

Lesson Overview

GOAL:

To provide a brief overview of risk factors for heart disease, the influences of healthy/unhealthy fats, and identify practical ways to reduce risk.

OBJECTIVES:

By the end of the class, participants will:

1. Understand the basic principles of heart disease.
2. Understand the role of healthy (PUFA/MUFA) and unhealthy (saturated and trans) fats.
3. To identify recipe and cooking modifications that can reduce the risk of heart disease.
4. Apply recipe and cooking modifications to their everyday lives.

MATERIALS:

1. Handouts/Worksheets/Visuals.
2. Equipment for PowerPoints and other audiovisuals when applicable.
3. Optional: Have participants bring in their favorite recipes for makeovers.

BHL Week 8 Guide for Instructors



Healthy Home Cooking

Getting Started:

HOUSEKEEPING

- Welcome the class & introduce yourself.
- Cover questions/comments/concerns related to both fitness and/or nutrition, and refer to the appropriate BHL staff member if unable to answer or console.
- Review the past week's *FADS* and *Weekly 3 C's*.
- Review the past week's *Weekly Challenge* when applicable.
- Have trained BHL staff take anthropometric measurements, distribute any materials or information, or make announcements when applicable.
- Have participants sign-in on attendance sheet.
- Give MetroCard to those applicable.
- Ensure that healthy snacks and water are provided.
- Distribute the lesson handouts.
- After each **TOPIC**, ask if the material is clear and if there are any questions.

Today's Lesson:

#1 HEART HEALTHY HOME COOKING

- B.O.L.D. Healthy Living Program: *Heart Healthy Home Cooking* (Handout #1 or PowerPoint, ENG/SPN).
- B.O.L.D. Healthy Living Program: *Heart Healthy Home Cooking Worksheet* (Handout #2, ENG)

Topics

1. **Introduction:** Read through slides 1-6.
2. **(slide 7):** Emphasize the information on this slide. Key message: "Modify your environment and educate your loved ones."
3. **(slide 9):** In addition to reviewing the nutrition label, review the ingredients list.
4. Read through remaining slides. Interact with participants by engaging them in the "Test Your Knowledge" quiz that begins on slide 22.
5. **Activity:** When the PowerPoint presentation is finished, have participants complete the *Heart Healthy Home Cooking Worksheet*.

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#2 TRANS FATS

- U.S. Food and Drug Administration: *Talking About Trans Fats* (Handout #3, ENG/SPN)
Note: this can also be used in conjunction with the PowerPoint presentation.

Topics

1. **Talking About Trans Fats.** Read through.
2. **Activity**— Have people turn to the person next to them or a partner and discuss one thing they learned about the harms or benefits of trans fats from the handout or PowerPoint presentation.

#3 TACO MAKEOVER

- Oregon State University: *Taco Salad* (Handout #4, ENG/SPN)
- Oregon State University: *Celebrate Traditions* (Handout #5, ENG/SPN)

Topics

1. **Taco Salad:** Read through. Review ingredients and highlight substitutions.
2. **Activity:** Have volunteers suggest their own recipes.
3. **Celebrate Traditions:** Read through.
4. **Activity:** Have volunteers suggest their own traditions and ways to make these healthier. If participants brought in their own recipes, perform recipe makeovers as a class using these recipes. Offer to bring in copies of the recipe makeovers during the next class.

5 FATS ON THE LABEL

- B.O.L.D. Healthy Living Program: *Example Chip Labels* (Handout #6; ENG/SPN)

Topics

1. Discuss the highlighted ingredients on each label.
 - **Cheetos:** Note the word: “enriched.” This signifies it is processed not whole grain.
 - **BBQ chips:** Note the word: “partially hydrogenated.” This indicates trans fat. Choose foods without trans fat.
 - **Regular chips:** These chips only have 3 ingredients that are all recognizable. Chips can be enjoyed in moderation and when controlling of portion size—choose chips with few ingredients that limit trans fats, and contain whole grains when possible.

Optional: Bring in a fun, healthy recipe to share, for example:

Peanut Butter Chocolate Quinoa Cookies

(available at: <http://www.eatright.org/kids/video.aspx?id=6442464037>)

Closing:

HOUSEKEEPING

- Allow time for questions, comments, and concerns.
- Make sure that everyone has 3 blank *FAD* worksheets and 1 blank *My 3 C's* worksheet to complete over the week.
- Read their weekly *FAD* instructions (*Week-by-Week Guide* in *Orientation Packet*).
- Remind the class to review the *BHL Weekly Checklist*.
- Make sure that everyone knows the time/location of the next fitness and nutrition classes.
- Thank everyone for coming and offer your availability after class for questions, comments, or concerns. Provide referrals as necessary to the appropriate professionals.

Material References:

Handout #1/PowerPoint:

B.O.L.D. Healthy Living Program. *Heart Healthy Home Cooking (PowerPoint)*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

Handout #2:

B.O.L.D. Healthy Living Program. *Heart Healthy Home Cooking (handout)*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

Handout #3:

Talking About Trans Fats. U.S. Food and Drug Administration Web Site. Available at: www.fda.gov/food/resourcesforyou/consumers/ucm079609.htm. Published March 2012. Accessed July 10, 2013.

Handout #4:

Taco Salad. Oregon State University Extension Web Site. Available at: <http://extension.oregonstate.edu/nep/osu-edmaterials>. Accessed July 10, 2013.

Handout #5:

Celebrate Traditions. Oregon State University Extension Web Site. Available at: <http://extension.oregonstate.edu/nep/osu-edmaterials>. Accessed July 10, 2013.

Handout #6:

B.O.L.D. Healthy Living Program. *Example Chip Labels (PowerPoint)*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.