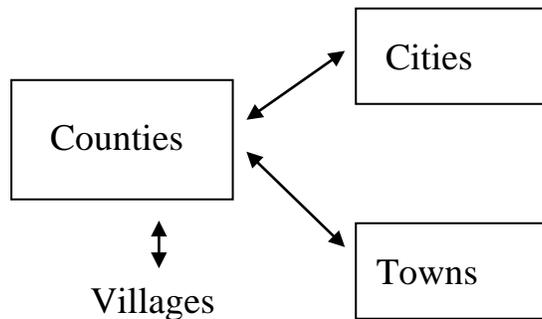
- All of these are problems that the community health outreach worker can help solve. The health worker can teach and/or help the participants learn who to contact to help solve issues. It is not the health worker's job to completely solve everyone's problems however; they can help direct the participants so that they, themselves, can take action. Of course, at times a health worker may need to give more in depth help. Especially if, for example, the participants want a park to walk in, sidewalks, or more street lighting.
- So, what should the community health outreach worker do?
- Explain the following to the participants:
 - It is not easy to give the formula or the exact way in which you may need to go about seeking a change or asking the community for what you need.
 - Almost all of these changes need to be initiated in a branch of the local government or public organization.
For example:
 - For problems with aggressive animals – call Animal Control
 - There is no secure route for children to walk to school – call the school or local Department of Education.
- To help understand the levels of government see the graphic below:

Basic Government Structure



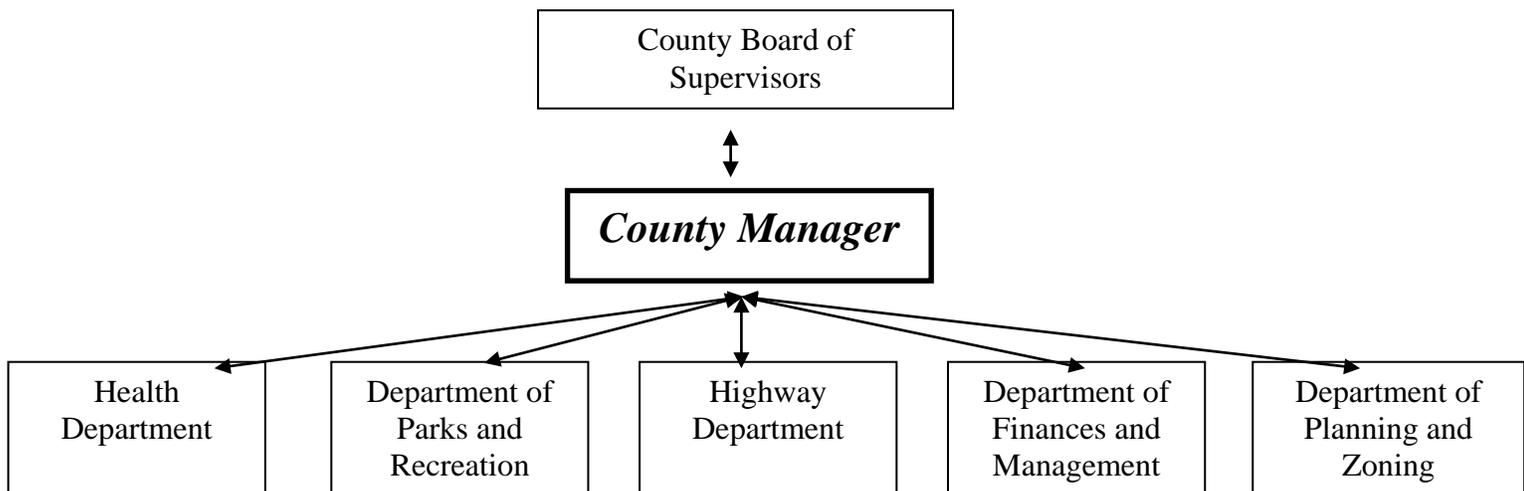
- Understanding government structure can be difficult because each state and community can have different structures. So, if you want to make a change you need to find out how to do so in your own community. First, is the community in which you work a city, town or village? Cities and towns typically have their own governments. A good rule of thumb is if your town has a mayor it also has a local government system. Villages and towns without mayors usually fall under county jurisdiction.

Levels of Government



- The following graphic is an example of the basic structure of county government.

A County

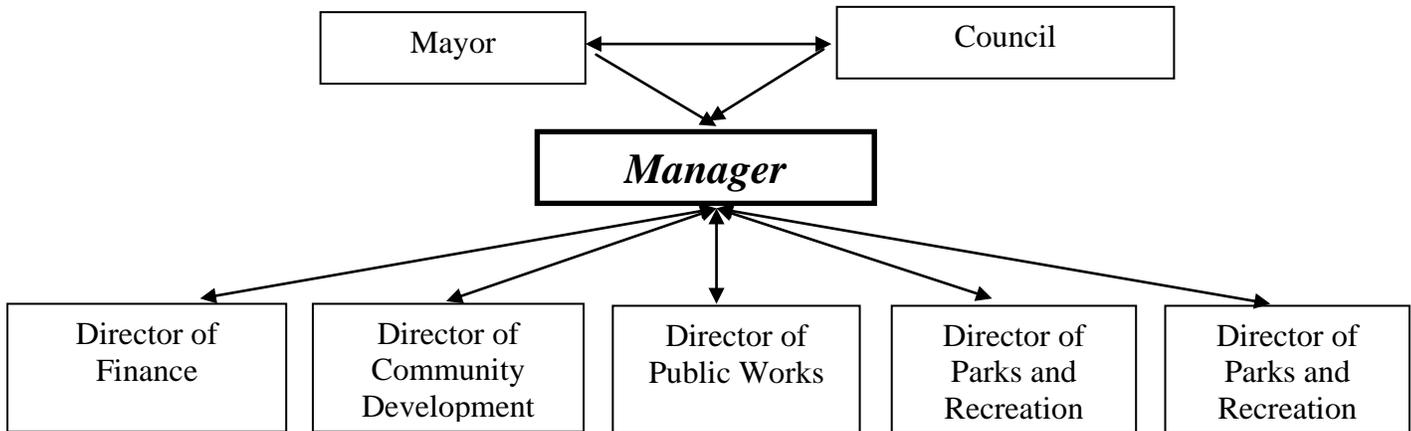


- Again, because county governments typically have jurisdiction over villages and some towns, if people who live there want a change they will likely need to contact the county government.



- For those in villages or towns, if you have no idea who should be called about a problem or concern, call the county manager. The manager should be able to direct you and explain who should be contacted.
- The following graphic is an example of the basic structure of a town or city government.

A City or Town



- In a city or town you are under the city or town government's jurisdiction. Although some themes, like health, pertain to the county government.
- For those in cities or towns, if you have no idea who should be called about a problem or concern, call the city or town manager. The manager should be able to direct you and explain who should be contacted.
- Note, that in almost any community, village, town or city, if there are any questions, comment, concerns or problems related to health and health topics the County Health Department should be called. Very large cities and even sections of large cities however can have their own health departments.



s e s s i o n

8



Glucose and sugar

PRINCIPAL IDEAS

This session is about:

- The function of blood glucose
 - Blood glucose levels
 - How physical activity affects blood glucose levels
-

OBJECTIVES

By the end of this session, the participants will have learned:

- The function of blood glucose.
- What are normal levels of blood glucose.
- The amount of sugar in common beverages.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual and the *Steps Forward* picture cards from Session 3**
 - **Chalkboard and chalk or flip chart paper, a marker and tape**
 - **A glucometer and glucose measuring strips**
 - **Disposable cups**
 - **Sugar cubes**
 - **One-liter bottles of coca-cola, diet cola, sport drink, grape juice (100% juice), Kool-Aid and water**
 - **Paper to write down the amount of sugar in each beverage**
-

HANDOUTS

During the session, hand out the following to each participant:

- **What is Glucose?**
- **Hypoglycemia: Low blood glucose**
- **Hyperglycemia: High blood glucose**
- **Think Before You Drink!**
- **Weekly Promise**

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About today's session



The Session in Action

1. Diabetes Review
2. Glucose
 - A. What is Glucose?
 - B. What Affects Blood Glucose?
 - C. Normal Variations in Blood Glucose Levels
 - D. Activity: Measuring blood glucose
3. Food and Diabetes
 - A. A Healthy Diet
 - B. Myths about Sugar
 - C. Activity: Measuring the amount of sugar
4. Walking Club
5. Activity Period – Walk as a group



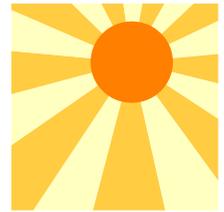
Weekly Promise

Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** the group members to the session.

2. Review of Last Week's Session

- **Say:**
Last week we talked about community health.

- **Ask:**
How did everyone do on their promise from last week to examine one area of your community and determine whether it encourages or discourages healthy behaviors?



- **Ask:**
Who would like to share what they learned?



Note: Give the participants 5 to 10 minutes to discuss the various stores and areas that they looked at.

- **Ask** each participant for their weekly promise from Session 7.

3. About this Session

■ **Say:**

Today we will talk about glucose and sugar. At the end of this session, you will know how to:

- Recognize healthy blood glucose levels.
- Identify foods that have high sugar content.

The Session in Action



1. Diabetes Review



Note: Before the session, **go over** the material and information from Session 3.

- **Say:**
Five weeks ago in Session 3, we talked about how the body converts food into sugar upon reaching the stomach.

- **Show picture card 3-1. Say:**
First the body converts the food that we eat into sugar, which is otherwise known as glucose.



- **Show picture card 3-2. Say:**
Blood then delivers the sugar to all the body's cells. Sugar needs insulin to enter the cells.



- **Show picture card 3-3. Show the process on the picture card as you say:**
The pancreas releases insulin into the blood stream. The insulin then helps the glucose enter the cells. This picture is of a normal person, who has enough insulin and insulin that is being utilized well. However, if the body doesn't produce enough insulin or if the cells do not recognize the insulin, then the glucose cannot enter the cells and remains in the blood. People who have high levels of sugar in their blood have diabetes.



- **Show picture card 3-4. Say:**
This person has type 1 diabetes. The pancreas does not produce insulin to control the sugar.



- **Show picture card 3-5. Say:**
This person has type 2 diabetes. Here the body cannot use insulin effectively. Either there is not enough insulin or the cells do not recognize the insulin.



- **Say:**
Remember that diabetes does not hurt.

2. Glucose

A. What is Glucose?



- **Give each participant the handout:** “What is Glucose?.”
- **Say:**
There are millions of cells in the human body. The cells produce the energy the body needs in order to function. We can say that the cells are like the body’s motor. Glucose (sugar) is like the gas for the motor. The blood is what brings the glucose (gasoline) to the cells.
- **Say:**
A car motor needs a key to start. This key is what allows the gasoline to enter the motor. In our bodies, the key is the insulin. It is the insulin that allows the glucose to enter the cells.

B. What affects blood glucose?

- **Say:**
 - In healthy people, blood sugar levels rise after eating and usually go back to normal levels after 1 to 2 hours.
 - For many people, hormones released during times of stress can cause blood sugar levels to increase.
 - Reducing stress can help ease feelings of depression and help control blood glucose levels.

C. Normal variations in blood glucose levels

- **Say:**

People who do not have diabetes do not need to check their blood sugar levels. So you know, a person that does NOT have diabetes should have fasting blood sugar levels between 70 to 100 mg/dL. However, if you are at risk for diabetes like we talked about in Session 3, I urge you to see your doctor and have your blood sugar checked. That way, you can be assured that you have no problems. If you have diabetes, it is important that you always know your blood sugar level.

- **Say:**

It is also important to know that pre-diabetes is a condition in which your blood sugar level is higher than normal, but not high enough to be diagnosed with diabetes. So you know, the fasting blood sugar level for a person with pre-diabetes is between 100 to 125 mg/dL. People with pre-diabetes are at a higher risk for developing type 2 diabetes within 10 years and for suffering from heart disease and a stroke. New data also suggests that at least 54 million adults in the United States had pre-diabetes in 2002. You can lower your risk of developing diabetes by losing 5% to 7% of your body weight through diet and increased physical activity.

- **Say:**

It is important to know that a person is diagnosed with diabetes if their fasting blood sugar level is equal to or more than 126 mg/dL. So you know, a **diabetic** should have a fasting blood sugar level between 90 and 130 mg/dL and less than 180 mg/dL one to two hour after eating.

- **Say:**

No we are going to talk a little bit about hypoglycemia and hyperglycemia, which are conditions of extreme blood glucose levels.

