Your Heart, Your Life

A Community Health Worker's Manual for the Hispanic Community

U.S. Department of Health and Human Services
National Institutes of Health
National Heart, Lung, and Blood Institute

Your Heart, Your Life

A Community Health Worker's Manual for the Hispanic Community

Ith and Human Servi

i l Insti Ith

Nati l Heart
Lung and Blood Insti
le Sci Ith

NIH Publication No. 08-3674
Originally Printed 1999
Revised May 2008

You Are Unique in This World

Dedicated to Community Health Workers

Almost prancing, joyful and dancing
You walk our streets observing, yearning to know, eager to share.
Dreaming to see in the light of the dawn, your dream come true:
Our world better off.
You are unique in this world, and you don't even know it.

To the neighborhood and family you surrender your heart.
No one at all is beyond the reach of your hands.
With heartfelt voice proclaiming, you offer hope, courage, and health.
You are unique in this world, and you don't even know it.

Heart health is the key, and you now know it well.
"Let's better your health!" is your battle cry.
You are our hero, our neighborhood inspiration.
You are unique in this world, and you don't even know it.

You know how hard it is to change your ways.
The way we used to sit around. The use of too much salt and lard.
Those now belong to days gone by.
You are our leader, your family and neighborhood salute you.
You are unique in this world, and you don't even know it.

You are a great listener.
You are the one who knows how we feel and understands our pain.
You are the one who has courage to challenge for change in our world.
Today is the day! I'm telling you now!
You are unique in this world, and I want you to know it.

Poem written by Gloria Ortiz, National Heart, Lung, and Blood Institute
English translation by Ariela C. Rodriguez, Ph.D., A.C.S.W.

Table of Contents

Dear Community Health Worker Letter..... v

introduction

The Role of the Community Health Worker..... vi

Acknowledgments..... xi

About the "Your Heart, Your Life" Manual..... xv

How To Use This Manual..... xvii

session 1

Are You at Risk for Heart Disease?..... 1

session 2

Act in Time to Heart Attack Signs..... 19

session 3

Take Heart: Say YES to Physical Activity..... 43

session 4

Help Your Heart: Control Your High Blood Pressure..... 73

session 5

Be Heart Smart: Keep Your Cholesterol in Check.....111

session 6

Keep Your Heart in Mind: Aim for a Healthy Weight..... 155

session 7

Protect Your Heart: Take Good Care of Your Diabetes for Life..... 189

session 8

Make Heart Healthy Eating a Family Affair..... 233

session 9

Eat in a Heart Healthy Way—Even When Time or Money Is Tight..... 263

session 10

Enjoy Living Smoke Free..... 285

session 11

Review and Graduation..... 315

session 12

Use Evaluation To Track Your Progress *(Especially for Promotores)* 343

appendix

Activities for Training Community Health Workers 401

for more information..... 441

Dear Community Health Worker:

Cardiovascular disease (CVD) is the #1 killer of all Americans, including Latinos. Sadly, nearly one out of four Latinos dies of heart disease. High blood pressure, high blood cholesterol, obesity, smoking, physical inactivity, and diabetes are all factors that increase a person's risk of CVD. The good news is that people can lower their risk by making some lifestyle changes, and community health workers (promotores de salud) like you can help. The "Your Heart, Your Life" manual can guide you as you begin this journey.

"Your Heart, Your Life" is a heart health manual created especially for Latino communities by the National Heart, Lung, and Blood Institute (NHLBI) at the National Institutes of Health (NIH), U.S. Department of Health and Human Services (DHHS). The manual is taught by community health workers and focuses on helping people build skills to make practical, lasting changes to help fight heart disease and to improve their health.

The "Your Heart, Your Life" manual provides all the information you need to put this heart health project into action in your community. This manual can be used to train community health workers as well as to educate members of the Latino community, or it can serve as the basis for other community activities.

"Your Heart, Your Life" is dedicated to community health workers like you who devote time and energy to help others improve their health and live longer. Thank you for making a difference.

Much success,

Robinson Fulwood, Ph.D., M.S.P.H.
Chief
Enhanced Dissemination and Utilization Branch
Division for the Application of Research Discoveries
National Heart, Lung, and Blood Institute

introduction

The Role of the Community Health Worker

Community health workers (promotores) play a key role in promoting better health in Latino communities. They help people learn about health issues and show them ways to live healthier lives. Without them, many Latinos might not receive such vital information.

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

- Good listeners
- Pleasant
- Fair
- Confident
- Nonjudgmental
- Patient
- Openminded
- Willing to try new ways to improve their own health
- Caring
- Approachable
- Helpful

Let's Hear From You!

We thank you for your interest and efforts to help Latinos take steps to protect their hearts. We invite you to give us your feedback on how you are using the manual in your community. To share the Your Heart, Your Life activities, please register at the Web site at http://www.nhlbi.nih.gov/health/prof/heart/latino/lat_mnl.htm.

Your feedback will help promote the expansion of the project in the United States and abroad and contribute to the growth of the Salud para su Corazón network. Establishing a large network is important to keep the project going strong!

You may also send your feedback to:

Salud para su Corazón Initiative
NHLBI Division for the Application of Research Discoveries
Building 31, Room 4A10
31 Center Drive, MSC 2480
Bethesda, MD 20892-2480

Or you may e-mail your feedback to Matilde Alvarado, R.N., M.S.N., at alvaradm@nhlbi.nih.gov.

"Your Heart, Your Life" Helps Communities: Testimonials From Community Health Workers

"The manual helps me give my community the information they need about heart health. I can give them the information in the language they understand where they can hear, see, touch, and taste to learn better and act upon what they learn."

Esperanza Vásquez
Promotora with 10 years of experience
Centro San Vicente
El Paso, TX

"I find that the 'Your Heart, Your Life' manual is a simple and practical tool that allows participants to make heart healthy lifestyle changes."

Odelinda Hughes
Promotora with 14 years of experience
Centro San Vicente
El Paso, TX

"In our community there is lack of information or there is misinformation. It is awesome to have one tool to bring promotores in for training and to join other programs across the country that impart the same information. Personally, it has helped me. I lost 20 pounds and have kept them off for the last 4 years."

Sandra Varela
CalWORKs Resource Specialist
San Joaquin Delta College
Stockton, CA

"I value the manual as a gift of life."

Otíla García
Promotora with 13 years of experience
Gateway Community Health Center
Laredo, TX

"The manual made me become the promotora I want to be. I am more confident when I work with the community and present the sessions."

Marta Garcia
Promotora with 3 years of experience
North County Health Services
San Marcos, CA

"These instructional materials and the promotores are significant factors in families' participation in their own health."

Mary Luna Hollen, Ph.D., R.D.
Director of Promotores Program
School of Public Health
University of North Texas Health Science Center
Fort Worth, TX

"The 'Your Heart, Your Life' manual is an inspiration to lay health workers, to our Latino/Hispanic families; it is an example of cultural competence that goes beyond adequate scientific information delivery. It is a philosophy of prevention; it is about enjoying a healthy lifestyle for our hearts."

Hector Balcazar, Ph.D.
Regional Dean and Professor
Health Promotion and Behavioral Sciences
University of Texas School of Public Health at Houston
El Paso Regional Campus
El Paso, TX

Organizations

The following organizations support and recommend the use of this manual:

- Latino Caucus of the American Public Health Association
- Lay Health Workers/Promotores National Network, Inc.
- National Council of La Raza
- National Hispanic Council on Aging
- National Hispanic Medical Association
- New Mexico Community Health Workers Association
- Regional Center for Border Health, Inc.
- United States-Mexico Border Health Commission
- Visión y Compromiso Network of Promotoras
- The Way of the Heart: The Promotora Institute

Salud para su Corazón Network

The following partners implemented pilot projects using the "Your Heart, Your Life" manual in various U.S. Latino communities:

- Center for Hispanic Policy and Advocacy, Providence, RI
- Centro San Bonifacio, Chicago, IL
- Centro San Vicente, El Paso, TX
- El Concilio—Council for the Spanish-speaking, Stockton, CA
- Gateway Community Health Center, Laredo, TX
- Hands Across Cultures Corporation, Espanola, NM

- Mariposa Community Health Center, Nogales, AZ
- Migrant Health Promotion, Progreso, TX
- Neighborhood Healthcare, Escondido, CA
- North County Health Services, San Marcos, CA
- University of North Texas Health Science Center at Fort Worth, School of Public Health, Fort Worth, TX

These pilot projects confirmed that the "Your Heart, Your Life" manual effectively helps people to improve their heart health. The projects also showed that the manual can be implemented using the following community strategies:

1. Training lay health educators.
2. Conducting educational heart health activities in the community.
3. Educating patients about how they can improve their control of risk factors for heart disease and helping patients make changes for healthy lifestyles.

The results of the pilot projects revealed the need to add an evaluation component to the manual, which is found in Session 12, on pages 343–400. Many of the modifications to this manual resulted from the implementation and evaluation of pilot projects.

Acknowledgments

The "Your Heart, Your Life" manual was first published in 1999. This updated 2008 version involved the dedication of many people. NHLBI gratefully acknowledges the contributions of promotores, families, groups, and organizations to the success of the "Your Heart, Your Life" manual.

Special Recognition

NHLBI extends special recognition to the following:

- The promotores de salud for their insight, deep commitment, and full endorsement. Their community work has made a difference in people's lives.
- The community-based organizations, community health centers, and other users for their critical role in demonstrating the value of the manual in a variety of settings, and for different audiences. These groups have shared a wealth of knowledge and have provided valuable direction in the enhancement of the manual.
- Amanda Aguirre, M.A., R.D., Executive Director of the Regional Center for Border Health, Inc.; Tuly Medina and Mariajose Almazan, Coordinators of the National Promotores Conference; and the Lay Health Workers Promotores National Network, Inc., for providing a "meeting ground" for using the manual to train promotores at nine annual National Community Health Workers/Promotores Conferences. Their guidance and support served to continually promote and expand the project nationwide and internationally.

May the enhanced version of the "Your Heart, Your Life" manual lead to a new cycle of action that will strengthen and sustain heart health in the Latino community.

Reviewers

NHLBI recognizes the contributions of the following reviewers:

Cecilia Ahumada-Navarro
Assistant Coordinator
Mariposa Community Health Center
Nogales, AZ

Teresa Andrews, M.S.
Promotores Health Literacy and Leadership Training Specialist
Rural Community Assistance Corporation
West Sacramento, CA

Hector Balcazar, Ph.D.
Assistant Dean and Professor
Health Promotion and Behavioral Sciences
University of Texas School of Public Health at Houston
El Paso Regional Campus
El Paso, TX

Maria Banuelos
Cardiovascular Program
North County Health Center
San Marcos, CA

Jeri Beaumont, R.D.
Senior Nutrition Program Director
Division on Aging, Union County
Elizabeth, NJ

Gladys Cate
Public Health Analyst
Office of Minority and Special Populations
Bureau of Primary Health Care
Health Resources and Services Administration
Rockville, MD

Yanira Cruz
President and CEO
National Hispanic Council on Aging
Washington, DC

Gail DeKovessey
Bergen County Division of Community Development
Hackensack, NJ

Carmen Dorio
NJCEED Program
Community Medical Center—Community Health Services
Toms River, NJ

Susan Fountain
Rutgers Cooperative Research and Extension in Mercer County
New Brunswick, NJ

Judith Fradkin, M.D.
Director
Diabetes, Endocrinology, and Metabolic Diseases Division
National Institute of Diabetes and Digestive and Kidney Diseases
Bethesda, MD

Joanne M. Gallivan, M.S., R.D.
Director
National Diabetes Education Program
National Institute of Diabetes and Digestive and Kidney Diseases
Bethesda, MD

Marta Garcia
Promotora
Cardiovascular Program
North County Health Center
San Marcos, CA

Otíla García
Promotora Coordinator
Gateway Community Health Center
Laredo, TX

Odelinda Hughes
Promotora Educator
Centro San Vicente
El Paso, TX

Jann Keenan, Ed.S.
President
The Keenan Group, Inc.
Experts in Health Literacy
Ellicott City, MD

Sue Lachenmayr, M.P.H., CHES
Older Adult Health and Wellness
Division of Aging and Community Services
New Jersey Department of Health and Senior Services
Trenton, NJ

Janet Lucero
Certified Diabetes Educator
Las Clinicas del Norte
Ojo Caliente, NM

Eva Moya, L.M.S.W.
Consultant, Health and Human Services/Affairs
El Paso, TX

Maria Gómez Murphy, M.A.I.A.
President and CEO
The Way of the Heart: The Promotora Institute
Nogales, AZ

Rosie Piper
Health Promotion Manager
Mariposa Community Health Center
Nogales, AZ

Lourdes Rangel
Director, Special Projects
Gateway Community Health Center
Laredo, TX

Rosalba Ruíz, M.D.
Coordinator
United States-Mexico Diabetes Project
Pan American Health Organization
U.S.-Mexico Border Field Office
El Paso, TX

Sandra Gómez Varela
CalWORKs Resource Specialist
San Joaquin Delta College
Stockton, CA

Esperanza Vásquez
Promotora Educator
Centro San Vicente
El Paso, TX

NHLBI Salud para su Corazón Team

Matilde Alvarado, R.N., M.S.N.
Coordinator
Minority Health Education and Outreach Activities
Division for the Application of Research Discoveries
Bethesda, MD

Robinson Fulwood, Ph.D., M.S.P.H.
Chief
Enhanced Dissemination and Utilization Branch
Division for the Application of Research Discoveries
Bethesda, MD

Janet de Jesus, M.S., R.D.
Nutrition Education Specialist
Division for the Application of Research Discoveries
Bethesda, MD

Gloria Ortiz
International Program Officer
Division for the Application of Research Discoveries
Bethesda, MD

Victor R. Olano, M.P.H.
Public Health Advisor
Division for the Application of Research Discoveries
Bethesda, MD

Laina P. Ransom, M.B.A.
Publication Production Manager
Division for the Application of Research Discoveries
Bethesda, MD

Madeleine Wallace, Ph.D.
Public Health Analyst
Division for the Application of Research Discoveries
Bethesda, MD

Terri Williams, M.S.A.
Publication Production Manager
Division for the Application of Research Discoveries
Bethesda, MD

Contributors

Amalia Cabib
Professional Translator of Original Manual
Bethesda, MD

IQ Solutions, Inc.
Rockville, MD

About the "Your Heart, Your Life" Manual

"Any training that does not include the emotions, mind, and body is incomplete; knowledge fades without feelings."—Anonymous

To teach the "Your Heart, Your Life" sessions, the following materials are needed:

- "Your Heart, Your Life" manual. Spanish version is NIH Publication No. 08-4087. English version is NIH Publication No. 08-3674.
- "Your Heart, Your Life" picture cards. NIH Publication No. 08-3275.
- The Ramírez family fotonovelas, five brief stories on how to prevent heart disease, found in the Appendix on pages 411–421.
- A video series of 60-second heart health dramas (telenovelas), available in Spanish only. NIH Publication No. 55-886.
- "Act in Time to Heart Attack Signs" video in Spanish, for Session 2. NIH Publication No. 56-078N. English version is NIH Publication No. 56-042N.

The "Your Heart, Your Life" manual is part of the Salud para su Corazón initiative sponsored by NHLBI. Salud para su Corazón develops the tools and strategies to promote heart health among Latino individuals, families, and communities.

Other Salud para su Corazón materials include:

- "Bringing Heart Health to Latinos: A Guide for Building Community Programs." A guide for health planners and community-based programs to establish a successful heart health promotion project for a Latino community. NIH Publication No. 98-3796.
- "From Heart to Heart: A Bilingual Group Discussion Kit." A how-to guide for conducting discussion groups (*charlas*) on heart health at churches, community centers, and other sites. The guide comes with a video of two educational programs in Spanish ("Por amor al corazón [For the Love of Your Heart]" and "Cocinar con su corazón en mente [Cooking With Your Heart in Mind]"). NIH Publication No. KT-018.

- "Delicious Heart Healthy Latino Recipes." A bilingual cookbook that gives heart healthy versions of traditional Latino dishes. NIH Publication No. 08-4049.

- "Healthy Home, Healthy Heart Series." Six easy-to-read bilingual booklets on heart healthy living:

Are You at Risk for Heart Disease?	NIH Publication No. 08-6351
Keep the Beat: Control Your High Blood Pressure	NIH Publication No. 08-6352
Do You Know Your Cholesterol Levels?	NIH Publication No. 08-6353
Do You Need To Lose Weight?	NIH Publication No. 08-6354
Protect Your Heart Against Diabetes	NIH Publication No. 08-6355
Enjoy Living Smoke Free	NIH Publication No. 08-6356

Ordering information for these materials appears in the Appendix.

How To Use This Manual

Community Health Workers

This manual is for you! The "Your Heart, Your Life" manual can be used to train community health workers. After you've been trained, you can conduct your own trainings and teach others how to be community health workers.

The "Your Heart, Your Life" manual consists of 12 sessions that include step-by-step instructions on how to teach 11 fun and educational sessions to community residents or patients. Each session is taught in motivational and interactive ways to keep the attention of the group members. Each session helps people learn about what they can do to prevent heart disease. The manual includes worksheets and handouts for project participants (group members) to take home to read and share with their family and friends.

It also includes a special session for community health workers on how to evaluate completed projects. This session helps community health workers determine how successful they have been in implementing their training and educational activities and helping community residents adopt heart healthy habits. The Appendix features special training activities and teaching tips and explains how to start a project in your community. (See pages 401–410.)

"Your Heart, Your Life" Sessions

1. Are You at Risk for Heart Disease?
2. Act in Time to Heart Attack Signs
3. Take Heart: Say YES to Physical Activity
4. Help Your Heart: Control Your High Blood Pressure
5. Be Heart Smart: Keep Your Cholesterol in Check
6. Keep Your Heart in Mind: Aim for a Healthy Weight
7. Protect Your Heart: Take Good Care of Your Diabetes for Life
8. Make Heart Healthy Eating a Family Affair
9. Eat in a Heart Healthy Way—Even When Time or Money Is Tight
10. Enjoy Living Smoke Free
11. Review and Graduation
12. Use Evaluation To Track Your Progress *(Especially for Promotores)*

About the Sessions

Each session covers a different topic related to heart health. The sessions generally follow the same structure, which will be explained next. Each session also includes "More Information" boxes, which have additional facts on selected health topics to help you answer questions from group members.

Length of Sessions

Most sessions last about 2 hours. Session 5, "Be Heart Smart: Keep Your Cholesterol in Check," and Session 7, "Protect Your Heart: Take Good Care of Your Diabetes for Life," last a little longer.

Based on requests from promotores and other users of the previous manual, two new sessions have been added: Session 7 (referenced above) and Session 12, "Use Evaluation To Track Your Progress."

Evaluation

Session 12, "Use Evaluation To Track Your Progress (*Especially for Promotores*)," is designed to guide promotores and project evaluators in the planning, implementation, and evaluation of the project. The purpose of the session is to provide ideas for tracking project activities and tools for measuring changes in participants' behaviors and clinical values. You can use the ideas and tools to: (1) improve the quality of the project, (2) show that your activities work, and (3) provide information to institutions that support your project through funding, referrals, and in-kind contributions.

Supermarket Visits

You may want to take your group on a grocery store tour between Sessions 9 and 10. Call your local clinic, local medical center, or the American Heart Association. Ask if they have a registered dietitian who conducts tours on shopping for a healthy diet. You can also check with the manager at your local grocery store or call the grocery store offices to see if there are registered dietitians on staff who offer store tours.

Glossary

Community health workers may find it helpful to have a glossary of terms or more information on cardiovascular topics covered in this manual. The NHLBI Diseases and Conditions Index, http://www.nhlbi.nih.gov/health/dci/index.html, contains information on diseases, conditions, and procedures related to heart disease.

Session Outline

Each session begins with a summary page that explains:

- What you want group members to do or learn
- Materials and supplies that you will need
- Worksheets and materials that you will hand out
- The session outline

Each session also includes five major parts:

PART 1—Introducing the Session

- Welcome the group members.
- Review the information from the last session.
- Ask the group members to talk about their pledges. (See the Weekly Pledge section under this outline.)
- Explain what you will talk about in today's session.

PART 2—Conducting the Session

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

PART 3—Review of Today's Key Points

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

PART 4—Weekly Pledge

- Help group members come up with a pledge to make a healthy lifestyle change that relates to the information they have learned during the session.
- Give several examples of pledges that are specific and realistic.
- Share the personal value. The value helps encourage participants to keep their pledges and gain confidence so they can make lasting lifestyle changes.

PART 5—Closing

- Tell the group members that you enjoyed the session, and wish them luck in meeting their pledges.
- Thank the group members for attending the session.
- Ask the group members what they thought of the session.

Symbols

The following symbols are used throughout the manual to let you know quickly what comes next:

Do an activity.

Use a picture card.

Give out a handout.

Help group members create a pledge for heart health.

Give out a recipe.

Do a training activity.

Picture Cards

The "Your Heart, Your Life" picture cards can be used with the manual to help you present information for each session. When you see the picture card symbol in the manual, you will know to show a picture that relates to the information you will be talking about. On the back of each picture card is a script in English and Spanish that you can read aloud while you show the picture card.

Breaks and Refreshments

You should take a short break about halfway through each session. You may want to use the time to do some easy stretches (see the "Stretching Activities" handout on page 69). Another option is to serve a small healthy snack with water during the break. Snack ideas include light yogurt; baked, unsalted tortilla chips; and fruit or vegetables with low-fat dip. Or you can prepare a dish from one of the recipes in this manual and have group members taste it.

Getting Started

At Least 6 Weeks in Advance

1. **Find a location.** Find a place to teach the Your Heart, Your Life sessions in your area that people can get to easily. Call local clinics, schools, churches, and community centers. Reserve a room for a time when community members can attend.

2. **Tell people about the project.** Let community leaders and others know that you are offering the course. Ask clinic personnel, clergy, and caseworkers to recommend it.

■ **Say:**
These are some of the benefits of the course:

- The course can help participants and their families find out their own risk for heart disease and learn how to lead healthier lives.
- Participants will learn low-cost cooking techniques as well as how to eat healthy foods, prevent heart disease, become more physically active, keep a healthy weight, take care of diabetes, and quit smoking.
- The course is also for participants who have risk factors for heart disease or are under the care of a doctor because of heart disease. This course will guide participants to take steps to protect and improve their heart health.
- Participants will learn that, whatever your age or current health status, it is never too late to take steps to protect your heart.

3. **Advertise the sessions.** Post flyers at health fairs and in community sites, such as clinics, grocery stores, churches, and other places in your community. (See the sample flyer on page xxvi.) Place course announcements in local media outlets.

4. **Class size.** A small group of about 10 to 12 people is best. Try to get about 20 people to sign up, because some may not show up for the class, and others may drop out.

At Least 1 Week Before Each Session

1. **Read through the sessions, picture cards, and handouts.** Read through these materials two or three times to be prepared.

2. **Carefully read the information that you will present to the group members.** Practice what you will say in front of a mirror or to a friend or family member. Be sure to use the picture cards. Also practice making a few healthy changes in your own life.

3. **Review the instructions for each activity.** Make a list of things you need to do before the session, such as making a food display or getting a VCR and TV monitor. For some sessions, you will need to create lists of places where people can get their blood pressure, blood glucose (test for diabetes), or blood cholesterol checked.

4. **Pay attention to the "More Information" boxes.** This extra information will help you answer questions from the group.

5. **Ask a health educator, registered dietitian, nurse, or doctor to explain any information you do not understand.** Contact these health professionals at your local hospital or neighborhood clinic.

6. **Review the list of handouts, materials, and supplies you will need for each session.**

   - Make enough copies of the handouts for all group members.

   - Gather all the materials and supplies needed to conduct the session.

The Day of the Session

1. **Review the list of materials, supplies, and handouts.** Make sure that you have everything.

2. **Arrive 30 to 60 minutes ahead of time.** This will allow you to set up the room, VCR, and TV monitor.

3. **Tell group members when sessions will meet and how often.**

Working With Your Group

Leading the Group

- **Get to know the members of your group.** They may have different backgrounds, interests, and needs.

- **Use words and terms that are familiar to the people in your group.** A banana is known as a "plátano" to some and as a "guineo" to others. Oranges may be called "naranjas" or "chinas." Strawberries may be known as "fresas" or "frutillas."

- **Encourage group members to ask questions.** Asking questions helps group members apply the information to their own lives and remember what they have learned.

- **Keep the sessions flowing smoothly so everyone is interested and involved.**
  - Be ready to deal with people who talk too much. Thank these people for sharing their opinions. Then quickly ask if anyone else has something to share.
  - Help members who do not read or write well in a way that will not bring attention to them.
  - Offer help, but do not force anyone to accept help.
  - Change the activity to a group discussion.
- **Be observant.** Watch for clues from group members who do not understand and try to give the information in a different way if you see these clues:
  - Puzzled looks
  - Wrinkled foreheads
  - Looking away from you
  - Being quiet

Motivating Group Members

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

- **Encourage participants to take small steps toward change.**
  - People are more likely to develop new habits if you promote small changes slowly. This brings more success.

Getting People To Come

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

Answering Hard Questions

Remember that it's okay not to know all the answers! Say that you will have the correct answer by the next session. Call a local health educator, registered dietitian, or nurse to find out the correct information.

Keeping People on Track

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

And Finally . . .

Have a good time. You are doing an important service for yourself and your community. Thank you!

Did You Know…

Nearly one out of four Latino deaths is due to heart disease.
But you can do something about it!

In the Your Heart, Your Life project, you will:

- ✔ Learn how to keep your heart and your family's hearts healthy.
- ✔ Find ways to increase your physical activity, eat in a heart healthy way, keep a healthy weight, and not smoke.
- ✔ Learn how to talk to your family, neighbors, and friends about heart disease.
- ✔ Enjoy videos, games, role playing, and other activities that make learning fun.
- ✔ Get take-home materials you can share with others.

Classes meet once a week for 11 weeks.

Sponsored by: _____

Location: _____

Day/time: _____

Classes begin on: _____

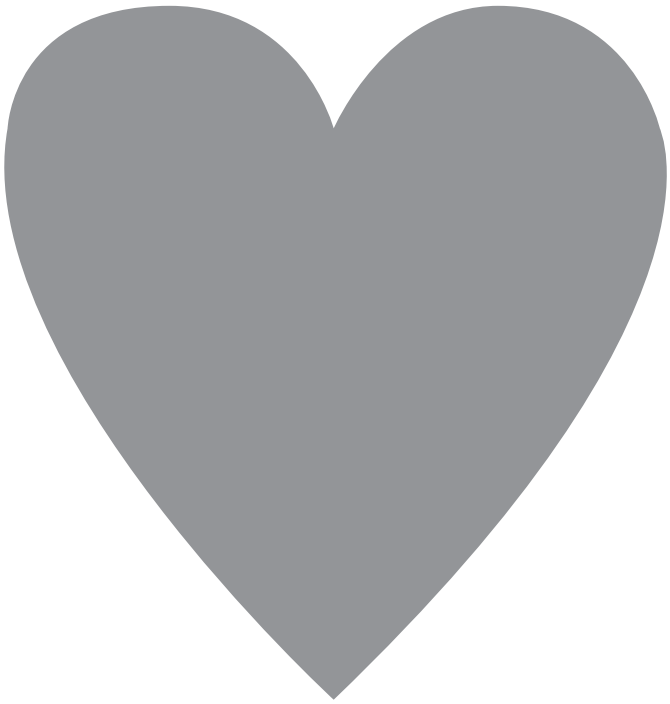
For more information or to register, contact: _____

An Ounce of Prevention Is Worth a Pound of Cure!

