Trainer Edition

Arizona WIC Training

Basic Nutrition Guidebook

WIC ARIZONA

ARIZONA DEPARTMENT OF HEALTH SERVICES

Contents

What Will You Learn?

Understanding nutrition is a powerful way for you make a difference in WIC participants' lives. You will learn to help WIC participants make choices to improve their nutrition and health.

After completing the Basic Nutrition LMS Course and guidebook, you will be able to:

- Identify food sources of saturated, polyunsaturated, monounsaturated, and trans fats
- Identify protein sources
- Identify high-fiber carbohydrate sources
- List food sources of vitamin A, vitamin C, folic acid, calcium, and iron
- Read a food label and be able to communicate what is identified
- Provide dietary recommendations to participants with more restrictive diets, including vegetarians

Items Needed for This Course

- Pen or pencil
- Access to Basic Nutrition LMS Course
- Local Agency Referral List
- Access to the website: www.choosemyplate.gov

Recommended Time

- Approximate time it takes to complete the Basic Nutrition LMS course: Two to three hours
- Approximate time it takes to complete this Basic Nutrition Guidebook and discussion with your trainer: One to two hours

Things to Remember

- This guidebook is yours to keep.
- You are encouraged to take notes, highlight, and write in this guidebook.
- As your trainer chooses, you may work in a group or as an individual.
- You are encouraged to ask your trainer(s) for help, ask questions about the information in the course, or ask any questions about additional topics related to Basic Nutrition training.

TRAINER NOTE: As a trainer, you are assessing trainees for their understanding of the Basic Nutrition competencies for each module. The guidebook training activities are intended to help you assess both trainees' ability to apply basic knowledge and assess their critical thinking skills. Participation by trainees in the face-to-face activities and discussions is required in order for you to thoroughly assess their skills and level of competence.

Basic Nutrition Course Instructions

- ☐ Log onto https://az.train.org/DesktopShell.aspx
- ☐ Open and complete the Basic Nutrition LMS Course module and the corresponding Basic Nutrition Activities in this guidebook.
- ☐ At your trainer's direction, complete the Basic Nutrition LMS Course and guidebook, either individually, with other trainees, or with your trainer.
- ☐ Complete the Basic Nutrition Post-Test.
- ☐ Meet with your trainer at their direction to discuss each module of the Basic Nutrition LMS Course and the associated activities in this guidebook, either after each module, or after all modules have been completed.

TRAINER NOTE:

Trainer Steps:

- ☐ **At your discretion, trainees may work in groups or as individuals.**
- ☐ **At your discretion, you may review answers with trainees periodically as they complete activities of the Basic Nutrition Guidebook, or after they have fully completed it.**
- ☐ **"Possible responses" provided throughout the guidebook are suggested responses and are often not the only answers.**
- ☐ **If training more than one person at a time, be prepared for trainees to finish the coursework at different times. In order to have trainees review the face-to-face portions together, prepare a list of things that trainees who finish first can do during downtime (e.g., ask you questions for more clarification, check email, clinic observation, etc.).**

Module 1: Introduction to Nutrition

TRAINER NOTE: It is recommended for you to review the competencies below with trainees.

MODULE 1 COMPETENCIES:

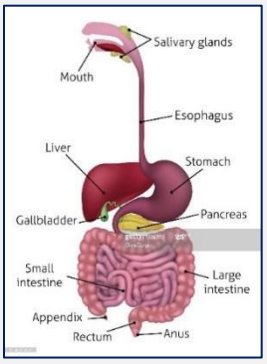
1. Trainees will be able to describe digestion, absorption, and metabolism in their own words.
2. Trainees will be able to identify the defining characteristics of each of the six categories of nutrients.

Module 1: Activity 1

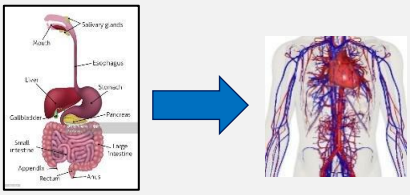
1. In the table below, describe each term (Metabolism, Digestion, and Absorption**)** in your own words.

