Trainer Edition

Arizona WIC Training

Basic Nutrition Guidebook

WIC ARIZONA

ARIZONA DEPARTMENT OF HEALTH SERVICES

Contents

What Will You Learn? 3
Items Needed for This Course 3
Recommended Time 3
Things to Remember 3
Basic Nutrition Course Instructions 4
Module 1: Introduction to Nutrition 5
Module 1: Activity 1 (Lesson: Nutrition Basics) 5
Module 1: Activity 2 (Lesson: Nutrition Basics) 6
Module 1: Activity 3 (Lesson: Carbohydrates, Fats, and Proteins) 7
Module 1: Activity 4 (Lesson: Carbohydrates, Fats, and Proteins) 8
Module 1: Activity 5 (Lesson: Carbohydrates, Fats, and Proteins) 9
Module 1: Activity 6 (Lesson: Carbohydrates, Fats, and Proteins) 10
Module 1: Activity 7 (Lesson: Vitamins) 11
Module 1: Activity 8 (Lesson: Vitamins) 13
Module 1: Activity 9 (Lesson: Minerals) 14
Module 1: Activity 10 (Lesson: Minerals) 16
Module 1: Activity 11 (Lesson: Water) 18
Module 2: Guidelines and Standards 19
Module 2: Activity 1 19
Module 2: Activity 2 22
Module 3: Special Considerations 23
Module 3: Activity 1 24

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 identify the defining characteristics of each of the six categories of nutrients.
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 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.

Module 1: Activity 1 (Lesson: Nutrition Basics)

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:
Match each of the six types of nutrients with the letter of the corresponding description.

_D_	Carbohydrates
_C_	Fats
_F_	Protein
_A_	Vitamins
_E_	Minerals
_B_	Water

A. Helps to trigger chemical processes in the body
B. Regulates body temperature and helps carry nutrients
C. Supplies energy as calories, essential for the absorption of certain vitamins
D. Starches and sugars, the main sources of energy
E. Part of the body's enzymes, important for many functions in the body
F. Provides energy, rebuilds body tissue

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 12 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 1: Activity 2 (Lesson: Nutrition Basics)

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.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 20 of the Basic Nutrition LMS Course for the correct answers to the above question.

2. After getting permission from the participant, what might be some ideas you could suggest to help reduce the amount of empty calories 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.**

Module 1: Activity 3 (Lesson: Carbohydrates, Fats, and Proteins)

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.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 24 and 26 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

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.**

Module 1: Activity 4 (Lesson: Carbohydrates, Fats, and Proteins)

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.

1. When talking to a WIC participant, what are some examples of open-ended questions you could ask to start a conversation about dietary fat intake?

Possible responses:

- **What have you heard about dietary fat?**
- **What are your thoughts about fat intake for you or your child?**
- **Can you tell me a little bit about mealtimes at your home, including foods you typically eat? (additional probing questions) What about meats and sides? What about snacks?**

2. What can WIC participants do to keep dietary fat consumption to acceptable levels?

Possible responses:

- **Eat lean meats (removing visible fat) and choose skim or low-fat dairy products.**
- **Use liquid, unsaturated vegetable oils like olive oil or canola oil for cooking, instead of lard, shortening, butter, or margarine.**
- **Read nutrition labels on food packages to check for kinds and amounts of fat. Look for 'low-fat' or 'lean' on labels.**
- **Enjoy fish or beans as a main dish.**
- **Watch portion sizes. Consume high-fat foods in moderation.**
- **Bake, broil, steam, and grill, rather than frying.**
- **Eat plenty of foods naturally low in total fat (fruits, vegetables, and whole grains).**
- **Add flavor using herbs and spices instead of fat-laden foods like butter and gravy.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 33 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 1: Activity 5 (Lesson: Carbohydrates, Fats, and Proteins)

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:
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 and practicality.

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 1: Activity 6 (Lesson: Carbohydrates, Fats, and Proteins)

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 1, slide 39 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 1: Activity 7 (Lesson: Vitamins)

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

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 (broccoli, chard, spinach), orange/red vegetables (carrots, sweet potatoes, 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).**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 49 of the Basic Nutrition LMS Course for the correct answers to the above question.

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.).**
- **Avoid soaking vegetables in water.**
- **Steam vegetables or cook them in a small amount of water for a short time.**
- **Cook potatoes with their skins.**
- **Cover and refrigerate juices.**
- **When choosing produce, choose items that are the freshest.**
- **Grow your own fruits and vegetables.**
- **Choose either fresh produce that is in season or frozen produce. Fresh and frozen produce generally have more vitamin C than canned versions.**
- **Buy juice with vitamin C in opaque (not clear) containers to block light.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 49-51 of the Basic Nutrition LMS Course for the correct answers to the above question.