The course is free.

Everyone who completes the course will receive a certificate.

Begin With a Heart



Use this shape to cut out the heart.
You will need these heart shapes in session 1. (See page 3.)

s e s s i o n 1

Are You at Risk for Heart Disease?

Objectives

By the end of this session, group members will:

- Know about the Your Heart, Your Life project.
- Know how the heart works and its importance.
- Know that heart disease can be prevented.
- Be able to name six risk factors for heart disease that can be prevented.
- Know other group members.

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Name tags
- Hearts cut from red felt (try to get the kind that has a sticky backing) or red construction paper. Use the shape on page xxvii to cut out the heart.
- Safety pins (if not using felt with sticky backing)
- Blackboard and chalk or several large pieces of paper, a marker, and tape
- Clear container that is filled with 4 cups of water

Handouts

Give each group member these handouts during this session:

- "Are You at Risk for Heart Disease?" (page 16)
- "A Day With the Ramírez Family" (page 17–18)

Session Outline

Introducing the Session

1. Welcome
2. Project Overview
3. Class Rules

Conducting the Session

1. Getting To Know Each Other
2. Getting To Know the Secrets of the Heart
   A. How the Heart Works
   B. The Heart's Structure
3. Facts About Heart Disease
4. Risk Factor Activity
5. A Day With the Ramírez Family

Review of Today's Key Points

Closing

Note: Read the "More Information" chart on pages 9–10 to be ready to answer questions from group members.

Introducing the Session

1. Welcome

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

2. Project Overview

- **Say:**

  Heart disease is the #1 reason why people die in this country. The National Heart, Lung, and Blood Institute, part of the National Institutes of Health, created the Salud para su Corazón initiative to help Latinos prevent heart disease.

- **Say:**

  Together, we will learn about the risk factors for heart disease. We will also learn things you and your family can do to have healthy hearts.

- **Say:**

  The "Your Heart, Your Life" manual is part of the Salud para su Corazón initiative. This heart health education manual has 12 sessions and an optional grocery store tour. Session 12 explains evaluation and is only for promotores.

- **Show** the names of the sessions on the blackboard or on a large piece of paper taped to the wall.

  1. "Are You at Risk for Heart Disease?"
  2. "Act in Time to Heart Attack Signs"

3. "Take Heart: Say YES to Physical Activity"
4. "Help Your Heart: Control Your High Blood Pressure"
5. "Be Heart Smart: Keep Your Cholesterol in Check"
6. "Keep Your Heart in Mind: Aim for a Healthy Weight"
7. "Protect Your Heart: Take Good Care of Your Diabetes for Life"
8. "Make Heart Healthy Eating a Family Affair"
9. "Eat in a Heart Healthy Way—Even When Time or Money Is Tight"
10. "Enjoy Living Smoke Free"
11. "Review and Graduation"
12. "Use Evaluation To Track Your Progress (Especially for Promotores)"

■ **Say:**

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

3. Class Rules

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

■ **Say:**

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

■ **Say:**

This course takes effort and time from each group member. It is important for you to attend each session and to arrive on time. Each of the sessions is about 2 hours long.

- *(Optional, if you are able to make changes)* **Ask:**

  - How often do you want to meet (once a week, twice a week, etc.)?
  - Is this a good time to meet?

Note: If not, set a meeting time that is best for most of the group.

- **Ask:**

  Is this a good place to meet?

Note: If not, decide on a location that is best for most of the group.

- **Say:**

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

  1. Feel free to ask questions.
  2. Share your personal experiences. This will make the program mean more to all of us.
  3. Try to stay on the subject. We have a lot of information to talk about in a short time.
  4. *(Optional)* Call me at [telephone number] if you have questions or concerns about this course. I am here to help you in any way that I can.

- **Say:**

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

- **Ask:**

  - Do you agree to keep other group members' comments to yourself?
  - Do you agree not to judge others?
  - Do you agree to try to come to all of the sessions?

- **Ask:**

  - Do you have other rules that you would like to talk about?

Note: Allow a moment for group members to respond.

Conducting the Session

1. Getting To Know Each Other

■ **Say:**

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

■ **Ask** group members to:

- Give their names and tell one or two things about themselves.
- Tell why they came to this course and what they hope to learn.

Note: Start this activity by going first. Tell the group why you are interested in heart health. Be honest, and talk about your own personal experience. Give each group member a chance to answer.

■ **Say:**

You can help your family and friends by being a good example, sharing with them what you learn, and encouraging them to live healthier lives. Thank you for making this effort.

2. Getting To Know the Secrets of the Heart

■ **Say:**

Now that we know a little bit about each other, let's get to know a few facts about the heart.

A. How the Heart Works

■ **Say:**

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

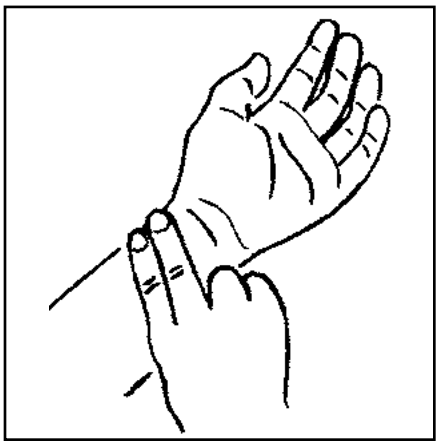
Note: Hold up a clear container that has 1 liter (about 4 cups) of water in it. Remind the group that the heart pumps five times this amount of blood each minute.

- **Say:**

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

- **Say:**

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



- **Show** group members how to do this.

B. The Heart's Structure

- **Show picture card 1.1.**

- **Say:**

  The heart is a hollow, muscular, cone-shaped organ, about the size of a fist.

- **Hold** up your fist for the group members to see.

- **Point** out each part of the heart on the picture card.

- **Say:**

  - The heart has two upper chambers and two lower chambers.
  - The upper chambers (right atrium and left atrium) receive blood.
  - The lower chambers (right ventricle and left ventricle) pump blood.

- **Show picture card 1.2.**

■ **Say:**

- The heart is located in the middle of the chest. Did you place your felt or paper heart in the correct spot?
- The heart is one of three main components of the circulatory system. The others are blood vessels and the blood.
- The circulatory system is very important for sustaining life. It is made of all the vessels that carry the blood throughout the body.
- Blood vessels are long, hollow tubes of tissue, much like drinking straws. There are various kinds of blood vessels. The main ones are called arteries (shown in red), veins (shown in blue), and capillaries (not shown).
- The circulatory system delivers oxygen and nutrients to cells in your body and removes carbon dioxide and other waste products.

■ **Show picture card 1.3.**

Note: Point to each artery and vein. Describe the following two steps while pointing to pictures 1 and 2.

■ **Say:** Let's go over the major veins and arteries.

1. Blood (with little oxygen) enters the right top chamber of the heart through the largest veins in your body. These veins are called the superior and inferior vena cava.
2. Blood then flows down to the right lower chamber so it can be pumped out to the lungs through the pulmonary arteries. In the lungs, waste (carbon dioxide) is removed from the blood. The blood then gathers more oxygen.

■ **Show picture card 1.4.**

Note: Describe the two steps while pointing to pictures 3 and 4.

■ **Say:**

3. The blood, rich with oxygen, returns to the heart and enters the upper left chamber through the pulmonary vein.

More Information

Heart Disease Risk Factors You Can Do Something About

<table>
<tr><th>RISK FACTORS</th><th>FACTS YOU NEED TO KNOW</th><th>TAKE THESE STEPS TO PREVENT HEART DISEASE</th></tr>
<tr>
<td>High blood pressure
High blood pressure, or hypertension, is called the silent killer. It often has no symptoms, yet it can cause very serious illness.</td>
<td>When your blood pressure is high, your heart works harder than it should to move blood to all parts of the body. If not treated, high blood pressure can lead to stroke (brain attack), heart attack, eye and kidney problems, and death.
Check your blood pressure numbers (mmHg*):
<table>
<tr><th>Level</th><th>Systolic</th><th>Diastolic</th></tr>
<tr><td>Normal</td><td>Less than 120</td><td>Less than 80</td></tr>
<tr><td>Prehypertension</td><td>120–139</td><td>80–89</td></tr>
<tr><td>High Blood Pressure</td><td>140 or higher</td><td>90 or higher</td></tr>
</table>
* Millimeters of mercury</td>
<td>• Check your blood pressure once a year. Check it more often if you have high blood pressure.
• Aim for a healthy weight.
• Be physically active.
• Choose and prepare foods with less salt and sodium.
• Eat more fruits, vegetables, and low-fat milk products.
• If you drink alcohol, do so in moderation.
• If your doctor gives you blood pressure medicine, take it the way the doctor tells you.</td>
</tr>
<tr>
<td>High blood cholesterol
Cholesterol in your arteries is like rust in a pipe. Low-density lipoprotein (LDL) is known as the “bad” cholesterol. Too much LDL cholesterol can clog your arteries, which increases the risk of heart disease and stroke. High-density lipoprotein (HDL) is known as the “good” cholesterol. HDL carries cholesterol away from your arteries.</td>
<td>Check your total cholesterol number (mg/dL*):
<table>
<tr><td>Desirable</td><td>Less than 200</td></tr>
<tr><td>Borderline High</td><td>200–239</td></tr>
<tr><td>High</td><td>240 or higher</td></tr>
</table>
Check your LDL cholesterol number† (mg/dL*):
<table>
<tr><td>Desirable</td><td>Less than 100</td></tr>
<tr><td>Near Desirable/ Above Desirable</td><td>100–129</td></tr>
<tr><td>Borderline High</td><td>130–159</td></tr>
<tr><td>High</td><td>160 or higher</td></tr>
</table>
* Milligrams per deciliter
† The goal for LDL cholesterol is different for everyone. Your doctor can help you set your LDL goal.
HDL levels of 60 mg/dL or higher help lower your risk for heart disease. HDL levels below 40 mg/dL are a major risk factor for heart disease.
Check your triglyceride level (mg/dL):
A normal triglyceride level is below 150.</td>
<td>• Get a blood test called a lipid profile at your doctor’s office. This test measures all your cholesterol levels (total, LDL, and HDL) and triglycerides.
• Get your blood cholesterol levels checked every 5 years if you are age 20 or older.
• Learn what your cholesterol numbers mean. If they are high, ask your doctor how you can lower them.
• Choose foods that are lower in saturated fat, trans fat, and cholesterol.
• Aim for a healthy weight.
• Be physically active.

Take these other steps to control triglycerides:
• Limit candy, sweets, regular soda, juice, and other beverages high in added sugar.
• Avoid smoking and alcohol. Smoking raises triglycerides and lowers HDL cholesterol. Excess alcohol also raises triglycerides.</td>
</tr>
</table>

Heart Disease Risk Factors You Can Do Something About *(continued)*

RISK FACTORS	FACTS YOU NEED TO KNOW	TAKE THESE STEPS TO PREVENT HEART DISEASE
Overweight and obesity Overweight occurs when extra fat is stored in your body. It increases your risk of developing high blood pressure, high blood cholesterol, heart disease, stroke, and diabetes.	**Check your body mass index (BMI) and waist measure:** **Level** — **BMI** **Normal** — 18.5–24.9 **Overweight** — 25–29.9 **Obese** — 30 or greater • A waist measurement of more than 35 inches for a woman and more than 40 inches for a man increases the risk of heart disease.	• Get your BMI and waist measured every 2 years, or more often if your doctor recommends it. • Aim for a healthy weight. Try not to gain extra weight. • If you are overweight, try to lose weight slowly. Lose 1 to 2 pounds a week. • Eat smaller portions and be physically active for at least 60 minutes daily.
Diabetes When the sugar in the blood is high, your body cannot use the food you eat for energy.	• Diabetes is serious. You may not know you have it. It can lead to heart attack, stroke, blindness, amputations, and kidney disease. • Nearly 1 out of every 10 adult Latinos has diabetes. • Being overweight is a major risk factor for diabetes.	• Find out if you have diabetes. • Get your blood glucose (blood sugar) level checked at least every 3 years, beginning at the age of 45. You should be tested at a younger age and more often if you are at risk for diabetes.
Not being physically active Being inactive can double your chances of heart disease and take away years from your life.	• Adults should do at least 30 minutes of moderate physical activity on most days, preferably daily. • Some adults need up to 60 minutes of moderate (medium-level) to vigorous (high-level) activity on most days to prevent unhealthy weight gain. • Adults who used to be overweight need 60 to 90 minutes of moderate physical activity every day to avoid regaining weight. • Children and adolescents need at least 60 minutes of moderate to vigorous physical activity on most days.	• Stay active. You can build up to 60 minutes of exercise each day by being active for 20 minutes three times a day. • Try walking, dancing, or playing soccer.
Smoking You put your health and your family's health at risk when you smoke.	• Cigarette smoking is addictive. It harms your heart and lungs. It can raise your blood pressure and blood cholesterol.	• Stop smoking now, or cut back gradually. • If you can't quit the first time, keep trying. • If you don't smoke, don't start.

4. The blood then flows down to the lower left chamber and is pumped out of the aorta to the rest of your body. Your left and right coronary arteries carry oxygen-rich blood to all parts of your heart.

■ **Say:**

Heart disease is a condition that affects the heart muscle, heart valves, or blood vessels of the heart. The major form of heart disease is coronary heart disease. Because the heart is such an important organ, you want to keep it free from heart disease. When the heart stops, life stops. So when you take care of your heart, you take care of your life.

3. Facts About Heart Disease

Note: Before the session, read the "More Information" chart on pages 9–10. This chart lists the risk factors for heart disease that you can do something about. It gives you steps you can take to prevent or lower those risk factors.

■ **Say:**

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

■ **Ask:**

Do you know someone who has heart disease?

Note: Allow about 2 minutes for group members to respond.

■ **Show picture card 1.5.**

■ **Say:**

Heart disease is a serious health problem for Latinos.

- It is the #1 cause of death for Latinos in the United States. One out of four deaths among Latinos is due to heart disease.
- Many Latinos believe that a heart attack or stroke happens suddenly because of a scary experience, getting bad news, stress caused by work, family problems, worries, or having strong feelings, such as anger.

- A heart attack or stroke may seem sudden, but the truth is that heart disease happens over many years. Often it starts when you are very young.
- Taking steps to prevent heart disease is important at any age. Taking these steps is like performing regular service on a car, such as changing the oil and checking the fluids and tires. Car maintenance helps keep the engine running smoothly so that the car won't break down on the road. In the same way, you need to take steps to care for your body so you can lower your chances of getting heart disease.
- This course will show the steps you and your family can take to have healthier hearts.

■ **Show picture card 1.6.**

■ **Say:**

In every session, you will hear about something called "risk factors." Risk factors are traits or habits that make a person more likely to get heart disease. Some risk factors—such as age, family history, and being a man or woman—are things you cannot change. But the good news is that you can do something about some risk factors:

- High blood pressure
- High blood cholesterol
- Cigarette smoking
- Diabetes
- Overweight
- Not being physically active

4. Risk Factor Activity

■ **Give** each group member the "Are You at Risk for Heart Disease?" handout (page 16). **Read** aloud each risk factor. As you read each one, **ask** group members to check off the risk factors they have.

■ **Say:**

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

■ **Say:**

This session will explain how these risk factors affect the health of the heart. It will also teach you how you and your family can prevent or control those risk factors. You will learn how to:

- Lose weight if you are overweight.
- Be physically active.
- Cut down on salt and sodium.
- Eat foods that are lower in saturated fat and *trans* fat.
- Eat more fruits and vegetables and low-fat milk and milk products.
- Take prescribed medications as your doctor tells you.
- Quit smoking.
- Get your blood pressure, blood cholesterol, and blood glucose (blood sugar) levels checked.

(Optional) **Note:** You can share information on The Heart Truth campaign described in the Appendix on page 423.

5. A Day With the Ramírez Family

■ **Ask:**

How did you feel when you learned that you or your loved ones have risk factors for heart disease?

Note: Allow 3 minutes for group members to answer.

■ **Give** each group member the "A Day With the Ramírez Family" handout (pages 17–18).

■ **Say:**

People act in different ways when they learn that they must make changes in their habits to lower their risk for heart disease. Let's read the examples from the "A Day With the Ramírez Family" handout. This activity will help us learn how ready we are to make healthy lifestyle changes.

■ **Ask** a volunteer to read the handout.

Note: You can make puppets to represent each member of the Ramírez family from socks or paper bags. Use glue, markers, and other craft scraps to give your puppets features and costumes.

■ **Ask:**

- Which family member do you identify with the most?
- What reasons do you have to improve your health?
- What barriers keep you from making daily changes?
- What can you do to reduce these barriers?

Review of Today's Key Points

■ **Ask:**

What are the risk factors for heart disease that we can prevent or control?

■ **Add** these answers if they are not mentioned:

- Overweight and obesity
- Not being physically active
- High blood pressure
- High blood cholesterol
- Diabetes
- Smoking

■ **Say:**

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

Closing

■ **Ask:**

Do you have any questions about the project?

Note: Give group members a moment to respond.

■ *(Optional)* **Ask:**

How many of you want to go on a grocery store tour? During week 9 or 10, a nutritionist can lead us through a grocery store and help us learn how to shop for our hearts.

Note: If enough group members are interested, call the grocery store in your area and set up a date for a tour. See page xviii.

■ **Say:**

Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

■ **Say:**

In the next session, we are going to discuss the warning signs of a heart attack.

Note: Think about today's session. What worked and what didn't? Has the session helped group members learn about their risk for heart disease?

Are You at Risk for Heart Disease?

Name: _____

Risk factors are traits or habits that make a person more likely to develop heart disease. Read this list of risk factors for heart disease. Check the ones you have.

Heart disease risk factors you can do something about:

✔ Check the ones that you have.

❒ Being overweight ❒ Not sure

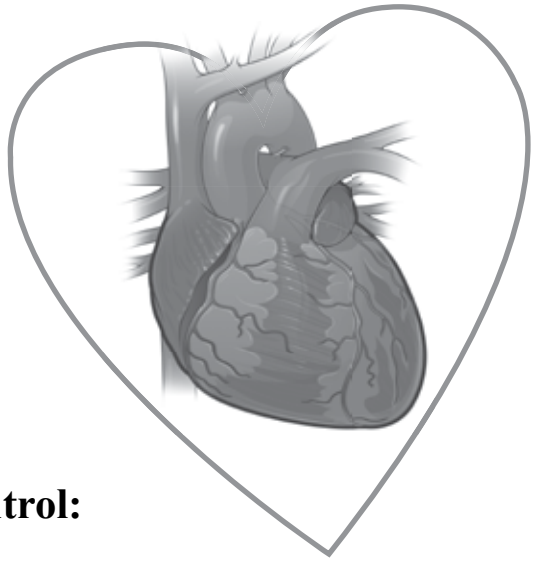
❒ High blood pressure ❒ Not sure

❒ High blood cholesterol ❒ Not sure

❒ Diabetes ❒ Not sure

❒ Not being physically active

❒ Cigarette smoking



Heart disease risk factors you cannot control:

✔ Check the ones that you have.

❒ Age (45 years or older for men and 55 years or older for women)

❒ Family history—

- Father or brother with heart disease before age 55
- Mother or sister with heart disease before age 65

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

A Day With the Ramírez Family

People act in different ways when they learn that they need to make lifestyle changes to lower their chances of getting heart disease. Let's see how the Ramírez family acts when they get the news about their risk.

❑ **Mariano: "I don't really care."**

Mariano learns that he is at risk for heart disease, but he is not concerned about it. He gets upset when reminded about changing his unhealthy habits. He has no intention of making changes for better health. "Whatever will be, will be," claims Mariano.

❑ **Carmencita: "I am stuck."**

Carmencita is worried and depressed because she is aware of her chances of getting heart disease. She thinks about making changes but cannot get started. She feels trapped and is not motivated to take steps for better health. "You can bring a horse to water, but you can't make it drink," ponders Carmencita.

❑ **Virginia: "I am making plans."**

Virginia learns that she is at risk for heart disease and thinks that she should get ready to make changes. Instead of just saying "I will start to make changes tomorrow," she talks to her friends about the plan she has in mind. "Walking the walk is harder than talking the talk," says Virginia.

❑ **Doña Fela: "I am taking action."**

Doña Fela learns that she is at risk for heart disease and quickly starts doing something about it. She goes to classes to learn how to improve her health. She practices what she learns. She feels confident and cheerful. Doña Fela makes simple changes and helps others to do the same. "An ounce of prevention is better than a pound of cure," says Doña Fela.

❑ **Néstor: "I stay on the healthy path."**

Néstor is making changes and is motivated to stay on track to improve his health. He knows that it is easy to fall back to old habits. He makes plans to prevent setbacks and learns to start again if he needs to. He is positive toward life. He asks for help and does not give up. "Time is gold, and health is priceless," says Néstor.

A Day With the Ramírez Family *(continued)*

Now, please answer these questions:

1. With which family member do you identify the most?

_____

2. What reasons do you have to make changes for better health?

_____

_____

3. What are the barriers that keep you from making changes to improve your health?

_____

_____

4. What can you do to overcome these barriers?

_____

_____

s e s s i o n 2

Act in Time to Heart Attack Signs

Objectives

By the end of this session, group members will learn:

- What a heart attack is
- Why it is important to seek treatment quickly if a heart attack happens
- The warning signs of a heart attack
- Why people delay in seeking help for a heart attack
- The benefits of calling emergency medical services
- How to plan ahead

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, markers, and tape
- VCR or DVD and TV monitor
- "Act in Time to Heart Attack Signs" video

(Optional) **Note:** Arrange for a health professional to come to the session to discuss cardiopulmonary resuscitation (CPR).

Handouts

Give group members these handouts during this session:

- "Learn What a Heart Attack Feels Like" (page 36)
- "Fast Action Saves Lives" (page 37)
- "Fast Action Saves Lives: Role Plays" (pages 38–40)
- "My Emergency Card" (page 41)
- "Tender Care for a Happy Heart" (page 42)

Session Outline

Introducing the Session

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

Conducting the Session

1. The Facts Don't Lie
2. What Is a Heart Attack?
3. Importance of Rapid Treatment for a Heart Attack
4. What Are the Warning Signs of a Heart Attack?
5. Delay Can Be Deadly
6. The Role of Emergency Medical Services
7. How To Plan Ahead
8. Tender Care for a Happy Heart

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  At the last session, we talked about the risk factors for heart disease.

- **Ask:**

  Who remembers the risk factors that we can prevent or control?

Note: Allow about 3 minutes for group members to respond.

- **Add** the following risk factors if they are not said:

  - Overweight and obesity
  - Not being physically active
  - High blood pressure
  - High blood cholesterol
  - Diabetes
  - Smoking

- **Ask:**

  Would any of you like to share what you are doing to improve your heart health?

Note: Allow about 2 minutes for group members to respond.

3. About This Session

■ **Say:**

Heart disease develops over many years. Sometimes, despite our best efforts, heart disease can result in a heart attack. That is why it is important to know the warning signs of a heart attack and what to do if you experience them. In today's session, we will discuss these warning signs and the importance of taking quick action if you experience warning signs. By the end of this session, you will know:

- How the heart functions
- What a heart attack is
- The importance of fast treatment for a heart attack
- The warning signs of a heart attack
- Why people delay in seeking help for a heart attack
- The benefits of calling 9–1–1
- Steps you can take now to help you survive a heart attack
- How to prepare your emergency card

Conducting the Session

1. The Facts Don't Lie

■ **Say:**

- Each year about 1.2 million people in the United States will have a heart attack, and about half of these people will die.

- About half of the people who die of a heart attack will die before they reach the hospital.

■ **Say:**

To begin our session today, I would like to show a video about the importance of paying attention to heart attack warning signs.

■ **Show** the "Act in Time to Heart Attack Signs" video (14 minutes).

■ **Say:**

Now that we have seen the video, let's talk about it.

■ **Ask:**

- What did you see in the video?
- What did you hear in the video?
- How did the video make you feel?

Note: Allow about 5 minutes for group members to respond.

2. What Is a Heart Attack?

■ **Say:**

In the video, you heard facts about heart attacks. Now let's talk about what a heart attack is and how one happens.

■ **Show picture card 2.1.**

■ **Say:**

A normal artery allows blood to flow freely. A heart attack occurs when the blood supply going to a portion of the heart through one of the coronary arteries is blocked. Here's how this happens.

- Heart disease, which can lead to a heart attack, develops over time. Fatty deposits build up on the inside of the coronary arteries. When this happens, the arteries become narrow, and not enough blood, oxygen, and nutrients get through to meet the needs of the heart.

- The coronary arteries can become blocked, usually by a clot. When this happens, the blood flow is closed off and a heart attack begins.
- If the blockage continues, part of the heart muscle will start to die.

■ **Say:**

- When a heart attack occurs, medical treatment can restore the blood flow to the heart. This keeps the heart muscle from dying.
- Treatments work best if given as soon as possible, within 1 hour after warning signs of a heart attack begin.
- When a part of the heart muscle dies, nothing can be done to restore it.

■ **Ask:**

Are there any questions about what happens during a heart attack?

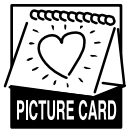
Note: Allow about 5 minutes for group members to answer.

3. Importance of Rapid Treatment for a Heart Attack

■ **Say:**

- Treatments for heart attacks have improved over the years. Twenty years ago, not much could be done to stop a heart attack.
- Today there are treatments that can open up the heart's arteries and restore blood flow.
- "Clot-busting" medicines and other artery-opening treatments can break up the clots and quickly restore blood flow to the heart.

■ **Show picture card 2.2.**



■ **Say:**

- There is also a treatment called angioplasty. A balloon is placed in the coronary artery and inflated to open the artery. This restores the blood flow.

- Sometimes with angioplasty, doctors will insert a stent. A stent is a wire mesh tube that is used to open the artery.
- The stent stays in the artery and keeps it open to improve blood flow to the heart.

■ **Say:**

- These treatments should be given as soon as possible, within 1 hour after warning signs of a heart attack start.
- The more heart muscle that is saved, the better chance a heart attack patient has of surviving and returning to a normal life.

4. What Are the Warning Signs of a Heart Attack?

■ **Say:**

It is important to know how to recognize a heart attack. This activity should help you learn the warning signs of a heart attack.

■ **Ask:**

What warning signs would make you think someone is having a heart attack?

Note: Write group members' responses on a blackboard or on a large piece of paper taped to the wall.

■ **Give** each group member the "Learn What a Heart Attack Feels Like" handout (page 36).