Terms	Describe each term in your own words:
Digestion	
Absorption	
Metabolism	

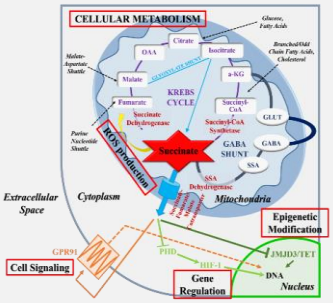
Digestion



Absorption



Metabolism



Correct responses:

1. **Digestion: Food broken down into individual nutrients.**
2. **Absorption: Nutrients travel from intestines to bloodstream.**
3. **Metabolism: Nutrients generate energy that body needs to function.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, Slides 4-5 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 2: Macronutrients and Micronutrients

MODULE 2 COMPETENCIES:

1. Trainees will familiar with the health benefits of fiber and be able to provide recommendations to participant to help increase their intake of fiber.
2. Trainees will be able to explain what empty calories are, and discuss healthy options with participants to reduce their "empty calorie" consumption.
3. Trainees will be able to familiar with "good" and "bad fats and be able to substitute foods that are high in saturated and trans fats with foods high in polyunsaturated and monounsaturated fats.
4. Trainees will be able to recommend food sources that are high in vitamin A, vitamin C, iron, and folic acid to participants.
5. Trainees will be able to describe the relationship between calcium and iron absorption and recommend good food sources of each to participants.
6. Trainees will be familiar with the benefits of water and be able to provide recommendations to reduce the risk of dehydration for at-risk populations.

Module 2: Activity 1

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Answer the following questions.

1. What are some of the health benefits of consuming a diet high in fiber?

Possible responses:

- **May reduce/prevent constipation**
- **May prevent hemorrhoids**
- **May help prevent diverticulosis**
- **May help prevent obesity**
- **May help prevent heart disease**
- **May help prevent colorectal cancer**

2. Discuss the differences between soluble and insoluble fiber and include examples of each.

Possible responses:

- **Insoluble fiber doesn't dissolve in water and provides extra bulk to stool, which may help prevent diseases such as colorectal cancer. Examples include whole wheat flour, wheat bran, nuts, and many vegetables.**
- **Soluble fiber dissolves in water and forms a gel-like gummy material, which can help lower blood cholesterol and glucose levels. Examples of foods that contain soluble fiber include oats, peas, beans, apples, citrus fruits, carrots, and barley.**

3. Provide three tips you could share with a participant about how to increase their fiber intake.

Possible responses:

- **Switch from enriched grain products to whole grain products.**
- **Add more vegetables (peas, beans, carrots, etc.) to many common meals such as pasta, soup, and rice dishes.**
- **Eat more fruits with meals and/or as snacks.**
- **Consume more nuts or trail mixes for snacks.**
- **Take fiber supplements.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 2 of the Basic Nutrition LMS Course for the correct answers to the above three questions.

Module 2: Activity 2

Directions:
Answer the following questions.

1. Imagine that a participant says to you, "I've always thought that it was bad to eat fat, but lately I've been hearing more and more about 'good fats' and 'bad fats'. I still don't know what the difference is though."

   How would you respond?

Possible responses:

- **Saturated fats can raise your "bad" cholesterol levels and increase your chances of developing heart disease. Saturated fats usually come from animal sources like meat, whole milk, cheese, butter, and cream.**
- **Unsaturated fats usually come from plant sources such as avocados, olives, peanuts, vegetables oils (e.g. sunflower, olive, corn), nuts and seeds. Unsaturated fats are usually liquid at room temperature.**
- **Omega-3 fat is a specific kind of polyunsaturated fat. Omega-3-fats get a lot of attention due to health benefits such as reducing cardiovascular disease risk and supporting brain and eye development in infants.**
- **Trans fats are artificially created by a process called "hydrogenation" that makes the oils solid at room temperature to increase the shelf life of the products they're added to. Trans fats increase the risk of cardiovascular disease. They are added to many highly processed foods such as fast food, frozen entrees, and store-bought baked goods such as cookies, crackers, and pastries.**

2. What recommendations would you provide to this participant to reduce their consumption of "bad" fats?

Possible responses:

- **LIMIT consumption of foods high in saturated fats (such as meat, whole milk, cheese, butter, and cream).**
- **REPLACE foods high in saturated fat with unsaturated fats, such as avocados, olives, peanuts, vegetables oils (e.g. sunflower, olive, corn), nuts and seeds.**
- **CHOOSE MORE foods with Omega-3 fats, such as cold water fish, like salmon, albacore tuna, and mackerel. Plant based foods high in Omega-3 include flaxseed, soybeans, walnuts, and canola oil.**
- **AVOID foods containing trans fats, such as fast food, frozen entrees, and store-bought baked goods such as cookies, crackers, and pastries.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 5 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

Module 2: Activity 3

Directions:
Review each type of food that is high in saturated or trans fats ("Unhealthy Fat Choices"), then complete the chart by thinking of a healthier substitute or alternative preparation method for each type of unhealthy fat choice to contain more monounsaturated or polyunsaturated fats ("Healthier Fat Substitutes") that you could suggest to a participant, keeping in mind their cultural practices.

Unhealthy Fat Choices	Healthier Fat Substitute
Tortillas made with lard 	**Tortillas made with safflower, sunflower, canola, olive oil, etc.**
Fatty beef and pork cuts 	**Fatty seafood (e.g., salmon, sardines, albacore tuna)**
Frozen biscuits made with hydrogenated shortening 	**Biscuits or other types of bread made with safflower, sunflower, canola, olive oil, etc.**
Milk chocolate candies 	**Nuts or peanut butter**
Deep-fried chicken 	**Chicken baked or grilled in safflower, sunflower, canola, olive oil, etc.**

Module 2: Activity 4

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Answer the following question.

1. Additional protein is required during periods of rapid growth, such as pregnancy, infancy, and childhood. What are some examples of foods you might recommend to participants to ensure they are getting enough protein in their diet regularly?

Possible responses:

- **Dairy products (milk, cheese, etc.)**
- **Meat products (beef, chicken, pork, fish, etc.)**
- **Grains (oats, quinoa, wheat, etc.)**
- **Vegetables (beans, peas, spinach, corn, asparagus, etc.)**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 11 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 2: Activity 5

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Use the table below, in addition to the information you learned from the Basic Nutrition LMS Course, to answer the following questions.

Vitamin A	Vitamin A	Vitamin C	Folate / Folic Acid
Orange/red vegetables	**Orange fruits**	**Fruits**	**Beans/Nuts/Seeds**
Carrot	Mango	Orange	Lentils
Yam	Papaya	Grapefruit	Edamame
Bell pepper	Apricot	Lemon	Pinto beans
Sweet potato	Cantaloupe	Bell Pepper	Garbanzo beans
Winter squash		Guava	Black beans
Vegetable juice, canned	**Dairy**	Papaya	Peanuts
	Butter	Strawberry	Sunflower seeds
Dark green vegetables	Milk	Kiwi	
Spinach	Cheese	Mango	**Fruits**
Collards		Cantaloupe	Avocado
Kale	**Protein**	Tomato	Papaya
Broccoli	Egg		Orange juice
Spinach	Liver (beef/lamb)	**Vegetables**	
Asparagus	Fish (salmon, tuna,	Broccoli	**Enriched Grains**
Romaine lettuce	mackerel)	Cabbage	Pasta
Artichoke		Snow pea	Bread
		Kale	

1. What ideas would you offer to a participant to improve their dietary intake of vitamin A?

Possible responses:

- **Include a wide variety of fruits and vegetables of different colors in your diet, such as green vegetables (spinach, broccoli, asparagus), orange/red vegetables (carrots, sweet potatoes, bell peppers), and orange fruits (cantaloupe, mango, apricot, papaya).**
- **Consume recommended quantities of dairy (milk, butter, cheese), as well as protein foods high in vitamin A (eggs, fish, liver).**

2. What ideas would you offer to a participant to improve their dietary intake of vitamin C?

Possible responses:

- **Try to eat at least one food that is high in vitamin C each day (citrus fruits, guava, bell peppers, etc.).**

3. How would you explain to a participant some of the most important functions of folic acid in the body?

Possible responses:

- **Folic acid helps your body make new cells, helps form hemoglobin, protects against heart disease, and reduces the risk of neural tube birth defects.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 19 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

4. What ideas would you offer to a participant to improve their dietary intake of folic acid?

Possible responses:

- **Eat plenty of raw vegetables and other foods high in folic acid (e.g., beans, lentils, green leafy vegetables, orange juice, peanuts, avocados, enriched grain products, etc.).**

Module 2: Activity 6

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Answer the following questions.