- **Give each participant the handouts:** “Hypoglycemia and Hyperglycemia.”



- **Say:**
Hypoglycemia is a condition where blood sugar levels are low. It is normal for everyone to have felt the effects of hypoglycemia. For example, when one doesn't eat, it is common to feel shaky, anxious, dizzy, weak, irritable, and have a headache. Have you felt this way when you haven't eaten? Diabetics can also feel the effects of hypoglycemia when they have not eaten, have injected too much insulin, taken too much oral diabetes medication, or when they exercise too much.

- **Say:**
Hypoglycemia is very serious for diabetics who take insulin or medicines for the disease. Diabetics who suffer from hypoglycemia should be treated immediately by giving them juice, milk or sugar pills.

- **Say:**
Hyperglycemia is a condition that occurs when the blood sugar levels are high. In saying hyperglycemia is equivalent to saying diabetes or high blood sugar levels. This is the definition of diabetes. People with diabetes can feel the symptoms of hyperglycemia when they eat too much food, when they do not have enough insulin, when they are sick, or when they feel tension or stress. Symptoms include: continual thirst, frequent urination, dry skin, hunger, blurry vision, sleepiness, and nausea.

D. Activity: Measuring blood glucose with a glucometer



Note: It is important to have someone with experience in measuring blood sugar and who can answer questions about high and low blood sugar levels for this activity. The participants should also know that tests done when they are not fasting are **not** exact. If anyone measures over 240 mg/dL, this person should go see his or her doctor to have a blood test done while fasting.

■ **Ask:**

Who would like to have their blood sugar level tested?



Measure all the interested participants. **Ask** volunteers if they would like to share their blood sugar levels with the others. **Also ask** volunteers who do not have diabetes if they would like to have their blood sugar levels measured two more times during the class. Make a table like the one below on the chalkboard or on a large piece of paper taped to the wall.

Test 1	After Drinking Sugary Beverages	After the Activity Period
1.		
2.		
3.		
4.		

3. Food and Diabetes

A. A Healthy Diet

- **Say:**
The best way to prevent diabetes is to eat in a healthy way and to exercise.

- **Say:**
In general we should all eat:
 - Less fat

 - Fewer sugary foods

 - A variety of fresh fruits and vegetables

 - Fish and meat with little fat

- **Say:**
In the next weeks, we will be talking about how to eat more healthfully.

- **Say:**
Diabetics should talk with a nutritionist to create their own diet plan.

B. Myths about Sugar

- **Say:**

During the last century, it was recommended to diabetics that they avoid all sugar. It was assumed that sugar changes rapidly into glucose, raising the blood sugar level. Today, we know that this isn't true. It is recommended that diabetics should consume sugar in moderation.

- **Say:**

The problem is that sugary foods often do not have many nutrients so consuming sugary foods means only calories and no nutrition (empty calories). Sugary foods fill us up and so we don't have the opportunity or desire to eat more nutritious foods.

- **Say:**

People who drink sugary beverages gain weight. Fifty years ago, people didn't drink these beverages, while today it is common for a child to drink a 6-pack of soda every day. This is a big problem! If each 12-ounce can of soda contains 150 calories, that is a total of 900 calories for the 6-pack. This is 900 calories in one day, from soda, which has no nutritional value!

C. Activity: Measuring the amount of sugar

■ Say:

Now let's do an activity that will help you think about the high sugar levels in some common drinks.



Note: Prepare this activity before the session.



Note: You may want to put the participants in pairs, according to the number of participants who regularly attend the sessions. So, if there are 20 people, make 10 sets. Don't forget to make a set for yourself, too. Give a cup set to each group and keep one for yourself.

1. Number the cups 1-5 (10 times)
2. Cut out slips of paper and number them 1-5. Each group will get a set marked 1-5.
3. Fill the cups with the following beverages:

CUP	DRINK
1.	Kool Aid
2.	Gatorade (sport drink)
3.	Diet Soda
4.	Grape Juice
5.	Coca-Cola

4. Distribute 5 cups per group.



Note: Don't let the participants know what drink is in each cup.

- **Give** each participant or pair one cup of each beverage. All pairs should have 5 cups.
- **Give** each participant or pair 5 small pieces of paper, numbered 1-5. ask them to match the number on the paper with the number on the cup.
- **Put:**
A 12-ounce can of soda and one box of sugar cubes in the center of the table.
- **Say:**
Now, I would like to ask if you can guess the number of sugar cubes in each of these drinks, **the size is one 12-ounce can**, like a can of soda. Write down your guesses on the slip of paper that corresponds to that cup. **Show the 12-ounce can.**



Note: When they are done writing their answers, the participants or pairs should share their guesses. Begin with drink number 1. Count aloud the number of sugar cubes in 12 ounces of each drink. The table below shows the number of sugar cubes in each drink.

CUP	BEVERAGE	NUMBER OF SUGAR CUBES in 12 ounces
1.	Kool-Aid	9
2.	Gatorade	5
3.	Diet Soda	0
4.	Grape Juice	16
5.	Coca-Cola	10

- **Ask:**
Were you surprised that the grape juice has more sugar than soda? You might want to try adding water to the juice so that it isn't as sweet, especially for children – and it yields more.



- **Give each participant the handout:** “Think before you drink!.”



- **Say:**
This handout, “Think before you drink!” will help you remember and show your family the amount of sugar in these drinks.

- **Say:**
Who would like to test their blood sugar level after drinking one of these beverages?



Note: If there are volunteers, write down their results on the same table as before, either on the chalkboard or a piece of paper taped to the wall.

4. Walking club



Note: You should not be walking more than once a week with the group, and you should be encouraging them to walk by themselves. The group should choose someone to fill out the walking club attendance sheet and have that person give it to you the following week.

- **Ask:**
How did the walks go last week?



- **Discuss** how to resolve any problems they had with the walking clubs or with filling out the walking club attendance sheet.

- **Say:**
Now you need to decide at what time and place you want to walk. (It is expected that this should have happened previously.) Be sure that there is a volunteer, who will take the attendance.



5. Activity Period – walk as a group

■ **Say:**

As I said before, the best way to prevent diabetes is to eat in a healthy way and to exercise. Exercise includes low-impact activities, and you do not need to be an Olympic athlete to receive the benefits of physical activity.

■ **Say:**

The scientists agree that exercise is a great help in preventing diabetes and helping those who have diabetes keep it under control.

■ **Say:**

Some of the benefits are that it:

- Can lower blood sugar levels (because exercise burns the glucose and produces energy).
- Makes insulin's job easier.
- Strengthens the heart.
- Improves circulation.
- Lowers blood cholesterol levels.
- Can alleviate stress.
- Improves physical condition.
- Makes you feel better.

■ **Say:**

It is important for everyone to take care of his or her feet. It is especially important for diabetics to do so and walk in comfortable shoes and socks. Remember that diabetics can have problems if they don't care for their feet well. It is a good idea to replace worn-out shoes with new ones; old and worn-out shoes don't have good support. Diabetics should also look closely at the tops, bottoms, and sides of their feet after walking. If they find a sore, they should see their doctor as soon as possible.

■ **Say:**

Diabetics should also know their blood sugar levels before, during and after exercise. This is because exercise can cause blood sugar levels to drop and cause hypoglycemia.

■ **Say:**

Diabetics need to plan exercise according to their eating schedule and insulin use.

- Generally, a diabetic should exercise after eating.
- Food helps to maintain blood sugar levels.
- For diabetics, it is better to exercise 1 to 3 hours after eating when the blood sugar level is at its highest.

■ **Say:**

Diabetics should always be ready to treat hypoglycemia, especially when they are exercising.

- Diabetics should always bring juice, a regular soda, raisins, or other simple sugar sources. It is also a good idea for everyone who exercises to bring identification.
- If a diabetic feels a hypoglycemic reaction, if possible, they should test their blood sugar level with a glucometer and treat themselves with the juice, soda, raisins, or whatever they brought.

■ **Say:**

Diabetics should know when it is safe to exercise.

- If their fasting blood sugar level is over 300 mg/dL, their diabetes is out of control.
- This person should not exercise until their blood sugar level has gone down or until they have talked with their doctor.

- **Say:**
Diabetics should talk with their doctor when they begin an exercise regimen. Recall that exercise will help insulin work in the body, and it is possible that with a good exercise plan, they will not need as much insulin or oral medication for their diabetes. A doctor can help them devise an exercise plan that is right for them.
- **Say:**
Okay, let's go walking as a group!



Note: Don't forget to stretch.

- **Ask** for volunteers to have their blood sugar levels measured after the walking period. Write down the results on the same table that is written on the chalkboard or a large piece of paper taped to the wall.



Note: Each person's blood sugar levels should go down over time, and after the walk. If the blood sugar level measurements do so, discuss how physical activity helps to lower blood sugar levels. If the measurements do not go down, it may be because the activity period was not long enough, or not enough effort was made during the walk. No matter what the outcome is, remind the participants that everyone is different. We all have a different genetic make-up, a different level of fitness, have eaten different foods today, and may feel very different levels of stress or tension. Remind the participants that all of these factors influence blood sugar levels.

Weekly Promise



- **Give each participant the handout:** “Weekly Promise.”



- **Say:**

Promise one thing that you will do to help maintain a normal blood sugar level or reduce the amount of sugar that you eat.



Note: Tell the group members to be very specific about what they plan to do. (For example, if they say they will drink fewer sugary beverages, ask them how they are going to not drink them.)

- **Say:**

We will discuss the results of your promise during the next session.

- **Say:**

Don't forget your promises to eat less saturated fat, cholesterol and sodium and to be more physically active.



Note: **Ask** the each participant to take their promise home and put it in a visible place, where they can see it during the week. **Ask** them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we have learned today.

- **Ask:**
What is glucose?



- **Answer:**
It is the body's fuel.

- **Ask:**
What are normal blood sugar levels for diabetics?



- **Answer:**
A diabetic should have fasting blood sugar levels between 90 and 130 mg/dL and less than 180 mg/dL one to two hours after eating.

- **Ask:**
Why are sugary drinks bad for our health?



- **Answer:**
Often they offer very little or nothing in the way of nutrients and are a substitute for healthier foods.

- **Ask:**
Why does exercise help to maintain blood sugar levels?



- **Answer:**
Exercise helps insulin work and helps lower blood sugar levels.

Close of the Session



- **Say:**

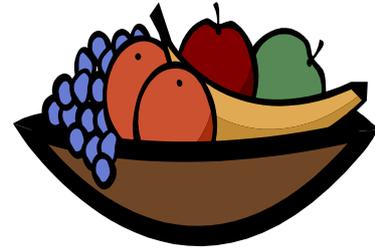
Thank you for attending today. What did you think of today's session? I am looking forward to seeing you at the next session. In the next session, we will learn about making healthy eating a family affair.



Note: Reflection for the facilitator of the session. Think about today's session. What worked, what didn't? Have you changed anything in your own life as a result of today's session?

s e s s i o n

9



Make healthy eating a family affair

PRINCIPAL IDEAS

This session is about:

- How to prepare healthy Latino foods
 - The food guide pyramid and how to use it to choose healthy foods
-

OBJECTIVES

By the end of this session, the participants will have learned how to:

- Plan and prepare traditional Latino meals in a healthy way.
- Choose foods for a healthy diet using the Latino Food Guide Pyramid.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual and the *Your Heart, Your Life* picture cards**
 - **Set of measuring cups (1 cup, $\frac{1}{2}$ cup, $\frac{1}{4}$ cup)**
 - **Chalkboard and chalk or flip chart paper, a marker and tape**
-

HANDOUTS

During the session, hand out the following to each participant:

- **Choose a Variety of Heart-Healthy Foods**
- **The Latino Food Guide Pyramid**
- **Meatball Soup Recipe**
- **Weekly Promise**

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. Eat a Variety of Healthy Foods
2. The Latino Diet
3. The Latino Food Guide Pyramid
4. Eat in a Healthy Way with the Latino Food Guide Pyramid
5. Meatball Soup Recipe
6. Walking Club
7. Activity Period – Pick the activity



Weekly Promise

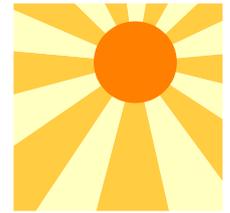


Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** the group members to the session.

2. Review of Last Week's Session

- **Say:**
In the last session, we talked about glucose and the importance of reducing our sugar consumption.

- **Ask:**
What is glucose?



- **Answer:**
It is the fuel the body needs to function.

- **Ask:**
What are normal blood sugar levels for diabetics?