■ **Show picture card 2.3,** and **review** the handout.

■ **Say:**

These are the warning signs most commonly reported by heart attack patients, both women and men.

- **Discomfort** in the center of the chest that lasts more than a few minutes. It can feel like uncomfortable pressure, squeezing, fullness, or pain.

- **Discomfort** in one or both arms or the back, neck, jaw, or stomach
- **Shortness of breath,** with or without chest discomfort
- **Cold sweat**
- **Feeling light-headed**
- **Nausea** or feeling sick to their stomach

■ **Say:**

The most common heart attack warning sign for men and women is chest pain or discomfort.

- Men and women do not need to have all of the warning signs to be having a heart attack.
- The warning signs mentioned are the most common ones, and most people experience more than one of them. Some signs can occur together. For example, chest discomfort often occurs with shortness of breath. Also, arm pain, sweating, and nausea may occur together.

■ **Say:**

- Many people think that all heart attacks happen the way you see in soap operas or the movies—a person has crushing chest pain and falls to the floor. This is a myth. The reality is that not all heart attacks happen this way. Many heart attacks start slowly, with signs gradually getting stronger.
- A heart attack often is not a sudden, deadly event. A variety of warning signs may signal that someone is in danger.
- Sometimes the pain or discomfort is mild, and the signs may come and go.

■ **Ask:**

What do you think are other reasons why people do not recognize when they are having a heart attack?

Note: Allow about 5 minutes for group members to call out answers.

- **Add** the following reasons if they are not mentioned.
  - People may confuse the warning signs of a heart attack with the symptoms of other diseases, such as asthma.
  - People may confuse heart attack signs with symptoms of a pulled muscle, indigestion, or the flu.
  - Some people do not believe they are at risk for having a heart attack. When they have warning signs, they ignore them or wait to see if the signs get worse before they call for help.

5. Delay Can Be Deadly

- **Say:**

  People often wait too long before they seek medical care for the warning signs of a heart attack.

  - Some people wait 2 to 4 hours, or even a day or more, before getting help.
  - If you think a heart attack is happening, the most important thing to remember is this: **Call 9–1–1 in 5 minutes or less.**

- **Say:**

  When people having heart attacks decide to seek help, they often do not call 9–1–1. Only half of all heart attack patients arrive at the hospital by ambulance.

- **Give** each group member the "Fast Action Saves Lives" handout (page 37).

- **Say:**

  Let's go over how to take fast action when you think a heart attack is happening.

- **Ask** a volunteer to read the handout aloud.

■ **Ask:**

Think about yourself and your family—what might prevent you from calling 9–1–1 quickly if you think you are having a heart attack?

Note: Allow about 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** these reasons if they are not mentioned.

- They did not think their symptoms were severe enough.
- They were unaware that calling 9–1–1 has many lifesaving advantages.
- They thought driving themselves to the hospital would be faster.
- They were concerned about being embarrassed when an emergency vehicle—ambulance or fire engine—showed up at their door.
- They were concerned about the cost of the ambulance and medical care.
- They were afraid of being embarrassed if the symptoms were a false alarm.

■ **Say:**

If you are having a heart attack and you or someone else cannot call 9–1–1, have someone drive you to the hospital at once. Never drive yourself. You may pass out along the way, putting yourself and others in danger.

■ **Say:**

It is easy to talk about what to do when a heart attack happens, but it is not so easy to take the right action if you or someone you know is actually having symptoms. Let's take time to act out different scenarios to prepare you for a real situation.

Note: **Ask** for volunteers in the group to form three teams of two people each. **Give** each team one of the three different role plays in the "Fast Action Saves Lives: Role Plays" handout (pages 38–40).

Note: **Ask** the teams to take a few minutes to read the role play, decide who will play the characters, and think about what they will say. Then **ask** each team in turn to present their "drama" to the group.

■ **Ask:**

Now that you have seen the three scenarios, what do you think is the **main action** you must take when someone is having the warning signs of a heart attack?

Note: Allow a moment for group members to call out the answer. If no one gives the correct answer, **say**:

The answer is to call 9–1–1 in 5 minutes or less.

6. The Role of Emergency Medical Services

■ **Say:**

Our actors did a great job of showing us why it is important to call 9–1–1 right away. Calling 9–1–1 is like bringing the hospital emergency department to your door.

■ **Ask:**

What are the benefits of calling emergency medical services?

Note: Allow 3 minutes for group members to respond.

■ **Add** these answers if they are not mentioned.

- Emergency personnel arrive fast and can start treatment right away. They may carry oxygen, heart medicine, pain relief medicine, aspirin, or other medications that can help in case of a heart attack.
- In many locations, emergency personnel are linked to the hospital. They can send information about a patient's condition to the emergency department before the patient arrives at the hospital.
- Heart attack patients who are brought by ambulance receive faster treatment than patients who have someone drive them to the hospital.
- Your heart may stop beating during a heart attack. Emergency personnel carry equipment to restart the heart if that happens.

Note: Most communities have the 9–1–1 system. However, if your community does not, **say:**

The best way to get the care you need is to call the local emergency medical number. In our community, that number is _____.

■ **Say:**

It is a good idea to plan ahead for who will take care of your family in an emergency. Emergency personnel will usually contact a relative or friend to make arrangements, if necessary.

■ **Ask:**

What would you plan to do if you suddenly had to go to the hospital in an ambulance?

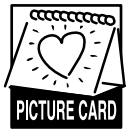
Note: Allow about 5 minutes for group members to discuss their answers.

7. How To Plan Ahead

■ **Say:**

We have learned a lot today about heart attacks and what to do if one happens. Here's the good news: Planning ahead with your family can help you survive a heart attack. Here are things you can do now to prepare for a possible heart attack.

■ **Show picture card 2.4.**



■ **Say:**

You now know the warning signs for a heart attack. Talk to your family and friends about these signs and the importance of calling 9–1–1 right away.

■ **Show picture card 2.5.**

■ **Say:**

You and other adults in your family should talk to your doctor about your risk of a heart attack and how to lower it.

- **Show picture card 2.6,** and **give** each group member the "My Emergency Card" handout (page 41).

- **Say:**

  You and your family should have a plan of action in case of an emergency. This plan should include an emergency card. This card gives health care providers the information they need to know about you in case of an emergency.

  Let's look at your emergency card. The emergency card includes the following information:

  - Name, relationship, and phone number of emergency contacts who should be called if you have to go to the hospital
  - Emergency numbers in your area
  - Name and phone number of your doctor or clinic
  - Your health conditions
  - Current medicines
  - Known allergies
  - Any other important information

  Make a copy for all adults in your family and encourage them to fill it out.

- **Ask** for volunteers to tell you how they would explain the importance of making a survival plan to their family members.

- **Ask** group members to tell you how they would make sure that all of their family members (such as a grandparent, spouse, or uncle) know what to do in case of a heart attack.

Note: Allow 2 or 3 minutes for group members to respond.

More Information

Aspirin: Take With Caution

A person who is thinking about using aspirin to treat or prevent heart problems should talk to a doctor first. If the doctor thinks that aspirin is a good choice, it is important to take the correct dose.

If a person has had a heart attack or stroke, aspirin can help lower the risk of a second one. It can also help keep arteries open in persons who have had heart surgery. It has also been shown that healthy women who take a low dose of aspirin every other day may prevent a first stroke. Aspirin may also prevent a first heart attack in women over the age of 65.

8. Tender Care for a Happy Heart

- **Say:**

  After you finish preparing your emergency card, try some of these actions to lift up your heart.

- **Give** group members the "Tender Care for a Happy Heart" handout (page 42).

Note: Allow 2 to 3 minutes for group members to read the handout.

- **Ask:**

  Which of these things would you like to do first?

Note: Allow about 3 minutes for group members to answer.

- **Say:**

  Choose one or two action items from this handout that you would like to do during each week of the training. Then, write down the date that you complete each action.

Review of Today's Key Points

■ **Say:**

Let's review the main points that we learned today.

What is a heart attack?

- A heart attack occurs when a coronary artery becomes blocked and blood flow is closed off.
- If the blood flow is stopped, parts of the heart muscle start to die.

What stops a heart attack?

- Quick action and medical treatment restore blood flow and save heart muscle.

Why is it important to get treatment quickly?

- Quick treatment can prevent the heart muscle from dying.
- It is best to receive treatment within 1 hour after warning signs start. This will improve chances of survival and will help save the heart muscle.
- "Clot-busting" and other medicines open up the artery and restore blood flow.
- Angioplasty opens the artery and restores blood flow.

What are the warning signs of a heart attack?

- Your chest may hurt or feel squeezed.
- One or both of your arms, your back, or your stomach may hurt.
- You may feel pain in your neck or jaw.
- You may feel like you cannot breathe.
- You may feel light-headed or break out in a cold sweat.
- You may feel sick to your stomach.

What should you do if you experience these warning signs?

- Call 9–1–1 in 5 minutes or less, even if you are not sure you are having a heart attack. Calling 9–1–1 gets you treated more quickly.
- Do not drive yourself to the hospital.

Weekly Pledge

■ **Say:**

You have learned a lot today about how to be prepared if a heart attack happens. Now let's think about how you can practice what you have learned. Please think of one change you can make. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Here are some examples:

- Within the next week, I will think about what to do if a heart attack happens at home, at work, in the middle of the night, or in other situations.
- I will talk with family and friends within the next week about the heart attack warning signs and the need to call 9–1–1 right away.
- I will make an appointment within the next month to talk to my doctor about my heart attack risk.

Note: Allow 5 minutes for group members to think of a pledge.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

- *(Optional)* **Say:**

  A personal value is a quality that you consider valuable or important. Personal values can help you make changes in your everyday life to improve your health.

  Today, the value is **serenity**. Serenity helps you stay calm, even when you face problems or worries. It can help you manage stress and anger, which are two things that can bring about a heart attack.

Note: **Ask** the group members to share how serenity, or another personal value, can help them keep their pledge. Allow 3 minutes for group members to share their ideas.

- **Say:**

  We will talk about how you did with your pledge at the next session.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

- **Say:**

  The next session is about physical activity. Please wear comfortable clothing and walking shoes.

Learn What a Heart Attack Feels Like

Act fast. Call 9–1–1.
It could save your life.

Clot-busting medicines and other treatments can stop a heart attack as it is happening. **These treatments work best if given within 1 hour of when heart attack signs begin.** If you think you are having a heart attack, call 9–1–1 right away.

KNOW THE HEART ATTACK WARNING SIGNS:

Your chest may feel pressure.

You may feel discomfort in one or both arms, or the back or stomach.

You may feel discomfort in your neck or jaw.

You may feel like you can't breathe.

You may feel light-headed or break out in a cold sweat.

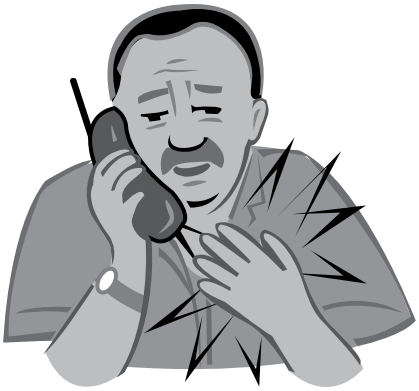
You may feel sick to your stomach.

Fast Action Saves Lives

YOU MAY NOT BE SURE IT IS A HEART ATTACK.

A heart attack may not be sudden or very painful. You may not be sure what is wrong.
But it is important to check it out right away.

ACT FAST.
CALL 9–1–1.



Call 9–1–1 in 5 minutes or less.
Do not drive yourself to the hospital.

When you call 9–1–1, an emergency vehicle arrives right away. Medicines can be given at once.

TO HELP SURVIVE A HEART ATTACK, TAKE THESE STEPS:

- Learn the warning signs of a heart attack, and act fast if you feel them.
- Talk with family and friends about the warning signs and the need to call 9–1–1 right away.
- Ask your doctor about your heart attack risk and how to lower it.
- Complete the "My Emergency Card" handout (page 41).

Role Play 1: At Home

Actor 1
You are at home having breakfast with your spouse. You tell your spouse that you woke up not feeling well. You have a variety of warning signs, including the following:

- You feel some pressure and discomfort in your chest.
- Your arm hurts.
- You feel short of breath.
- You feel a little light-headed.

Actor 2
You look worried—you are not sure what is wrong, but your spouse looks sick. You tell your spouse you have recently heard about the signs of a heart attack and are worried that this may be the problem. You say that maybe it is best if you call 9–1–1.

Actor 1
You insist it is nothing, probably just indigestion. It will pass; you will be fine.

Actor 2
You reply by telling your spouse why it is important to call 9–1–1 right away:

- Even if you are not sure it is a heart attack, it is best to check it out.
- If it is a heart attack, fast treatment can prevent damage to the heart.
- Getting to the hospital quickly means that treatment can start right away and maybe save your life.

You call 9–1–1.

Role Play 2: At Work

Actor 1
You are at work one afternoon, and you see that your coworker does not look well. You ask if anything is wrong.

Actor 2
You reply that you came to work this morning not feeling quite right. You describe the warning signs:

- A heavy feeling in the center of the chest
- Difficulty catching your breath
- Feeling sick to your stomach
- Feeling light-headed
- Some pain going down the left arm

Actor 1
You say you have heard that these signs may mean a heart attack. If so, it is best to get it checked out right away at the hospital. You offer to call 9–1–1.

Actor 2
You give your coworker many reasons why this is not necessary.

- You ate a big lunch, and it's just indigestion, nothing serious.
- You don't want to cause a scene at work and get everybody worried.
- You want to wait and see if the pain goes away in a little while.
- If you went to the hospital, no one would be there to pick up your grandson from daycare.

Actor 1
You tell your coworker why it is important to call 9–1–1 right away. You make the call.

Role Play 3: At Night

Actor 1
You are at home one night reading a magazine when you suddenly start to feel very sick. You call your neighbor on the phone to say you are not feeling well. You describe the signs.

- You suddenly feel a very bad pain in the center of your chest.
- You are out of breath, and you are breaking out in a cold sweat.

You feel it is something bad, and you think you should drive yourself to the hospital. Will your neighbor go with you?

Actor 2
You tell your neighbor you are worried because these symptoms sound like the warning signs of a heart attack. You say in this case it is best to call 9–1–1, not to drive yourself, so you will get to the hospital safely and be treated right away.

Actor 1
You protest that you don't want to wake up the neighborhood and cause a big scene with the siren and all the lights; it's easier to drive.

Actor 2
You tell your neighbor why it is better to call the emergency service.

- Emergency personnel can start medical care right away.
- If your heart stops beating, emergency personnel can revive you.
- Heart attack patients who arrive by ambulance tend to receive faster treatment when they get to the hospital.

Actor 1
You agree that this makes sense. You ask your neighbor to call 9–1–1 for you right away and then come over to be with you.

My Emergency Card

Cut along dotted lines. Fold card in half and paste with a glue stick (Fold 1).
Fold in half again to make your own personal wallet card (Fold 2).

(fold 2)

My Emergency Card

Name: _____

Date of Birth: _____ Home Phone: _____

Emergency Contacts:

Name	Relationship	Phone

Do you have any of the following conditions?

Heart Disease _____ ❑ Yes ❑ No

Previous Heart Attack _____ ❑ Yes ❑ No

High Blood Pressure _____ ❑ Yes ❑ No

Diabetes _____ ❑ Yes ❑ No

Other _____

Family Doctor: _____

Phone: _____

Local Clinic/Hospital: _____

Phone: _____

Emergency Numbers

Fire Department: _____

Local Police Department: _____

Current Medications: _____

Known Allergies: _____

Other Information: _____

(fold 1)

Tender Care for a Happy Heart

Choose one or two action items from this handout that you would like to do during each week of the training. Then, write down the date that you completed each action.

Action	Date
❑ Say something nice, positive, or uplifting to someone.	_____
❑ Allow additional time to do things and get to places without rushing.	_____
❑ Try a new hobby such as arts and crafts.	_____
❑ Look for an activity that will allow you to make new friends.	_____
❑ Show gratitude to at least five people.	_____
❑ Tell your loved ones that you love them.	_____
❑ Do something nice for someone.	_____
❑ Think about three things that make you happy.	_____
❑ Value what you have, and try to see the positive side of things.	_____
❑ Do something special for yourself.	_____
❑ Laugh and be positive. If you like jokes, tell one.	_____

Action	Date
❑ Call a friend you have not seen for a long time.	_____
❑ Look at yourself in the mirror and say, "I am special and unique."	_____
❑ Write down how you feel.	_____
❑ At the end of the day, think about the things that were good and the things you can improve.	_____
❑ Rest. Go to bed 1 hour earlier than usual.	_____
❑ Listen to soft music to relax.	_____
❑ Help someone in need.	_____
❑ Plant a garden.	_____
❑ Be thankful for your family.	_____
❑ Seek support in your faith community.	_____
❑ Speak calmly. Do not yell or scream.	_____
❑ Take 15 minutes to breathe deeply and relax.	_____
❑ Be kind to someone with whom you have differences.	_____

s e s s i o n 3

Take Heart: Say YES to Physical Activity

Objectives

By the end of this session, group members will learn that:

- Physical activity is good for the heart and overall health.
- Adults should be physically active for 30 to 60 minutes on most days.
- Children and adolescents should be physically active for about 60 minutes on most days, preferably daily.
- Brisk walking is a simple activity nearly everyone can do.
- There are ways to fit more activity into a busy schedule.

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, a marker, and tape
- *(Optional)* Index cards for physical activity guessing game*
- *(Optional)* VCR or DVD and TV

* Prepare before the session.

- *(Optional)* "The New Health Machine: Exercise" telenovela or fotonovela (pages 412 and 413)

Note: The telenovela is available in Spanish only.

- Cool drinking water and cups
- *(Optional)* Music for walking activity and tape player or CD player

---

Handouts

Give group members these handouts during this session:

- "Getting Started With Physical Activity" (page 65)
- "Getting Started With Physical Activity: Doña Fela's Answers" (page 66)
- "Take Heart—Say Yes to Physical Activity" (pages 67–68)
- "Stretching Activities" (page 69)
- "How To Be Physically Active" (page 70)
- "Make Physical Activity a Habit—My Personal Record" (page 71)
- "Sample Walking Program" (page 72)

Session Outline

Introducing the Session

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

Conducting the Session

1. Facts About Physical Activity
2. *(Optional)* "The New Health Machine: Exercise" Telenovela or Fotonovela (pages 412–413)
3. Benefits of Physical Activity
4. Types of Physical Activity

   (Optional) Physical Activity Guessing Game
5. Getting Started: Important Things To Know
6. Finding Time To Be Physically Active
7. Walking: An Activity for Almost Everyone*

   A. Discussion and Stretching

   B. Walking Activity

Review of Today's Key Points

Weekly Pledge

Closing

Note: If you have time, include a 30-minute activity, such as walking, at the beginning or end of the remaining sessions.

* Prepare for the walking activity by reading the box with tips on page 58.

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  At the last session we talked about the heart attack warning signs. Who remembers the warning signs of a heart attack?

Note: Allow about 3 minutes for group members to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

- **Add** these signs if they are not mentioned:

  - Your chest may hurt or feel squeezed.
  - You may feel pain in your neck or jaw.
  - One or both of your arms, your back, or your stomach may hurt.
  - You may feel like you can't breathe.
  - You may break out in a cold sweat.
  - You may feel sick to your stomach.
  - You may feel light-headed.

- **Ask:**

  Who remembers what you should do if you feel these symptoms?

■ **Say:**

The answers are:

- Call 9–1–1 in 5 minutes or less, even if you are not sure you are having a heart attack. Calling 9–1–1 gets you treated more quickly.
- Do not drive yourself to the hospital.

■ **Say:**

At the end of the session, we pledged to do one thing to be prepared if a heart attack happens. Please share with the group what you did.

Note: Allow 2 to 3 minutes for group members to respond.

3. About This Session

■ **Say:**

During today's session, we will discuss physical activity and how important it is to your heart health. When the session ends, you will know:

- How physical activity can help you and your family
- What kind of activities are good for you and for your heart
- How much activity you should do
- How you can find time to be active

Note: "Physical activity" and "exercise" mean the same thing.

Conducting the Session

1. Facts About Physical Activity

■ **Say:**

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

- Being physically inactive puts you at risk for heart disease. The good news is that you can do something about this risk factor.
- Latinos, especially women and children, are not getting enough physical activity.
- As a person gets older, having little or no physical activity can lead to health problems.

2. *(Optional)* "The New Health Machine: Exercise" Telenovela or Fotonovela

■ If you choose, **show** the telenovela on physical activity, "The New Health Machine: Exercise," or have volunteers **read** the fotonovela (pages 412–413).

Note: The telenovela is available in Spanish only.

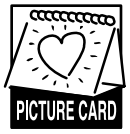
3. Benefits of Physical Activity

■ **Ask:**

How do you think physical activity can help you?

Note: Allow about 5 minutes for group members to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Show picture card 3.1.**



■ **Say:**

Physical activity can help you:

- Strengthen your heart and lungs.
- Build and maintain healthy bones, muscles, and joints.
- Control your weight.
- Have more energy.
- Feel better about yourself.
- Lower your stress.
- Reduce feelings of depression and anxiety.
- Sleep better.

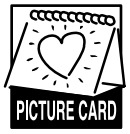
■ **Show picture card 3.2.**

■ **Say:**

Physical activity can also help you:

- Lower your blood pressure.
- Control your blood cholesterol.
- Lower your risk of getting heart disease, diabetes, and some cancers.

■ **Show picture card 3.3.**



■ **Say:**

People feel better when they are active. Physical activity may help you lose weight.

4. Types of Physical Activity

■ **Ask:**

What do you do to be physically active?

Note: Allow about 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Say:**

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

■ **Show picture card 3.4.**

■ **Say:**

You may want to start with **moderate** (medium-level) activities. Moderate activities should require you to make some physical effort, but you should be able to have a conversation comfortably while doing them. **Examples of moderate activities include:**

- Walking at a brisk pace
- Gardening (mowing, raking)
- Dancing (salsa, merengue)
- Making home repairs (painting)
- Washing and waxing a car
- Scrubbing floors and washing windows
- Weightlifting
- Playing softball
- Doing floor exercises (pushups, situps)

■ **Show picture card 3.5.**

■ **Say:**

After a while, you will be able to do more **vigorous** (high-level) activities. Vigorous activities require hard physical effort and make your heart rate and breathing much faster. You usually can't carry on a conversation comfortably while you are doing vigorous activities. **Vigorous activities that you might enjoy include:**

- Playing soccer, basketball, or baseball
- Running or jogging
- Bicycling fast or uphill
- Doing aerobics
- Swimming laps
- Jumping rope
- Skating
- Performing heavy construction work

A. *(Optional)* Physical Activity Guessing Game

Note: You can play a physical activity guessing game. Ahead of time, **write** the names of the 8 medium-level physical activities on index cards of one color and the 10 high-level activities on index cards of a different color (listed on page 68).

- **Divide** participants into two groups, and **give** each person a card.
- **Ask** the medium-level activity group to go first. One by one, each person will act out the physical activity on his or her card. **Ask** the rest of the participants to guess the activity.
- **Follow** the same process for the high-level activity group.
- **Say:**

  All types of physical activity are good for you. Aerobic activities, such as brisk walking that speeds your heart rate and breathing, help your heart. Other activities such as weightlifting and stretching can help improve strength and flexibility.

- **Say:**

  Start slowly. Then move on to higher-level activities. For example, when you are comfortable walking, gradually begin to jog. You'll feel great!

- **Ask:**

  How much physical activity do you think you need to do each day to improve your health?

- **Say:**

  - Adults should have at least **30 minutes** of moderate physical activity daily to lower their chances of getting heart disease.
  - Some adults need up to **60 minutes** of moderate physical activity on most days to prevent unhealthy weight gain.
  - Adults who used to be overweight need **60 to 90 minutes** of moderate physical activity every day to avoid regaining weight.
  - Children and adolescents need at least **60 minutes** of moderate to vigorous physical activity on most days, preferably daily.

■ **Show picture card 3.6.**

■ **Say:**

If you can't set aside 30 or 60 minutes at one time to be active, you can break your activity into shorter periods of 10 minutes or longer. It's the total time of physical activity that is important. Just make sure that the total time adds up to 30 or 60 minutes on most days.

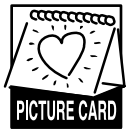
■ **Say:**

For example, if you can only do 30 minutes of physical activity a day:

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

30 minutes

■ **Show picture card 3.7.**



■ **Say:**

If you have more time, you can build up to 60 minutes a day with activities like these:

- Use your stationary bike for 10 minutes before you go to work.....+10
- Take a 15-minute walk with coworkers during your lunch break. .....+15
- Lift weights (dumbbells) while dinner is baking.....+10
- Dance with your family to your favorite music.....+15
- Do aerobic exercises for 10 minutes later in the day.....+10

60 minutes

More Information

Just Move It

- Physical activity is important in weight control.
- Try to be physically active for 30 to 60 minutes on most days.

Here are some examples of how many calories you can burn from various activities for 30 minutes.

Activity	Calories burned per 30 minutes*
Weightlifting	110
Walking (briskly), 3 1/2 miles per hour	140
Gardening	165
Raking leaves	165
Dancing	240
Bicycling (slowly), 10 miles per hour	145
Swimming laps	255
Jogging, 5 miles per hour	295

* These calories are for a healthy 154-pound person. A lighter person burns fewer calories; a heavier person burns more.

Source: "The Compendium of Physical Activities Tracking Guide," University of South Carolina, 2000

5. Getting Started: Important Things To Know

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

- **Say:**

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

- **Give** each group member the "Getting Started With Physical Activity" handout (page 65).

- **Say:**

  It's very important to know when to talk with a doctor before starting a physical activity program. In the list on your handout, check which people should see a doctor before they begin physical activity.

- **Read** the passages below while the participants check off the boxes.

  - ❑ Carlos is 65 years old and had a heart attack 10 years ago, but he is fully recovered.
  - ❑ Maria is 32 years old and had a healthy baby 8 months ago.
  - ❑ Arturo is 38 years old and has diabetes, but he controls his condition very well with medication.
  - ❑ Carmen is 35 years old and wants to start being more physically active to lower her high blood pressure and help herself to quit smoking.
  - ❑ Gloria is 27 years old and in good health, and she wants to start running.
  - ❑ Hector is 57 years old and broke his leg 2 years ago, but it healed very well. He walks every day but wants to start jogging.

Note: Allow a few minutes for group members to discuss.

- **Give** each group member the "Getting Started With Physical Activity: Doña Fela's Answers" handout (page 66).

■ **Say:**

Let's look at the handout to see what Doña Fela has to say about this.

Note: Go over the answers with the group.