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.**

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.).**
- **When cooking with vegetables, try to limit their cooking time to no more than 5 to 10 minutes.**
- **For women of childbearing age, take a daily supplement with at least 400 micrograms of folic acid daily.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 52-56 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

Module 1: Activity 8 (Lesson: Vitamins)

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:
Match each of the five questions about vitamin D with the letter of the correct answer.

_C_	What are some ways to increase vitamin D intake?
_D_	What are the most common roles of vitamin D in the body?
_A_	What are some natural food sources of vitamin D?
_E_	What are some fortified food sources of vitamin D?
_B_	Through which mechanism does the body produce its own vitamin D?

A. Fish, liver, and eggs
B. Sun exposure triggers vitamin D synthesis
C. Foods, sun exposure, supplementation
D. Maintains bone health, controls inflammation, improves immune system function
E. Dairy foods, orange juice, cereal

Module 1: Activity 9 (Lesson: Minerals)

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.

Calcium	Iron
Dairy • Yogurt • Cheese • Cow's milk • Goat's milk **Fortified Foods** • Orange juice • Cereal • Bread • Soy beverage • Rice beverage • Almond beverage • Tofu **Vegetables** • Collard greens • Turnip greens • Spinach • Turnips • Kale **Proteins** • Sardines • Salmon (with bones) • Mackerel • Anchovies	**Heme Sources** • Beef • Poultry • Seafood • Pork • Liver (pork, beef, poultry) **Non-Heme Sources** • Dry beans • Soybeans, cooked • Peas • Nut Butters (peanut, sesame) • Nuts/Seeds (cashews, peanuts/ sunflower, sesame, pumpkin, squash) • Dried fruit (apricots, raisins, prunes) • Tofu, firm • Potato, baked with skin • Spinach • Swiss chard • Turnip greens • Cereal • Rice • Pasta

1. What are some foods you might recommend to a vegan participant who doesn't consume any animal products or products made from animals, to help them ensure that they get enough calcium in their diet?

Possible responses:

Fortified Foods
- Orange juice
- Cereal
- Bread
- Soy beverage
- Rice beverage
- Almond beverage
- Tofu

Vegetables
- Collard greens
- Turnip greens
- Spinach
- Turnips
- Kale

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 67-70 of the Basic Nutrition LMS Course for the correct answers to the above question.

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

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.**

3. 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.**
- **Cook foods in iron pots and pans.**
- **Limit caffeinated drinks, milk chocolate, fiber, antacids, and calcium supplements, all of which can hinder iron absorption.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 72-76 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

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

Possible responses:

- **Calcium interferes with iron absorption when both minerals are consumed together.**
- **Toddlers who consume more than 24 ounces of cow's milk daily may have irritation to the stomach lining, causing blood loss and possibly anemia.**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 75 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 1: Activity 10 (Lesson: Minerals)

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.

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 having 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, and rice, but he doesn't eat any of the 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."

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

Possible responses:
- **Rice**
- **Green peas**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 72-73 of the Basic Nutrition LMS Course for the correct answers to the above question.

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)**
- **Consumption of more than 24 ounces of cow's milk daily (iron binds with calcium)**
- **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**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slides 74-75 of the Basic Nutrition LMS Course for the correct answers to the above question.

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 iron-fortified cereals, 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 1, slides 72-75 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 1: Activity 11 (Lesson: Water)

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. List at least three functions of water in the body.

Possible responses:

- **Satisfies thirst**
- **Component of nearly every part of your body**
- **Provides lubrication**
- **Regulates body temperature**
- **Removes waste products from the body**
- **Is essential for processes like digestion and absorption**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 81 of the Basic Nutrition LMS Course for the correct answer to the above question.

2. List some tips to help increase water intake.

Possible responses:

- **Take water breaks.**
- **Include water, soup, or some other beverage with your meals.**
- **Carry a water bottle with you everywhere you go, to help remind you to drink more throughout the day.**
- **Be sure to drink some water before, during, and after physical activity.**
- **Eat more fruits and vegetables with high water content (citrus fruits, apples, grapes, melon, tomatoes, celery, lettuce, etc.).**

TRAINER NOTE: At your discretion, refer trainees to Module 1, slide 85 of the Basic Nutrition LMS Course for the correct answer to the above question.

Module 2: Guidelines and Standards

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

MODULE 2 COMPETENCIES:

1. Trainees will be able to read food labels and educate participants on how to use them while shopping.
2. Trainees will be able to provide meal planning and healthy eating recommendations to participants with low food budgets.

