

SKILLS FOR LIFE

SESSION 5

Suggested Agenda

- 9:00 a.m. Welcome
- 9:05 a.m. Bargain Values
- 9:35 a.m. Session Overview
- 9:40 a.m. What's the Problem?
- 10:40 a.m. Break
- 10:45 a.m. Label Lingo
- 11:45 a.m. Cooking Demonstration: Tacos and Spicy Salsa with Tortilla Chips
- 12:05 a.m. Lunch
- 12:45 p.m. This is Your Life
- 1:00 p.m. Review/Evaluations
- 1:45 p.m. Closing

<u>Materials</u>	<u>Handouts</u>
Flipchart Paper or Blackboard	H31 Values
Markers or Chalk	H32 Session Agenda
Handouts (31 - 37)	H33 Dieting Dilemma
Pencils	H34 Problem Solving
Food Products with Labels	H35 Label Lingo
	H36 Tacos
	H37 Spicy Salsa & Corn Tortilla Chips

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TRAINING GUIDE

Participant Objectives and Activities: Successful participants will be able to:

1. Recognize the power of personal values and the differences that exist among participants in the Club.

• Describe the information about personal values on Handout 31 to participants and provide them with a copy. Have participants rank the list from 1 to 10 in order of importance and decide which three values listed on the handout are least important and remove them. (10 min.) Meet in small groups and try to form a consensus on what three values to drop. (10 min.) Reunite as a large group to discuss the results. Ask participants for other values to add to the list. (10 min.) (Time: 30 min.)

2. Identify the goals and objectives of this session.

• Review the goals and objectives listed below with participants. Pass out the Session Agenda (Handout 32). (Time: 5 min.)

GOALS:

- 1. Enjoy ourselves.*
- 2. Become healthier and happier.*
- 3. LMA food, nutrition, and cooking.*
- 4. LMA other issues of interest.*

OBJECTIVES:

- 1. Define and identify personal values.*
- 2. Identify the five basic problem solving steps.*
- 3. Describe the parts of food labels.*
- 4. Describe steps in preparing Tacos and Spicy Salsa.*

(Transition): "Let's spend some time talking about something else that everyone has: problems."

3. Discuss how personal behaviors impact our problem-solving abilities.

- **Have individuals sit alone and complete this statement: "The worst way I ever handled a problem was when _____." Have them think about the reasons why. (10 min.) Report on these reasons in a large group. (5 min.)**

Discussion points might include:

- **How many people do the same thing over and over without trying something new?**
- **How many people try to get information or assistance?**
- **How many people give up after the first try?**

We tend to solve problems in ways that are comfortable. This may mean that we try the same method over and over even though it never works. (5 min.) (Time: 20 min.)

- **To illustrate how we all are creatures of habit, have participants try and cross their arms with the left arm on top (rather than on the bottom where it usually is). Is this uncomfortable or difficult to do?**

(Transition): "Not having a clear set of steps to follow is one reason why people have trouble solving their problems. Think how the results from the problem we just tried to solve might have been different if we had followed specific steps."

4. Identify important components of problem solving.

- **Analyze a case study: Provide the participants with Handout 33. Read it aloud to the group. In small groups, have them identify any steps or things that they think were done correctly or incorrectly. (15 min.) Report their findings to the large group. (10 min.) (Time: 25 min.)**

- **Give each participant Handout 34 and review the problem solving steps with them. Refer back to the case study as needed to discuss points.**

- **Tell participants that they will be talking about problem solving again next session. Between now and the next session, they are to think about a problem they have had trouble solving, and attempt to work through the steps on Handout 34 with it.**

- **In a large group, ask participants, "Knowing what you know now, if you could go back and change the way you tried to solve your worst problem, what would you do differently?" (Time: 15 min.)**

(Transition): "Now we want to change gears to our food and nutrition topic for the day, food labeling. You can learn a lot about foods from their label, so this is a very important topic."