- **Answer:**
A diabetic should have a fasting blood sugar level between 90 to 130 mg/dL and less than 180 mg/dL one to two hours after eating.

- **Ask:**
Why are sugary drinks bad for our health?



- **Answer:**
Many times sugary drinks do not have many nutrients, and a person feels full after drinking one. These sugary drinks replace other more nutritious foods.

- **Ask:**
Why does exercise help to maintain blood sugar levels?



- **Answer:**
Exercise helps insulin work and helps lower blood sugar levels.

- **Say:**
At the end of last session, you made a promise to do something to help you maintain a normal blood sugar level or reduce the amount of sugar that you eat. What went well? How did you deal with any problems?

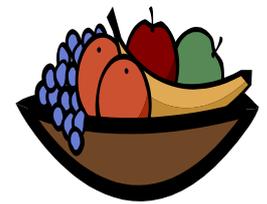


- **Ask** each participant for their weekly promise sheet from Session 8.

3. About this Session

- **Say:**
Today's session is about eating a variety of healthy foods. During the session you will learn to:
 - Choose a variety of foods for health.
 - Identify the number of servings you should eat from each food group.

The Session in Action



1. Eat a Variety of Healthy Foods

- **Ask:**
Why is it important to eat a variety of healthy foods?



Note: Give the participants about 5 minutes to answer. Write their answers on a chalkboard or on a large piece of paper taped to the wall.

- **Answer:**
Add the answers below if the group members do not say them:

- A variety of foods like those that are lower in fat, saturated fat, and cholesterol, salt and sodium, and calories helps you to be healthy.
- No one food can give all the nutrients in the amounts your body needs.

Nutrients provided by the foods we eat include:

Carbohydrates
Proteins
Fat
Vitamins
Minerals

2. The Latino Diet



Note: This session will get group members to think about the foods they eat. Some of their favorite traditional Latino foods are very nutritious. Other dishes can be prepared in healthier ways.

- **Ask:**
What are some traditional Latino foods?



Note: Give the participants about 5 minutes to answer. Write their answers on a chalkboard or on a large piece of paper taped to the wall.

■ **Say:**

The traditional Latino diet has a variety of foods that are nutritious for you. These are:

- Bread
- Corn tortillas
- Beans
- Meat and poultry
- Milk
- Rice
- Vegetables
- Fruits
- Cheese

■ **Say:**

Beans are a very important part of the Latino diet. Together beans and rice or corn tortillas are good sources of protein. They are as good a source of protein as meat, poultry, or fish. Beans cost less than meat. But, we need to be careful about the way we prepare them. When beans are cooked or refried with lard, bacon, or fatty meats, they become higher saturated fat, calories, and cholesterol.

■ **Say:**

Some Latinos have adopted cooking and eating habits that can lead to health problems such as heart disease.

■ **Ask:**

What are some examples of these habits?



Note: Give the participants about 3 minutes to answer.

• **Answer:**

Add these habits if they do not say them:

- Cooking foods with too much fat like lard and shortening.
- Eating fried foods often, like refried beans, fried chicken, fried tacos, and fried cheese.
- Eating higher fat foods such as French fries, fatty meats, high fat cheeses and creams, flour tortillas, and chips.

- Eating foods that are higher in calories, such as regular soft drinks, pastries, candies, and chocolate.
- Eating fewer fruits, vegetables, corn tortillas, and beans.

3. The Latino Food Guide Pyramid

- **Say:**

We can take steps to improve the way we eat and still enjoy our traditional foods. The first step is to learn which foods we should eat more often. The second step is to learn the amount of these foods that we should eat each day.



- **Show picture card 6-1.**



Note: Keep the Latino Food Guide Pyramide in view throughout this activity.

- **Say:**

The Latino food guide pyramid is a helpful tool. It shows both the types and amounts of foods we should eat.



- **Give each participant the handouts:** “Choose a Variety of Heart-Healthy Food” and “The Latino Food Guide Pyramid.” **Review** the groups, the number of servings, and types of foods in each group.



Note: Point to each food group on picture card 6.1 as you talk about it.

- **Ask** the following questions:



Note: After each answer, hold up the right measuring cup for each answer.

- **Ask:**
What is one serving of a cooked vegetable?



- **Answer:**
 $\frac{1}{2}$ cup

- **Ask:**
How much milk or yogurt is considered one serving?



- **Answer:**
1 cup

- **Ask:**
Can you give an example of one serving from the largest group found on the Latino food guide pyramid?



- **Answer:**
The largest group is the breads, cereals, and pasta group. A serving is one slice of bread, 1 ounce of cereal, or $\frac{1}{2}$ cup of rice or pasta.

- **Ask:**
What makes up a fruit serving?



- **Answer:**
One medium apple, banana, or orange; or $\frac{1}{2}$ cup of raw or canned fruit; or $\frac{3}{4}$ cup of fruit juice.

- **Show picture card 6-1. Say:**



Note: Point to each food group as you talk about it. **Say:**

- Eat more servings of the foods toward the bottom of the pyramid. Use them as the center of your meals. Breads, cereal, rice, pasta, fruits, and vegetables are lower in fat, saturated fat, and cholesterol.
- Eat less of the foods towards the top of the pyramid. Choose low fat or fat free varieties such as fat free (skim) milk or low fat (1%) milk; low fat or fat free yogurt and cheeses; lean cuts of meat, fish, poultry without the skin, dry beans, eggs; and nuts.

- Egg yolks are high in cholesterol. Egg whites have no cholesterol. Eat no more than four egg yolks a week. Use egg whites or egg substitutes for cooking or baking. For example, two egg whites equal one whole egg.
- Use fats only in small amounts. Eat fewer sweets. Foods in this group are higher in fat, saturated fat, and calories. Try low fat and fat free salad dressing and mayonnaise.
- The circles stand for the fats found naturally in and added to foods (like fried foods). The triangles stand for the sugars added to foods.

4. Eat in a Healthy Way with the Latino Food Guide Pyramid

■ **Say:**

The purpose of this activity is to learn how to use the Latino food guide pyramid to plan healthy meals.



Note: Write Virginia's breakfast on the Chalkboard or on a large piece of paper taped to the wall.

■ **Ask:**

What food groups does each belong in? What changes would make Virginia's breakfast healthier? Write their suggestions on the board or paper beside the foods they are replacing.



Example of a Breakfast Meal

Virginia's Breakfast	Food Group	Portion Size	Better Choices
Fried egg	Lean meat, poultry, fish, dry beans, eggs, and nuts group	1 egg	Boiled or poached egg or ¼ egg substitute (scramble with no fat)
Bacon	Lean meat, poultry, fish, dry beans, eggs, and nuts group	3 strips	Turkey bacon
White toast	Bread, cereal, rice, and pasta group	1 slice	Whole wheat toast
Butter	Fats and sweets group	1 teaspoon	Small amount of margarine or jelly
Orange juice	Fruit group	¾ cup	This is an excellent choice!
Coffee with whole milk	Low fat or fat free milk, yogurt, and cheese group	1 cup	Coffee with fat free milk

■ **Say:**

To eat less fat, saturated fat, cholesterol, sodium, and calories you should:

- Choose most of your foods from food groups towards the bottom of the pyramid.
- Cut back on fats, oils, and sweets.
- Choose low fat or fat free dairy products, salad dressings, and mayonnaise.
- Choose lean cuts of meat. Trim away extra fat.
- Remove skin from poultry and do not eat it.
- Eat no more than four egg yolks each week.
- Use food labels to choose foods lower in fat, saturated fat, cholesterol, sodium, and calories.

- **Say:**
Put the pyramid on your refrigerator to help you eat in a healthier way.

5. Meatball Soup Recipe



Note: This activity will give group members a chance to try a healthy recipe at home.



- **Give each of the participant the handout** with the recipe for “Meatball Soup.”



- **Say:**
This dish contains lean meats and a variety of vegetables. It is also seasoned with lots of herbs and spices and just a little salt. **Try** to prepare it at home this week.

6. Walking Club



Note: You should no longer be walking with the group.



- **Ask:**
How are the walks going?



- **Say:**
I will not be walking with you this week. I hope that you enjoy walking on your own and are not feeling dependent on me to walk. You are all doing a great job!



Note: Give the group 3 to 5 minutes to talk about any difficulties they are having. If attendance is low, the group should make a plan to increase attendance.

- **Discuss** how to resolve any problems filling out the walking club attendance sheet.



Note: Now would be a good time to talk about incentives for those who walk three times a week or more. (*optional—depending on your resources*)

■ **Ask:**

Do you need time to organize when and where to walk this week?



Note: Give the group(s) 5 minutes to talk, if necessary.



Note: Make sure someone is filling out the walking club attendance sheets. Give the attendance sheet to the person who is going to take attendance.

7. Activity Period – Pick the activity you want



Note: One option is to play cards (poker) during a walk.

- 1) Before the session get a deck of cards.
- 2) Pick out a walking path (loop) that takes approximately 2 minutes to complete. If it takes less time to walk around the path, you will run out of cards.
- 3) Each time a person completes a loop (that is approximately every 2 minutes), give that person a card.
- 4) It is also nice to have music playing, if possible.
- 5) At the end of the 15-minute walk, each participant should have 7 cards (2 minutes a loop x 7 cards = 14 minutes). The person with the best poker hand should win a prize, or you can give out cards for the worst hand, a hand of all the same color, etc. Be creative with the prizes.



Note: Don't forget to stretch before and after walking.

Weekly Promise



- Give each participant the handout: “Weekly Promise.”



- **Say:**

Promise one concrete thing that you will do to eat a variety of healthy foods.



Note: Tell the participants your own promise. Ask the group members to be very specific about what they plan to do. For example, if the participants say they are going to eat more vegetables, ask them to say how they plan to do so. Think these two ideas:

- I will take cut up carrots and celery to work as a snack.
- I will add raisins or a banana to my cereal.

- **Say:**

We will discuss the results of your promise during the next session. Don't forget your promises to be more physically active, reduce the amount of saturated fat, cholesterol, and sodium in what you eat, and to maintain a healthy weight.



Note: Ask the group to take their promise home and put it in a visible place, where they can see it during the week. Ask them to bring it back to the next session.

Review of Today's Key Points



- **Say:**

Let's review what we have learned today.

- **Ask:**

What is healthy about the traditional Latino diet?



- **Answer:**

The traditional Latino diet provides a variety of foods that are lower in fat and sodium like bread, corn tortillas, beans, rice, vegetables, fruits, poultry, fish, and dairy products.

- **Ask:**

What are foods that we should eat less of?



- **Answer:**

- High fat foods like refried beans or fried chicken, fatty meats, high fat cheeses
- Salty foods like potato and taco chips
- High fat and high sugar foods like pastries, cookies, and chocolate
- Sugary foods like candy and soft drinks

- **Ask:**

How can the Latino food guide pyramid be used to plan healthy meals?



- **Answer:**

Use the Latino food guide pyramid to choose foods that are lower in fat, saturated fat, cholesterol, and sodium from each of the five major food groups. The Latino food guide pyramids also gives the amount of food that you need from each group, each day.

■ **Ask:**

Why is it important to know the number of servings you should eat from each major food group?



• **Answer:**

It helps you know the amount of food you need to eat every day. It helps to control the amount of calories you eat.

Close of the Session



- **Say:**

Thank you for attending today. What did you think of today's session? I am looking forward to seeing you at the next session. In the next session, we will learn about eating in a healthy way—even when time or money is tight.



Note: Reflection for the facilitator of the session. Think about today's session. What worked, what didn't? Have you changed anything in your own life as a result of today's session?

s e s s i o n 10

Eat in a healthy way—even when time or money is tight

PRINCIPAL IDEAS

This session is about:

- How to prepare healthy, quick foods
 - How to buy healthy foods that don't cost a lot
-

OBJECTIVES

By the end of this session, the participants will have learned:

- Quick and easy food preparation and mealtime tips.
- How to eat out in a healthy way.
- How to save money on their food bill.

MATERIALS

To lead this session, you will need:

- **The *Steps Forward* manual and the *Your Heart, Your Life* picture cards**
 - **Examples of advertisements from magazines (*optional*)**
 - **Chalkboard and chalk or flip chart paper, markers and tape**
 - **Pencils**
-

HANDOUTS

During the session, hand out the following to each participant:

- Tips for Busy Families
- Rosa's Dilemma: A Real-Life Story
- Tips for Eating Out the Heart-Healthy Way
- Money-Saving Tips
- Shopping List
- Quick Beef Casserole Recipe
- Weekly Promise

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. Eat in a Healthy Way When There is Little Time
 - A. Busy Times
 - B. Quick and Easy Meal Tips
 - C. Eating Out
2. Save Money on Your Food Bill
 - A. Money-saving Tips
 - B. Food Advertising
 - C. Quick Beef Casserole Recipe
3. Walking Club
4. Activity Period – Pick the activity



Weekly Promise

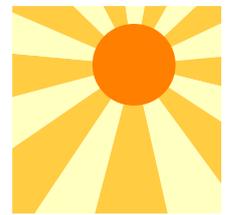


Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** the group members to the session.