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

Pretzels

Nutrition Facts

10 servings per container
Serving size **About 8 pretzels (28g)**

Amount per serving
Calories **110**

	% Daily Value*
Total Fat 1g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 220mg	**10%**
Total Carbohydrate 23g	**9%**
Dietary Fiber less than 1g	**4%**
Total Sugars 5g	
Includes 4g Added Sugars	**9%**
Protein 2g	
Vitamin D 0mcg	0%
Calcium 10mg	0%
Iron 1.1mg	4%
Potassium 40mg	0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Ingredients: Enriched Flour (Wheat Flour, Niacin, Reduced Iron, Thiamin Mononitrate, Riboflavin, Folic Acid), Whole Wheat Flour, Sugar, Honey, Corn Oil, Salt, and Ammonium Bicarbonate.
CONTAINS WHEAT INGREDIENTS.

Potato Chips

Nutrition Facts

7 servings per container
Serving size 1 OZ (28g/ about 9 chips)

Amount per serving
Calories **140**

	% Daily Value*
Total Fat 8g	**10%**
Saturated Fat 0.5g	**3%**
Trans Fat 0g	
Polyunsaturated Fat 1g	
Monounsaturated Fat 5g	
Cholesterol 0mg	**0%**
Sodium 150mg	**7%**
Total Carbohydrate 15g	**5%**
Dietary Fiber 1g	**4%**
Total Sugars 1g	
Includes 0g Added Sugars	**0%**
Protein 3g	

Vit D 0mcg 0% • Calcium 19mg 2%
Iron 0mg 0% • Potassium 390mg 8%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Ingredients: Potatoes, Vegetable Oil (Contains one or more of the following: Canola Oil, Safflower Oil, and/or Sunflower Oil), Whey, Sea Salt, Sour Cream Powder (Cream, Nonfat Milk, Cultures), Cheddar Cheese (Milk, Salt, Cheese Cultures, Enzymes), Maltodextrin, Buttermilk, Onion Powder, Natural Flavors (Contains Milk), Garlic Powder, Enzyme Modified Cheddar Cheese (Pasteurized Milk, Cultures, Salt, Enzymes), Citric Acid, Whey Protein Concentrate, Cream, Milk Fat, Nonfat Dry Milk, Salt, Yeast Extract.

Allergy Information: Contains Milk

1. Which package (pretzels or potato chips) contains more total calories if all the servings in the package were consumed?

Correct response:

- **The package of pretzels contains more total calories. (pretzels = 1100 calories (10 serving per container x 110 calories per serving)) (potato chips = 980 calories (7 servings x 140 calories per serving))**

2. Which food product would be the better choice for a participant trying to reduce their sodium intake?

Correct response:

- **The potato chips would be a better choice for a participant trying to reduce their sodium intake.**
  - **Pretzels contain 220 mg per serving**
  - **Potato chips contain 150 mg per serving**

3. Which food product is a better choice for someone limiting saturated fat intake?

Correct response:

- **The pretzels would be a better choice for someone limiting saturated fat intake.**
  - **0 g saturated fat per serving in pretzels**
  - **0.5g saturated fat per serving in potato chips**

4. For each food product, what is the second ingredient by weight?

Correct response:

- **Pretzels = Whole Wheat Flour**
- **Potato chips = Vegetable oil**

Module 2: 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 following scenario and answer the questions below.

Cynthia, a WIC participant with three children, tells you:

"I want to eat more meals at home, but I just don't feel like I have the time to cook while working full time and taking care of the kids. Fast food always seems like the easier choice, and grocery store shopping with three small children can be a real hassle."

1. How could you affirm Cynthia?

Possible responses:
- **By telling her what a great job she is doing by juggling all of the responsibilities of being a parent, and on top of all of that, how impressive it is that she still would like to prepare more meals at home.**

2. What benefits of meal planning and family meals could you share with Cynthia?

Possible responses:
- **Lower stress levels**
- **Improved nutrition**
- **Save time/money**
- **The whole family can be involved**

3. What meal-planning tips could you discuss with this participant?

Possible responses:
- **Plan ahead by deciding what time you will set aside for meal planning.**
- **Make a food budget.**
- **Determine the shopping frequency.**
- **Decide which food items to buy.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, slides 19-20 of the Basic Nutrition LMS Course for the correct answers to the above two questions.

4. Provide three tips for healthy eating on a budget.

Possible responses:

- **Only buy items that are on your shopping list.**
- **Compare prices between stores to find the lowest prices for products.**
- **Read the sales flyer and clip coupons for each store at which you plan to shop.**
- **Join the store's loyalty program to save more than non-members.**
- **Eat more of the store brands, which are usually cheaper than name brand products.**
- **Ask for rain checks on sale items that have sold out.**
- **For food items that you use frequently, buy bulk sizes to save more compared to smaller-sized products.**

TRAINER NOTE: At your discretion, refer trainees to Module 2, slide 21 of the Basic Nutrition LMS Course for the correct answers to the above question.