5. Describe food labeling.

• **Discuss how foods are currently labeled. Why are foods labeled? Are all foods labeled? Show examples.**

- **Pertinent facts to mention include:**
- **Nutrition labels are required on most foods.**
- **Labeling regulations apply to approximately 200,000 individual foods.**
- **Most foods in the grocery store are required by law to have food labels. Examples of foods that don't need labels include freshly baked bread and deli foods. Labels are not required on foods less than 12" square that would not fit labels. However, a phone number or address where information can be obtained must be included.**
- **Informative posters are required near fresh meat, poultry, and fish counters.**
- **Foods are tested at laboratories to verify their ingredients.**
- **Surveys claim that eight out of ten people read food labels.**
(Time: 15 min.)

6. Describe the key components and terminology of food labels.

• **Give the participants Handout 35 and discuss new food labeling components and terminology; highlight key words that participants might look for on food packaging as well as words to avoid. (15 min.) Then in small groups, participants should be detectives and compare two food labels from the same type of product (e.g., cereal), identify the healthiest one and report to the large group. Food items could be brought in by participants or supplied by the instructor. (15 min.) Participants might hang page 1 of Handout 36 on their refrigerator to remind them of the key words. (Time: 30 min.)**

• **Discuss foods that have a high fat and/or sodium content, in particular on foods that have 'hidden' fat or sodium content like commercial baked goods (i.e., pop-tarts) or condiments (i.e., ketchup).**

• **Give out more products and labels for participants to examine during lunch. Answer individual questions and have them decide which products are the healthiest based on the label.**

- **Assign participants to examine the food labels on products they have at home. Have them bring in the healthiest product to discuss with the group at the next session. Assign different food groups. (Time: 15 min.)**

7. Describe the procedures for preparing a recipe item and prepare the meal at home.

- **Discuss the ingredients, equipment, and procedures for preparing the menu items (Handouts 36 & 37). Discuss substitutions, variations, and any other pertinent information. (Time: 20 min.)**

(After Lunch Initiator): "Now I want you to take some time and reflect on one objective or goal that you would like to accomplish. Think back to the goal you set last session."

8. Write a personal goal that includes strategies to achieve and evaluate it.

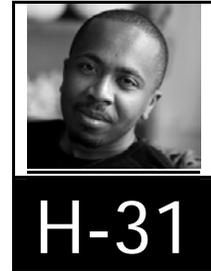
- **Refer to goals and objectives instructions from previous Sessions and adapt to current Session as appropriate. (Time: 25 min.)**

9. Review/Evaluation

- **Review concepts previously discussed in Club sessions. Play the Food Game or give a Nutrition Quiz and/or use evaluation/closing exercises as time permits. (SEE Appendix 14 & 15.) (Time: 30 min.)**

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VALUES



Our values are what matter most to us. They can be very specific items such as a car or an abstract idea such as honesty. Other examples of values include money, material possessions, family, and friendship. It is important to understand what our values are because they direct the ways in which we work and live. We make many choices based on them. For example, a person who most values time with their family might choose a lower paying job over a higher paying one because it offers better hours that allow more family time.

Values are also one of the key reasons we have conflicts with other people. Everybody's values are at least a little different. Even our own values sometimes conflict, but usually one value wins out over another. For example, perhaps we could make more money by selling a "clunker" car to an unsuspecting person, but we value honesty more than money so we won't do that.

Values are learned as we are growing up from parents, friends, teachers, religious leaders, other people, and experiences. Many of our values stay the same throughout our life, but others do not. We may decide at some point in our life to try and change a personal value, or an event may cause us to look at something in a different way. For example, moving away from our parents or a friend could remind us of the importance of those relationships. As a result, we might make more efforts to stay in touch and "connect" with them. Hence, when a value changes, our behavior often changes too.