1. How would you explain to a participant some of the most important functions of iron?

Possible responses:

- **Iron helps prevent and fight infections, promotes brain development, and is necessary for blood cells to carry oxygen to the body's cells.**

2. What ideas would you offer to a participant to improve their dietary intake of iron?

Possible responses:

- **If possible, consume more heme iron-containing foods found in meat products (beef, poultry, seafood, liver, etc.), which is more easily absorbed than non-heme iron.**
- **Consume foods high in vitamin C, along with foods that are good sources of iron to improve iron absorption.**
- **Limit coffee, tea, and chocolate.**
- **Limit foods high in calcium (milk, eggs, cheese, yogurt, green leafy vegetables) as well as antacids, and calcium supplements.**

3. What is the relationship between calcium intake and iron absorption?

Possible responses:

- **Calcium interferes with iron absorption when both minerals are consumed together.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 25 of the Basic Nutrition LMS Course for the correct answers to the above three questions.

Module 2: Activity 7

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Read the following scenario and use the information in the following tables to answer the questions below.

During your conversation with Steven, the father of Kaden, a three-year-old WIC participant, he tells you:

"Kaden is a pretty good eater, but for some reason he hardly eats any protein foods, even really common foods we're always offering like chicken, red meat, beans, and eggs. When his mom and I try to feed him anything like that, he'll hardly touch it, and whenever we can convince him to take a bite, he just spits it out. He does pretty well when it comes to carbs, and eats stuff like bread, tortillas, rice, and cereal we get from WIC. For fruits and vegetables, he likes watermelon, bananas, grapes, corn, carrots, potatoes, and green peas. For snacks, he eats quite a few things, like chips, cookies, candy, and soda. He also drinks about five cups of milk per day, which I know is a lot, but it seems like he doesn't usually eat much of the meals we offer, so we have to give him something."

Iron Rich Foods

Protein Foods	Carbohydrate Foods	Fruits and Vegetables	Snack Foods	Dairy Foods
Plant sources Nuts Seeds Beans Tofu Peas Oats Animal Sources Seafood	Fortified cereals	Beans Tofu Raisins Apricots Prunes	(Any protein foods, fortified cereals, or fruits and vegetables containing iron)	n/a

Kaden's Diet

Protein Foods	Carbohydrate Foods	Fruits and Vegetables	Snack Foods	Dairy Foods
	Bread Tortillas Rice Fortified Cereal	Watermelon Grapes Corn Carrots Potatoes Green peas	Chips Cookies Candy Soda	Cow's milk

1. Based on the information Steven provided, what iron-containing foods does Kaden eat?

Correct response:
- **Fortified Cereal**

2. What factors put Kaden at a risk for iron deficiency?

Possible responses:
- **Low intake of heme iron-containing foods (e.g., meat, poultry, fish, and seafood)**
- **Frequent consumption of iron-poor foods, such as chips, cookies, sweetened beverages, and candies, which replace iron-rich foods in the diet**
- **Low intake of foods rich in vitamin C**

3. What are two possible topics you could discuss with Steven to increase Kaden's iron intake?

Possible responses:
- **Discuss ideas to add iron-rich foods to the Kaden's diet, such as dried fruit, nuts, seeds, and nut butters.**
- **Teach Steven the importance of combining iron-rich foods with vitamin C-containing foods.**
- **Discuss ways to reduce "empty calorie" foods from Kaden's diet.**
- **Discuss possibilities for including meat, poultry, fish, and seafood in the child's diet.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 25 of the Basic Nutrition LMS Course for the correct answers to the above three questions.

Module 2: Activity 8

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Read the following scenario and answer the questions below.

1. Name at least 3 groups of people who are at risk of dehydration.

Possible responses:

- **Pregnant Women**
- **The elderly**
- **Those experiencing high levels of stress**
- **Those who consume high-fiber diets**
- **Those experiencing chronic illness**
- **Those exposed to extreme temperatures,**
- **Those who participate in prolonged bouts of strenuous exercise.**

2. List some tips to help prevent dehydration.

Possible responses:

- **Drinking extra water or other beverages with electrolytes**
- **Eating additional fruits and vegetables to replace fluid losses**

TRAINER NOTE: At your discretion, refer trainees to Module 2, Slide 28 of the Basic Nutrition LMS Course for the correct answer to the above two questions.