2. Review of Last Week's Session

- **Ask:**
How are you doing on the promise to include a variety of healthy foods in your diet? What went well? What kind of problems did you have (like family not liking the change or lack of interest)? What did you do to solve these problems?



Note: Give the participants about 4 minutes to express their comments.

- **Ask** each participant for their weekly promise sheet from Session 9.

3. About this Session

- **Say:**
Today you will learn how to eat in a healthy way—even when you have very little time and are on a tight budget. During this session, you will learn:
 - Quick and easy ways to fix healthy meals.
 - How to eat right when eating out.
 - How to make smart food-buying choices that meet your family's needs and budget.
 - How advertising can change our buying habits to encourage us to buy things that cost more or that we don't need.

The Session in Action



1. Eat in a Healthy Way When There is Little Time

A. Busy Times



Note: Many people have little time to shop, prepare food, and clean up after meals. This session will help group members eat in a healthy way, even when they are in a rush.

■ Say:

Many people are very busy and think they don't have time to eat in a healthy way. These people may:

- Skip breakfast and lunch and eat one big meal in the evening.
- Eat out several times per week.
- Buy boxed or instant foods or foods that are already prepared.
- Buy food from vending machines.

■ Ask:

What foods do you eat when you don't have time to cook?



Note: Give the participants about 5 minutes to answer. Write their answers on the chalkboard or a large piece of paper taped to the wall.

■ Say:

Eating on the run often means that we are eating foods that are higher in fat, sodium, and calories. For example, we eat snacks and candies from a vending machine or high-fat hot dogs and French fries from a restaurant.

■ Say:

People often eat these foods because they are easy to buy or quick to fix. Taste may not be as important when they are in a rush. These foods can be higher in fat, sodium, and calories.

- **Say:**
They may also eat bigger portions of foods that are higher in fat and calories when there is no time to prepare side dishes like salad, vegetables, or rice.

B. Quick and Easy Meal Tips



Note: This part of the session will help participants to think about ways to fix meals in less time.

- **Say:**
People often find that they are too tired to fix the kinds of meals they would like their families to eat. We need to learn some shortcuts (simplify the preparation).

- **Give each participant the handout:** “Tips for Busy Families.”



Note: Show picture card 7-1 while you review the “Plan Your Meals” and “Use a Shopping List” sections.



Note: Show picture card 7-2 when you review “Cook in Advance.”



Note: Ask volunteers to read the tips out loud, one at a time. Let members comment as the tips are read.

- **Ask:**
Would you find any of these tips difficult to do?



Note: Give the participants 3 to 5 minutes to answer.

Group Activity



Note: This group activity will help participants think about creative ways a family can enjoy healthy meals when time is limited.

- **Divide** the participants into smaller groups with about three to four people in each group.
- **Give the participants the handout:** “Rosa's Dilemma: A Real-Life Story.”
- **Say:**
I am going to read a real-life situation. You can follow the story on the handout. Think about ways Rosa could solve her problem.



Rosa’s Dilemma

Rosa is married and has two sons, ages 7 and 10. Her husband, Tomas, works for a construction company Monday through Friday. He leaves for work at 6:30 a.m. and gets home at 4:00 p.m. Rosa also works Monday through Friday at a restaurant. She leaves home at 10:00 a.m. and gets home around 7:00 p.m.

She prepares the family's dinner after she comes home from work every night. Many times, she is too tired to cook so she often picks up a pepperoni pizza, burgers and fries, or fried chicken on her way home.

Rosa sees that the whole family is gaining weight. Tomas wants her to make traditional Latino dinners. Rosa tries to get her husband to help her with dinner, but he is also very tired. Besides, he thinks that cooking is the woman's job.

- **Ask** each small group to discuss ways that Rosa can make sure that her family eats in a healthy way.



Note: Give the groups about 5 minutes to come up with their suggestions.

- **Ask** one person from each group to present their group's suggestions to the others. If the following were not mentioned, then add these ideas as well:
 - Rosa could cook 2 or 3 meals over the weekend and store them in the freezer.
 - Her husband could help her by putting casseroles from the freezer or made the night before into the oven.
 - Several families could get together and share meals.
 - Her children could help her by setting the table and doing the dishes.
 - Once in a while, Rosa could buy roasted chicken instead of fried chicken or burgers and fries, or she could buy a vegetarian pizza instead of a meat pizza.

C. Eating Out



Note: This activity will teach the group members how to make healthy choices at fast-food restaurants.

- **Ask:**
Where do you eat when you eat out?



Note: Give the participants about 3 minutes to answer. Write their answers on the chalkboard or on a large piece of paper taped to the wall.

- **Say:**
Many people eat at fast-food restaurants because:
 - The food is served quickly.
 - The food tastes good.
 - The food is less expensive than food at sit-down restaurants.

- Special food and toys appeal to children.
- There may be a playground for children.

■ **Say:**

Fast foods can be higher in fat, sodium, and calories, but you can choose lower fat, lower sodium, and lower calorie foods from the menu.



- **Show picture card 7-3. Keep it on display while you review the handout.**

- **Give each participant the handout:** “Tips for Eating Out the Heart-Healthy Way.”



- **Ask** volunteers to read the suggestions on the handout out loud.

■ **Ask:**

Do you have other ideas for making healthy choices at restaurants?



Note: Give the participants 2 or 3 minutes to answer. Write their answers on the chalkboard or a large piece of paper taped to the wall.

2. Save Money on Your Food Bill

A. Money-saving Tips

■ **Ask:**

What do you do to save money on food?



Note: Give the participants about 5 minutes to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

- **Give each participant the handout:** “Money-Saving Tips.”



- **Ask** volunteers to read the tips out loud.



- **Give each participant the handout:** “Shopping List.”
- **Say:**
You can use this shopping list when you go to the store. Just check off or write on the blank lines what you want to buy.

B. Food Advertising



Note: This section will help make the group members more aware of how advertising plays into their food-buying decisions.

- **Say:**
Food advertising is big business.
 - Advertisements try to get people to buy a certain product.
 - Advertising costs money. Billions of dollars are spent on food advertising. The people buying the food, the consumers, pay for this.
 - Nationally advertised items usually cost more than store brands and brands that are not nationally advertised.
 - Most people are more likely to buy fancy and eye-catching packaging.
 - People, especially Latinos, are very brand loyal and will often buy a product even if it costs more.
- **Ask the group members** to describe advertisements that have prompted them to buy a certain product.



Note: Give the participants about 5 minutes to answer.

- **Go over** different advertising themes that are used to get people to buy food products.



Note: Show or describe an example of the following advertising themes.

- **Show** examples of advertising themes from magazines. (*optional*)

Popular advertising themes include:

Family

Advertisers try to get you to use their product based on your love for your family. This works well with Latinos because the family plays an important role in our lives. Family theme ads often target Latino women because of their role as family caregiver.

Health

This theme focuses on the positive health effects of using certain products. This works because people care about their health.

Sex appeal

Sex appeal sells a product. Many people want to believe that they too will be beautiful and sexy if they use the product.

Humor

A funny situation often helps people remember the product.

Appearance

Food advertisers show food that may look better than the real thing. This makes people want to try the product.

Famous People

Famous people are used to sell a product. They also can have a celebrity use a product in a television show or movie.

- **Say:**

Advertising can be helpful because it tells people about different products they can buy. But, ads also can get people to buy products that they do not need, cannot afford, or think are better than they really are.

- **Ask:**
What can you ask yourself when you are trying to decide what brand to buy?



Note: Give participants 4 to 5 minutes to respond.

- **Answer:**
Add these questions if they are not said:
 1. Is there a less expensive product that serves the same purpose?
 2. Have I compared the product's nutrition label with an item that costs less?
 3. Am I buying it because it comes in a nice package?
 4. Am I buying it because the product says it will make me look better or help me lose weight?
 5. Am I buying it because I have a coupon or because it's on sale?
 6. Do I really need it?
 7. Can I afford it, even with a coupon?
 8. Can I wait until it goes on sale?
- **Say:**
Even if you want to buy name brands, you can still save money by buying the products when they are on sale.

C. Quick Beef Casserole Recipe



- Give each participant the handout with the receipt for the “Quick Beef Casserole.” Ask them to try this dish sometime this week.



- **Ask:**

How can this dish help us eat in a healthy way when we have little time?



- **Answer:**

Add these if they are not said:

- Can be made ahead and frozen to save time
- Includes a lot of vegetables
- Is lower in fat because the meat is drained after cooking and no fat is added while cooking



3. Walking Club



Note: Now is the time to do any contest activities and to continue to encourage people to walk.

4. Activity Period – Pick the activity you want



Weekly Promise



- **Give each participant the handout:** “Weekly Promise.”



- **Say:**

Promise one concrete thing you will do to choose healthy foods when you eat outside your house or when you are eating in a hurry. Tell the group what you are going to do to save money when buying groceries.



Note: Ask the group members to be very specific about what they plan to do. For example, if they say that they are going to choose to eat a food less often when eating out, ask them what food they will eat instead. If they say they are going to save money while buying groceries, ask them to say exactly how they plan to do so. Consider these examples:

- On sandwiches, I will use mustard instead of mayonnaise.
- I will try a non-brand name product to see if my family likes it.

- **Say:**

Remember to continue applying what you have learned in all the other sessions and try to keep your promises about doing more physical activity, reducing saturated fat and cholesterol as well as salt and sodium in your food, and keeping a healthy weight.

- **Ask:**

Have there been any barriers keeping you from completing your promises?



Note: Ask the participants to take their promise home and put it in a visible place, where they can see it during the week. **Ask** them to bring it back to the next session.

Review of Today's Key Points



- **Say:**
Let's review what we have learned today.

- **Ask:**
What can you do to save time in meal preparation?



- **Answer:**
 - Get help from your spouse.
 - Cook several dishes at one time and freeze part of them.
 - Make larger quantities and use the leftovers.
 - Pack lunches the night before.
 - Learn simple, fast recipes.

- **Ask:**
What can you do to eat healthier when eating out?



- **Answer:**
 - Order sandwiches without (or with low fat) mayonnaise or sauces.
 - Order small, plain hamburgers or lean roast beef or turkey sandwiches instead of deluxe sandwiches.
 - Ask for low fat salad dressing or bring your own.
 - Choose water, fruit juice, or low fat (1%) or fat free (skim) milk instead of soda or a milk shake.
 - Order smaller sizes.
 - Choose baked or grilled foods instead of fried foods.
 - Remove the skin from chicken and do not eat it.
 - Choose vegetarian pizza and ask for less cheese.



- **Ask:**
What can you do to save money when shopping?
- **Answer:**
 - Plan weekly meals and shop with a list.
 - Use a list and don't go to the store too often.
 - Check the food sale ads.
 - Choose pre-prepared foods less often.
 - Buy only the amount of food the family needs.
 - Shop alone and make sure you're not hungry.
 - Check your receipt for errors.
 - Try not to shop at convenience stores.
 - Try store brands and use them as often as possible.

Close of the Session



- **Say:**

Thank you for attending today. What did you think of today's session? I am looking forward to seeing you at the next session. In the next session, we will be talking about how to stop smoking or how to ask others not to smoke around you.



Note: Reflection for the facilitator of the session. Think about today's session. What worked, what didn't? Have you changed anything in your own life as a result of today's session?

s e s s i o n 11



Enjoy living smoke-free

PRINCIPAL IDEAS

This session is about:

- The health problems cigarette smoke causes
 - Different ways to quit smoking
 - How to avoid secondhand smoke
-

OBJECTIVES

By the end of this session, the participants will have learned:

- How cigarette smoking harms the smoker.
- How secondhand smoke harms people who are near people who smoke.
- Tips that can help a smoker who wants to quit.
- Ways to ask people not to smoke when they are nearby.

MATERIALS

To conduct this session, you will need:

- The *Steps Forward* manual and the *Your Heart, Your Life* picture cards
 - Chalkboard and chalk or flip chart paper, a marker and tape
 - “The Big Game: Quit Smoking” photonovela in *An Ounce of Prevention: A Guide to Heart Health* booklet pages 18 and 19 (optional)
-

HANDOUTS

During the session, hand out the following to each participant:

- How Smoking Can Harm You
- How Smoking Harms Infants and Children
- The Cost of Smoking
- Smoke-Free Family Signs
- List of local smoking cessation programs



Note: Prepare this list ahead of time. Information may be available from your local health department, local hospital, or your local chapter of the American Lung Association (call 1-800-445-6016 to learn the number of the chapter closest to you).