■ **Say:**

These are Doña Fela's answers:

- ☑ Carlos **should** see a doctor before starting a physical activity program, because he has had a heart attack. Even though he is fully recovered, he should still check with his doctor.
- ❑ Maria **does not need to** see a doctor before starting a physical activity program. Having a baby is not a risk factor, and she is young.
- ☑ Arturo **should** see a doctor before starting a physical activity program, because he has diabetes. Even though he is young and he controls his condition very well with medication, he should still check with his doctor.
- ☑ Carmen **should** see a doctor before starting a physical activity program because she has two risk factors: high blood pressure and smoking.
- ❑ Gloria **does not need to** see a doctor before starting a physical activity program. Even though she wants to start a harder activity, such as running, she is young and in good health.
- ☑ Hector **should** see a doctor before starting a physical activity program. His broken leg is not a factor, but he should check with the doctor first, because he wants to start a harder physical activity program, and he is more than 45 years old.

■ **Say:**

Here are some other things you should know before starting a physical activity program:

1. Start slowly. Build up the time and effort that you put into any activity. You should not be tired the next day.

2. Drink plenty of fluids before, during, and after physical activity, even if you are not thirsty. Drink water. Water has no calories and will prevent you from becoming dehydrated. Special sports drinks are not needed.

3. Wear shoes and socks that give your feet support. Shoes with thick soles will cushion your feet and absorb shock.

4. Wear comfortable clothing. You do not need to buy fancy outfits.

5. **Never** wrap your body in plastic or wear clothing that is too heavy. This will not help you lose fat, but it can:

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

■ **Say:**

You should also know that some people who are very overweight may face special challenges in trying to be physically active, but they too have good options.

Start with these activities:

- **Weight-bearing activities,** such as walking, involve lifting or pushing your own body weight.
- **Nonweight-bearing activities,** such as swimming and water workouts, put less stress on your joints because you do not have to lift or push your own weight. If your feet or joints hurt when you stand, nonweight-bearing activities may be best for you.
- **Lifestyle activities,** such as gardening, do not have to be planned.

Note: For more information on being active at any size, visit the Weight-control Information Network at http://win.niddk.nih.gov or call 1–877–946–4627 (toll free).

■ **Ask:**

Does anyone have any questions?

Note: Allow 2 or 3 minutes for questions.

6. Finding Time To Be Physically Active

■ **Say:**

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

■ **Give** each group member the "Take Heart—Say Yes to Physical Activity" handout (pages 67–68). **Read** the handout aloud.

■ **Ask:**

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

Note: Allow about 5 minutes for group members to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** these ways if group members do not mention them.

- Take a 15- to 20-minute walk during your lunch break at work or after dinner with your family.
- Jump rope a few minutes each day. Work up to jumping for 10 minutes.
- Dance with your children. You'll burn calories and have fun together.

■ **Say:**

Spend more time being active, and cut back on watching TV, videos, or DVDs; using the computer; or playing video games.

7. Walking: An Activity for Almost Everyone

Tips for Preparing for the Walking Activity

Before the start of this session:

- **Review** the "Stretching Activities" handout (page 69).
- **Practice** until you know each part well enough to teach it to the group members.
- **Practice** a brisk walk. Take long strides, and swing your arms.

When leading this activity, remember:

- Music can get people in the mood for being active. Use a lively song for the warmup exercises, a faster beat for the walking, and a relaxing song for the cooldown period. Make sure that no one objects to the music.
- Be enthusiastic. Group members will pick up on your enthusiasm and feel good about exercising.
- Lead the walk in a circle if you have to do the walking indoors or if space is limited.
- Have plenty of cool drinking water available before and after the activity.

A. Discussion and Stretching

- **Say:**

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

■ **Say:**

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

■ **Say:**

It's important to spend time warming up and cooling down each time you are physically active. Although the risk of injury from walking is low, the warmup gets your leg muscles ready for the activity. The cooldown lets your heart rate slowly return to normal. This also keeps your leg muscles from getting stiff.

Note: Ask the group members to stand up and spread out, with at least 3 feet between them and other group members.

■ **Start** the music.

■ **Say:**

It is important to warm up your muscles and stretch before you begin physical activity. First, we will warm up our muscles, and then we will stretch. Let's walk in place slowly for 3 minutes.

■ **Say:**

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

B. Walking Activity

■ After the stretching activities, **lead** the group members on a 15- to 20- minute walk. **Walk** slowly for the first 5 minutes. Then **show** them how to do a brisk walk for 5 to 10 minutes.

■ During the last 5 minutes, **slow** your pace.

■ **Say:**

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

■ **Say:**

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

■ **Ask:**

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

Note: Allow 3 to 5 minutes for group members to answer.

■ **Say:**

If you already walk three or more times a week, add other activities to become more fit. Try running, jumping rope, or doing aerobics.

■ **Say:**

One of the hardest parts of being more active is staying motivated. Many people find that having a partner helps them stay active. A partner can be a family member, neighbor, or friend. The benefits of having a partner are:

- You can motivate each other. You can set goals together and help each other meet them.
- It makes the time go by faster. You focus on talking rather than on the activity.

■ **Say:**

Walking clubs are a great way to enjoy physical activity and make friends.

Note: See page 424 for tips on how to organize a walking club, so you can share the tips with group members.

■ **Ask:**

- What would help you stay motivated to continue being physically active?
- Where are some safe places in your neighborhood to be active?

Note: Allow about 3 minutes for group members to answer. **Write** their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Give** each group member the following handouts: "Stretching Activities" (page 69), "How To Be Physically Active" (page 70), "Make Physical Activity a Habit—My Personal Record" (page 71), and "Sample Walking Program" (page 72).

■ **Say:**

Use the "Make Physical Activity a Habit—My Personal Record" handout to track your daily progress.

Review of Today's Key Points

■ **Say:**

Let's review what we have learned today.

What are some of the benefits of regular physical activity?

- Regular physical activity can:

  — Strengthen your heart and lungs.

  — Build and maintain healthy bones, muscles, and joints.

  — Help you lose excess weight and prevent weight gain.

  — Control blood cholesterol and lower blood pressure.

— Help you sleep better, reduce stress, increase energy, and reduce feelings of depression.

— Lower your chance for heart disease, diabetes, and cancer.

What is an activity that just about everyone can do?

- Brisk walking

What are simple ways to become more active throughout the day?

- Take a walk.
- Get off the bus early and walk.
- Dance to your favorite music.

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

- Adults need at least 30 minutes, and children and adolescents need at least 60 minutes daily.

Weekly Pledge

■ **Say:**

You have learned a lot today about how you can become more physically active. Now let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to increase your level of physical activity. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Examples include:

- I will talk to family members and friends this weekend about taking regular walks together.

- I will start walking for at least 20 minutes during my lunch break at work, starting tomorrow.

■ **Say:**

Write your pledge on the "Take Heart—Say Yes to Physical Activity" handout on page 68. Keep this handout in a special place so you can review your pledges and keep your goal in mind.

Note: Allow 5 minutes for group members to think of a pledge and write it down.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

■ *(Optional)* **Say:**

Keeping a personal value in mind can help you make changes in your everyday life to become more physically active. Remember that a personal value is a quality that you consider important.

Today the value is **perseverance.** Perseverance helps you have the willpower to keep your pledge, even if it means starting again after a slip. It helps you set a routine to keep you focused on your goal to improve your health.

■ **Ask:**

How could you use perseverance or another value to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

■ **Say:**

We will talk about how you did with your pledge at the next session. Remember to keep working on your pledge to be prepared if a heart attack happens.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

- **Say:**

  I am looking forward to seeing you at the next session. The next session will be about how to cut back on salt and sodium to prevent and control high blood pressure.

Note: Think about today's class. What worked? What didn't work? Have you made any changes in your own life that were covered in today's session?

Getting Started With Physical Activity

It's very important to know when to talk with a doctor before starting a physical activity program.

In the list below, check which people should see a doctor before they begin a physical activity program.

- ❏ Carlos is 65 years old and had a heart attack 10 years ago, but he is fully recovered.
- ❏ Maria is 32 years old and had a healthy baby 8 months ago.
- ❏ Arturo is 38 years old and has diabetes, but he controls his condition very well with medication.
- ❏ Carmen is 35 years old and wants to start being more physically active to lower her high blood pressure and help her to quit smoking.
- ❏ Gloria is 27 years old and in good health, and she wants to start running.
- ❏ Hector is 57 years old and broke his leg 2 years ago, but it healed very well. He walks every day, but wants to start jogging.

Getting Started With Physical Activity: Doña Fela's Answers

- ☑ Carlos **should** see a doctor before starting a physical activity program because he has had a heart attack. Even though he is fully recovered, he should still check with his doctor.

- ❑ Maria **does not need to** see a doctor before starting a physical activity program. Having a baby is not a risk factor, and she is young.

- ☑ Arturo **should** see a doctor before starting a physical activity program, because he has diabetes. Even though he is young and he controls his condition very well with medication, he should still check with his doctor.

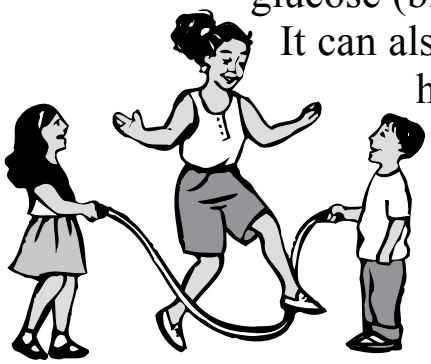
- ☑ Carmen **should** see a doctor before starting a physical activity program, because she has two risk factors: high blood pressure and smoking.

- ❑ Gloria **does not need to** see a doctor before starting a physical activity program. Even though she wants to start a harder activity, such as running, she is young and in good health.

- ☑ Hector **should** see a doctor before starting a physical activity program. His broken leg is not a factor, but he should check with the doctor first, because he wants to start a harder physical activity program, and he is more than 45 years old.

Take Heart—Say Yes to Physical Activity

Regular physical activity can help your heart and lungs work better; lower your blood pressure, blood cholesterol, and blood glucose (blood sugar); and help you control your weight. It can also help you relax, feel less tense, sleep better, have more energy, and feel better about yourself. Physical activity can also reduce your risk for diabetes and some types of cancer.



Make staying active a lifelong habit.

Doña Fela has learned that the more physical activity you do, the easier it gets.

Keep moving. Start slowly, and work your way up!

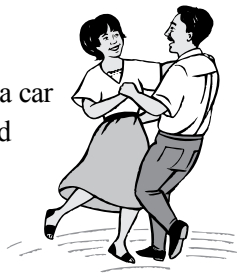
Strive to do at least 30 minutes of activity every day. If you're short on time, try three or more 10-minute periods.

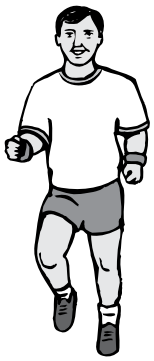
Start with light activities

- Slow walking
- Watering the lawn or garden
- Vacuuming

Move to moderate activities

- Walking at a brisk pace
- Gardening (mowing, raking)
- Dancing
- Doing home repairs
- Washing and waxing a car
- Washing windows and scrubbing floors
- Playing softball
- Weightlifting





Increase to vigorous activities

- Playing soccer
- Playing basketball
- Playing baseball
- Running or jogging
- Bicycling fast or uphill
- Doing aerobics
- Swimming laps
- Jumping rope
- Skating
- Doing heavy construction work

Other things to do to help you and your family get started:

- Leave a pair of walking shoes in your car.
- Set a date and time with a coworker to begin walking.




Carmencita, Virginia, and Néstor Ramírez have all increased their physical activity. They now dance and use their stationary bike almost every day. And Mariano Ramírez jogs in place each day.

Make your personal pledge to exercise like the Ramírez family does!

Look at these examples:

Morning

Park the car a few blocks away and walk for 10 minutes.

Noon

During lunch, take a walk with a coworker.

Evening

After dinner, take a walk with your family.

Write the changes you will make this week.

_____

_____

_____

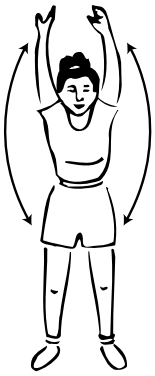
_____

_____

Your health and your family's health are priceless. Make an investment in it!

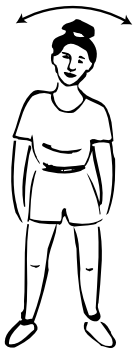
Stretching Activities

Do these stretches gently and slowly. Do not bounce.



1. Deep breathing

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



2. Neck Stretching

Side to side two times.

3. Shoulder Stretches

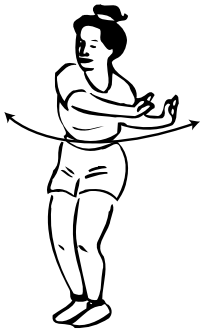
Up and down five times on each side.

4. Side Stretches

Up and down five times in each direction.

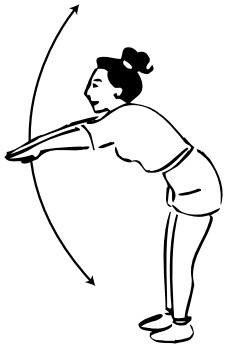
5. Waist Stretches

Side to side three times in each direction.



6. Twists

Side to side three times in each direction.

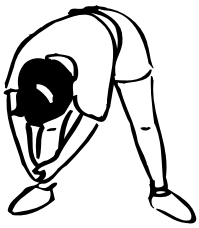


7. Back and Leg Stretches

Down and up five times.

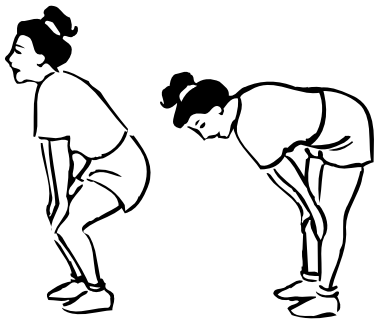
8. Back Stretch

Arms through legs six times.



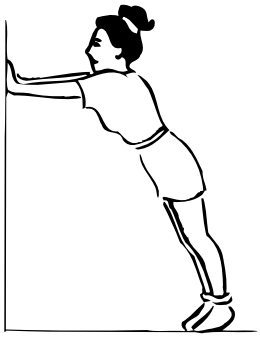
9. Leg Stretch 1

Hold onto ankle, four times on each side.



10. Leg Stretch 2

Down and up five times.

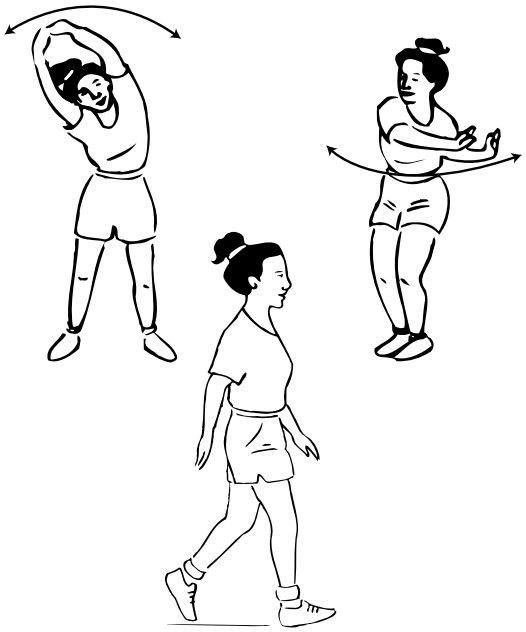


11. Leg Stretch 3

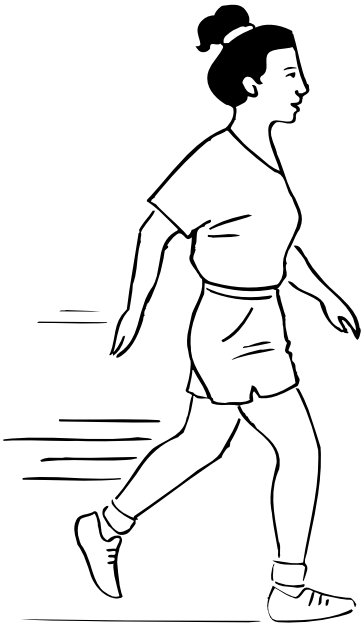
Move heels up and down six times.

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

How To Be Physically Active

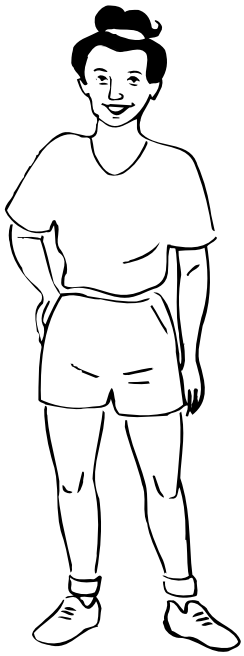


1. Walk slowly for 5 minutes. Then do stretching exercises. (See handout on stretching exercises.)



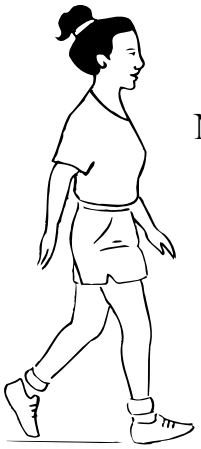
2. Walk briskly for 20 minutes.

3. Walk slowly for 5 minutes.

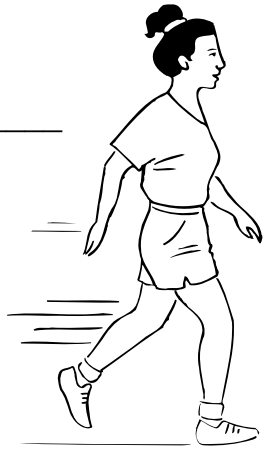


4. Relax!

Make Physical Activity a Habit—My Personal Record



Name: _____



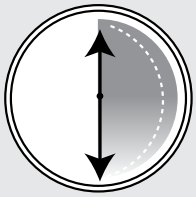
Track your progress every day.
Start out slowly.

Aim to reach 60 minutes or more each day!

Write down the number of minutes you are active each day.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Example	*5 min.*	*5*	*10*	*10*	*15*	*15*	*15*
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							

Sample Walking Program*

	 **Warm Up**	 **Walk**	 **Cool Down**	 **Total Time**
Week 1	Walk slowly 5 minutes	Walk briskly 5 minutes	Walk slowly 5 minutes	15 minutes
Week 2	Walk slowly 5 minutes	Walk briskly 10 minutes	Walk slowly 5 minutes	20 minutes
Week 3	Walk slowly 5 minutes	Walk briskly 15 minutes	Walk slowly 5 minutes	25 minutes
Week 4	Walk slowly 5 minutes	Walk briskly 20 minutes	Walk slowly 5 minutes	30 minutes
Week 5	Walk slowly 5 minutes	Walk briskly 25 minutes	Walk slowly 5 minutes	35 minutes
Week 6	Walk slowly 5 minutes	Walk briskly 30 minutes	Walk slowly 5 minutes	40 minutes
Week 7	Walk slowly 5 minutes	Walk briskly 35 minutes	Walk slowly 5 minutes	45 minutes
Week 8	Walk slowly 5 minutes	Walk briskly 40 minutes	Walk slowly 5 minutes	50 minutes

* Walk every day of the week.

s e s s i o n 4

Help Your Heart: Control Your High Blood Pressure

Objectives

By the end of this session, group members will learn:

- What blood pressure is
- That it is best to have a blood pressure below 120/80 mmHg (millimeters of mercury)
- That blood pressure between 120/80 and 139/89 mmHg is prehypertension
- That a blood pressure of 140/90 mmHg or greater is high
- What a stroke is and what the warning signs are
- That eating less salt and sodium can lower the risk of developing high blood pressure
- That they can take steps to lower the amount of salt and sodium in their diet

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, a marker, and tape
- Measuring spoons (1 teaspoon)
- Small amount of salt

- Colored plate or plastic test tube
- Doña Fela's Seasoning Mixture (page 105). Prepare enough to give a small sample to each group member in a plastic bag or cup.
- *(Optional)* The "They'll Learn To Like Him" and "An Unsettling Surprise: Prevent High Blood Pressure" telenovelas. The "An Unsettling Surprise: Prevent High Blood Pressure" fotonovela can be found on pages 414–415.

Note: The telenovela is available in Spanish only.

- *(Optional)* VCR or DVD and TV monitor

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

Handouts

Give these handouts to each group member during this session:

- List of places where group members can get their blood pressure checked*
- "Know the Stroke Signs. Act Quickly." (page 98)
- "My Healthy Heart Wallet Card" (page 99)
- "Take Steps—Healthy Habits To Lower High Blood Pressure!" (page 100)
- "Read the Food Label for Sodium!" (page 101)
- "Mariano's Food Choices" (pages 102–103)
- "Sodium in Foods" (page 104)
- "Keep Your Heart in Mind: Eat Less Salt and Sodium" (pages 105–106)
- "Tips for Taking Medicine for High Blood Pressure" (page 107)

---

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

- "Turkey Meatloaf Recipe" (page 108)
- "Use Herbs and Spices Instead of Salt" (page 109)

Session Outline

Introducing the Session

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

Conducting the Session

1. The Facts Don't Lie
2. *(Optional)* "An Unsettling Surprise: Prevent High Blood Pressure" Telenovela or Fotonovela
3. Facts About Blood Pressure and Stroke
4. Lowering High Blood Pressure
5. *(Optional)* "They'll Learn To Like Him" Telenovela
6. Salt and Sodium—How Much Do We Need?
7. Food Label Activity—Sodium
8. Shake the Salt and Sodium Habit
9. Easy on the Alcohol
10. Manage Your High Blood Pressure With Medicine
11. Turkey Meatloaf Recipe

Review of Today's Key Points

Weekly Pledge

(Optional) **Blood Pressure Check**

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  Last week, we talked about why you should be physically active. What do you remember about the benefits of being physically active?

Note: Allow about 3 minutes for group members to answer. Write responses on the blackboard or on a large piece of paper taped to the wall.

- **Add** the following benefits if they are not mentioned.

  Physical activity:

  - Strengthens your heart and lungs.
  - Builds and maintains healthy bones, muscles, and joints.
  - Helps you feel better about yourself.
  - Helps you control your weight.
  - Helps you lower your high blood pressure.
  - Helps you control your blood cholesterol.
  - Helps you sleep better.
  - Helps you reduce stress and feelings of depression and anxiety.

- Helps you have more energy.
- Helps lower your chances of developing diabetes (high blood sugar), heart disease, and some cancers.

■ **Say:**

At the end of our last session, everyone made a pledge to be more active.

Note: Share with the group what you did and what barriers you faced.

■ **Ask:**

Would any of you like to share with the group what you did? What problems did you face (such as not having time or not getting family support)? How did you solve them?

Note: Allow about 5 minutes for responses.

3. About This Session

■ **Say:**

Today's session is about blood pressure and the steps you can take to lower your blood pressure or keep it from rising.

Conducting the Session

1. The Facts Don't Lie

■ **Say:**

- More than 65 million people (one in three) in the United States have high blood pressure, which is also called hypertension. Nearly a third of these people don't know they have high blood pressure.

- Another 59 million Americans have prehypertension, which means they are at risk for developing high blood pressure.
- Nearly one in five Latinos has high blood pressure.
- Only one in five Mexican Americans with high blood pressure have their blood pressure under control.

2. *(Optional)* "An Unsettling Surprise" Telenovela or Fotonovela

- **Show** the telenovela, "An Unsettling Surprise: Prevent High Blood Pressure," or have volunteers read the fotonovela (pages 414–415).

3. Facts About Blood Pressure and Stroke

- **Show picture card 4.1.**
- **Say:**

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

- **Show picture card 4.2.**
- **Say:**

  Blood pressure is recorded as two numbers—the systolic pressure (as the heart beats) over the diastolic pressure (as the heart relaxes between beats).

- **Say:**

  The measurement is written one above the other, with the systolic number on top and the diastolic number on the bottom. For example, a blood pressure measurement of 120/80 mmHg is expressed verbally as "120 over 80."

■ **Say:**

It is important to keep track of your blood pressure numbers. Write down your numbers every time you have your blood pressure checked.

■ **Ask:**

Do you know your blood pressure numbers?

Note: Allow about 2 minutes for responses.

Note: Copy this chart on the blackboard or on a large piece of paper taped to the wall.

Your Blood Pressure Numbers

Level	First number (mmHg)	Second number (mmHg)	Results
Normal	Below 120	Below 80	Good for you!
Prehypertension	120–139	80–89	Keep an eye on your blood pressure. It is time to make changes in your eating and physical activity habits. Visit the doctor if you have diabetes.
High blood pressure	140 or greater	90 or greater	Ask your doctor or nurse how to control it.

■ **Say:**

A normal blood pressure is less than 120/80 mmHg. Blood pressure of 120/80 to 139/89 mmHg is prehypertension. This means that you don't have high blood pressure yet, but are likely to develop it in the future, unless you make changes in your health habits. Blood pressure is high when it is 140/90 mmHg or greater.

■ **Show picture card 4.3.**

■ **Say:**

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

■ **Say:**

High blood pressure is known as the "silent killer" because it often has no symptoms. Most people who have it don't feel sick until they have a stroke, heart attack, or some other problem caused by high blood pressure.

■ **Say:**

High blood pressure is a major risk factor for stroke. Other risk factors that increase your chances of having a stroke include heart disease, smoking, diabetes, and high blood cholesterol.

■ **Ask:**

Do you know anyone who has had a stroke?

Note: Allow a few minutes for group members to answer.

■ **Give** group members the "Know the Stroke Signs. Act Quickly." handout (page 98).

■ **Show picture card 4.4.**

■ **Say:**

A stroke is also called a brain attack. A stroke happens when blood suddenly stops going to the brain and brain cells die. A stroke is very serious and can lead to disability and death.

■ **Say:**

The warning signs of a stroke happen suddenly. A person may have one or more warning signs. The warning signs of a stroke include:

- Numbness of the face, arm, or leg (especially on one side of the body)
- Confusion, trouble talking, and difficulty understanding others
- Trouble seeing in one or both eyes
- Trouble walking, dizziness, and loss of balance or coordination
- Severe headache

■ **Say:**

Ministrokes—or transient ischemic attacks (TIAs)—have the same symptoms as a stroke, but they do not last as long and usually do not cause brain damage. A ministroke is a warning that a stroke may happen in the future.

■ **Say:**

Ministrokes may last a few seconds or an entire day and then go away. These signs should not be ignored. As with a heart attack, act immediately if you or someone you know has stroke symptoms. Calling 9–1–1 right away will help prevent serious problems.

■ **Show picture card 4.5.**

■ **Say:**

Measuring blood pressure is easy and does not hurt. The best way to find out if you have high blood pressure is to have it checked at least once a year. Check it more often if you already have high blood pressure.

■ **Give** group members:

- A list of places (such as clinics and hospitals) to get blood pressure checked
- The "My Healthy Heart Wallet Card" handout (page 99)

- **Say:**

  Ask for your numbers each time you have your blood pressure checked. Keep a record of each reading on the wallet card.

4. Lowering High Blood Pressure

- **Ask** group members to raise their hands if someone in their families has high blood pressure.

- **Say:**

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

- **Say:**

  The good news is that you can take steps now to lower your blood pressure or keep it from rising. Let's find out how.