Module 3: Healthy Eating Recommendations

TRAINER NOTE: It is recommended for you to review the competencies below with trainees.

MODULE 3 COMPETENCIES:

1. Trainees will be able to describe the difference between empty calorie and nutrient dense foods.
2. Trainees will be able to offer recommendations for healthy weight loss consistent with the Dietary Guidelines (ChooseMyPlate.gov).
3. Trainees will be able describe the difference between food allergies and food intolerances.
4. Trainees will be able to read food labels and educate participants on how to use them while shopping.
5. Trainees will be able to identify ineffective weight loss strategies, and be able to work with participants to develop goals to improve their health.

Module 3: Activity 1

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions: Common WIC foods are shown below. Recall the sources of fiber listed in the Basic Nutrition course. Mark an 'x' next to each food that is a good source of dietary fiber in the list to the right.

			
Milk	**Cheese**	**Yogurt**	**Vegetables (fresh, canned, frozen)**
			
Fruits (fresh, canned,	**Whole grain bread, pasta,**	**Legumes (dry beans, peas,**	**Peanut butter**
			
Eggs	**Canned tuna and salmon**	**Whole oats**	**Infant meats**

Food	Fiber?
Milk	
Cheese	
Yogurt	
Vegetables	X
Fruits	X
Whole grain foods	X
Legumes	X
Peanut	X
Eggs	
Canned tuna or salmon	
Whole oats	X
Infant meats	

Module 3: Activity 2

TRAINER NOTE: Allow trainees time to read through the following activity and answer all questions. Discuss the questions together to check for understanding and consider other appropriate responses.

Directions:
Read the scenario below about a participant who is describing snack foods she frequently offers to her family, then answer the following questions.

"Well, for snacks, we're a pretty busy family, it seems like we're always on the go, so I'm usually just grabbing quick things for my kids like cookies, doughnuts, fruit roll-ups, caramel popcorn, and soda. Stuff like that."

1. How would you explain what "empty calories" are to a participant without labeling foods as "good" or "bad"?

Possible responses:

- **Empty calories come from foods that have few vitamins and minerals, but have lots of added sugars and fat. However, it's important to recognize that all foods can be a part of a healthy diet, even those with a lot of empty calories. Overall, it's a good idea to limit the amount of "empty calories" consumed, and focus on consuming more foods that have a lot of nutrients for the number of calories they offer, like fruits, vegetables, and whole grains products.**

2. After getting permission from the participant, what might be some ideas you could suggest to help reduce the amount of empty calorie foods the participant offers to her children?

Possible responses:

- **Offer more healthy foods that are still easy to eat on the go (e.g., fruits and vegetables, cheese sticks, nuts/trail mix, etc.).**
- **Choose healthier ready-to-eat meal options from grocery stores and restaurants (e.g., salads, sandwiches, etc.).**
- **Prepare healthy meals in advance when you have the time, so they are ready to eat on short notice.**

TRAINER NOTE: At your discretion, refer trainees to Module 3, Slide 2 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

Module 3: Activity 3

Directions:
Read and answer the following questions.

1. What are the differences between whole grains, refined grains, enriched grains, and whole grain products?

Possible responses:

Whole grain foods contain all three edible parts of a grain: the endosperm, the bran and the germ, with the bran and the germ containing most of the nutrients.

Refined grains have the bran and germ are removed, meaning only the endosperm remains. This "refining" process removes most of the fiber, along with much of the protein, vitamins, and minerals.

Enriched grains have some of the micronutrients lost during the refining process, such as iron, thiamin, riboflavin, and niacin, added back to them.

TRAINER NOTE: At your discretion, refer trainees to Module 3, slide 4 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 3: Activity 4

Directions: In the table below, indicate one or more MyPlate recommendations.