- Kick the Smoking Habit!
- Help Your Heart. Stop Smoking. (Also in *An Ounce of Prevention: A Guide to Heart Health* (pages 20 and 21)) (2 sheets)
- Weekly Promise



Note: Posters can be ordered from the American Lung Association and the National Cancer Institute (call 1-800-4-CANCER) for this session.



Note: You may want to ask a local smoking cessation group to help direct this session.

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. "The Big Game: Quit Smoking" Photonovela (*optional*)
2. Facts about Smoking
3. How Smoking Harms Infants and Children
4. Youths and Smoking
5. Smoking and Your Pocket Book
6. Secondhand Smoke
 - A. How Secondhand Smoke Can Harm You and Those Around You
 - B. Secondhand Smoke Role Playing Activity
7. Quitting Smoking
8. Walking Club
9. Activity Pperiod – Pick the activity



Weekly Promise

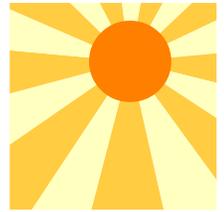


Review of Today's Key Points



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** the group members to the session.

2. Review of Last Week's Session

- **Say:**
At the last session, we talked about ways to save money on our food bills.
- **Ask:**
Who can name some of them?



Note: Give the participants about 3 minutes to answer. List ideas on chalkboard or a large piece of paper taped to the wall.

- **Answer:**
Add these ideas if they are not said:
 - Plan weekly meals and shop with a list
 - Check the food sale ads
 - Use fewer pre-prepared foods
 - Buy only the amount of food the family needs
 - Shop alone. Make sure you're not hungry
 - Watch for errors at the register
 - Clip coupons for products you use

➤ Shop at convenience stores less often

■ **Ask:**

How are you doing with your promise to eat in a healthy way even when time or money is tight? What went well? Did you have problems? If so, what did you do to solve them?



Note: Give the participants 5 to 8 minutes to answer.

- **Ask** each participant for their weekly promise sheet from Session 10.

3. About this Session

■ **Say:**

This session is about not starting to smoke and stopping smoking. During this session, you will learn:

- How cigarette smoking harms the smoker.
- How secondhand smoke hurts people who are near people who smoke.
- Ways to ask people not to smoke when they are nearby.
- Helpful ways to stop smoking for you and others.

■ **Ask:**

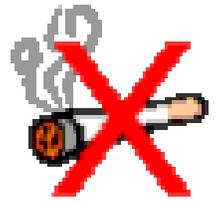
How many of you smoke or live with a smoker?



■ **Say:**

Tobacco is used in a variety of ways-cigarettes, cigars, pipes, chewing tobacco, snuff, and dip. This session focuses on cigarette smoking because it is the most common way people use tobacco.

The Session in Action



1. “The Big Game: Quit Smoking” Photonovela *(optional)*

- **Ask** volunteers to read aloud the photonovela “The Big Game: Quit Smoking” on pages 18 and 19 in *An Ounce of Prevention: A Guide to Heart Health*.

2. Facts about Smoking

- **Say:**
There are many reasons why you should not start smoking or why you should stop smoking. Let's go over these reasons.
 - In the United States, about 400,000 (four-hundred thousand) people die each year from diseases related to smoking. This is more than 1,000 people each day. Smoking causes about one in every five deaths.
 - Health care due to smoking costs about \$50 billion each year.
 - More than one out of every four Latino men smokes (about 28 percent). Fewer Latino women smoke (1 in 6 or about 17 percent), but this number is increasing.
 - No matter why or when people begin to smoke, they continue to smoke because of the effects of a powerful drug called nicotine. Nicotine is found in all tobacco products. People continue to smoke because they become addicted to nicotine. Smoking also becomes a habit. People will smoke at certain times, like after meals or when with friends.
 - It can harm those around you!

■ **Show picture card 8-1. Say:**

Today we are going to talk about what can happen when you smoke. We also are going to talk about ways to stop smoking or support a friend or family member who wants to quit.



■ **Give each participant the handout:** “How Smoking Can Harm You” and **review** the information.



Note: Ask volunteers to read each tip out loud. Keep the picture card on display while you review this handout.

3. How Smoking Harms Infants and Children

■ **Show picture card 8-2. Ask:**

Do you think pregnant women should smoke?



• **Answer:**

Pregnant women should not smoke because it will affect their baby's health and well-being. They also should stay away from others who smoke because of the harm that secondhand smoke causes.

■ **Say:**

Many people have heard that it is not good for pregnant women to smoke or be around others who smoke. Do you know why? Let's go over some of the problems that can happen.

■ **Give each participant the handout:** “How Smoking Can Harm Infants and Children.”



Note: Ask volunteers to read out loud each fact, or you can cut out each fact on the dotted lines and put them in a box. Let the members draw a slip of paper and read the facts aloud. Keep the picture card on display while you review the handout.

4. Youths and Smoking



■ **Show picture card 8-3. Ask:**

Why do you think many people begin smoking as teenagers?

Review picture card 8-3 to show the reasons for teenage smoking.

• **Answers:**

Also, add these reasons if they are not said:

- Teens want to be like their friends.
- Young people smoke to try to look older.
- They want to be like celebrities who smoke in movies or on television.
- Teens are influenced by advertisements that make smoking look “cool” or glamorous.
- They may want to be like parents or other family members who smoke.
- Some teens will smoke just to do something their parents don't want them to do.
- Young people downplay the harm smoking can do or think they will not get sick.
- Teens may like the jackets, hats, and other prizes tobacco companies offer.

■ **Say:**

Let's look at some of the facts about young people and smoking.

- Cigarette smoking among young people in the United States is rising.
- People who start smoking at a young age are likely to smoke all their lives.
- The longer a person smokes, the more likely he or she will develop the problems caused by smoking.
- Young people who smoke cigarettes are also more likely to try other drugs, especially marijuana.

■ **Say:**

If you smoke, try not to smoke in front of your children. Never ask your children to bring you cigarettes or light a cigarette. Asking them to do those things can send the message that smoking is okay for them to do.

5. Smoking and Your Pocketbook

■ **Say:**

Smoking costs a lot in other ways. Let's look at some things a smoker could buy with the money that he or she uses for cigarettes.

- **Give each participant the handout:** “The Cost of Smoking” and review the information.



6. Secondhand Smoke

A. How Secondhand Smoke Can Harm You and Those Around You

- **Ask:**
What have you heard about secondhand smoke?



Note: Give the participants 3 to 5 minutes to answer.

- **Say:**
Secondhand smoke is the smoke that you breathe in from someone else's cigarette. Even nonsmokers can be harmed if they are near secondhand smoke.
- **Say:**
Let's take a look at some facts about secondhand smoke.
 - Secondhand smoke contains poisons such as arsenic, cyanide, ammonia, and formaldehyde.
 - It also has higher levels of tar, carbon monoxide, and nicotine than the smoke that the smoker breathes in.
 - Breathing secondhand smoke causes eye irritation, nose and throat discomfort, headaches, and coughing.
 - Up to 5,000 (five thousand) nonsmokers die from lung cancer caused by secondhand smoke each year.
 - Nonsmokers who live with someone who smokes are twice as likely to have respiratory illness, bronchitis, and pneumonia as are nonsmokers who do not live with someone who smokes.
 - Secondhand smoke can bring on an asthma attack.

B. Secondhand Smoke Role Playing Activity

- **Say:**
Let's try role-playing. Some people have a hard time telling smokers not to smoke around them or around their children. This activity will let you practice what you say when someone smokes around you or your family.
- **Divide the participants into groups of three.**
- **Give** each group a scene from the following two pages to act out.
- **Ask** them to act out a solution to the problem, too.



Note: Read the scenes one at a time **or hand out** copies to each group. **Give** one group about 5 minutes to role-play a solution.

- **Ask:**
Do you have any comments or questions about the role-playing?



- **Say:**
One thing we all can do in our homes to prevent these situations is to post a sign that says “Thank You for Not Smoking” or “This Is a Smoke-Free Home.” This lets guests know your house is smoke-free.

- **Give each** participant the handout: “Smoke-Free Family Sign.”



- **Say:**
This can be used on a tabletop or taped to the wall or refrigerator.

Scenes for Role-Playing Activity

What Can You Do?

Scene 1:

Your in-laws are at your house visiting your family. Your spouse is at the store buying a few things. The rest of the family is sitting in the living room and talking. Your father-in-law asks you for an ashtray as he lights a cigarette. You don't want him to smoke inside the house around the children. What can you do?

Solutions:

- Tell him this is a smoke-free house.
- Tell him that smoke bothers you and the children.
- Ask him if he would please go outside to smoke.

Scene 2:

You and your family go to a friend's house to celebrate her son's birthday. There are many adults and children inside the house. A few of the guests are smoking, which is making the house very smoky. The smoke is hurting your throat. It also is hurting your daughter's eyes. You promised your friend you would help her, so you don't want to leave. What can you do?

Solutions:

- Tell your friend that you are very sorry but you cannot help her. You must leave because the smoke is bothering you and the children.

Scene 3:

You go out to eat with a friend to celebrate a special occasion. You ask to sit in the no-smoking section of the restaurant. The no-smoking area is in a corner of the restaurant. There are no walls separating the smoking section from the nonsmoking section. As you order your meal, four people sit down about three tables away from you in the smoking section. They begin to smoke one cigarette after another. After a minute or two, you begin to smell their smoke at your table. You tell the waiter the smoke is bothering you. He says he can't ask them to stop because they are in the smoking section. What do you do?

Solutions:

- Ask to be moved to another table farther from the smokers.
- Ask the waiter to wrap up your food and leave. Tell the manager that you are upset and will not come back to this restaurant.

7. Quitting Smoking

■ Say:

Nicotine withdrawal is very hard to go through. It is very easy to give in to the desire to smoke. People who want to stop must be willing to do whatever it takes. Many people find it hard to resist the urge to smoke in times of stress or when they are around friends who smoke. To quit, people must be ready for these stressful times.

- ### ■ Ask
- if anyone in the group used to smoke and quit. If so, ask them to say how they quit.



■ **Say:**

Some people, can quit “cold turkey” and other people use one or more aids to help them. Here are some ways to quit:

- Use nicotine patches, nicotine gum, and nicotine nasal spray. These products can help lower the urge to smoke. They let the smoker cut back slowly on the amount of nicotine he or she gets each day. The nicotine in these products passes into the body through the skin on your arms or inside your mouth and nose. Follow the directions when using these products.
- Find other ways to relieve stress. Try going for a walk, listening to music, talking with a friend, or doing something you enjoy like shopping or working in your yard. **Ask:**
What do you do to relax when you are under stress?
- Join a smoking cessation program. These programs provide support from the leader and other people who also want to quit.



Note: Give each participant a copy of the list of smoking cessation programs in your area. Be sure to note if any are available in Spanish.

- **Give each participant the handout:** “Kick the Smoking Habit!.” **Ask** volunteers to read the tips aloud.



■ **Say:**

These tips have helped other people. If you are a smoker, they can help you quit. If you are not a smoker, share the tips with a friend or family member who would like to quit.

■ **Say:**

Nagging people about their smoking can make them become angry or defensive. Try these positive ways to help people you know who want to quit:

- Say things like, “It’s hard, but I know you can do it.”
- Help them stay away from smokers in the early days.
- Suggest other activities that will help them get through the urges. For example, ask them to go to a movie with you.

■ **Ask:**

Do you have any questions about the information we covered today?



Note: The details provided in “More Information” at the end of this session may help you answer these questions.

8. Walking Club



Note: Now is the time to do any contest activities and to continue to encourage people to walk.



9. Activity Period – Pick the activity you want



Weekly Promise



- **Give each participant the handout:** “Weekly Promise.”



- **Say:**

Promise one thing that you will do to prevent or stop smoking or cut back on how much secondhand smoke is inhaled.



Note: Ask each participant to give details specific about what they plan to do. Here are a few examples:

- I will smoke half the cigarettes I usually smoke each day.
- I will ask my children to make a sign to let people know our home is smoke-free.

- **Say:**

We will talk about how you do with your smoking promise at the next session. Keep working on the promises you made during earlier sessions, including last week's promise to eat in a healthy way, even when you're rushed or trying to stick to a budget.