- **Give** each group member the "Take Steps—Healthy Habits To Lower High Blood Pressure!" handout (page 100).

- **Read** aloud the steps to lower high blood pressure or keep it from rising.

- **Ask:**

  Which steps could you and your family take to prevent or lower high blood pressure?

Note: Allow 3 minutes for group members to respond.

5. *(Optional)* "They'll Learn To Like Him" Telenovela

- **Say:**

  Let's see what the Ramírez family has to say about eating less salt and sodium.

- **Show** the "They'll Learn To Like Him" telenovela.

6. Salt and Sodium—How Much Do We Need?

Note: For this activity, you will need a 1/4 teaspoon measuring spoon, a 1 teaspoon measuring spoon, and some salt. Use a colored plate or a plastic test tube to show the sodium levels.

- **Say:**

  Eating less salt and sodium can help you prevent or lower high blood pressure. You probably know what salt is, but you may wonder what sodium is. Sodium is a part of salt. It is also part of mixtures used to flavor and preserve foods.

- **Say:**

  You should cut back the amount of sodium you get from all foods and beverages to less than 2,300 milligrams of sodium, or about 1 teaspoon of salt per day.

  Note: Now show 1 teaspoon of salt.

- **Say:**

  Most people in the United States eat about 4,000 to 6,000 milligrams of sodium each day, or about 2½ teaspoons.

  Note: Now show 2½ teaspoons of salt.

Say:

This is about 8 to 12 times more sodium than the body needs. Eating this much salt and sodium may lead to high blood pressure.

- **Show picture card 4.6.**

- **Say:**

Let's talk about what foods are high in sodium.

- Most of the sodium that we eat comes from packaged foods, and from restaurants and fast foods. Examples of packaged foods are regular canned soups, canned vegetables, frozen dinners, salty chips, and meats high in sodium such as hotdogs.
- When you eat out, most of the food will be high in sodium. If you have high blood pressure, you should eat out less often.
- Sodium also comes from salt added during cooking or at the table.

7. Food Label Activity—Sodium

- **Show picture card 4.7.**

- **Say:**

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

- **Give** group members the "Read the Food Label for Sodium!" handout (page 101).

- **Say:**

The food label lists the serving size and number of servings in the container. It also gives the amount of calories, sodium, saturated fat, *trans* fat, cholesterol, and sugar in one serving of the food. We will talk about calories, saturated fat, *trans* fat, and cholesterol in the next two sessions. Today we will concentrate on sodium.

- **Point** to where the Percent Daily Value is located on the food label.

- **Say:**

The Percent Daily Value helps you compare products. It tells you if a food is high or low in various nutrients. Remember—it is easy to take in more than 2,300 milligrams of sodium. Choose foods with a lower Percent Daily Value for sodium. A Percent Daily Value of **5 or less is low,** and a Percent Daily Value of **20 or more is high.** Once you get into the habit of looking at food labels, it will be easy.

- **Say:**

Let's take a close look at the Nutrition Facts on an actual label to find the amount of sodium. Let's go back to the "Read the Food Label for Sodium!" handout.

- **Point** again to picture card 4.7.

- **Say:**

The Percent Daily Value for sodium in a packaged noodle soup is circled on the food label.

- **Say:**

The sodium content of the same food can vary, depending on how it is packaged or what brand it is. Compare food labels to choose foods that are lower in sodium.

- **Say:**

Look at the bottom of the handout. Look at the Percent Daily Value for low-sodium soup and for packaged noodle soup. Which soup is lower in sodium?

- **Say:**

Low-sodium soup is lower in sodium. One serving of low-sodium soup has only 9 percent of the Daily Value for sodium. One serving of packaged noodle soup has 34 percent of the Daily Value for sodium. The oriental soup has four times more sodium than low-sodium soup.

■ **Say:**

You can also think of the Percent Daily Value like a budget. For example, you have a daily budget of $100 for all of your sodium needs for 1 day. If, from that daily budget, you spend $34 (Percent Daily Value) on the packaged noodle soup, that serving has cost you almost a third of your daily budget. That's not too bad if it is for a whole meal, but it is for one food item. You now have only $66 left. You could easily go over your sodium budget for that day if the sodium content of the rest of your foods is also "expensive."

■ **Say:**

More Information: Potassium, Calcium, and Magnesium

The latest research shows that foods rich in potassium are important in protecting against high blood pressure. Foods rich in calcium and magnesium may help, too. Eat foods that are a good source of these nutrients:

- **Potassium:** bananas, plantains, tomatoes, potatoes, oranges, prunes, spinach, and dry beans
- **Calcium:** low-fat milk; low-fat, reduced-sodium cheese; low-fat yogurt; calcium-fortified orange juice; leafy greens; and fresh or rinsed canned fish
- **Magnesium:** whole-grain breads and cereals, beans, nuts, seeds, okra, and spinach

More Information: The DASH Eating Plan To Lower Your Blood Pressure

One eating plan that can lower blood pressure is Dietary Approaches to Stop Hypertension (DASH). By using the DASH plan, you can lower blood pressure by eating:

- Lots of fruits and vegetables
- Fat-free or low-fat milk products
- Whole-grain products
- Fish, poultry, and lean meats
- Nuts, seeds, and dry beans

The DASH eating plan also includes:

- Less salt and sodium
- Small amounts of fats and oils
- Small amounts of sweets and beverages that are high in added sugar

People with high blood pressure will get extra benefits from following the DASH eating plan and eating foods low in salt and sodium. This combination also is heart healthy for people who don't have high blood pressure.

Choosing and preparing foods that are lower in salt and sodium may help prevent or lower high blood pressure. Eating more fruits and vegetables, whole-grain breads and cereals, and fat-free or low-fat milk products also may help lower blood pressure.

■ **Say:**

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

■ **Give** each group member the "Mariano's Food Choices" handout (pages 102–103). **Read** or **ask** a volunteer to read the story below.

■ **Say:**

Let's go over some questions. Use the food labels to choose the food

Mariano's Food Choices

Mariano's blood pressure was slightly higher the last time he visited his doctor. The doctor told Mariano to cut back on the amount of sodium he eats. Use the food labels to help his wife Virginia choose foods that will help Mariano follow his doctor's advice.

that is lower in sodium.

■ **Ask** these questions. **Give** the correct answer after group members guess.

8. Shake the Salt and Sodium Habit

Questions	Correct Answers
When buying juice, should Virginia choose tomato juice or orange juice?	**Orange juice**
Should she serve corn tortillas or flour tortillas?	**Corn tortillas**
Is there less sodium in canned chicken or roasted chicken?	**Roasted chicken**
To cut back on sodium, should Mariano eat thin pretzels or baked tortilla chips?	**Baked tortilla chips**

Note: Prepare Doña Fela's Seasoning Mixture (page 105) before the session.

- **Give** group members the "Sodium in Foods" handout (page 104).

- **Ask:**

  Does anyone see a food on the right side of the page that you eat often?

- **Ask** the person to name a lower-sodium food on the left side that he or she could eat instead.

- **Say:**

  Let's now review some practical tips that will help you cut back on salt and sodium.

- **Give** each group member a copy of the "Keep Your Heart in Mind: Eat Less Salt and Sodium" handout (pages 105–106). **Review** the tips on how to cut back on salt and sodium when you are shopping, cooking, and eating.

- **Say:**

  Here is a sample of Doña Fela's secret recipe from the bottom of the "Keep Your Heart in Mind" handout. Fill an empty saltshaker with the seasoning mixture, and put it on your table. Tell your family to try this instead of salt.

- **Give** each group member a sample of Doña Fela's seasoning mixture.

- **Ask:**

  Why is it hard for you to cut back on salt and sodium?

Note: Write their responses on the blackboard or on a large piece of paper taped to the wall. Then write down some possible solutions. See the "Examples" box for some problems and solutions.

9. Easy on the Alcohol

Examples

Problems You May Encounter	Solutions
The food has no flavor.	Use herbs or spices to add flavor to foods. See the "Use Herbs and Spices Instead of Salt" handout (page 109).
Family members will get upset.	Cut back on salt slowly. Use less salt each time you cook, so family members can get used to the taste.
Adding salt is a habit that is hard to break.	Give yourself time to get used to using less salt. Choose brands that are lower in salt. Take the saltshaker off the table.

■ **Say:**

Drinking too much alcohol can raise your blood pressure. It can also harm the liver, brain, and heart. Alcoholic drinks also contain calories. The extra calories can make it hard to control your weight.

If you don't drink alcohol, don't start. If you drink alcohol, drink only a moderate amount. That means:

- Men should have no more than two drinks a day.
- Women should have no more than one drink a day.
- Pregnant women should not drink any alcohol.

■ **Ask:**

What do you think counts as one drink?

Note: Allow a few minutes for group members to respond.

■ **Say:**

One drink is:

- 12 ounces of beer (regular—150 calories; light—100 calories)
- 5 ounces of wine (100 calories)
- 1½ ounces of liquor (100 calories)

Manage Your Blood Pressure With Medicine

■

10. **Say:**

If you have high blood pressure, making the lifestyle changes we just discussed may not be enough to lower your blood pressure. Medications are available to lower blood pressure. They work in different ways.

■ **Give** group members the "Tips for Taking Medicine for High Blood Pressure" handout (page 107).

HANDOUT

■ **Ask:**

Do any of you take medicine for high blood pressure?

■ **Ask:**

If you are taking medication for high blood pressure, what are some things you can do to help your medicines work better?

Note: Allow a few minutes for group members to respond.

Add the following suggestions if they are not mentioned:

- Ask your doctor the name of your medicine and how to take it.
- Take your medicine the way the doctor tells you.
- Tell your doctor the names of all other medicines, home remedies, herbs, or supplements you take.
- Tell your doctor if the medicine makes you feel strange or sick.
- Refill your prescription before you run out of medicine.
- Have your blood pressure checked to see if the medicine is working for you.
- Keep taking the medicine as your doctor tells you, even if your blood pressure is okay.

Turkey Meatloaf Recipe

More Information: Medicine for High Blood Pressure

- Many people with high blood pressure may take more than one medicine to keep their blood pressure low.
- Some medicines can cause side effects or reactions. If this happens, talk to your doctor.
- Eating more fruits and vegetables, cutting back on salt and sodium, losing weight, and being physically active can help your medicines work better.

11. ■ **Give** group members the "Use Herbs and Spices Instead of Salt" handout (page 109). **Ask** them to use some of the herbs and spices in place of salt when they cook this week.

■ **Give** group members the "Turkey Meatloaf Recipe" handout (page 108). **Ask** them to prepare it during the coming week. **Tell** them that using this recipe will give them a chance to practice some of the ideas from the session.

Review of Today's Key Points

■ **Say:**

Let's review what we learned today.

What is blood pressure?

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

What is a normal blood pressure?

- A normal blood pressure is below 120/80 mmHg.

What is prehypertension?

- Blood pressure of 120/80 to 139/89 mmHg is prehypertension. This means that you don't have high blood pressure yet, but you're likely to develop it in the future unless you make changes in your health habits.

What is high blood pressure?

- High blood pressure is 140/90 mmHg or greater. Have your blood pressure checked. If it is 140/90 mmHg or greater, see your doctor.

Why is high blood pressure dangerous?

- High blood pressure can lead to a heart attack, stroke, kidney problems, eye problems, and death.

What can you do to help make your blood pressure medicine work better?

- Eat more fruits and vegetables, cut back on salt and sodium, lose weight, and be more physically active. Take your medicine as your doctor tells you. Talk to your doctor about side effects.

Why should you cut back on salt and sodium in your food?

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

What are some ways to cut back on salt and sodium?

- Use herbs and spices to season foods. Be careful! Some seasonings such as garlic salt and onion salt are high in sodium. Check the food label to choose foods lower in sodium. Eat more fruits and vegetables for snacks instead of salty snacks such as nuts, pretzels, or chips.

How can drinking alcohol affect your blood pressure?

- Drinking too much alcohol can raise blood pressure.

What is a stroke?

- A stroke happens when blood suddenly stops going to the brain. This can happen for different reasons. One example is that a blood vessel bursts. Another way is that a clot blocks the arteries. Either way, the result is the same: blood stops going to the brain, and brain cells die. Both types of stroke are very serious and can lead to disability and death.

What is another name for a stroke?

- A stroke is also called a brain attack.

Weekly Pledge

■ **Say:**

You have learned a lot today about how to prevent and control high blood pressure. You also learned how to cut back on salt and sodium. Now let's think about how you can practice what you have learned. Please think of one change you can make in your everyday life. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Here are some examples:

- I will get my blood pressure checked within the next month.
- I will read food labels the next time I go to the store to help me choose canned soups that are lower in sodium, or I will prepare homemade soup without adding salt.
- I will rinse canned foods with water before I cook or eat them, starting tomorrow.
- I will take the saltshaker off the table, starting tomorrow.

■ **Say:**

Write your pledge on the back of the "Keep Your Heart in Mind: Eat Less Salt and Sodium" handout on page 106. Keep this handout in a special place so you can review your pledge and keep your goals in mind.

Note: Allow 5 minutes for group members to think of a pledge and write it down.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

- *(Optional)* **Say:**

  Keeping a personal value in mind can help you make changes in your everyday life to prevent and control high blood pressure. Remember that a personal value is a quality that you consider important.

  Today's value is **openness.** Being open means you are willing to consider making changes to improve your health, such as cutting back on foods high in salt and sodium.

- **Ask:**

  How can you enlist the quality of openness, or another value, to help you keep your pledge?

  Note: Allow 3 minutes for group members to share their thoughts.

- **Say:**

  We will talk about how you did with your pledge at the next session. Remember to keep working on your pledge to be more physically active.

Blood Pressure Check

(Optional—Try to get a health professional to come to your session.)

- **Tell** group members that a health professional will now check everyone's blood pressure.

- **Ask** group members to write their blood pressure numbers on the "My Healthy Heart Wallet Card" handout.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

Note: Wait to see if group members have a response.

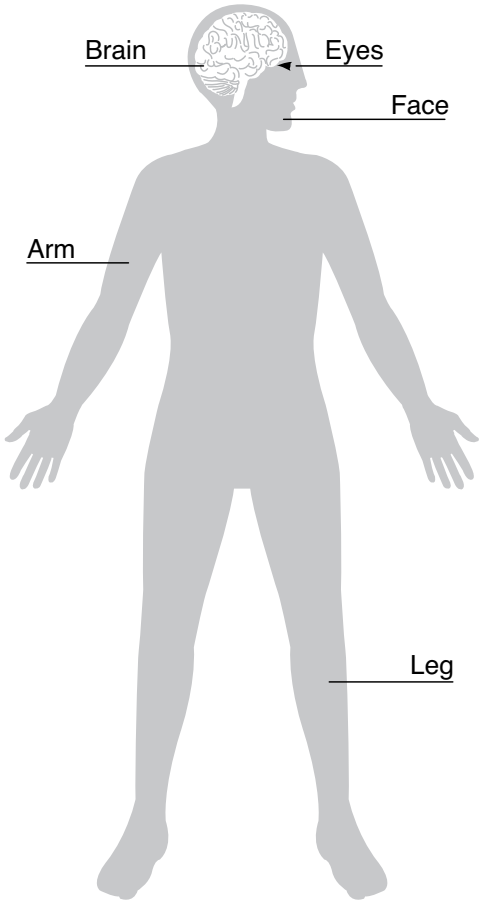
- **Say:**

  I am looking forward to seeing you at the next session. The next session will be about how to prevent and control high blood cholesterol.

Note: Think about today's session. What worked and what didn't work? Have you decided to make any changes in your own life based on what was covered in today's session?

Know the Stroke Signs. Act Quickly.

A stroke happens when blood suddenly stops going to the brain and brain cells die. A stroke is very serious and can lead to disability and death.



Signs of a stroke:

- Numbness of the face, arm, or leg (especially on one side of the body)
- Confusion, trouble talking, and difficulty understanding others
- Trouble seeing in one or both eyes
- Trouble walking, dizziness, and loss of balance or coordination
- Severe headache

A Stroke Is Serious. Every Second Counts.

- Learn the stroke signs and teach them to your family and friends.
- Call 9–1–1 immediately if you have any of these stroke warning signs.
- Treatment can reduce the risk of damage from a stroke. You must get help within 3 hours of your first symptoms.

Adapted from the American Stroke Association, "Let's Talk About Risk Factors for Stroke." 1999–2003. A division of the American Heart Association.

My Healthy Heart Wallet Card

Cut along dotted lines. Fold the card in half and paste with a glue stick (fold 1).
Fold in half again to make your own personal wallet card (fold 2).

(fold 2)

Take Care of Your Heart

Check your:
blood pressure, blood cholesterol, weight, waist measure, and blood glucose

Name: _____

Talk to your doctor about what these numbers mean!

Date				
Result				

Weight

Date				
Result				

Waist measure
Men—40 inches or less
Women—35 inches or less

Blood tests to check sugar in the blood for diabetes

Date				
Result				

Blood glucose (fasting)
Less than 100

Date				
Result				

A1C
7% or less

Blood tests to measure fats in the blood

Date				
Result				

Blood Pressure
Less than 120/80 mmHg

Date				
Result				

Total Cholesterol
Less than 200 mg/dL

Date				
Result				

LDL
Less than 100 mg/dL—ideal
Less than 130 mg/dL—near ideal

Date				
Result				

HDL
40 mg/dL or more

Date				
Result				

Triglycerides
Less than 150 mg/dL

Date				
Result				

Try these tips for a healthy heart!

More + fruits, vegetables, whole grains, and fat-free or low-fat milk products
+ physical activity

Less – calories, saturated and *trans* fat, cholesterol, and sodium
– weight and waist measure

None 0 cigarettes

= a healthy heart

National Institutes of Health
Nati Heart Lung and Blood Insti tute
Ith and Human Servi ces
Ith

(fold 1)

Take Steps—
Healthy Habits To Lower High Blood Pressure!

To **prevent** high blood pressure:

1. **Maintain a healthy weight.**
   Try not to gain extra weight. Lose weight if you are overweight. Try losing weight slowly, about 1 to 2 pounds each week until you reach a healthy weight.

2. **Be active every day for at least 30 minutes.**
   You can walk, dance, play sports, or do any activity you enjoy.

3. **Eat less salt and sodium.**
   Buy foods marked "sodium free," "low sodium," or "reduced sodium." Take the saltshaker off the table.

4. **Eat more fruits and vegetables, whole-grain breads and cereals, and fat-free or low-fat milk products.**

5. **Cut back on alcohol.**
   Men who drink should have no more than one or two drinks each day. Women who drink should have no more than one drink a day. Pregnant women should not drink any alcohol.

To **lower** high blood pressure:

1. **Practice these steps:**
   - Maintain a healthy weight.
   - Be active every day for at least 30 minutes.
   - Eat fewer foods high in salt and sodium.
   - Eat more fruits and vegetables, whole-grain breads and cereals, and fat-free or low-fat milk products.
   - Cut back on alcoholic beverages.

2. **Take your medicine the way your doctor tells you.**

3. **Have your blood pressure checked often.**

Read the Food Label for Sodium!

Food labels tell you what you need to know about choosing foods that are lower in sodium. Here's a food label for packaged noodle soup.

Packaged Noodle Soup

Nutrition Facts
Serving Size 1/2 block
Servings Per Container 2

Amount Per Serving

Calories 190 Calories from Fat 70

	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 4g	**20%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 820mg	**34%**
Total Carbohydrate 26g	**9%**
Dietary Fiber 1g	**4%**
Sugars 1g	
Protein 5g	

Vitamin A 2% • Vitamin C 2%
Calcium 2% • Iron 6%

Serving Size and Number of Servings

The serving size is ½ of the block of noodles. The package contains two servings. Remember, the numbers on the label are for one serving, not the whole package.

Amount Per Serving

The nutrient amounts are for one serving. So, if you eat the whole block of noodles, you are eating two servings, and you need to double the nutrient amounts.

Percent Daily Value

The Percent Daily Value helps you compare products and quickly tells you if the food is high or low in sodium. Choose products with the lowest Percent Daily Value for sodium: 5 percent or less is low, and 20 percent or more is high.

Nutrients

Listed are the amounts of sodium in one serving. These amounts are listed in milligrams (mg).

The Choice Is Yours—Compare!

Which one would you choose?

Low-sodium soup is lower in sodium than packaged soup. Read the food labels, and choose foods that are lower in sodium to help keep your heart strong.

Calories 90 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 210mg	**9%**

Low-Sodium Soup

One serving (1 cup) of low-sodium soup, has 210 mg of sodium and 9 percent of the Daily Value for sodium.

Calories 180 Calories from Fat 0

	% Daily Value*
Total Fat 1.5g	**12%**
Saturated Fat 4g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 820mg	**34%**

Packaged Noodle Soup

One serving, ½ block of the packaged noodle soup, has 820 mg of sodium and 34 percent of the Daily Value for sodium. This is nearly four times the amount of sodium in a serving of low-sodium soup.

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

Mariano's Food Choices

Mariano's blood pressure was slightly higher the last time he visited his doctor.

The doctor told Mariano to cut back on the amount of sodium he eats.

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

Write the number of your choice for each pair in the space between the labels.

1 – Tomato Juice

Nutrition Facts
Serving Size 8 fl oz (240mL)
Servings Per Container 8

Amount Per Serving	
Calories 50	Calories from Fat 0
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 750mg	**31%**
Total Carbohydrate 10g	**3%**
Dietary Fiber 1g	**4%**
Sugars 6g	
Protein 2g	
Vitamin A 10% •	Vitamin C 120%
Calcium 2% •	Iron 5%

Lower sodium choice

_____

2 – Orange Juice

Nutrition Facts
Serving Size 8 fl oz (240mL)
Servings Per Container 8

Amount Per Serving	
Calories 110	Calories from Fat 0
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 5mg	**0%**
Total Carbohydrate 25g	**8%**
Dietary Fiber 1g	**4%**
Sugars 20g	
Protein 1g	
Vitamin A 0% •	Vitamin C 143%
Calcium 0% •	Iron 8%

3 – Corn Tortillas

Nutrition Facts
Serving Size 2, 6-inch (48g)
Servings Per Container 5

Amount Per Serving	
Calories 110	Calories from Fat 10
	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 80mg	**3%**
Total Carbohydrate 22g	**7%**
Dietary Fiber 3g	**12%**
Sugars 0g	
Protein 3g	
Vitamin A 0% •	Vitamin C 0%
Calcium 8% •	Iron 4%

Lower sodium choice

_____

4 – Flour Tortillas

Nutrition Facts
Serving Size 2, 6-inch (48g)
Servings Per Container 5

Amount Per Serving	
Calories 160	Calories from Fat 30
	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 0.5g	**3%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 230mg	**10%**
Total Carbohydrate 27g	**9%**
Dietary Fiber 1g	**4%**
Sugars 1g	
Protein 4g	
Vitamin A 0% •	Vitamin C 0%
Calcium 0% •	Iron 8%

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

Mariano's Food Choices *(continued)*

5 – Canned Chicken

Nutrition Facts
Serving Size 1 can (88g)
Servings Per Container 1

Amount Per Serving

Calories 90 Calories from Fat 15

	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 30mg	**10%**
Sodium 345mg	**14%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 20g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 8%

Lower sodium choice

_____

6 – Roasted Chicken (Boneless, Skinless Breasts)

Nutrition Facts
Serving Size 3 oz (85g)
Servings Per Container 4

Amount Per Serving

Calories 110 Calories from Fat 10

	% Daily Value*
Total Fat 1g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 75mg	**25%**
Sodium 30mg	**1%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 25g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 4%

7 – Thin Pretzels

Nutrition Facts
Serving Size 1 oz (28g/about 10 pretzels)
Servings Per Container 2

Amount Per Serving

Calories 100 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 480mg	**20%**
Total Carbohydrate 22g	**7%**
Dietary Fiber 1g	**4%**
Sugars 1g	
Protein 2g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 2%

Lower sodium choice

_____

8 – Baked Tortilla Chips

Nutrition Facts
Serving Size 1 oz (28g/about 8 chips)
Servings Per Container 8

Amount Per Serving

Calories 120 Calories from Fat 15

	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 170mg	**7%**
Total Carbohydrate 23g	**8%**
Dietary Fiber 1g	**4%**
Sugars 0g	
Protein 2g	

Vitamin A 0% • Vitamin C 0%
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.

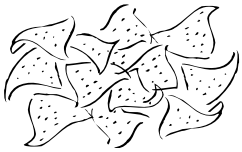
Sodium in Foods

Choose MORE Often

Foods LOWER in Sodium

- Chicken and turkey (with skin removed)
- Fresh fish or rinsed canned fish such as tuna* or sardines

- Canned foods packed in water
- Low-sodium or reduced-sodium cheeses
- Low-salt chips, nuts, and pretzels

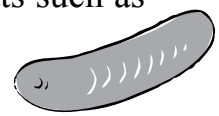


- Plain rice, noodles, or pasta
- Homemade, low-sodium, or reduced-sodium soups
- Fresh, frozen, "no salt added," or rinsed canned† vegetables
- Spices, herbs, and flavorings such as cilantro, parsley, garlic powder, onion powder, vinegar, and chili powder

Choose LESS Often

Foods HIGHER in Sodium

- Smoked and cured meats such as bacon, ham, sausage, hotdogs, and bologna



- Canned fish such as tuna* and sardines (that are not rinsed) and salted/dried codfish (*bacalao seco y salado*)*
- Canned foods packed in broth or salt†

- Most cheeses
- Salty chips, crackers, nuts, and pretzels
- Quick-cooking rice and boxes of mixed rice, potatoes, or noodles
- Regular canned and instant soups
- Regular canned vegetables, pickles, olives, and pickled vegetables†

- Condiments and seasonings such as soy sauce, ketchup, garlic salt, seasoning salt, bouillon cubes, meat tenderizer, and monosodium glutamate (MSG)

* Pregnant and nursing mothers: Talk to your health care provider to find out the types of fish you can eat that are lower in mercury.

† Rinse canned foods to reduce the sodium.

Keep Your Heart in Mind: Eat Less Salt and Sodium

Do you know your blood pressure numbers?

- A normal blood pressure is below **120/80 mmHg.**
- If your blood pressure is **120/80** to **139/89 mmHg,** you have **prehypertension**. This means that you don't have high blood pressure yet, but you're likely to develop it if you don't change your health habits.
- If your blood pressure is **140/90 mmHg** or higher, you have hypertension or high blood pressure. High blood pressure does not go away by itself. Ask your doctor for help in lowering it.
- Ask your doctor what your blood pressure number is. Keep track of each reading on your wallet card.

Write down your blood pressure reading here:

_____/_____

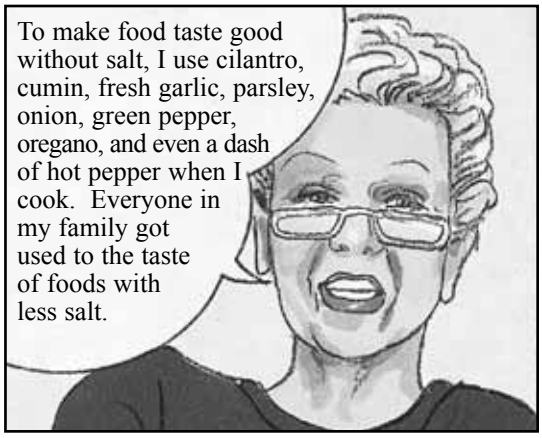
Spice it up!