Directions: Take a few minutes to look at the list of 10 personal values you can have below. Decide which 3 are less important and scratch them out. Of the remaining values, choose the one that is most important to you:

- to have some honest, close friendships
- to have an enjoyable leisurely life
- to have job success and satisfaction
- to be very wealthy
- to be an honest person
- to have a meaningful love relationship
- to have a meaningful spiritual life
- to have a long and healthy life
- to continue to learn and gain knowledge
- to have a secure and positive family life

Source: Various

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SESSION AGENDA

BARGAIN VALUES

What things and people do you value most?
How does this affect the decisions that you make?

SESSION OVERVIEW

WHAT'S THE PROBLEM?

Do you ever have problems? We will discuss the 5 basic steps that you can use to solve them.

LABEL LINGO

Most packaged foods have labels that describe their ingredients.
How often do you look at labels? Do you understand all the words you see?

THE COOK'S CORNER

Mexican food is very popular in the U.S. Today's recipes are Tacos and Spicy Salsa with Corn Tortilla Chips.

LUNCH

Try it. You'll like it.

THIS IS YOUR LIFE

Set a personal goal to accomplish.

CLOSING AND EVALUATION

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H-33

1 of 2

You are married with two young children. You know that your family diet is not the greatest. Among other things, you are eating too much fat and not getting enough vitamins and nutrients. Unfortunately, your husband and children are very particular about what they eat. There is not a whole lot of time or money to prepare most meals. What can you do to improve the family diet?

Develop a plan to deal with this problem using the five problem solving steps.

1. Identify and define the problem.

- What is happening now?

- What do you want to happen in the future?

2. Identify the important facts.

- What are the obstacles to solving this problem? What will keep things from changing?

3. Brainstorm solutions.

- What actions can you take that might help you overcome these obstacles and solve this problem?

4. Decide and Act.

- What needs to be done first? Put your solutions in the order that you think they need to be tried. For the solution you list first, determine who will do it, the resources that are needed, and the possible steps that will need to be taken to accomplish it.

5. Evaluate

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PROBLEM SOLVING

1 of 3

We all have problems. Do you ever have trouble solving your problems? When you do have trouble solving a problem, you may act in one of the ways listed below. Look at the list and see which of the ways you have acted.

1. You decided not to deal with the problem or avoided it
2. You talked about the problem all the time but never did anything about it.
3. You developed different ways to solve the problem but never tried any of them.
4. You kept trying to solve your problem in the same way even though it did not work the first time.

To avoid acting in these ways, the next time you have a problem try using the five "Problem Solving Steps" that are listed below. Answer the questions at each step.

PROBLEM SOLVING STEPS

1. Identify and define the problem.

- What is happening right now?

- What do you want to happen in the future?

4. Choose one of your solutions and make a plan to try it.

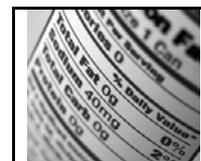
Think about the benefits, costs, and possible results of each solution you listed in step 3. Then number your solutions in the order you want to try them. Cross out solutions that are too expensive or not possible. Then take the solution you want to try first and answer these questions. Who will do what? What steps will they take? When will they do it? Where will they do it? What materials or resources will they need? Now try your solution.

Who?	How? When?	Materials or Resources

5. Decide how well the solution you chose is working.

- Did your solution work? If not, change it or pick the second solution off your list in step 3 and try it. Do steps 4 and 5 over for each solution you try.

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LABEL LINGO

H-35

1 of 3

Surveys claim that 8 out of 10 people read labels! Do you read them? If you do, you will see different key words and claims. The law requires that foods with these words meet certain standards. Some words and standards are described below:

Free	Product contains tiny or insignificant amount of fat, cholesterol, sodium, sugar, and/or calories. For example, Fat-Free means food has less than "X" grams of fat per serving. Cholesterol Free means food has less than 2 milligrams of cholesterol and 2 grams (or less) of saturated fat per serving. Calorie Free has less than 5 calories. Sodium Free means less than 5 milligrams of sodium
Low	Food could be eaten fairly often without exceeding dietary guidelines. For example, 'Low in fat' means food has 3 grams (or less) of fat per serving. Low Calorie means 40 calories or less. Low Sodium means 140 milligrams or less of sodium.
Lean	Food has less than 10 grams of fat, 4 grams of saturated fat, and 95 milligrams of cholesterol per serving.
Reduced, less	Means that the product contains 25% less nutrients or than, fewer calories than a comparable product. For example, a diet form of cheese might have 25% less fat than the normal brand.
Light (Lite)	1/3 less calories or 50% less fat or ? the sodium of the original brand of that food.
More	One serving of this food has at least 10% more of the Daily Value of a vitamin, mineral, or fiber than usual.
Good Source of	A single serving contains 10 to 19% of the Daily Value of a vitamin, mineral, or fiber.
High	This term can be used if the food contains 20% or more of the Daily Value for a particular nutrient in a serving.

THE CLAIMS

Some food products may also carry health claims. These claims describe the relationship between a nutrient the product contains and its role in reducing the risk of a disease or health-related condition. For example, a high fiber food may claim to help reduce cancer. Foods must meet certain nutrient levels to make claims. Some examples of claims allowed by law include:

- High in calcium reduces risk of Osteoporosis
- High in fiber reduces risk of Cancer
- Low in sodium reduces risk of High Blood Pressure
- Low in saturated fat and cholesterol reduces risk of Heart Disease
- Low in (a particular nutrient such as fat) reduces risk of Cancer
- Fruits, Vegetables, and Grain Products reduce risk of Heart Disease

Use labels to help you make healthier food choices and to avoid too much fat, salt, and sugar.

Source: Various including American Heart Association; Giant Food Inc., Eater's Almanac, Spring 1993; USDA, Food and Drug Administration; and Irena Chambers, The Great Food Almanac, 1994.

Nutrition Facts			
Serving Size ½ cup (114g)			
Servings Per Container 4			
Amount Per Serving			
Calories 90	Calories from Fat 30	Vitamin A 80%	• Vitamin C 60%
		Calcium 4%	• Iron 4%
		* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	% Daily Value*	Calories: 2,000 2,500	
Total Fat 3g	5%	Total Fat	Less than 65g 80g
Saturated Fat 0g	0%	Sat Fat	Less than 20g 25g
Cholesterol 0mg	0%	Cholesterol	Less than 300mg 300mg
Sodium 300mg	13%	Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate 13g	4%	Total Carbohydrate	300g 375g
Dietary Fiber 3g	12%	Dietary Fiber	25g 30g
Sugars 3g		Calories per gram:	
Protein 3g		Fat 9 • Carbohydrate 4 • Protein 4	

DEFINITIONS

SERVING SIZE - Is your serving the same size as the one on the label above? If you eat double the serving size listed, you need to double the nutrient and calorie values. If you eat one-half the serving size shown here, you will cut the nutrient and calorie values in half. Similar food products now have similar serving sizes.

CALORIES - Are you overweight? Cut back a little on calories! Look here to see how a serving of the food adds to your daily total. An active woman that is 5'4" tall and weighs 138 lbs. needs about 2,200 calories each day. An active man that is 5'10" tall and weighs 174 lbs. needs about 2,900 calories each day. How about you?

TOTAL CARBOHYDRATE - When you cut down on fat, you can eat more carbohydrates. Carbohydrates are in foods like bread, potatoes, fruits and vegetables. Choose these often! They give you more nutrients than sugars like soda pop and candy.

DIETARY FIBER - Grandmother called it 'roughage,' but her advice to eat more is still up-to-date! That goes for both soluble and insoluble kinds of dietary fiber. Fruits, vegetables, whole-grain foods, beans and peas are all good sources and can help reduce the risk of heart disease and cancer.

PROTEIN - Most Americans get more protein than they need. Where there is animal protein, there is also fat and cholesterol. Eat small servings of lean meat, fish and poultry. Use skim or low-fat milk, yogurt and cheese. Try vegetable proteins like beans, grains and cereals.