Note: Ask the participants to take their promise home and put it in a visible place, where they can see it during the week. **Ask** them to bring it back to the next session.

Review of Today's Key Points



- **Say:**

Let's review what we learned today.

- **Ask:**

When people smoke, they are likely to develop which diseases?



- **Answer:**

Smoking contributes to heart disease, cancer, stroke, and emphysema.

- **Ask:**

Should a pregnant woman smoke? Why or why not?



- **Answer:**

Pregnant women should not smoke. Smoking reduces the oxygen the baby receives, causes lower birth weight, and increases the chance of a stillbirth.

- **Ask:**

What is secondhand smoke?



- **Answer:**

Secondhand smoke is smoke that you breathe in from someone else's cigarette.

- **Ask:**

What can you do if someone is smoking around you and you don't like it?



- **Answer:**

Ask the person not to smoke inside or leave the area yourself. Post a sign that says “Thank You for Not Smoking” or “This Is a Smoke-Free Home.”

Close of the Session



- **Say:**
Thank you for attending today. What did you think of today's session? I am looking forward to seeing you next week. The next session will be a review and graduation celebration.

- **Ask** participants if they want a potluck dinner at the final session. **Ask** for volunteers to bring healthy dishes.



Note: Don't forget nonfood items such as paper plates, plastic forks, and spoons.



Note: Reflection for the facilitator of the session. Think about today's session. What worked and didn't work? Have you made any changes in your own life that were covered in today's session?

More Information

Tobacco companies spend billions of dollars advertising their products to get people to smoke. They do this through advertising in magazines and on billboards and posters.

Tobacco ads usually show happy, attractive people enjoying life while they smoke cigarettes. Many want to be like these people and start smoking.

Tobacco companies also advertise their products by supporting special events such as tennis tournaments and car racing events. They go to community events, dances, and festivals to promote their products by giving away free merchandise and cigarettes.

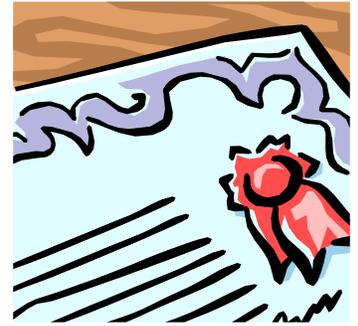
Tobacco companies pay movie companies to have stars smoke on screen. This allows them to get around the law that bans cigarette advertising on television or in the movies.

Tobacco companies recruit new smokers to make up for the thousands of people who die each day of diseases related to cigarette smoking. They target young people because young smokers are likely to be lifelong smokers. Teenage smokers are important for the tobacco companies because teens will continue to buy cigarettes for many years.

Young people are influenced by the marketing programs. The number of youths who began smoking increased when tobacco companies introduced cartoon-like characters to sell cigarettes. Tobacco companies also give away gifts that appeal to youths to get them to smoke a certain brand.



s e s s i o n 12



Review and graduation

PRINCIPAL IDEAS

This session is about:

- A review of all the sessions
 - Sharing experiences
 - Graduation
-

OBJECTIVES

By the end of this session, the participants will:

- Have reviewed the information learned in Sessions 1 through 11 using games and activities.
- Be recognized for their efforts and accomplishments.

MATERIALS

To conduct this session, you will need:

- The *Steps Forward* manual, the *Steps Forward* picture cards, and the *Your Heart, Your Life* picture cards
 - Chalkboard and chalk or flip chart paper, a marker and tape
 - Bingo Facts
 - “Heart Health Bingo” cards
 - Bingo card markers (you can use pennies, dried corn, or other items)
 - Pens
 - Stamped envelopes
 - Food for the graduation celebration (*optional*)
 - Small gift and/or certificate for each participant (*optional*)
-

HANDOUTS

During the session, hand out the following to each participant:

- All the Weekly Promise Sheets
- Letter to Myself Sample (*optional*)
- Letter to Myself
- Certificate

Session Outline and Activities



Introducing the Session

1. Welcome
2. Review of Last Week's Session
3. About this Session



The Session in Action

1. Review of Chronic Diseases
2. Heart Health Bingo
3. Weekly Promises
4. A Letter to Yourself Activity



Recognition for Completing the *Steps Forward* Program



Group Discussion

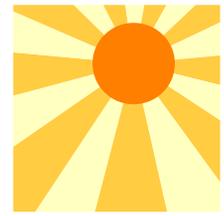


Potluck (*optional*)



Close of the Session

Introducing the Session



1. Welcome

- **Welcome** the group members to the session.

2. Review of Last Week's Session



Note: If the group went on a grocery store tour, ask them to share what they learned from the tour. If not, go to the following review of Session 11.

- **Say:**
During Session 11, we talked about how cigarette smoking can harm you.

- **Ask:**
Who can name some of the ways?



Note: Give the participants 3 to 5 minutes to answer. Write their answers on the chalkboard or on a large piece of paper taped to the wall.

- **Answers:**
Add these reasons if the group members do not say them. Cigarette smoking can cause health problems and increase risk for:
 - Heart disease
 - Cancer
 - Stroke
 - Emphysema

- Cigarette smoking irritates the eyes and can trigger asthma attacks.
- Less serious but very unpleasant effects of smoking are:
 - Yellow stains on teeth and fingers
 - Bad breath
 - Poorer sense of smell and taste
 - Early wrinkling of the face
 - Many colds and sore throats

■ **Ask:**

How did you do with your promise to do one thing to quit smoking or to protect your family from secondhand smoke? Did anything work very well? Did anything cause a problem?



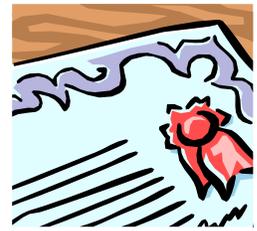
Note: Give the participants 5 to 8 minutes to express their comments.

3. About this Session

■ **Say:**

During this session, we will go over information we learned in Sessions 1 through 11. Thank you all for taking part in the sessions. And, congratulations for making the effort to learn how to lessen the chance of chronic diseases like diabetes, heart disease, hypertension, stroke and depression for you and your families.

The Session in Action



1. Review of Chronic Diseases

- **Say:**
We have talked a lot about health in these sessions. Let's review why it is important to be healthy.

- **Ask:**
What does the term chronic disease mean?



Note: Give the participants 2 minutes to discuss the term. While the participants are discussing the term prepare the flip chart.

- **Say:**
Chronic diseases are those that develop over many years. They do not just happen one day to the next like a cold or flu. They are with you forever once you get them. It can be hard to think about them because we don't feel them developing. They take many years to develop. Some examples of chronic diseases we talked about are:
 - Heart Disease
 - Diabetes
 - Hypertension

- **Say:**
Other chronic diseases that we didn't talk much about are:

- Asthma
- Stroke
- Cancer

- **Show picture card 12-1. Say:**

We talked about heart disease in the first session. We know how important the heart is. It can pump approximately 5 liters of blood every minute. It beats about 100,000 times a day. Heart disease causes the heart to stop working properly or can make it stop completely.



- **Show picture card 12-2. Say:**

Diabetes is having excessive sugar in the blood. Having continually high blood sugar can cause kidney damage; vision impairment or blindness; foot, leg and hand sores that do not heal; and can also affect the heart.



- **Show picture card 12-3. Say:**

We talked about hypertension in Session 4. It is when blood pressure is continually high. Hypertension can cause damage to the arteries, eyes, kidneys, heart, and brain.



- **Say:**
We talked about risk factors for many of these diseases. Some of these risk factors we cannot prevent. Many of them we can control and change.

■ **Show picture card 12-4. Say:**

These are some of the risk factors we cannot change for preventing chronic diseases:

- Family history of the disease
- Age
- Being a man or woman
- Ethnicity



■ **Show picture card 12-5. Say:**

There are many risk factors we can do something about. The first one is high blood pressure.



■ **Show picture card 12-6. Say:**

We can also control our blood cholesterol. Remember, when blood cholesterol is high, it can block arteries and prevent blood from flowing, causing a heart attack or stroke.



■ **Show picture card 12-7. Say:**

We can control our weight, making sure that we are not overweight.



■ **Show picture card 12-8. Say:**

We can make sure that we are physically active. Remember being physically active can mean walking, like we have been doing, swimming, riding a bicycle, gardening, and even doing housework, like vacuuming.



■ **Show picture card 12-9. Say:**

We can eat nutritious foods, and we can eat non-nutritious foods in moderation.



■ **Show picture card 12-10. Say:**

And we can stop smoking and help those around us to stop or quit smoking.



■ **Say:**

Many of these are risk factors for all the chronic diseases. So, help prevent many diseases by being more physically active and eating in a healthy way you also help prevent diabetes, hypertension, and others. By controlling these risk factors, you are helping to prevent many of the chronic diseases.

2. Heart Health Bingo



Note: Copy the bingo game facts on stiff paper and cut on the dotted lines. Place the pieces in a box and mix well. Also, copy the bingo cards on stiff paper and cut them out.

- **Give one card to each person.** Give them eight pennies, eight pieces of dried corn, or some other items that can be used to mark the card.



■ **Say:**

We are going to play a bingo game to review facts about preventing chronic diseases. Here's how to play:

1. To start, place a marker on the free space in the center of the card.
2. Then listen as the bingo caller reads facts about heart health and diabetes. These facts will be drawn from a box.
3. If the fact that is read matches a fact on your card, place a marker on it.
4. If you get three markers in a row, call out “Bingo.” The row can be up and down, across, or diagonal. (Hold up a card and show the group.)



Note: Play two or three games as time permits. At the end of each game, have the group members turn in their card for new ones. If you are able, you may want to award a small prize to the winners.

3. Weekly Promises

- **Say:**

You each made weekly promises about nutrition and physical activity during our class. I will now return to you all of your weekly promise sheets. I would like you to read all of them now and to think about why you made these promises.



- **Give each person all of his or her weekly promises.**

- **Ask** each participant to share at least one promise that they made during the class with the group.

- **Say:**

I hope that you have all had success with your promises. It is important to remember that it takes time and patience to get used to habit changes. You have all your promises so you can continue to read and re-read and think about your promises. Think about the reasons why you made all these promises. Remember that the number one motivation is better health. These promises will help you to remember to keep applying the information you have learned in these sessions in order to have better health. Don't worry if you couldn't keep your promises. Now is the time to try again.

4. A Letter to Yourself Activity



Note: Bring to class a stamped envelope and a pen for each participant. If a participant doesn't write well, write down what they want for them.

- **Give each participant** a pen, the handout "Letter to Myself" and a stamped envelope. You may want to show or read to the group members the sample "Letter to Myself" to give them ideas.



- **Ask** the participants to use the handout to list healthy changes they will continue to work on until they become a habit.

- **Tell them** to address the envelope to themselves and place the letter inside. Collect the sealed, self-addressed envelopes.

- **Say:**
I will mail your letter to you in about 3 months. Getting this letter will help remind you to keep using what you learned in these sessions to protect your health.

Recognition for Completing Steps Forward



- **Show picture card 9-1. Say:**

Everyone gave time and effort to attend the sessions. I hope you will use the information to help improve your health and your family's health.

Optional – (If you choose to provide certificates and/or small gifts.)

- **Say:**

Now, I would like to give each of you a certificate [gift] to honor your efforts and your achievements.

- **Call each participant's name** and hand the person the certificate and/or the small gift of recognition.



Note: See sample certificate that you can copy and complete. You can also find certificates in business supply stores.

- **Give** out special walking group certificates or gifts of recognition.

Group Discussion



- **Say:**

Now I would like you to tell me, what you liked or didn't like about the program. Please feel free to tell us about the things you didn't like; we won't be hurt. We will use your suggestions to make the program better the next time.



Note: Be sure to have someone write down the group's responses to each of the questions. The group's responses can be used to revise and improve the program.



Note: Give the group 5 minutes to list and discuss each question.

- **Ask:**

What did you find most useful about the program?



- **Ask:**

What did you find least useful about the program?



- **Ask:**

What did you like most about the program?



- **Ask:**

What did you like least about the program?



- **Ask:**

What did you think of the walking clubs? Will you continue to walk with your groups?



- **Say:**

Thank you for all your comments; we really appreciate them.

Potluck (*optional*)



- **Say:**
Now is the time for the potluck meal. Place the dish(es) you brought on the table. We will begin the celebration.

Close of the Session



- **Say:**

Thank you for attending and for completing the program. I wish everyone well and hope you continue your “journey toward good health.”



Note: Reflection for the facilitator of the session. Think about today's session. What worked and didn't work? Have you made any changes in your own life that were covered in today's session?