Discover how much flavor you can add by using spices and herbs.

Doña Fela has learned that it's not hard to get your family to eat less salt and sodium.

To break your family's habit of using the saltshaker at the table, try Doña Fela's secret recipe!

Look for other salt-free seasonings in the grocery store.



Doña Fela's Seasoning Mixture
Fill the saltshaker with these herbs and spices, and use it instead of salt to flavor foods.

¼	cup chili powder
2	tablespoons paprika
2	teaspoons oregano
½	teaspoon dry mustard
1	teaspoon garlic powder
1	teaspoon black pepper
½	teaspoon red pepper

Take the lead and try these simple changes:

When Shopping

1. Buy fresh, frozen, or no-salt-added canned vegetables. Choose food packed in water instead of in broth or salt.
2. Buy fresh garlic or garlic powder instead of garlic salt.

3. Choose foods labeled "low sodium," "sodium free," or "no salt added."

When Cooking

1. Slowly cut back on the amount of salt added when cooking until you don't use any.
2. Add no salt to the water when cooking beans, rice, pasta, and vegetables.

3. Cut back on meats high in sodium, such as bologna, ham, hotdogs, and sausage.
4. Rinse all canned products to reduce the amount of sodium.

When Eating

1. Fill the saltshaker with a mixture of herbs and spices.

2. Slowly cut back on the amount of salt added at the table until you don't use any.
3. Choose fruits and vegetables instead of salty snacks like chips, fries, and pork rinds.

Mariano has learned to control his high blood pressure. He takes his blood pressure pills with breakfast every morning to make sure that he doesn't forget to take them. He walks daily, has stopped smoking, and has found that food can still taste good with less salt and sodium.

Make your personal pledge to do what Mariano has done! Look at these examples:

Breakfast

Cook oatmeal with fat-free or low-fat (1%) milk, raisins, cinnamon, and no salt.

Lunch

Use leftover roasted chicken to make a sandwich instead of using luncheon meats.

Dinner

Make your own soup with vegetables and half the usual amount of salt.

Snack

Eat an orange (without salt) instead of salty chips.

Write the changes you will make this week:

_____

_____

_____

_____

_____

Your health and your family's health are priceless. Make an investment in it!

Tips for Taking Medicine for High Blood Pressure

1. Make sure you take medicine as your doctor tells you, not only on the days when you do not feel well.
2. Tell the doctor the names of all other medicines, home remedies, herbs, or supplements you take. Bring everything with you when you have a doctor's appointment.
3. Tell the doctor right away if the medicine makes you feel strange or sick. Ask the doctor about changing the dosage or switching to another type of medicine.
4. Refill your prescription before you run out of medicine.
5. Have your blood pressure checked often to see if the medicine is working for you.
6. Don't stop taking your medicine if your blood pressure is okay. That means the medicine is working.

Questions to ask the doctor:

When the doctor gives you medicine for high blood pressure, ask:

Name of medicine(s): _____

Amount of medicine to take: _____

When to take it: _____

What to eat or drink with it: _____

If your other medicines can be taken safely at the same time: _____

_____

If problems occur, call this number immediately: _____

Turkey Meatloaf Recipe

Here is a healthier version of an old dinner favorite.

1 pound	lean turkey, ground
½ cup	regular oats, dry
1	large egg
1 tablespoon	onion, dehydrated
¼ cup	ketchup
2	celery stalks, chopped
2	garlic cloves, minced
½	green pepper, diced

1. Combine all ingredients and mix well.
2. Bake in loaf pan at 350 °F for 25 minutes, or until the internal temperature reaches 165 °F.
3. Cut into five slices and serve.

Yield: 5 servings
Serving size: 1 slice (3 oz)
Each serving yields:
Calories: 197
Total fat: 7 g
Saturated fat: 2 g
Cholesterol: 103 mg
Sodium: 218 mg
Total fiber: 2 g
Protein: 23 g
Carbohydrates: 11 g
Potassium: 336 mg

Quick Fact

This healthy version of an old dinner favorite is prepared with low-fat ground turkey.

Use Herbs and Spices Instead of Salt

Basil: Use in soups, salads, vegetables, fish, and meats.

Chili Powder: Use in soups, salads, vegetables, and fish.

Cilantro: Use in meats, sauces, stews, and rice.

Cinnamon: Use in salads, vegetables, breads, and snacks.

Clove: Use in soups, salads, and vegetables.

Dill Weed and Dill Seed: Use in fish, soups, salads, and vegetables.

Ginger: Use in soups, salads, vegetables, and meats.

Marjoram: Use in soups, salads, vegetables, beef, fish, and chicken.

Nutmeg: Use in vegetables and meats.

Onion Powder: Use in meats, poultry, soups, and salads.

Oregano: Use in soups, salads, vegetables, meats, and chicken.

Parsley: Use in salads, vegetables, fish, and meats.

Rosemary: Use in salads, vegetables, fish, and meats.

Sage: Use in soups, salads, vegetables, meats, and chicken.

Thyme: Use in salads, vegetables, fish, and chicken.

Note: To start, use small amounts of these herbs and spices to see if you like them.

s e s s i o n 5

Be Heart Smart: Keep Your Cholesterol in Check

Objectives

By the end of this session, group members will:

- Know what cholesterol is and how it affects the body.
- Know what healthy cholesterol levels are.
- Learn the steps they can take to lower their blood cholesterol levels.

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, markers, and tape
- How To Make an Artery Model (page 125)
- How To Explain the Artery Model (page 126)
- One empty paper towel roll
- Scissors
- Red construction paper and tape or red felt with sticky backing
- Red and yellow modeling clay

- *(Optional)* VCR or DVD and TV monitor
- *(Optional)* "The Crossword Puzzle: Lower Cholesterol" telenovela or fotonovela (pages 416–417)

Note: The telenovela is available in Spanish only.

- Six paper plates
- Set of measuring spoons
- Can of shortening or lard
- Bottle of vegetable oil*
- Choice of three of the following foods:*
  - Cooked beans
  - Beef hotdog
  - Orange
  - Sour cream
  - Cheddar cheese
  - Fried chicken
  - Snack cakes (packaged cupcakes)

Handouts

Give each group member these handouts during this session:

- List of places where group members can get their cholesterol levels checked†
- "Take Action To Control Your Cholesterol" (pages 142–143)

---

* You can use pictures of these foods.

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

- "Fats and Oils To Choose" (page 144)
- "Read the Food Label To Choose Foods Lower in Saturated Fat, *Trans* Fat, and Cholesterol" (page 145)
- "Virginia's Breakfast Choices" (pages 146–149)
- "Guess the Fat Activity" (page 150)
- "Cooking With Less Saturated Fat" (pages 151–152)
- "Chicken Stew Recipe" (page 153)

Session Outline

Introducing the Session

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

Conducting the Session

1. Facts About Blood Cholesterol
2. *(Optional)* "The Crossword Puzzle: Lower Cholesterol" Telenovela or Fotonovela
3. Cholesterol and Heart Disease
4. What Are Your Numbers?
   A. What Are Triglycerides?
   B. Metabolic Syndrome and Your Health
5. Healthy Arteries Activity
6. Facts About Saturated Fat, *Trans* Fat, Cholesterol, and Fiber
7. Food Label Activity—Fats

8. Guess the Fat Activity
9. Cooking With Less Saturated Fat Activity
10. Reduced-Fat Chicken Stew Recipe Activity

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  Last week, we talked about salt and sodium.

- **Ask** the questions below, and **give** the correct answers if group members do not.

  Q: Who remembers why you should try to limit the amount of salt and sodium in your diet?

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

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

  A: To cut back on salt and sodium, you can:

  - Check the food label to choose foods lower in sodium.
  - Use herbs and spices instead of salt to season foods.

- Eat more fruits, vegetables, and fat-free or low-fat milk products for snacks.
- Choose low-sodium or unsalted nuts, pretzels, and popcorn.

■ **Say:**

At the end of our last session, you made a pledge to choose foods lower in salt and sodium. Share with the group what you did. What problems did you have? How did you solve them?

Note: Allow 5 minutes for group members to respond.

3. About This Session

■ **Say:**

Today we are going to talk about high blood cholesterol as a risk factor for heart disease. You will learn what you can do to keep your blood cholesterol levels low. We will also do some group activities that show how much saturated fat is in some foods and how to cook with less saturated fat. We will also learn how to keep *trans* fat and cholesterol intake low.

Conducting the Session

1. Facts About Blood Cholesterol

■ **Say:**

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

- About one in five Latinos has high total blood cholesterol. Only half know that they have high blood cholesterol.
- Adult Latinos are less likely than most ethnic groups to have their blood cholesterol checked.

2. *(Optional)* "The Crossword Puzzle" Telenovela or Fotonovela

- **Show** the telenovela "The Crossword Puzzle: Lower Cholesterol," or **ask** volunteers to read the fotonovela (pages 416–417).

Note: The telenovela is available in Spanish only.

3. Cholesterol and Heart Disease

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

- **Say:**

  Cholesterol is a soft, waxy, fat-like substance found in the body. Your body uses cholesterol to produce hormones and some vitamins.

- **Show picture card 5.1.**

- **Say:**

  Cholesterol comes from two sources:

  - **Your liver makes all the cholesterol your body needs to keep you healthy.** When cholesterol is produced, it goes into the bloodstream. The cholesterol that travels in your bloodstream is called blood cholesterol.
  - **Cholesterol also comes from the food you eat.** Foods that come from animals have cholesterol. The cholesterol from foods you eat is called dietary cholesterol. Other types of fat in foods that raise cholesterol are saturated fat and *trans* fat. Today we will learn how to lower your intake of these fats.

- **Say:**

  When too much cholesterol is in the blood, it increases the risk of a heart attack, stroke, and other health problems.

■ **Ask:**

Do any of you know someone who has high blood cholesterol?

Note: Allow about 2 minutes for group members to respond.

■ **Say:**

Several things affect your blood cholesterol level. You cannot change some of these things, such as your age, whether you are a man or a woman, or your family history (having family members with high blood cholesterol). But you can change the types of food you eat, the amount of physical activity you do, and your weight.

■ **Say:**

You can help prevent or lower high blood cholesterol by taking the following measures:

- Eating a heart healthy diet low in saturated fat, *trans* fat, and cholesterol
- Being active every day
- Maintaining a healthy weight

■ **Show picture card 5.2.**

■ **Say:**

Let's look at how cholesterol travels through the blood:

- Cholesterol travels through the bloodstream in the form of packages called "lipoproteins." These packages are made of fat and protein.
- Low-density lipoproteins (or LDL) carry the cholesterol to your blood vessels, clogging them like rust in a pipe. This is why LDL cholesterol is often called the "bad" cholesterol.
- Cholesterol also travels in the blood in high-density lipoproteins (or HDL). HDL helps to remove cholesterol from your body. This is why HDL cholesterol is often called the "good" cholesterol. Picture it this way:

  — The LDL person in the car (bad blood cholesterol) throws fat and cholesterol into the street (blood vessels).

— The HDL person (good blood cholesterol) cleans up fat and cholesterol deposited by the LDL and puts it in the trash.

— Just remember, the "**L**" in **L**DL is for **L**ousy, and the **L**ower it is, the better. The "**H**" in **H**DL is for **H**ealthy, and the **H**igher it is, the better.

4. What Are Your Numbers?

■ **Show picture card 5.3.**

■ **Ask:**

How do you find out if you have high blood cholesterol levels or too much fat in your blood?

■ **Say:**

Your blood cholesterol levels are measured with a blood test. The test can be done at a doctor's office or at a cholesterol screening (for example, at a health fair).

- A lipid profile is the blood test done at the doctor's office. It is a complete test to measure the levels of each type of fat in the blood. It measures total cholesterol, LDL cholesterol, HDL cholesterol, and triglycerides. (We will talk about triglycerides later.) You have to fast for 12 hours before this test. This test is recommended for adults aged 20 and older.

- Screening sites may only test total cholesterol and sometimes HDL cholesterol. If you are an adult aged 20 or older, you may need to follow up with the doctor for a complete lipid profile.

■ **Ask:**

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

■ **Give** group members the "Take Action To Control Your Cholesterol" handout (pages 142–143). **Review** the cholesterol levels.

Note: If participants should ask, explain that cholesterol is measured in milligrams per deciliter (mg/dL).

■ **Show picture card 5.4.**

■ **Say:**

Here are what the **total cholesterol numbers** (mg/dL) mean:

Less than 200	**Desirable**—Keep up the good work.
200–239	**Borderline high** — Depending on your other risk factors, you may be at a higher risk for heart disease. — It is time to change your eating habits, increase your physical activity, and lose weight if overweight.
240 or more	**High** — You are at a higher risk for clogged arteries and a heart attack. — Ask your doctor what your risk is for heart disease.

■ **Say:**

Here is what your **HDL** and **LDL cholesterol numbers** (mg/dL) mean:

LDL (bad) cholesterol: Keep it low!

Less than 100	Optimal
100–129	Near optimal
130–159	Borderline high
160–189	High
190 and more	Very High

HDL (good) cholesterol: The higher the better!

Keep it 40 mg/dL or higher.

More Information

Heart Disease Risk and Your LDL Level

The goal for the LDL (bad cholesterol) level is different for each person. It depends on the risk factors you have. The number of risk factors—such as high blood pressure, low HDL, family history of heart disease, age and gender, and smoking—affects your LDL goal. The higher your LDL level and the more risk factors you have, the greater your chances of developing heart disease or having a heart attack. Your doctor can help you set a goal for your LDL level.

A. What Are Triglycerides?

■ **Say:**

Have any of you heard of triglycerides?

Note: Allow 2 minutes for group members to answer.

■ **Say:**

Triglycerides are another type of fat in the blood. When you eat too many calories, drink alcohol, or smoke, your body makes more triglycerides. When your triglycerides are high, it puts you at increased risk for heart disease.

■ **Say:**

A healthy triglyceride level is less than 150 mg/dL.

■ **Say:**

People with high triglycerides often have low HDL cholesterol (good cholesterol). People with diabetes can also have high triglycerides and low HDL cholesterol.

■ **Say:**

To have a healthy triglyceride level:

- Maintain a healthy weight or lose weight if you are overweight.
- Be physically active on all or most days of the week.
- Eat a heart healthy diet that is low in saturated fat, *trans* fat, and cholesterol.
- Limit candy, sweets, desserts, regular soda, juice, and other food and drinks high in added sugar.
- Avoid smoking cigarettes and drinking alcohol. Smoking raises triglycerides and lowers HDL cholesterol. Excess alcohol also raises triglycerides.

More Information

Here is what your triglyceride number (mg/dL) means:

Less than 150	**Normal**
150–199	**Borderline high** You may be at an increased risk for heart disease. To lower your level, aim for a healthy weight, and be more physically active.
200–499	**High** Weight control and physical activity are very important to lower your level. Watch out for other heart disease risk factors such as overweight and obesity, diabetes, low HDL, and high blood pressure.
500 or More	**Very high** See your doctor immediately! This level requires attention to prevent severe problems with your pancreas.

■ **Ask:**

Do you know what your triglyceride level is?

Note: Allow a few minutes for group members to respond.

■ **Encourage** group members to make an appointment to have their cholesterol and triglycerides checked.

- **Tell** them to be sure to ask for their results and to write them on their wallet cards.
- **Give** group members a list of clinics and hospitals where they can get low-cost or free blood cholesterol testing.

B. Metabolic Syndrome and Your Health

■ **Say:**

- Today we're going to learn about metabolic syndrome. This disorder is made up of a group of five factors that affect heart health.
- Many people have this health problem and don't know they have it.
- Metabolic syndrome is more common in Latinos than in members of other ethnic groups.

■ **Say:**

While I name the five factors that make up metabolic syndrome, hold up your fist. Raise one finger for each risk factor that you have.

■ **Show picture card 5.5.**

■ **Say:**

The five factors that make up metabolic syndrome are:

1. A low HDL (good) cholesterol level of below 50 for women and below 40 for men
2. A triglyceride level of 150 mg/dL or more

3. A blood pressure of 130/80* or more (either number that is high counts as a risk)
4. A waist measurement of greater than 35 inches (89 cm) for women and greater than 40 inches (102 cm) for men
5. Higher than normal fasting blood glucose (blood sugar) levels of 100 or more

■ **Ask:**

How many fingers (risk factors) do you have raised?

■ **Say:**

- If you have at least three of these factors, you have metabolic syndrome.
- Metabolic syndrome raises your chances of developing heart disease, diabetes, or stroke.
- People with metabolic syndrome should lose weight and become physically active.

■ **Say:**

If you think you have metabolic syndrome, talk to your doctor.

5. Healthy Arteries Activity

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

■ **Show picture card 5.6.**

■ **Say:**

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

---

* The blood pressure level considered a factor for metabolic syndrome is 130/80. This level is different from the level that defines high blood pressure, 140/90.

- **Say:**

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

- **Show** the artery model.

Note: See the next two pages to help you explain the artery model.

- **Pass** the artery model around so that group members can look at it closely.

- **Ask:**

  Have you ever seen someone fry food with lard and dump the hot lard down the sink?

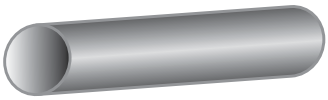
- **Allow** a moment for group members to answer. Then **ask** them why they should not do this.

- **Say:**

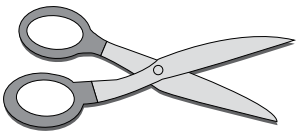
  It is because the lard will clog the pipes. Foods high in saturated fat and *trans* fat will clog your pipes (arteries). So we want to treat our bodies just as well as we treat our pipes.

How To Make an Artery Model

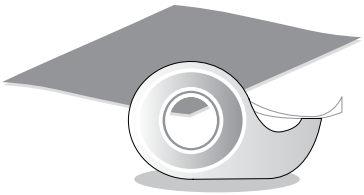
What you will need:



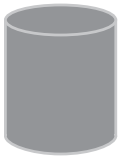
one empty paper towel roll



scissors



red construction paper and tape
or red felt with sticky backing

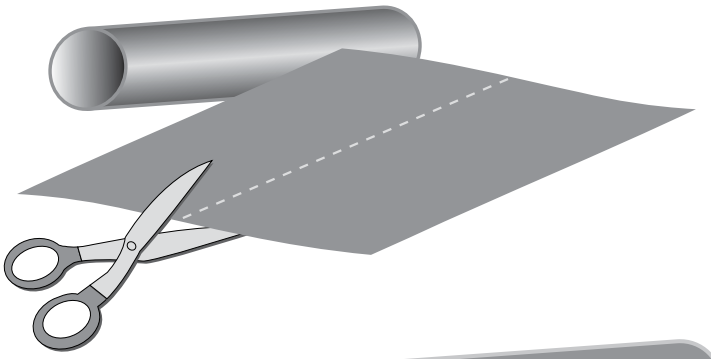


red modeling clay

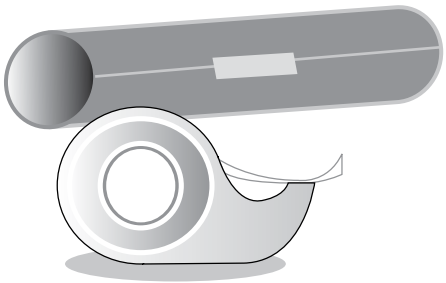
yellow modeling clay

What you need to do:

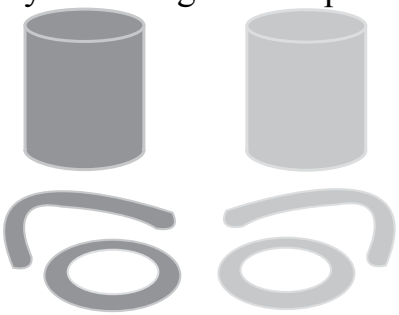
1. Cut construction paper or felt to fit around the outside of the roll.



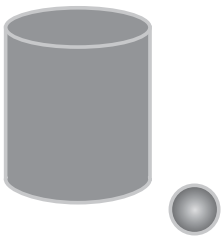
2. Tape construction paper or stick felt around the outside of the roll.



3. Roll out thin pieces of yellow and red clay into doughnut-shaped figures.

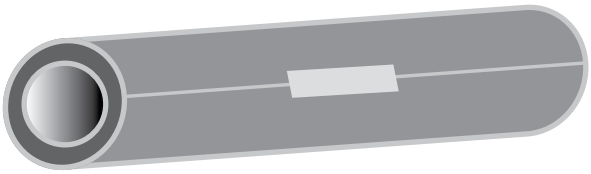


4. Make one small round ball of the red clay.



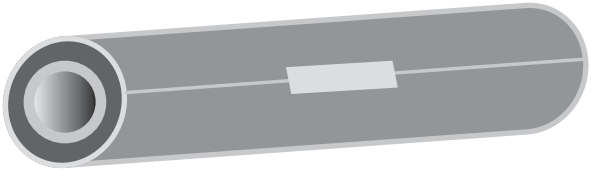
How To Explain the Artery Model

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



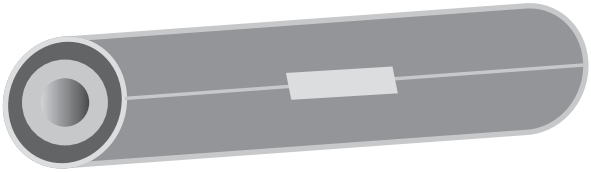
   Say:
   This is a healthy artery. The blood can flow through the opening easily.

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



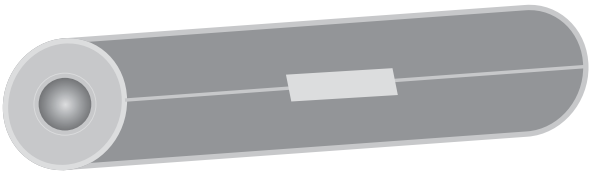
   Say:
   This is the beginning of a clogged artery. Cholesterol is starting to build up.

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



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

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



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

6. Facts About Saturated Fat, *Trans* Fat, Cholesterol, and Fiber

■ **Say:**

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

- There are two main types of fat—saturated fat and unsaturated fat. Most foods contain some of both types. The total fat found in food is its saturated fat plus its unsaturated fat.
- Saturated fat is found in foods that come from animals, such as high-fat meat, cheese, milk, and butter.
- A type of unsaturated fat called *trans* fat also raises cholesterol. *Trans* fat is found in a variety of baked goods (such as cookies, pies, and crackers), fried foods, stick margarine, and vegetable shortening. Choose light margarine (soft tub) instead of stick (hard) margarine, and look for *trans*-fat-free spreads in the grocery store.
- Eating too much saturated fat and *trans* fat will raise your blood cholesterol level more than anything else you eat. This will raise your chances of developing heart disease.

■ **Say:**

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

- Store and provide energy.
- Help carry vitamins A, D, E, and K throughout the body.

■ **Ask:**

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

Note: Allow about 3 minutes for group members to answer. Write responses on the blackboard or on a large piece of paper taped to the wall.

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

■ **Say:**

- Butter, shortening, and lard are examples of foods high in saturated fat.
- Saturated fat is usually solid at room temperature.
- Saturated fat is usually found in foods from animals.

■ **Show picture card 5.7.**

■ **Say:**

Here are foods that are **high in saturated fat:**

- Whole milk and products made from whole milk (regular cheeses and sour cream)
- Ice cream and whipped cream
- Fatty cuts of meat, such as chuck, regular ground beef, ribs, bacon, and sausage
- Skin of chicken, turkey, and pig
- Butter
- Shortening
- Lard
- Oils such as coconut, palm, and palm kernel
- Doughnuts and pastries
- Tortillas and other bread made with lard, butter, or shortening

■ **Show picture card 5.8.**

■ **Say:**

Here are foods that are **lower in saturated fat:**

- Lean meats such as loin, round, and extra lean ground beef
- Fish
- Poultry without the skin
- Beans
- Fat-free and low-fat milk, cheese, and yogurt
- Vegetable oil
- Corn tortillas and bread (made without fat)

- Rice
- Tub margarine
- Fruits and vegetables

■ **Say:**

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

■ **Show** group members a bottle of vegetable oil.

■ **Say:**

Unsaturated fats are usually liquid at room temperature. As mentioned before, a few oils (coconut, palm, and palm kernel) are high in saturated fat.

■ *(Optional)* **Say:**

The types of unsaturated fats are polyunsaturated and monounsaturated.

More Information

Polyunsaturated fat is found in:	**Monounsaturated fat is found in:**
• Vegetable oils — Safflower oil — Corn oil — Sunflower oil — Soybean oil • Some types of fish	• Vegetable oils — Canola oil — Olive oil — Peanut oil • Avocados • Nuts

■ **Give** group members the "Fats and Oils To Choose" handout (page 144).

■ **Say:**

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

■ **Ask:**

What three oils have the least amount of saturated fat?

■ **Say:**

Canola oil, safflower oil, and sunflower oil have the least amount of saturated fat.

■ **Say:**

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

■ **Show picture card 5.9.**

■ **Say:**

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

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

■ **Show picture card 5.10.**

■ **Say:**

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

- Fruits, such as bananas, pineapples, mangos, and apples
- Vegetables, such as tomatoes, green peppers, lettuce, and corn
- Beans
- Rice, such as brown rice
- Grains, such as those contained in corn tortillas and whole-grain bread
- Cereals, such as oatmeal

■ **Say:**

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

■ **Say:**

Plant foods are generally lower in saturated fat and don't have cholesterol. They also contain a type of dietary fiber (soluble) that is beneficial for lowering cholesterol.

■ **Show picture card 5.11.**

■ **Say:**

Soluble fiber is found in foods such as oats, barley, fruits, vegetables, and cooked dry beans and peas. So this gives you one more reason to eat a variety of fruits and vegetables in addition to some whole-grain cereals.

■ **Say:**

Fruits and vegetables that are a good source of soluble fiber are citrus fruits (oranges and grapefruit), pears, apples, peaches, bananas, brussels sprouts, green beans, artichokes, and carrots. For great sources of soluble fiber, try to include a variety of cooked dry beans. Avoid canned beans that contain high amounts of salt and sodium. Prepare beans at home, flavoring them with celery, garlic, and spices instead of salt.

7. Food Label Activity—Fats

■ **Give** group members the following handouts: "Read the Food Label To Choose Foods Lower in Saturated Fat, *Trans* Fat, and Cholesterol!" (page 145) and "Virginia's Breakfast Choices" (pages 146–149).

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

■ **Show picture card 5.12.**

- **Say:**

  For a healthier heart, use the Nutrition Facts labels to choose foods with a lower Percent Daily Value for saturated fat and cholesterol. If you have high cholesterol, you may need to aim for a lower percent for saturated fat and cholesterol. Try to keep *trans* fat as low as possible. A doctor or registered dietitian can help you with this.