Module 3: Special Considerations

MODULE 3 COMPETENCY:

1. Trainees will be able to provide physical activity and dietary recommendations to participants, including vegetarians.

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:
Read the scenario below, then answer the following questions.

A participant tells you that she wants to lose weight, so she has been following a strict vegetarian diet (no meat/animal products) and limiting herself to two small meals daily. She is excited because she has already lost 10 pounds in two weeks. She also wants to start exercising, which her doctor approved, but she isn't sure where to begin planning a physical activity regimen.

1. Provide some examples of questions (open-ended if possible) you might ask this participant to collect more information about her current diet and dietary goals?

Possible responses:

- **Could you please tell me about what your typical daily meals and snacks have looked like since you began following your new diet?**
- **Are there any other components of your diet that you would still be interested in changing?**
- **Do you take any vitamins/minerals or dietary supplements?**
- **Do you feel like your new diet is sustainable?**
- **How long do you plan to stay on your new diet?**

2. What guidance would you give for weight loss plans?

Possible responses:

- **Weight loss can be affected by many things, like metabolism 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.).**

3. If this participant wants to continue eating a strict vegetarian diet, what tips can you give to her?

Possible responses:

- **Choose any tip from choosemyplate.gov 10 Tips: Healthy Eating for Vegetarians:**

1. **Think about protein**
   Your protein needs can easily be met by eating a variety of plant foods. Sources of protein for vegetarians include beans and peas, nuts, and soy products (such as tofu, tempeh). Lacto-ovo vegetarians also get protein from eggs and dairy foods.
2. **Bone up on sources of calcium**
   Calcium is used for building bones and teeth. Some vegetarians consume dairy products, which are excellent sources of calcium. Other sources of calcium for vegetarians include calcium-fortified soymilk (soy beverage), tofu made with calcium sulfate, calcium-fortified breakfast cereals and orange juice, and some dark-green leafy vegetables (collard, turnip, and mustard greens and bok choy).
3. **Make simple changes**
   Many popular main dishes are or can be vegetarian — such as pasta primavera, pasta with marinara or pesto sauce, veggie pizza, vegetable lasagna, tofu-vegetable stir-fry, and bean burritos.
4. **Enjoy a cookout**
   For barbecues, try veggie or soy burgers, soy hot dogs, marinated tofu or tempeh, and fruit kabobs. Grilled veggies are great, too!
5. **Include beans and peas**
   Because of their high nutrient content, consuming beans and peas is recommended for everyone, vegetarians and non-vegetarians alike. Enjoy some vegetarian chili, three-bean salad, or split pea soup. Make a hummus-filled pita sandwich.
6. **Try different veggie versions**
   A variety of vegetarian products look — and may taste — like their non-vegetarian counterparts but are usually lower in saturated fat and contain no cholesterol. For breakfast, try soy-based sausage patties or links. For dinner, rather than hamburgers, try bean burgers or falafel (chickpea patties).
7. **Make some small changes at restaurants**
   Most restaurants can make vegetarian modifications to menu items by substituting meatless sauces or nonmeat items, such as tofu and beans for meat, and adding vegetables or pasta in place of meat. Ask about available vegetarian options.
8. **Nuts make great snacks**
   Choose unsalted nuts as a snack and use them in salads or main dishes. Add almonds, walnuts, or pecans instead of cheese or meat to a green salad.
9. **Get your vitamin B12**
   Vitamin B12 is naturally found only in animal products. Vegetarians should choose fortified foods such as cereals or soy products, or take a vitamin B12 supplement if they do not consume any animal products. Check the Nutrition Facts label for vitamin B12 in fortified products.
10. **Find a vegetarian pattern for you**
    Go to the Dietary Guidelines for Americans, 2015 page and check the appendices for vegetarian (and vegan) adaptations of the USDA food patterns at 12 calorie levels.

4. What changes could you make to her food package?

Possible responses:

- **Changes to the participant's food package could include:**
  - **Replacing cheese with tofu**
  - **Replacing milk with soy milk**
  - **Replacing yogurt with additional soy milk/tofu**
  - **Removing eggs and canned fish from food package**

5. What physical activity recommendations would you share with this participant?

Possible responses:

- **Ask for a second doctor's opinion before beginning any physical activity regimen. (physical activity could be dangerous for this participant, considering how few calories she appears to be consuming)**
- **If you do begin a physical activity regimen, make sure to start out with light physical activity, and stop immediately if you ever feel dizzy, light-headed, or weak.**
- **As much as possible, only participate in physical activity that you truly enjoy, so that you will look forward to exercising and it will never require a great amount of willpower to participate.**