Appendix



This appendix includes:

- **Activities for Training Community Health Outreach Workers**

- **More information on:**
 - Health and Nutrition

 - Walking and Walking Clubs

 - Emotional and Mental Health

- **Other Handouts**
 - Nutrition Data

 - Doctor Visits Checklist

 - More recipes
 - Fruit Shake
 - Gazpacho
 - Enchilada Casserole
 - Refried Beans (low fat)
 - Flour Tortillas (low fat)

- **How to Order Recipe Booklets**

Activities for Training Community Health Outreach Workers



The *Steps Forward* manual can also be used to train community health outreach workers (CHWs) or lay health educators. Conduct your training as if you were teaching community members. Include special activities for lay health educators in Sessions 1, 10, and 12.

Session 1

After the Risk Factor Activity, you will describe a presentation activity that will be included as part of Session 12. Review the “Teaching Tips” and the “Seven Golden Rules for Teaching Groups” handouts in this appendix. **Give** each CHW a copy of the manual to use during the training.

Preparing for a Presentation

- **Say:**
When you complete the *Steps Forward* training program, you will be able to conduct your own program for groups in your community. **As a community health outreach worker, you will not be giving medical advice.** You will give information and support others to encourage them to live healthier lives and use health services that are available in the community.
- **Say:**
After we have gone through all the sessions, each of you will make a brief presentation on a topic discussed during the program. We will make the presentation as part of our graduation at Session 12. You can choose the topic you will present. You can make the presentation alone or with a partner. You will choose a topic at the end of Session 10 and have three weeks to prepare. After each presentation, the group will have a chance to give positive suggestions to the presenter.
- **Say:**
Now we will review some steps that will help you prepare a more effective and interesting presentation.

- **Say:**
Let's review the "Teaching Tips" and the "Seven Golden Rules for Teaching Groups." Refer to them when you prepare your presentation and teach *Steps Forward* or any other curriculum.

Teaching Tips

Before the Session

- Review the manual carefully several times.
- Get information about your audience (level of education, how open they are to new health information, etc.).
- Practice teaching in front of family or friends using all your materials.
- Gather materials and equipment you will need (posters, music, videotapes, handouts, extension cords, monitor, VCR, flipchart, markers, measuring tape, masking tape, and food items).

The Day of the Session

- Arrive at least 30 minutes before the start of the session.
- Set up chairs and tables in a circle so you can get the group involved.
- Find electrical outlets and light switches.
- Set up audiovisual equipment.
- Get video tapes to the place on the tape where you need to start.
- Place posters where the audience can see them. Make sure not to damage the walls.
- Put handouts in the order that you will give them out. Make sure you have enough for everyone.
- Set up any activities or snacks that you have planned.

After the Session

- Make sure to leave the room clean and arranged the way you found it.

Seven Golden Rules for Teaching Groups

1. **Maintain Eye Contact With Everyone.**
2. **Speak So That Everyone Can Hear:** Talk with a clear, strong, and kind voice.
3. **Show Your Enthusiasm:** Move around and use your hands to gesture.
4. **Keep Track of Time:** Wear a watch or have a clock in the room. Plan your presentation so that you do not have to rush. Do not let the class run too long.
5. **Show Interest in Your Audience:**
 - Greet them when they come in.
 - Tell them you value their time and attendance.
 - Listen to what people say.
 - Talk simply and to the point.
 - Help them to set goals.
 - Stay calm and use humor. Focus on the positive.
 - End with a review of the most important points. Thank them for coming.
6. **Aim to Have Everyone Participate:** People tend to learn more when they are involved. Try not to lecture.
 - Ask questions. Praise correct answers. Correct wrong information politely.
 - Answer questions. Be honest. Find answers to questions you can not answer.
7. **Pay Attention to Content:** Your presentation must provide correct information.



Session 10

After the Review of Today's Key Points for Session 10, you will ask the community health outreach workers to choose a topic from a list of presentation topics or suggest their own. They can choose a partner if they'd like.

Selection of Group Presentation Topics

■ **Say:**

As part of our graduation celebration (Session 12), each of you will make a short presentation on your own or with another group member. Each presentation will be 3 to 5 minutes and will highlight a topic we have covered. Here is a list of some topics you might want to choose. I will give you a few minutes to select your topic and choose a partner. Then we'll make a list of the topics and presenters. Don't be nervous. We are all friends here.



Note: Here is a list of topic to include; list all or some of these topics on a large piece of paper or chalkboard. You or the participants may add other topics.

- How the heart works
- Heart disease/diabetes risk factors you can prevent
- Ways to prevent high blood pressure
- Ways to prevent high blood cholesterol
- How to prepare meals lower in saturated fat and sodium
- How to use the food label
- How to use the Latino Food Guide Pyramid to eat in a healthy way
- How smoking can harm you
- How to keep a healthy weight
- How to prepare meals lower in calories
- How to keep a healthy weight
- The relationship between insulin and diabetes
- Ways to limit salt and sodium
- How to save money on your food bill
- Ways to plan a healthy meal with little time and money
- Eat right when eating out

- **Ask:**
What topics do you want to present? Write the member's name (and the partner's name) beside the topic.



Note: If too many people choose the same topics, you should ask them to pick another.

- **Say:**
Remember to use the “Teaching Tips” and the “Seven Golden Rules” in the appendix.
- **Help** the group members find materials in the manual that cover the topic they have picked.

Session 12

After the “Letter to Yourself” activity, the CHWs will present a 3 to 5 minute presentation on the topic they chose during Session 10. Group members will also be invited to give each other positive comments.

Group Presentations

- **Say:**
Now we will make our short presentations. Don't be nervous. This exercise will give you a chance to practice your teaching skills and get comments. Each time you present, you will become more comfortable and learn new ways to get people involved. So relax, and let's have some fun.

1. Partner Presentations

- **Say:**
First we will hear presentations from group members who are presenting as pairs.
Who would like to go first?



Note: After each presentation, allow a couple of minutes for questions or comments from other group members. Thank both members and give positive comments. Politely correct any wrong information. Then ask another pair to present until all partner presentations are completed.

2. Individual Presentations

- **Say:**
Now we will hear from individual presenters.
- After the last presenter, **ask:**
Does anyone have any final questions or final comments?



Note: Give a few minutes for group members to speak. Then...

- **Say:**
You have made great progress in the goal to help others learn about health. I hope you will use every opportunity to spread the word—Latinos do not have to die so often of chronic diseases like heart disease, diabetes, and hypertension. Community health outreach workers like you are key to helping our families and communities live longer, healthier lives.

You May Want More Practice

Here are some ideas to help your confidence and to give you more practice:

- Observe an experienced trainer or educator while he or she teaches a session or the entire program.
- Schedule an opportunity for each educator to present a full session to other educators in the group.
- With another trainer or educator, team-teach a session or the entire program to a community group. Ask the trainer to be available for support.

More Information



For more information on health and nutrition:

American Diabetes Association

American Diabetes Association
ATTN: National Call Center
1701 North Beauregard Street
Alexandria, VA 22311
1-800-DIABETES (1-800-342-2383)
Internet: www.diabetes.org

Cancer Information Service

Office of Communications
National Cancer Institute
Building 31, Room 10A31
Bethesda, MD 20892
Internet: cis.nci.nih.gov and
www.cancer.gov

Centers for Disease Control and Prevention

1600 Clifton Road
Atlanta, GA 30333
Internet: www.cdc.gov

Center for Nutrition Policy and Promotion United States Department of Agriculture

3101 Park Center Drive, 10th Floor
Alexandria, VA 22302-1594
Internet: www.usda.gov/cnpp

Food and Drug Administration

5600 Fishers Lane
Rockville, MD 20857
Internet: www.fda.gov

Food and Nutrition Information Center

National Agricultural Library, USDA
10301 Baltimore Avenue, Room 105
Beltsville, MD 20705
Internet: www.fnic.nal.usda.gov

healthfinder® — Your Guide to Reliable Health Information

Office of Disease Prevention and Health Promotion
National Health Information Center
U.S. Department of Health and Human Services
P.O. Box 1133
Washington, DC 20013- 1133
Internet: www.healthfinder.gov

National Institute on Aging

Building 31, Room 5C27
31 Center Drive, MSC 2292
Bethesda, MD 20892
Internet: www.nia.nih.gov

National Institute on Alcohol Abuse and Alcoholism

5635 Fishers Lane, MSC 9304
Bethesda, MD 20892-9304
Internet: www.niaaa.nih.gov

National Institute of Diabetes and Digestive and Kidney Diseases

Office of Communications and Public Liaison
NIDDK, NIH
Building 31, Room 9A06
31 Center Drive, MSC 2560
Bethesda, MD 20892-2560
Internet: www.niddk.nih.gov

National Heart, Lung, and Blood Institute

Health Information Center
P.O. Box 30105
Bethesda, MD 20824-0105
Internet: www.nhlbi.nih.gov

—Contact your county extension home economist (cooperative extension system) or a nutrition professional in your local health department, hospital, American Red Cross, dietetic association, diabetes association, heart association, or cancer society.

All information was valid as of August 2007

Steps Forward

For more information on walking and walking clubs:

[American Volkssport Association \(AVA\)](#) The AVA website can help you find walking events, clubs, workshops, and special programs. The group's network of 450 clubs organizes more than 3,000 noncompetitive walking events each year in all 50 states. You can search for a club in your area.
Website address: www.ava.org

[Sierra Club](#) The Sierra Club has group outings that include day hikes, bird-watching trips, canal walks, peak scrambles, and forays into natural areas of major urban regions. The website can help you find a chapter near you.
Website address: www.sierraclub.org

[American Council on Exercise](#)

This fact sheet will motivate you to start walking and to make it a permanent part of your life.

Website Address: http://www.acefitness.org/fitfacts/fitfacts_display.cfm?itemid=96

[American Heart Association](#)

Here's an opportunity to get together a team of coworkers, friends, or family members for a noncompetitive walking event. HeartWalk participants walk to raise money to fight heart disease and strokes. Most walks are less than five miles, and you can sign up online.

Website Address: <http://www.americanheart.org/presenter.jhtml?identifier=2281>

For More Information on Diabetes and/or Emotional Health:

Books:

American Diabetes Association. 1997. Caring for the Diabetic Soul: Restoring Emotional Balance for Yourself and Your Family. Alexandria, VA: American Diabetes Association.

Biddle S, Fox KR, Boutcher S. 2003. Physical Activity and Psychological Well-being. New York: Routledge.

Delgado J. 2002. Salud: Guía para la salud integral de la mujer Latina. New York, NY: HarperCollins Publishers.

González V, Hernández-Marin M, Lorig K, Sobel D, Laurent D, Minor M. 2002. Tomando Control de su Salud: Una guía para el manejo de las enfermedades del corazón, diabetes, asma, bronquitis, enfisema y otros problemas crónicos (Taking Control of Your Health: A guide for the self-management of heart disease, diabetes, asthma, bronchitis, emphysema and other chronic problems). Boulder, CO: Bull Publishing.

Available at: <http://patienteducation.stanford.edu/materials/>

Bull Publishing Company

PO Box 1377

Boulder CO 80306

1-800-676-2855; FAX: (303) 676-2855

Lozano-Vranich B, Petit J. 2003. The Seven Beliefs – A Step-By-Step Guide to Help Latinas Recognize and Overcome Depression. New York, NY: Harper Collins Publishers.

Weintraub A. 2004. Yoga For Depression – A Compassionate Guide to Relieve Suffering Through Yoga. New York: Broadway Books.

Weintraub A. 2003. Breathe to Beat the Blues: Manage Your Mood with Your Breath. CD. Yoga to Beat the Blues Productions, Tucson, Arizona.

Cassettes/CDs:

Living a Healthy Life with Chronic Conditions (abridged version; audio book). An abridged audio CD of the book. Bull Publishing Company, 1994.

Available at: <http://patienteducation.stanford.edu/materials/>

Bull Publishing Company

PO Box 1377

Boulder CO 80306 USA

1-800-676-2855; FAX: (303) 676-2855

Time for Healing: Relaxation for Mind and Body (long version). Two 30-minute relaxation exercises with background music and the voice of Catherine Regan PhD. Bull Publishing Company, 1994.

Available at: <http://patienteducation.stanford.edu/materials/>

Bull Publishing Company
PO Box 1377
Boulder CO 80306
1-800-676-2855; FAX: (303) 676-2855

Time for Healing: Relaxation for Mind and Body (short version). Bull Publishing Company, 1994.