- **Show** group members where the Percent Daily Value is found on the food label for whole milk.

- **Say:**

  Look at the bottom of the "Read the Food Label To Choose Foods Lower in Saturated Fat, *Trans* Fat, and Cholesterol" handout. Look at the Percent Daily Value for whole milk and fat-free milk. Which is lower in saturated fat?

- **Say:**

  Fat-free milk is lower in saturated fat. One cup of fat-free milk has none of the Percent Daily Value of saturated fat. One cup of whole milk has 25 percent or ¼ of the Percent Daily Value of saturated fat.

- **Say:**

  Trans fat is now listed on all food labels. It is listed on a line below saturated fat, as seen here. Compare labels to choose the food lowest in saturated fat, *trans* fat, and cholesterol.

Virginia's Problem

Virginia has little time in the morning to prepare breakfast. She often has a cinnamon roll or a doughnut. Look at the food labels. Help Virginia select some breakfast foods that are lower in saturated fat than her usual choices. It is also important to compare labels for *trans* fat and cholesterol amounts.

Note: The correct answer is underlined.

- A cinnamon roll or a plain bagel?
- A doughnut or an english muffin?
- A fruit danish or a banana?
- Toast with butter or toast with light, soft margarine?
- Chorizo or lean pork?
- Refried beans or cooked beans?
- Low-fat cheddar cheese or regular cheddar cheese?

■ **Say:**

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

■ **Ask** for a volunteer to describe:

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

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

8. Guess the Fat Activity

ACTIVITY

Before the session

1. Buy a can of shortening or a stick of margarine. Also buy paper plates and three foods from this list (or use pictures of the food).

- 2 ounces cheddar cheese (about the size of a 9-volt battery)
- 2 tablespoons sour cream (about the size of a ping-pong ball)
- 2 pieces of fried chicken
- 2 snack cakes (1 package of cupcakes)
- 1 beef hotdog
- 1 cup cooked beans
- 1 orange
- 6 paper plates

Foods	Teaspoons of Fat (Grams of Fat)
2 ounces cheddar cheese (about the size of a 9-volt battery)	About 5 teaspoons (20 grams)
2 tablespoons sour cream (about the size of a ping-pong ball)	About 1¼ teaspoons (5 grams)
2 pieces of fried chicken	About 8½ teaspoons (34 grams)
2 snack cakes (1 package)	About 4½ teaspoons (18 grams)
1 beef hotdog (1.5 ounces)	About 4 teaspoons (16 grams)
1 cup cooked beans	About ¼ teaspoon (1 gram)
1 orange	None

2. Write the name of each food you bought on a separate plate.
3. Look at the following chart. Find the amount of fat for each food you bought.

Note: You do not have to use all the food in the chart. Choose the foods that are eaten most often in your community.

4. Using the can of shortening, spoon the amount of fat listed in the chart onto the plate labeled for that food.
5. Take the remaining plates, and place each food item (or picture of food) on the separate plates.
6. Put all the plates away until you are ready to do the activity.

Group activity

- **Say:**

  We are going to play a guessing game that will help you learn about the total fat content of several foods. Learning which foods are higher in fat and how to replace them with foods that contain less fat will help you make healthier choices. Decreasing your total fat intake can help you reduce your saturated fat, *trans* fat, and calorie intake.

- **Give** group members the "Guess the Fat Activity" handout (page 150).
- **Show** group members the plates of foods (or pictures of food) you prepared ahead of time.
- **Say:**

  Guess the number of teaspoons of fat that are found in one serving of each of these foods. Write your guess on the "Guess the Fat Activity" handout.

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

■ **Say:**

As you can see, it is easy to go over the limit for fat when we eat foods higher in fat such as fried foods, some fast foods, hotdogs, chips, and ice cream. Eating foods lower in total fat will also help you reduce your saturated fat, *trans* fat, and cholesterol intake. To make it easier to cut back on fat, eat more foods that are lower in fat, such as fruits, vegetables, rice, whole-grain cereals and breads, beans, and fat-free or low-fat milk products.

■ **Ask:**

How do you feel about the true amount of fat in the foods you guessed?

Foods	Lower-Fat Substitutions
Cheese	Fat-free or low-fat cheese
Whole milk	Fat-free or low-fat milk
Sour cream	Fat-free or low-fat sour cream or plain yogurt
Tortilla chips	Baked tortilla chips
Beef hotdog	Low-fat hotdog

Note: Allow 3 to 5 minutes for group members to talk about their reactions.

■ **Say:**

There are lower-fat substitutes for some of the higher-fat foods we often eat.

■ **Review** the following list.

■ **Say:**

You can also reduce the amount of fat you eat by simply eating foods higher in fat less often or in smaller amounts.

9. Cooking With Less Saturated Fat Activity

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

■ **Ask:**

Before we do the next activity, can you tell me what you can do to cook with less saturated fat?

Note: Allow 3 minutes for group members to respond. **Write** their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Say:**

The next activity shows how to prepare foods with less saturated fat.

■ **Give** group members the "Cooking With Less Saturated Fat" handout (pages 151–152). **Review** each of the dishes listed. **Ask** volunteers to read each recipe out loud.

■ **Ask:**

Why are the recipes on the handout lower in saturated fat?

Note: Allow a few minutes for group members to respond.

■ **Add** the following reasons if they are not mentioned:

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

10. Reduced-Fat Chicken Stew Recipe Activity

- **Give** group members the "Chicken Stew Recipe" handout (page 153).
- **Ask:**

  How has saturated fat been reduced in this recipe?

- Allow a moment for group members to respond. **Add** the following answers if they are not mentioned:
  - The dish is made with chicken without the skin.
  - No fat is added.

    — It is flavored with vegetables and herb seasonings instead of fat.

    — It is cooked slowly in water (moist heat) instead of fat.

- **Say:**

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

Note: Ask if there are any questions. Encourage group members to try this recipe at home this week.

Review of Today's Key Points

- **Say:**

  Let's review what you've learned today.

  What may cause your arteries to become clogged?

  - Cholesterol buildup will clog the arteries.

What is considered a desirable total blood cholesterol level?

- Less than 200 mg/dL

What steps can you take to keep your cholesterol level low?

- Eat foods lower in saturated fat, *trans* fat, and cholesterol.
- Maintain a healthy weight.
- Stay physically active.
- Eat a variety of whole grains, fruits, and vegetables.

Can you name some foods that are high in saturated fat?

- Fatty meat, poultry with skin, whole milk and cheese, butter, lard, and shortening

What are some things you can do to make foods lower in fat?

- Trim the fat from meat before cooking.
- Take the skin off poultry and do not eat it.
- Bake, boil, broil, or grill food instead of frying it.
- Skim the fat off soups before serving.

Can you name some foods that are high in soluble fiber?

- Oats, cooked dry beans, and peas
- Fruits and vegetables such as citrus fruits (oranges and grapefruit), pears, apples, peaches, bananas, broccoli, and carrots

Weekly Pledge

■ **Say:**

You have learned a lot today about preventing high blood cholesterol and how to eat less saturated fat, *trans* fat, and cholesterol. Now, let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to keep your blood cholesterol in check. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Here are some examples:

- I will take the skin off the chicken, and I will throw the skin away.
- I will bake the fish instead of frying it in lard or grease.
- I will try low-fat milk or low-fat, lactose-free products, starting this week.

■ **Say:**

Write your pledge on the "Take Action To Control Your Cholesterol" handout (page 143). Keep this handout in a special place, so you can review your pledges and keep your goals in mind.

Note: Allow 5 minutes for group members to think of a pledge.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

■ (*Optional)* **Say:**

Keeping a personal value in mind can help you make changes in your everyday life to prevent and control high blood cholesterol. Remember that a personal value is a quality that you consider important.

Today the value is **moderation.** Moderation increases your ability to make healthy choices and to take responsibility for the habits you need to change. Moderation also helps you improve your eating habits. For example, it can help you limit portion sizes and stop yourself from going back for second servings.

- **Ask:**

How could you use moderation, or another value, to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

- **Say:**

We will discuss the results of your pledges next week. Remember to continue to work on your pledge to be physically active and to reduce salt and sodium in your diet.

Closing

- **Say:**

Thank you for coming today. What did you think of today's session?

Note: Wait to see if group members have a response.

- **Say:**

I am looking forward to seeing you at the next session. The next session will be about maintaining a healthy weight.

Note: Think about today's session. What worked and what didn't work? Have you decided to make any changes in your own life based on what was covered in today's session?

Take Action To Control Your Cholesterol

Do you know your cholesterol numbers?

Get Checked

- A lipid profile is a blood test that measures your cholesterol and triglyceride levels.
- Adults aged 20 and older should have a lipid profile test at the doctor's office.

Take Action

- Eating foods lower in saturated fat, *trans* fat, and cholesterol can help you reduce your blood cholesterol level, reduce your weight, and prevent heart disease.

Here is what your cholesterol numbers mean.

Total cholesterol

Less than 200 mg/dL	**Desirable.** Good for you! Keep up the good work!
200–239 mg/dL	**Borderline high.** Depending on your other risk factors, you may be at a higher risk for heart disease. It is time to change your eating habits, increase your physcal activity, and lose weight if overweight. Ask your doctor what your risk is for heart disease.
240 mg/dL or higher	**High.** You are at a higher risk for clogged arteries and a heart attack. Ask your doctor what your risk is for heart disease.

LDL (lousy, bad) cholesterol: Keep it low!

Less than 100 mg/dL	Optimal
100–129 mg/dL	Near optimal
130–159 mg/dL	Borderline high
160 mg/dL or more	High

Write Your Numbers Here

Total: _____

LDL: _____

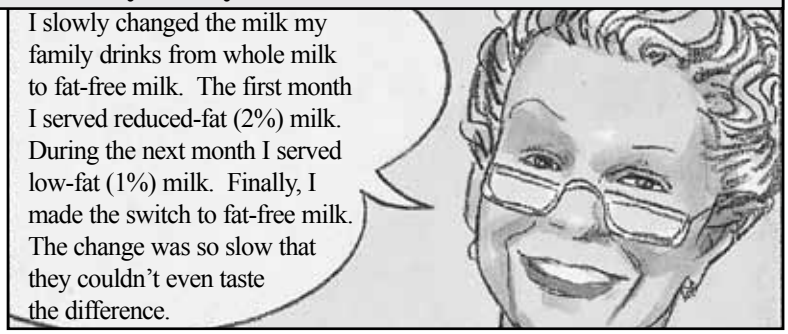
HDL: _____

Triglycerides: _____

HDL (healthy, good) cholesterol (mg/dL): The higher the better! Keep it 40 mg/dL or more.

Triglycerides: Keep your triglycerides below 150 mg/dL.

How I switched my family from whole milk to fat-free milk



Doña Fela has learned that it's not difficult to get one's family to eat foods lower in saturated fat, *trans* fat, and cholesterol.

Try some of these simple changes

When Shopping

1. Buy fat-free or low-fat (1%) milk and cheese.
2. Buy vegetable oil spray. Spray it on baking pans and skillets instead of using a lot of fat to grease pans.
3. Use the food label to help you choose foods lower in saturated fat, *trans* fat, and cholesterol.

When Cooking

1. Trim the fat from meat, and remove the skin and fat from chicken and turkey before cooking.
2. Cook ground meat, drain the fat, and rinse with hot tap water. This removes half the fat.
3. Cool soups, and remove the layer of fat that rises to the top.

When Eating

1. Use fat-free or low-fat salad dressing, mayonnaise, or sour cream.
2. Use small amounts of tub margarine instead of butter.
3. Choose fruits and vegetables instead of high-fat foods like chips or fries.

Virginia has learned that eating foods high in saturated fat can raise her blood cholesterol level. So she's modified her favorite pie recipe by using soft margarine, fat-free milk, and low-fat cream cheese. Now the pie is lower in saturated fat, *trans* fat, and cholesterol, and it still tastes great.

Make your personal pledge to do what Virginia has done! Look at these examples.

Breakfast

Use fat-free or low-fat milk in coffee or on cereal.

Lunch

Use leftover roasted chicken to make a sandwich. Eat it with some raw carrots and a banana for dessert.

Dinner

Bake chicken with lime juice, cilantro, and tomatoes. Remove and throw away the skin before cooking.

Snack

Eat an apple instead of tortilla chips that are high in fat.

Write the changes you will make this week:

_____

_____

_____

_____

_____

The health of you and your family is priceless. Make an investment in it!

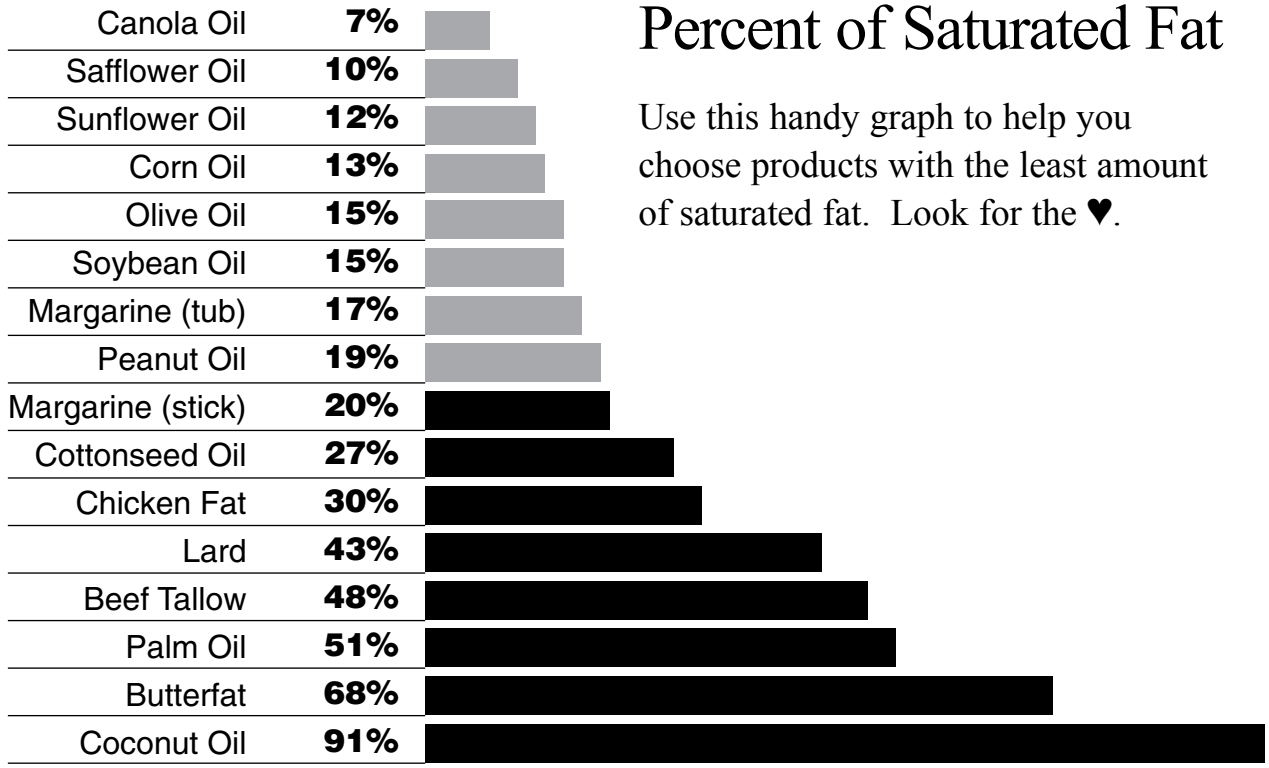
Fats and Oils To Choose

When you do use fats and oils, choose those with less saturated fat.

Lower in Saturated Fat—Choose <u>More</u> Often	**Higher in Saturated Fat—Choose <u>Less</u> Often**
Canola, corn, olive, safflower, soybean, and sunflower oils Tub margarine (especially light margarine)	• Butter • Solid shortening • Lard • Fatback • Stick margarine

Read the Food Label To Choose Foods

Lower in Saturated Fat, *Trans* Fat, and Cholesterol!



Percent of Saturated Fat

Use this handy graph to help you choose products with the least amount of saturated fat. Look for the ♥.

Source: Adapted from the Canola Council of Canada. "Canola Oil Dietary Fat." (www.canola-council.org/PDF/dietarychart.pdf#zoom=100) July 19, 2007.

Read the Food Label To Choose Foods Lower in Saturated Fat, *Trans* Fat, and Cholesterol

Food labels tell you what you need to know about choosing foods that are lower in saturated fat, *trans* fat, and cholesterol. Here's a food label for a carton of whole milk. The label tells you:

Whole Milk

Nutrition Facts

Serving Size 1 cup (fl. oz)
Servings Per Container 8

Amount Per Serving

Calories 150 Calories from Fat 70

	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 5g	**25%**
Trans Fat 0g	
Cholesterol 35mg	**12%**
Sodium 125mg	**5%**
Total Carbohydrate 12g	**4%**
Dietary Fiber 0g	**0%**
Sugars 11g	
Protein 8g	

Vitamin A 6% • Vitamin C 4%
Calcium 30% • Iron 0% • Vitamin D 25%

Amount Per Serving
The nutrient amounts are for one serving. So, if you have more than one serving, you need to add the corresponding nutrient amounts. For example, if you drink 2 cups of whole milk, you are drinking two servings. You would need to double the amount of calories, saturated fat, *trans* fat, and cholesterol.

Nutrients
Here are the amounts of saturated fat, *trans* fat, and cholesterol in one serving. These amounts are given in grams (g) or milligrams (mg).

Serving Size and Number of Servings
The serving size is 8 fluid ounces (1 cup). There are eight servings in this carton.

Percent Daily Value
The Percent Daily Value helps you compare products. Choose products with the lowest Percent Daily Value for saturated fat and cholesterol. If you have high blood cholesterol, you should eat less saturated fat, *trans* fat, and cholesterol. A doctor or registered dietitian can help you with this.

The Choice Is Yours—Compare!

Which one would you choose?

Except for calories and saturated fat, fat-free milk has all the nutrients of whole milk, including the calcium. That makes fat-free milk a better choice! Read food labels, and choose products to keep your heart strong.

Calories 150 Calories from Fat 70

	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 5g	**25%**
Trans Fat 0g	
Cholesterol 35mg	**12%**
Sodium 125mg	**5%**

Whole Milk

One cup of whole milk has 25 percent of the Daily Value of saturated fat. This is one-fourth of the total amount of saturated fat that you should have in 1 day. This is too much!

Calories 90 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 5mg	**2%**
Sodium 125mg	**5%**

Fat-Free Milk

One cup of fat-free milk has no saturated fat. You can learn a lot from a food label.

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

Virginia's Breakfast Choices

Virginia has little time in the morning to prepare breakfast. She often has a cinnamon roll or a doughnut.

Look at the food labels. Help Virginia select some breakfast foods that are lower in saturated fat than her usual choices.

Which should she choose? Write the number of your choice for each pair in the space between the labels.

1 – Cinnamon Roll

Nutrition Facts
Serving Size 1 roll (85g)
Servings Per Container 15

Amount Per Serving

Calories 320 Calories from Fat 130

	% Daily Value*
Total Fat 14g	**22%**
Saturated Fat 3.5g	**18%**
Trans Fat 1.5g	
Cholesterol 50mg	**17%**
Sodium 280mg	**12%**
Total Carbohydrate 44g	**15%**
Dietary Fiber 2g	**8%**
Sugars 19g	
Protein 5g	

Vitamin A 0% • Vitamin C 0%
Calcium 10% • Iron 4%

Lower saturated fat choice

_____

2 – Plain Bagel

Nutrition Facts
Serving Size 1 bagel (75g)
Servings Per Container 6

Amount Per Serving

Calories 210 Calories from Fat 5

	% Daily Value*
Total Fat 1g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 390mg	**16%**
Total Carbohydrate 43g	**14%**
Dietary Fiber 2g	**8%**
Sugars 2g	
Protein 8g	

Vitamin A 0% • Vitamin C 0%
Calcium 6% • Iron 15%

3 – Doughnut

Nutrition Facts
Serving Size 1 doughnut (54g)
Servings Per Container 5

Amount Per Serving

Calories 290 Calories from Fat 170

	% Daily Value*
Total Fat 19g	**29%**
Saturated Fat 6g	**30%**
Trans Fat 2g	
Cholesterol 10mg	**3%**
Sodium 240mg	**10%**
Total Carbohydrate 27g	**9%**
Dietary Fiber 1g	**0%**
Sugars 15g	
Protein 3g	

Vitamin A 0% • Vitamin C 0%
Calcium 2% • Iron 8%

Lower saturated fat choice

_____

4 – English Muffin

Nutrition Facts
Serving Size 1 muffin (57g)
Servings Per Container 6

Amount Per Serving

Calories 130 Calories from Fat 10

	% Daily Value*
Total Fat 1g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 290mg	**12%**
Total Carbohydrate 25g	**8%**
Dietary Fiber 1g	**4%**
Sugars 4g	
Protein 4g	

Vitamin A 0% • Vitamin C 0%
Calcium 15% • Iron 8%

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

Virginia's Breakfast Choices *(continued)*

5 – Fruit Danish

Nutrition Facts
Serving Size 1/8 package (57g)
Servings Per Container 8

Amount Per Serving

Calories 160 Calories from Fat 7

	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 1.5g	**8%**
Trans Fat 1g	
Cholesterol 5mg	**2%**
Sodium 210mg	**9%**
Total Carbohydrate 24g	**8%**
Dietary Fiber 0g	**0%**
Sugars 13g	
Protein 2g	

Vitamin A 0% • Vitamin C 4%
Calcium 10% • Iron 2%

Lower saturated fat choice

_____

6 – Banana

Nutrition Facts
Serving Size 1 medium (126g)
Servings 1

Amount Per Serving

Calories 110 Calories from Fat 0

	% Daily Value*
Total Fat 0.5g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 29g	**10%**
Dietary Fiber 1g	**4%**
Sugars 21g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

7 – Butter

Nutrition Facts
Serving Size 1 Tbsp (14g)
Servings Per Container 32

Amount Per Serving

Calories 100 Calories from Fat 100

	% Daily Value*
Total Fat 11g	**17%**
Saturated Fat 8g	**40%**
Trans Fat 0g	
Cholesterol 30mg	**10%**
Sodium 85mg	**4%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 0g	

Vitamin A 8% • Vitamin C 0%
Calcium 0% • Iron 0%

Lower saturated fat choice

_____

8 – Light Margarine (Soft Tub)

Nutrition Facts
Serving Size 1 Tbsp (14g)
Servings Per Container 80

Amount Per Serving

Calories 50 Calories from Fat 50

	% Daily Value*
Total Fat 6g	**9%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 55mg	**2%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 0g	

Vitamin A 10% • Vitamin C 0%
Calcium 0% • Vitamin E 8% • Iron 0%

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

Virginia's Breakfast Choices *(continued)*

9 – Chorizo

Nutrition Facts
Serving Size 1 link (60g)
Servings Per Container 5

Amount Per Serving

Calories 270 Calories from Fat 210

	% Daily Value*
Total Fat 23g	**35%**
Saturated Fat 9g	**45%**
Trans Fat 0g	
Cholesterol 53mg	**18%**
Sodium 740mg	**31%**
Total Carbohydrate 1g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 15g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 5%

Lower saturated fat choice

_____

10 – Lean Pork

Nutrition Facts
Serving Size 2 oz
Servings Per Container 5

Amount Per Serving

Calories 100 Calories from Fat 25

	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 45mg	**15%**
Sodium 32mg	**1%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 16g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 5%

11 – Refried Beans

Nutrition Facts
Serving Size 1/2 cup
Servings Per Container 3.5

Amount Per Serving

Calories 200 Calories from Fat 100

	% Daily Value*
Total Fat 11g	**17%**
Saturated Fat 3g	**15%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 760mg	**32%**
Total Carbohydrate 20g	**7%**
Dietary Fiber 10g	**0%**
Sugars 1g	
Protein 6g	

Vitamin A 0% • Vitamin C 2%
Calcium 6% • Iron 10%

Lower saturated fat choice

_____

12 – Cooked Beans

Nutrition Facts
Serving Size 1/2 cup
Servings Per Container 3

Amount Per Serving

Calories 90 Calories from Fat 5

	% Daily Value*
Total Fat 0.5g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 460mg	**19%**
Total Carbohydrate 19g	**6%**
Dietary Fiber 6g	**24%**
Sugars 1g	
Protein 7g	

Vitamin A 0% • Vitamin C 0%
Calcium 4% • Iron 10%

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

Virginia's Breakfast Choices *(continued)*

13 – Low-fat Cheddar Cheese

Nutrition Facts
Serving Size 1 oz
Servings Per Container 8

Amount Per Serving	
Calories 50	Calories from Fat 15
	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 220mg	**9%**
Total Carbohydrate 1g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 8g	

Vitamin A 4%	•	Vitamin C 0%
Calcium 10%	•	Iron 0%

Lower saturated fat choice

_____

14 – Regular Cheddar Cheese

Nutrition Facts
Serving Size 1 oz
Servings Per Container 7

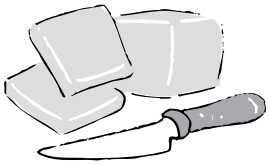
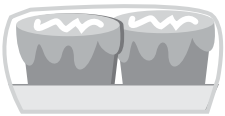
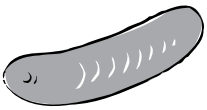
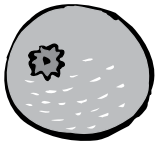
Amount Per Serving	
Calories 120	Calories from Fat 90
	% Daily Value*
Total Fat 10g	**15%**
Saturated Fat 7g	**35%**
Trans Fat 0g	
Cholesterol 30mg	**10%**
Sodium 180mg	**8%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 6g	

Vitamin A 6%	•	Vitamin C 0%
Calcium 20%	•	Iron 0%

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

Guess the Fat Activity

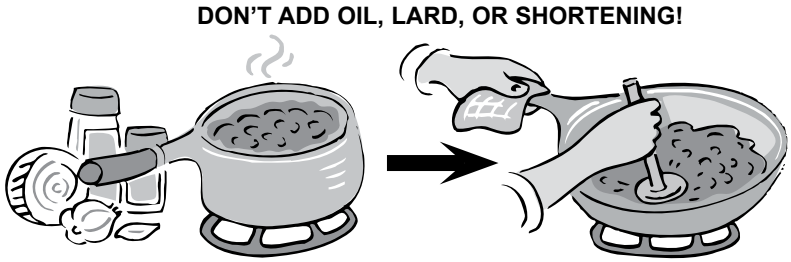
Try to guess the amount of fat (in teaspoons) that is found in each food.
Write your answers on the "My Guess" line.