VITAMINS & MINERALS - Your goal here is 100% of each for the day. Don't count on one food to do it all. Let a combination of foods add up to a winning score.

TOTAL FAT - Aim Low: Most people need to cut back on fat! Too much fat may contribute to heart disease and cancer. Try to limit your calories from fat. For a healthy heart, choose foods with a big difference between the total number of calories and the number of calories from fat.

SATURATED FAT - A new kind of fat? No - saturated fat is part of the total fat in food. It is listed separately because it's the key player in raising blood cholesterol and your risk of heart disease. Eat less!

CHOLESTEROL - Too much cholesterol - a second cousin to fat- can lead to heart disease. Challenge yourself to eat less than 300mg each day.

SODIUM - You can call it 'salt,' the label calls it 'sodium.' Either way, it adds up to high blood pressure in some people. So keep your sodium intake low - 2,400 to 3,000 mg or less each day. The American Heart Association recommends no more than 3,000 mg sodium per day for healthy adults.

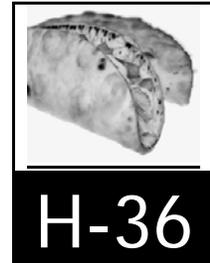
DAILY VALUE

Feel like you're drowning in numbers? Let the Daily Value be your guide. Daily Values are listed for people who eat 2,000 or 2,500 cal. each day. If you eat more, your personal daily value may be higher than what's listed on the label. If you eat less, your personal daily value may be lower. For fat, saturated fat, cholesterol and sodium, choose foods with a low % Daily Value. For total carbohydrate, dietary fiber, vitamins and minerals, your daily value goal is to reach 100% of each.

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TACOS

Serves 6 people.



INGREDIENTS

- 1 pound of lean ground beef
- 2 teaspoons chili powder
- 1/4 cup of water
- 1/4 teaspoon of garlic powder
- 1/4 cup of onion, chopped
- 1/4 cup of celery and/or green pepper, chopped (optional)
- 1/2 teaspoon of basil
- 1/2 teaspoon of oregano
- 1 cup of lettuce, shredded
- 1/2 cup cheese, shredded
- 12 taco shells

EQUIPMENT

- Measuring cups
- Measuring spoons
- 2 or more small bowls
- 1 large skillet

DIRECTIONS

1. Brown ground beef with onion and optional vegetables in skillet. Drain off fat.
2. In the same skillet, add the chili powder, garlic, basil, oregano, and water.
3. Bring the mixture to a boil. After boiling, reduce heat and simmer for 10 to 15 minutes. Stir occasionally until mixture is dry and crumbly.
4. Fill taco shells with about 2 tablespoons of the ground beef mixture. Top your tacos with lettuce, onion, cheese, or whatever you may desire. ENJOY!

Source: Various; Collected by the Cooperative Extension Service of the University of Maryland System

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SPICY SALSA & CORN TORTILLA CHIPS

Serves 3-5 people



SPICY SALSA

INGREDIENTS

- 1 bunch spring onions, chopped
- 5 medium-large tomatoes - peeled & chopped or 1 large can of tomatoes
- 1-2 (4 oz.) cans chopped green chilies
- 1 teaspoon oregano
- 1/4 cup red wine vinegar
- 1-2 tablespoon fresh cilantro (optional)

EQUIPMENT

- Mixing bowl
- Food processor (optional)

DIRECTIONS

1. Mix together in food processor (on 'pulse' setting) or by hand.

CORN TORTILLA CHIPS

INGREDIENTS

- 1 package (6-inch) corn tortillas
- Cold water

DIRECTIONS:

1. Cut tortillas into 6 wedges. Dip in water; drain on paper towels.
2. Place wedges in a single layer on an ungreased baking sheet.
3. Bake at 350° for 8 -10 minutes or until chips are crisp and begin to brown. Remove from oven and let cool.
4. Sprinkle with dried or fresh parsley pieces and seasoned salt (optional).

Source: Various; Collected by the Cooperative Extension Service of the University of Maryland System