Available at: <http://patienteducation.stanford.edu/materials/>

Bull Publishing Company
PO Box 1377
Boulder CO 80306
1-800-676-2855; FAX: (303) 676-285

Casete de relajación (Spanish Relaxation Audio Tape). Two 20-minute relaxation exercises with background music and the voice of Virginia Nacif de Brey. Stanford Patient Education Research Center, 1995.

Available at: <http://patienteducation.stanford.edu/materials/>

Stanford Patient Education Research Center
1000 Welch Road, Suite 204
Palo Alto CA 94304
1-800-366-2624 (English) or 1-800-725-9424 (Spanish)
FAX: (650) 723-9656

¡Hagamos ejercicio! (Let's Exercise!) Exercise audio cassette tape with illustrated guide with background music and the voice of Virginia Nacif de Brey. Stanford Patient Education Center, 1995.

Available at: <http://patienteducation.stanford.edu/materials/>

Stanford Patient Education Research Center
1000 Welch Road, Suite 204
Palo Alto CA 94304
1-800-366-2624 (English) or 1-800-725-9424 (Spanish)
FAX: (650) 723-9656

Websites:

Center for Anxiety & Stress Treatment: Anxiety? Stress? Panic? Phobias? Worry?

Available at: <http://www.stressrelease.com/>

Depression Health Center. WebMD.

Available at:

http://my.webmd.com/medical_information/condition_centers/depression/default.htm

Depression – You Don't Have to Feel that Way. American Family Physician. Published by the American Academy of Family Physicians. March 1, 2000.

Available at: <http://www.aafp.org/afp/20000301/1523ph.html>

Families for Depression Awareness: Bringing Depression into the Light.

Available at: www.familyaware.org

Mental Health Matters: Self Help Center: Video and Audio Tapes.

Available at: <http://www.mental-health-matters.com/selfhelp/media.php>

National Alliance for Hispanic Health (NAHH).

Available at: <http://www.hispanichealth.org/>

National Mental Health Association (NMHA).

Available at: www.nmha.org

Whole Person Associates, Stress and Wellness Specialists. 30 Scripts for Relaxation: A Stress and Wellness Resource from Whole Person Associates.

Available at: <http://www.wholeperson.com/wpa/tr/30s/intro.htm>

For emergencies:



1-800-SUICIDE
(1-800-784-2433)

National Hopeline Network: USA

1-800-273-TALK
(1-800-273-8255)

National Suicide Prevention Lifeline: USA

911

Life-threatening or medical emergency

Nutrition Data

Nutrition Facts			
Serving Size 1 cup (228g)			
Servings per container 2			
Amount per serving			
Calories 90 Calories from Fat 30			
% Daily Value*			
Total Fat	3 g	5 %	
Saturated Fat	0g	0 %	
Cholesterol	0mg	0 %	
Sodium	300mg	13 %	
Total Carbohydrate	13g	4 %	
Dietary Fiber	3g	12 %	
Sugars	3g		
Protein 3g			
Vitamin A 80 % • Vitamin C 60 %			
Calcium 4 % • Iron 4 %			
* Percent Daily Values are based on a 2,000 calories 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	300 mg
Sodium	Less than	2,400 mg	2,400mg
Total Carbohydrate		300 g	375g
Dietary Fiber		25g	30g

If a serving size is 1 cup and you eat 2 cups, you need to double the calories, grams of fat, and other nutrients to know in reality how much you consumed.

The Percent Daily Values indicate if a food is Rich or low in specific nutrients.

Choose healthy foods, the kind that are low in fat, cholesterol and sodium; and Rich in fiber, vitamins and minerals.

Visit to the Doctor Checklist



Bring this paper with you each time your visit your health care provider(s)

		Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6
	Recommended Frequency	Date	Date	Date	Date	Date	Date
1.) Height If your height is shrinking, it could indicate osteoporosis (weak bones)	Each visit						
2.) Weight	Each visit						
3.) Blood Pressure Good: less than 120/80 mm Hg High: more than 140/90 mm Hg Chronic high blood pressure could indicate hypertension	Each visit						
4.) Cholesterol (LDL & HDL) Good: less than 200 mg/dL Careful: between 200 to 239 mg/dL High: more than 240 mg/dL	Annually						
LDL Cholesterol (bad) Good: less than 130 mg/dL Careful: between 130 to 159 mg/dL High: more than 160 mg/dL	Annually						
HDL Cholesterol (good) Good: more than 60 mg/dL Careful: between 35 to 59 mg/dL High: less than 35 mg/dL	Annually						
5.) Triglycerides Normal: less than 150 mg/dL Medium: between 150 to 199 mg/dL High: between 200 to 499 mg/dL Very High: more than 500 mg/dL	Annually						

Year 2007

 If you have diabetes, heart disease, or other chronic illnesses, you will need to keep track of other test results. Different organizations have different measurement ranges. Talk with your doctor about your results.

Remember:

- 1.) Write down any question or questions you may think of before your appointment. Bring the questions to your appointment, so that you will not forget to ask them.
- 2.) Don't be afraid to ask your doctor questions about something you are interested in or something that you do not understand. As a patient, you have the right to know and understand what is happening in during the appointment and what is happening to you.
- 3.) Do not be afraid to tell your doctor anything. Do not leave out information because you feel shy or ashamed. Your conversation with your doctor is confidential.
- 4.) Feel free to say, "I don't understand." If you need more information or deeper explanation about your visit, your test or exam results, how to better take care of yourself, about an illness, about community help groups or anything like this, ask your doctor.
- 5.) Remember that you and your doctor are a team, working together to maximize your health and benefits of treatment.

Fruit Shake



Makes 4, 8-ounce servings

1 ½ cups orange juice

1 package (10.5 oz) silken tofu, chilled

1 banana

8 oz individually frozen strawberries or other frozen fruit (do not thaw)

1-2 tablespoons honey

Directions:

Put orange juice, tofu, and banana into a blender container and whirl until smooth. Add frozen strawberries and blend well, stopping to scrap down the sides as needed. Add honey if sweeter taste is desired.

**This shake is high in protein because of the tofu. If tofu is not available, substitute one 8-ounce container of plain low fat or non-fat yogurt. Also, if strawberries are not available, then substitute any other frozen fruit that is cut up in little pieces.

Adapted from: Recipe for a Healthy Life
Developed by the Health Centers of Northern New Mexico



Gazpacho



Makes 12 servings

4 cups V-8 low sodium vegetable juice
1 tablespoon lemon or lime juice
1 cup cucumber, thinly sliced
2 cups chopped tomato
 $\frac{1}{2}$ cup red onion, chopped
 $\frac{1}{4}$ cup green onion, sliced
1 clove garlic, minced
Hot pepper to taste

1.) In order to peel the tomatoes and take out the seeds, boil the water in a small saucepan. Place a whole tomato in the saucepan allowing the water to cover it completely. Leave it in the water for 30-45 seconds. Take out the tomato and immediately pass it through cold water. Take off the skin with a sharp knife and peel it. Cut it in half and softly squeeze it to take out the seeds.

2.) Set aside $\frac{1}{4}$ to $\frac{1}{2}$ of the raw chopped and sliced vegetables to garnish the soup. Add the remaining vegetables to the juice and refrigerate for 2 hours. If the soup is chunkier than desired, it can be blended.

3.) Serve cold with chopped and sliced vegetables.

Per serving: 28 calories, 0g fat (6% of calories from fat), 1g protein, 6g carbohydrate, 0mg cholesterol, 300 mg sodium.

Adapted from: Recipe for a Healthy Life
Developed by the Health Centers of Northern New Mexico



Enchilada Casserole



Makes 4 servings, 4 x 4 inches each

Filling:

1/2 cup chopped onion

1/2 cup chopped green bell pepper

1/4 cup chopped celery

1/4 cup boiling water

1 cup cooked chicken (skin removed before cooking, cut into 1/2-inch cubes)

1/2 cup no-salt-added tomato puree

Sauce:

1 1/2 cups no-salt-added tomato puree

3/4 cup water

1 tablespoon chili powder

1/8 teaspoon ground cumin

1/8 teaspoon garlic powder

1/8 teaspoon salt

8 corn tortillas

1/4 cup shredded, low fat, low-cholesterol Monterey Jack cheese

1.) Preheat oven to 350 degrees. Place onion, green pepper, celery, and water in a saucepan. Bring to a boil. Cook 3-5 minutes or until tender. Drain excess liquid. Add chicken, beans, and 1/2 cup of tomato puree. Mix gently.

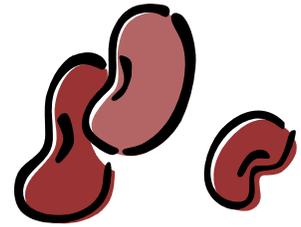
2.) Blend all sauce ingredients in a medium-size bowl. Spread 1/4 cup of the sauce in an eight-inch square baking pan. Add four tortillas and top with half of the filling and 1/2 cup of the sauce. Add remaining filling mixture and another 1/2 cup of sauce. Cover with remaining four tortillas, the rest of the sauce, and cheese.

3.) Bake casserole for about 30 minutes or until cheese is bubbly.

Adapted from: Recipe for a Healthy Life
Developed by the Health Centers of Northern New Mexico



Refried Beans



Makes 3 servings

1 can (16 oz) of pinto beans or black beans, drained
1 tablespoon olive oil
1 clove garlic, crushed
1 teaspoon of oregano
 $\frac{1}{2}$ teaspoon of chili powder
 $\frac{1}{2}$ teaspoon of pepper

1.) For a smoother, softer consistency: pour beans into Blender and mix until desired consistency. For chunkier texture: pour beans into a bowl and mash with a fork until desired consistency.

2.) Heat olive oil in a sauce pan over medium heat.

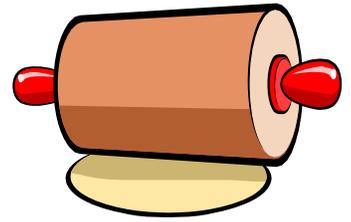
3.) Pour beans and spices into pan, mix, and heat for 2-3 minutes

Per serving: 182 calories, 6g of fat, 8g of protein, 25g carbohydrate, 0mg of cholesterol, 475mg of sodium

Adaptado de: "BellaOnline: The Voice of Women"
(<http://www.bellaonline.com/articles/art14058.asp>)
Ella Kennen



Flour Tortillas



Makes 6 servings

2 cups of flour

$\frac{1}{2}$ teaspoon of salt

1 teaspoon of baking powder

2 heaping tablespoons of Miracle Whip Light

$\frac{3}{4}$ cup very warm water

Combine flour, baking powder, and salt in a medium bowl. Make a well in the center. Add Miracle Whip and warm water. Stir to mix well. If mixture is too sticky to handle, add more flour one tablespoon at a time. Turn dough out onto a floured surface. Knead until smooth and elastic, about 20 times. Shape into a ball and place on a floured surface. Cover with the mixing bowl and let rest 15 minutes. Using a sharp knife, divide the dough into 6 tortillas. Form balls. Roll out to desired size. Place the tortilla on a hot griddle. Cook about 2 minutes. Flip the tortilla and cook for another minute. Stack on a warm plate. When all tortillas are cooked, cover with another plate and place in a warm oven until ready to serve. Store unused tortillas in the refrigerator.

Per serving: 157 calories, 1g fat, 4g protein, 32g carbohydrate, 0mg cholesterol, 251mg sodium.

Adapted from: Recipe for a Healthy Life
Developed by the Health Centers of Northern New Mexico



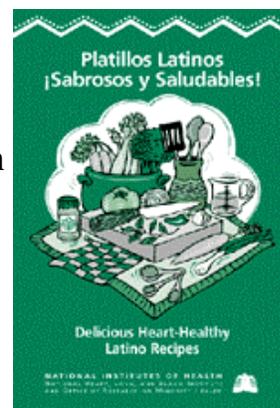
Recipe Booklets



In this section of the appendix, you will find more recipes and information on how to order recipe booklets. Sometime we don't cook healthy foods because we don't know how.

Recipe Booklets:

- **The National Heart, Lung, and Blood Institute (NHLBI)** has information in English and Spanish about heart disease on its website. It also has a nice recipe booklet (like the one on the right) in English and Spanish that you may buy at a low cost.



To order the publication:

Printed versions of publications may be ordered online or from the NHLBI Health Information Center. Discounts are available when ordering large quantities. Review the prices for each publication before ordering. To order, select from these options:

Price Information (2007)	
Single copy	\$3.00
25 copies	\$37.00
100 copies	\$120.00

1. **Order from the [Online Catalog](http://www.nhlbi.nih.gov/health/public/heart/other/sp_recip.htm).** (Credit card orders only.)
2. **Order by phone, fax, or mail.**

Download the order form in one of the following formats:

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