My Plate Food Group	MyPlate Recommendation(s)
Fruits and Vegetables	**Make half your plate fruits and vegetables.** **Eat a variety of different colored fruits and vegetables.**
Protein	**Vary your protein foods.** **Include proteins such as beans, nuts, seeds, peanut butter, and tofu.**
Dairy	**Switch to skim or 1% dairy.**
Grains	**Make at least half your grains whole.**

TRAINER NOTE: At your discretion, refer trainees to Module 3, slide 4 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 3: Activity 5

1. How would you describe the difference between a food allergy and a food intolerance?

Possible responses: A food allergy is the body's response to a specific protein in food. It is recommended that people entirely avoid foods that have been identified as allergens. A food intolerance does not result in an immune reaction, but rather, is caused by an inefficiency in digesting specific foods. Someone with a food intolerance will only be able to consume a certain amount of an identified food before experiencing symptoms of indigestion.

TRAINER NOTE: At your discretion, refer trainees to Module 3, slide 8-9 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 3: Activity 6

Directions:
Read the food ingredients below and answer the following questions.

INGREDIENTS: WHOLE WHEAT FLOUR, WATER, VEGETABLE SHORTENING (INTERESTERIFIED AND HYDROGENATED SOYBEAN OILS), CONTAINS 2% OR LESS OF: SALT, SUGAR, BAKING SODA, SODIUM ACID PYROPHOSPHATE, CELLULOSE GUM, DISTILLED MONOGLYCERIDES, ENZYMES, ASCORBIC ACID, FUMARIC ACID AND CALCIUM PROPIONATE, SORBIC ACID AND CITRIC ACID (TO MAINTAIN FRESHNESS).

CONTAINS: WHEAT

1. Does the product contain trans fat, and if so, what ingredient indicates the presence of trans fat?

Correct response:

- **Yes – "Hydrogenated Soybean Oils"**

2. What is the second most present ingredient?

Correct response:

- **Water**

3. What ingredient indicates that this product contains one of the 8 most common food allergens.

Correct response:

- **Whole Wheat Flour**

Module 3: Activity 7

Directions:
Review the food label below and answer the following questions.

Nutrition Facts
Serving Size 1 Pouch (90g)

Amount Per Serving	
Calories 45	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Sodium 0mg	0%
Total Carbohydrate 12g	4%
Dietary Fiber 1g	4%
Sugars 8g	
Protein 0g	

Not a significant source of saturated fat, trans fat, cholesterol, vitamin A, vitamin C, calcium and iron.
* Percent Daily Values are based on a 2,000 calorie diet.

Nutrition Facts
Serving Size 3 oz. (85g)
Servings per container About 4

Amount Per Serving	As Served
Calories 35	Calories from Fat 0
	% Daily Value
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 65mg	**3%**
Total Carbohydrate 8g	**3%**
Dietary Fiber 2g	**8%**
Sugars 5g	
Protein 1g	

Vitamin A	120%	• Vitamin C	10%
Calcium	2%	• Iron	2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1. Which food product would be the better choice (per serving) for a participant trying to increase their fiber intake?

Correct response:

- **Carrots.**

2. Which food product is contains more Vitamin A (per serving)?

Correct response:

- **Carrots.**

3. Which package contains more total calories if all the servings in the package were consumed?

Possible responses:

- **Carrots**

Module 3: Activity 8

Read the scenario below and answer the following question.

A breastfeeding woman participant tells you that she recently went for a checkup at her doctor's office and was told that she has normal blood pressure, blood cholesterol, and blood sugar, but since her BMI is 34.3 indicating that she is obese, her doctor recommended that she try to lose at least 30 pounds.

She tells you that she's considering going on a diet that eliminates almost all carbohydrates from her diet, but admits that she loves eating carbohydrate containing foods. She asks for your advice.

How would you respond?"

Possible responses:

- **Weight loss can be affected by many things, like metabolism, hormones, and genetics, which are out of your control.**
- **Instead of focusing on specific weight loss goals, set goals around things that are within your control, such as eating more healthy foods that you enjoy and participating in more physical activity that you enjoy.**
- **Do not depend on your willpower to sustain your new diet if you find it challenging to avoid certain foods or to eat less during meals/snacks. Instead, make small changes to your habits so that you are less tempted to overeat (e.g., use smaller plates/silverware, use shopping lists to avoid buying unhealthy items impulsively, serve smaller portions of junk foods/dessert, etc.).**
- **Are there any other components of your diet or physical activity habits that you would be interested in changing?**

TRAINER NOTE: At your discretion, refer trainees to Module 3, slides 17-21 of the Basic Nutrition LMS Course for the correct answers to the above question.