	Food	Teaspoons of Fat: My Guess	Teaspoons of Fat: True Amount
	2 ounces cheddar cheese	_____	_____
	2 tablespoons sour cream	_____	_____
	2 pieces fried chicken	_____	_____
	2 snack cakes (1 package)	_____	_____
	1 beef hotdog	_____	_____
	1 cup cooked beans	_____	_____
	1 orange	_____	_____

Cooking With Less Saturated Fat

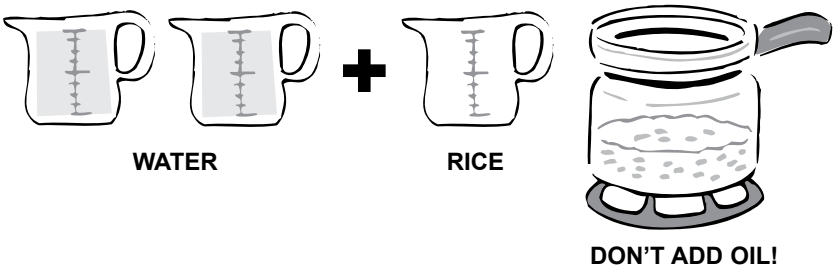
Beans

1. Cook beans in water until tender.
2. Season with onion, garlic, cumin, oregano, and, if you wish, ¼ teaspoon of salt.
3. To thicken beans, mash and saute in skillet with a little water (without adding lard or vegetable shortening).



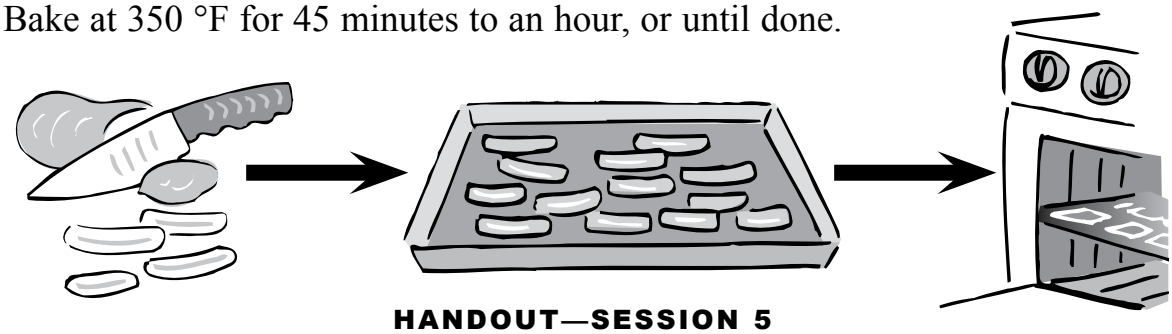
Boiled Rice

1. Bring 2 cups of water to a boil, and add 1 cup of rice.
2. Cover well, and cook over low heat for 20 minutes.



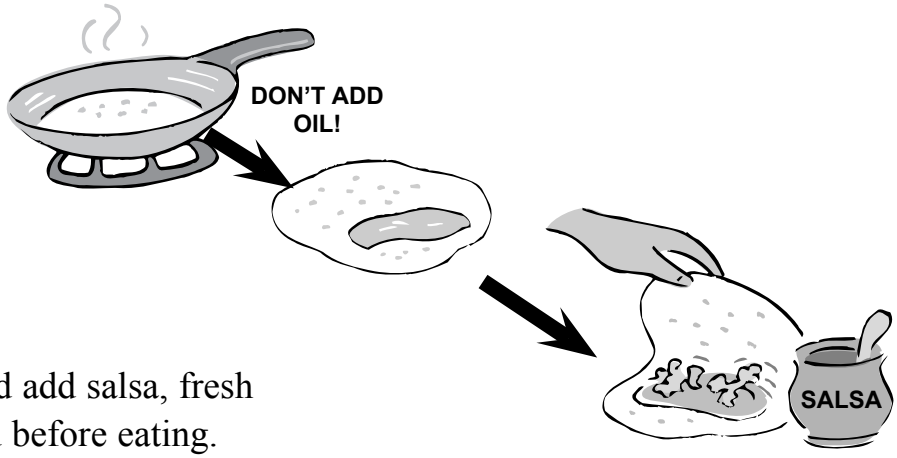
Oven-Fried Potatoes (or Yuca)

1. Boil yuca until tender. Peel yuca. If using potatoes, leave the skin on. Do not boil the potatoes.
2. Cut potatoes or yuca in the shape of thick french fries.
3. Arrange on a baking sheet that has been lightly sprayed with vegetable oil spray.
4. Bake at 350 °F for 45 minutes to an hour, or until done.



Mexican Quesadillas

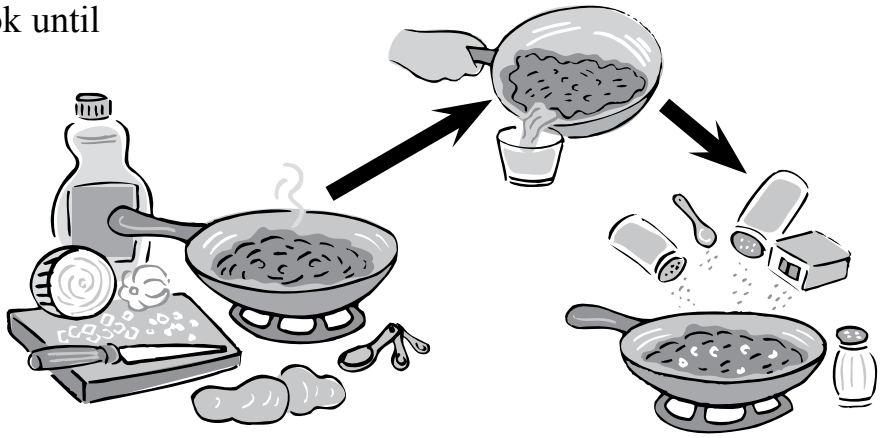
1. For each quesadilla, place a corn tortilla on a dry griddle over medium heat. When soft, put a small slice of low-fat cheese on half of the tortilla, and fold. Heat until the cheese melts.



2. Remove from skillet, open, and add salsa, fresh tomatoes, and cilantro. Refold before eating.

Ground Beef With Potatoes

1. In a hot skillet, saute garlic and chopped onions in 1 teaspoon of vegetable oil. Add extra lean ground beef, and cook until brown. Pour off fat.



2. Dice unpeeled potatoes, and add to ground beef.

3. Season with a small amount of oregano, powdered cumin, black pepper, and, if you wish, ¼ teaspoon of salt.

4. Cook until potatoes are tender.

Fruit Shake

1. Cut your favorite fruit—such as bananas, oranges, mangos, or strawberries—into chunks.

2. Place in a blender, along with fat-free milk, vanilla, and ice.

3. Blend until smooth.

Chicken Stew Recipe

8 pieces	chicken, breasts or legs
1 cup	water
2 small	garlic cloves, minced
1 small	onion, chopped
1½ teaspoons	salt
½ teaspoon	ground black pepper
3 medium	tomatoes, chopped
1 teaspoon	parsley, chopped
¼ cup	celery, finely chopped
2 medium	potatoes, peeled and chopped
2 small	carrots, chopped
2	bay leaves

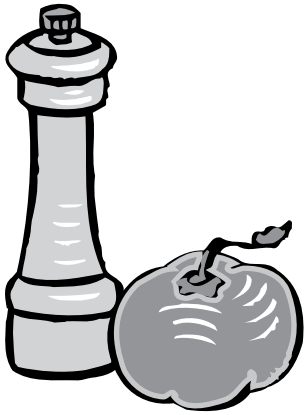
1. Remove the skin and any extra fat from the chicken, and throw it away. In a large skillet, combine chicken, water, garlic, onion, salt (as little as possible), pepper, tomatoes, and parsley. Tightly cover, and cook over low heat for 25 minutes.

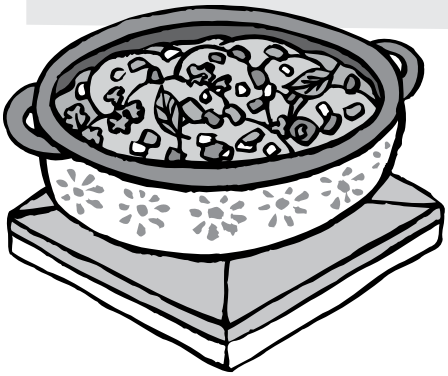
2. Add celery, potatoes, carrots, and bay leaves, and continue to cook for 15 more minutes or until chicken and vegetables are tender. Remove bay leaves before serving.

Yield: 8 servings

Serving size: 1 piece of chicken

Each serving provides:
Calories: 206
Total fat: 6 g
Saturated fat: 2 g
Cholesterol: 75 mg
Sodium: 489 mg
Total fiber: 2 g
Protein: 28 g
Carbohydrates: 10 g
Potassium: 493 g





Quick Facts

This recipe is lower in saturated fat and cholesterol because:

- The dish is made with chicken without the skin, and extra fat is removed.
- No fat is added. The dish is flavored with vegetables and seasonings, and it is cooked slowly in water (moist heat) instead of fat.

s e s s i o n 6

Keep Your Heart in Mind: Aim for a Healthy Weight

Objectives

By the end of this session, group members will learn that:

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

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, a marker, and tape
- Two bathroom scales
- A tape measure you can attach to the wall (to measure height)
- A cloth tape measure (to measure the waist)

- *(Optional)* Curling ribbon (to measure the waist)*
- A food label (from a can or package)
- *(Optional)* "I Don't Like That Boy At All: Watch Your Weight" telenovela or fotonovela (pages 418–419)

Note: The telenovela is available in Spanish only.

- *(Optional)* VCR or DVD and TV monitor
- 10 serving dishes
- Four measuring cups
- Five spoons
- One knife
- Food
  - A 16-ounce box of cereal
  - A 15-ounce can of fruit or vegetables
  - A block of cheddar cheese (about ½ pound)
  - 3 cups of cooked rice
  - A 15-ounce can of beans

Handouts

Give group members these handouts during this session:

- "Body Mass Index (BMI) Chart" (page 177)
- "Do You Need To Lose Weight?" (page 178)
- "Doña Fela's Healthy Lifestyle" (page 179)

---

* If you choose to use ribbon instead of measuring tape, cut one ribbon at 35 inches for women and one ribbon at 40 inches for men.

- “Virginia’s Habits and Her Weight” (page 180)
- “Tips To Help You Control Your Weight” (page 181)
- “Serving Sizes” (page 182)
- “Read the Food Label for Calories!” (page 183)
- “Virginia’s Snack Choices” (pages 184–186)
- “Fresh Cabbage and Tomato Salad Recipe” (page 187)

Session Outline

Introducing the Session

1. Welcome
2. Review of Last Week’s Session
3. About This Session

Conducting the Session

1. Facts About Overweight and Obesity
2. *(Optional)* “I Don’t Like That Boy At All: Watch Your Weight” Telenovela or Fotonovela (pages 418–419)
3. Your Weight and Your Health
4. What Is a Healthy Weight? Activity
5. The Healthy Way To Lose Weight
6. Beat Weight-Loss Barriers
7. Serving Size Activity
8. Food Label Activity—Calories
9. Fresh Cabbage and Tomato Salad Recipe

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  Last week, we talked about why it is important to cut back on saturated fat, *trans* fat, and cholesterol in our diets. Can you list three things you can do to make food lower in fat?

Note: Add these possible answers if not mentioned by group members.

- Trim the fat from meat before cooking.
- Take off the skin from chicken before cooking and throw it away.
- Bake, boil, broil, or grill food instead of frying it.

- **Ask:**

  At the end of the last session, you made a pledge to eat less saturated fat, *trans* fat, and cholesterol. What went well? Did you have any problems?

Note: Allow 5 minutes for group members to respond.

3. About This Session

- **Say:**

  Today, we will discuss why keeping a healthy weight is important to heart health.

- **Say:**

  When the session ends, you will know that:

  - Being overweight increases your chances for high blood cholesterol, high blood pressure, diabetes, heart disease, and stroke.
  - To lose weight:

    — Cut down on the calories you eat.

    — Eat smaller portions.

    — Be physically active.
  - Fad diets usually do not work over the long term and can be harmful to you.

- **Say:**

  You will also find out if you need to lose weight by learning your body mass index (BMI) and your waist measure.

Conducting the Session

1. Facts About Overweight and Obesity

- Overweight and obesity increase the risk of heart disease and stroke.
- More than half of Latina women are overweight or obese.

- About two of every three Latino men are overweight or obese.
- About one of every four Latino children is overweight.

2. *(Optional)* "I Don't Like That Boy At All: Watch Your Weight" Telenovela or Fotonovela

- **Show** the telenovela, "I Don't Like That Boy At All: Watch Your Weight," or have volunteers read the fotonovela (pages 418–419).

Note: The telenovela is available in Spanish only.

3. Your Weight and Your Health

- **Say:**

  Being overweight or obese increases your risk of heart disease and stroke. It also can contribute to the development of high blood cholesterol, high blood pressure, and diabetes. These can also cause heart disease.

- **Say:**

  Being overweight can increase the risk of developing some types of cancer. It can make other health problems worse, such as arthritis and sleep disorders.

- **Say:**

  Losing a small amount of weight can improve many health problems that come from being overweight.

4. What Is a Healthy Weight? Activity

Note: Before beginning this activity, **place** the scales where group members can weigh themselves in private. **Write** the following information on the blackboard or on a large piece of paper taped to the wall.

Mariano weighs 180 pounds (82 kilograms). He is 5 feet, 6 inches (1.68 meters) tall.

Virginia weighs 130 pounds (59 kilograms). She is 5 feet, 2 inches (1.57 meters) tall.

- **Give** group members the "Body Mass Index (BMI) Chart" handout (page 177).

- **Say:**

  We are going to do an activity to find out if you have a healthy weight or if you should lose weight.

- **Show picture card 6.1.**

- **Say:**

  First, we're going to work together to find out if Mariano and Virginia have healthy weights. We will use the Body Mass Index chart. The BMI chart lets us measure the weight of a person in relation to his or her height. The chart will help us find the BMI.

- **Say:**

  Mariano weighs 180 pounds (82 kilograms), and he is 5 feet, 6 inches (1.68 meters) tall. His wife Virginia weighs 130 pounds (59 kilograms), and she is 5 feet, 2 inches (1.57 meters) tall.

- **Say:**

  Let's use the BMI chart on the handout that I gave you to find out if Mariano and Virginia have healthy weights.

- **Say:**

  Look for Mariano's weight on the top of the chart, and circle it. Put your finger on the circled number, and lower your finger until you find the line that corresponds to Mariano's height. The shade of the square will tell you if his weight is healthy or if he is overweight or obese.

Note: Allow 2 or 3 minutes for group members to look for the answer on the chart.

■ **Say:**

Now we will find Virginia's BMI, following the same steps.

Note: Allow 2 or 3 minutes for group members to look for the answer on the chart.

■ **Say:**

Mariano's BMI is 29, which means he is overweight. Virginia's BMI is 24, so she has a healthy weight.

■ **Say:**

Now we are going to find out if you have a healthy weight. If you do not know how much you weigh, use the scale to weigh yourself. If you do not know your height, use the wall measure.

Note: Allow 15 minutes for group members to use the scales and wall measure.

■ **Give** group members the "Do You Need To Lose Weight?" handout (page 178).

■ **Say:**

Now we're going to take three simple steps to learn if we need to lose weight, and then we're going to find out what actions we should take.

■ **Say:**

The first step is to find out our BMI, using the chart on the handout that I gave you. We will follow the same process that we used with Mariano and Virginia.

■ **Say:**

Find your weight on the top of the chart, and circle it. Put your finger on the circled number, and lower your finger until you find the line that corresponds to your height. The shade of your square will show you if your weight level is healthy, overweight, or obese. You do not have to share your BMI number with the group. Just check off your weight level on the handout.

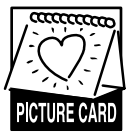
■ **Say:**

Please raise your hand if you are having trouble, and I will help you.

■ **Say:**

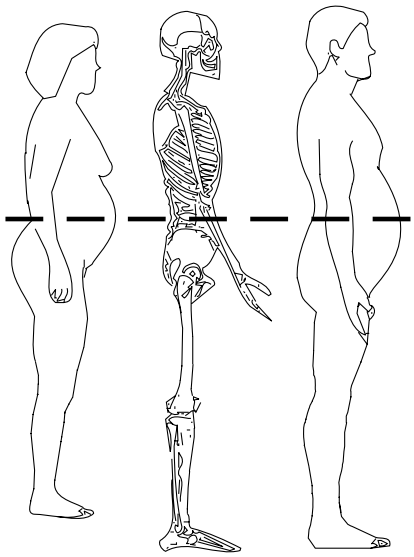
The second step is to measure your waist.

■ **Show picture card 6.2.**



Waist Measure

Note: Have group members measure their waists by placing a tape measure around the waist just above the hip bone. Be sure the tape is snug, but not too tight on the stomach. Ask them to relax, exhale, and then measure their waists.



Measuring-Tape Position for Waist Measurement in Adults

■ **Ask** group members to measure their waists using the measuring tape.

(Optional) **Note:** Some people may be sensitive about measuring their waists with a tape measure. To make this activity friendlier, you can use curling ribbon. Cut 35 inches (88 cm) for women and 40 inches (102 cm) for men, and give the ribbon to group members. Tell them how long the ribbon measures. If the ribbon does not go all the way around group members' waists, their waist measures are high.

■ **Say:**

Write down your waist measure, and check off what level your waist measure is: healthy or high. A waist measure greater than 35 inches (88 cm) for women and greater than 40 inches (102 cm) for men is high. **A high waist measure increases your risk for heart disease.**

■ **Say:**

In the third step, we will find out if you need to lose weight. Look at your weight and waist measure.

■ **Say:**

If both are healthy, then you are at a healthy weight and do not need to lose weight. Good for you! Try not to gain weight.

■ **Copy** the text in the "Risk Factors" box onto the blackboard or onto a large piece of paper taped to the wall.

Risk Factors

- High blood pressure
- High LDL cholesterol (bad cholesterol)
- Low HDL cholesterol (good cholesterol)
- High triglycerides
- High blood glucose
- Family history of heart disease
- Not being physically active
- Smoking

■ **Say:**

Let's review these risk factors.

■ **Ask:**

How many risk factors do you have?

Note: Allow a moment for group members to think about their answers to this question.

■ **Say:**

If your BMI is in the overweight level, and you have two or more of the risk factors we just listed, you should lose weight. It is important not to gain more weight. You should also lose weight if you are overweight and have a high waist measure.

■ **Say:**

If your BMI level is obese, you also need to lose weight. It is important to lose weight slowly—about 1 to 2 pounds a week. Ask your doctor or a registered dietitian for help.

Note: Ask group members to look at the handout to see what actions they should take for their weight levels.

Level	Action
Healthy Weight	• Good for you! Try not to gain any weight.
Overweight	• It is important not to gain more weight. • You need to lose weight if you are overweight **and** — Have two or more heart disease risk factors **or** — Have a high waist measurement. • Ask your doctor or a registered dietitian for help.
Obese	• You need to lose weight. Lose weight slowly—about 1 to 2 pounds a week. • Ask your doctor or a registered dietitian for help.

■ **Give** group members the "Doña Fela's Healthy Lifestyle" handout (page 179).

■ **Say:**

Please review the handout to find out how Doña Fela found success managing her weight.

5. The Healthy Way To Lose Weight

■ **Say:**

Let's talk about the healthy way to lose weight.

■ **Say:**

The measure of energy that the body gets from food is called a calorie. People gain weight when they eat more calories than their body uses for energy.

■ **Say:**

If you need to lose weight, you must choose foods with fewer calories or become more physically active. It's best to do both.

■ **Say:**

To lose weight, you must burn more calories than the calories you eat. Losing 5 to 15 percent of your body weight can make a difference in your health. For example, a person who weighs 200 pounds would need to lose 10 to 30 pounds.

■ **Say:**

Pregnant women should not try to lose weight.

■ **Give** group members the "Virginia's Habits and Her Weight" handout (page 180).

■ **Say:**

This handout is about how decreasing calorie intake and adding small amounts of daily activity can lead to weight loss over time.

■ **Ask** for volunteers to read each scene aloud.

- **Show picture card 6.3.**

- **Say:**

  Like Virginia in the third scene, you can lose weight in a healthy way: Eat smaller portions, eat a variety of foods lower in fat and calories, and increase your activity level.

- **Say:**

  Most people who lose weight and keep it off do so by losing the weight slowly. They learn to make lasting changes. They eat fewer calories and stay physically active. You should try to lose 1 to 2 pounds each week until you reach a healthy weight.

- **Give** group members the "Tips To Help You Control Your Weight" handout (page 181). **Review** the tips for losing weight.

6. Beat Weight-Loss Barriers

- **Ask:**

  Have any of you ever tried to lose weight?

- **Ask** people to share their experience with the group. Ask them to tell what kept them motivated to lose weight.

- **Ask:**

  Why do you think it is difficult for some people to lose weight or keep off the weight they lose?

Note: Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** some of the following answers if they are not mentioned.

Some people have a hard time losing weight because:

- They lack support from family members or friends.
- They do not know how to cook without fat or how to use a recipe.
- They believe that healthy foods are too expensive.
- Fruits and vegetables cost more than junk food at the local store.
- The neighborhood is too dangerous for people to walk in for physical activity, because it lacks well-lit areas.
- Working parents are often short on time and energy.
- Changing behavior is difficult and takes time and effort.
- They think that being heavy means that a person is healthy.
- Family activities center around food.
- Friends give the wrong message. For example, "You're better off with some extra weight."

■ **Ask:**

Have you found ways to beat the barriers to losing weight?

Note: Allow 3 to 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** some of the following answers if they are not mentioned.

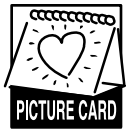
- Find another person who also wants to lose weight. You can talk with this person to stay motivated.
- Walk or plan other activities with another person. This makes it more fun, and the time will pass quickly.

- Find activities that the whole family can enjoy to help others control their weight, too.
- Look for free or low-cost physical activity facilities at local community centers or parks and recreation programs.
- Share cooking chores and recipes with your friends. For example, if family members will not eat lower-calorie dishes, make a dish and share it with a friend. Your friend can make a dish and share it with you.

■ **Say:**

Ask your doctor or a registered dietitian to help you develop a plan if you have a lot of weight to lose.

■ **Show picture card 6.4.**



■ **Say:**

Losing weight has become a moneymaking business. You hear about miracle diets that claim to help you lose weight quickly and easily. These products make only one thing lighter—and that's your wallet. Be careful about ads that promote diets and exercise products using personal testimonies.

■ **Say:**

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

7. Serving Size Activity

■ **Say:**

Let's look at how big a serving is. In Session 8, "Make Heart Healthy Eating a Family Affair," we will look at how much you should eat.

Before the session

1. Check the "Serving Sizes" handout (page 182) for the serving size of each food. Measure one serving of each food, and put each in a separate dish or other container.
2. Place the dishes with these premeasured foods out of sight.
3. Place the box of cereal, a large bowl of cooked rice, a bowl of fruit or vegetables, a block of cheddar cheese, and a bowl of beans on a table with five dishes, four serving spoons, and a knife.

- **Ask** five volunteers to come to the table. **Ask** each volunteer to do one of the following:
  1. Spoon out a serving of cereal and put it on a dish.
  2. Spoon out a serving of cooked rice and put it on a dish.
  3. Cut a serving of cheese and put it on a dish.
  4. Spoon out a serving of the fruit or vegetable and put it on a dish.
  5. Spoon out a serving of beans and put it on a dish.
- **Bring** out the foods you measured before the session. **Compare** the volunteers' serving sizes with the true amounts.
- **Give** group members the "Serving Sizes" handout (page 182). **Ask** volunteers to read aloud the serving sizes for each. **Tell** them to use this handout at home.

8. Food Label Activity—Calories

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

■ **Say:**

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

■ **Show picture card 6.5.**

■ **Say:**

Here's where you can look to find the number of calories in one serving on the food label. This food label shows the number of calories in canned peaches in heavy syrup.

■ **Give** group members the "Read the Food Label for Calories!" handout (page 183).

■ **Say:**

Look at the food labels for canned peaches (in fruit juice) and canned peaches (in heavy syrup) at the bottom of the handout. Which canned peaches have fewer calories?

Note: Allow 1 to 2 minutes for group members to respond.

■ **Say:**

Canned peaches in fruit juice have fewer calories. There are 50 calories in one serving, or 1/2 cup, of canned peaches in fruit juice. There are 100 calories in one serving, or 1/2 cup, of canned peaches in heavy syrup—twice as many calories as canned peaches in fruit juice.

■ **Say:**

"Fat-free" does not mean free of calories. You need to watch calories and fat when comparing food labels.

Here are a few examples:

Calories in reduced-fat food		Calories in regular-fat food	
Reduced-fat chocolate chip cookies, 3 cookies (30 grams)	118 calories	Regular chocolate chip cookies, 3 cookies (30 grams)	142 calories
Baked tortilla chips, 1 ounce 	113 calories	Fried tortilla chips, 1 ounce 	143 calories

■ **Say:**

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

■ **Give** group members the "Virginia's Snack Choices" handout (pages 184–186). **Read** Virginia's problem. **Ask** group members which foods Virginia should serve.

Virginia's Problem

Virginia and her family like to have snacks when they watch television. Recently, Virginia has noticed that her family members have gained weight. Use the food labels to choose some tasty snacks that are lower in calories. What should Virginia serve? Write the number of your choice for each pair on the line. Then write the number of calories saved by this choice.

Note: The choices that are lower in calories are underlined below. The number of calories saved by making the right choice is given below each choice.

Potato chips or <u>microwave popcorn</u>?
Choosing popcorn saves 130 calories.

An <u>apple</u> or shortbread cookies?
Choosing an apple saves 70 calories.

Whole milk or <u>fat-free milk</u>?
Choosing the fat-free milk saves 60 calories.

Chocolate ice cream or a <u>popsicle</u>?
Choosing the popsicle saves 95 calories.

<u>Salsa</u> or jalapeño cheese dip?
Choosing the salsa saves 25 calories.

■ **Ask:**

- What is an example of a snack that is higher in calories that your family eats?
- What is an example of a snack that is lower in calories that your family would enjoy?

Note: Allow a few minutes for group members to respond.

9. Fresh Cabbage and Tomato Salad Recipe

- **Give** group members the "Fresh Cabbage and Tomato Salad Recipe" handout (page 187).

- **Say:**

  This salad is easy to make. It has only 41 calories and 1 gram of fat per serving. It's also low in sodium. Try the salad recipe at home this week.

Review of Today's Key Points

- **Say:**

  Let's review what we learned today.

  Why is it important to maintain a healthy weight?

  - Being overweight may increase your risk of heart disease, high blood pressure, high blood cholesterol, diabetes, and some types of cancer.

  What is the healthiest way to lose weight?

  - Eat smaller portions of a variety of foods lower in fat and calories, and increase your physical activity.

  How can the food label help you if you need to lose weight?

  - The food label tells you the serving size and the number of calories per serving. You can compare calories on different packages to choose foods that are lower in calories.

Weekly Pledge

■ **Say:**

You have learned a lot today about losing weight the healthy way. Now, let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to reach or keep a healthy weight. This will be your pledge for the week.

■ **Say:**

Be specific about what you plan to do, how you plan to do it, and when you will start. Here are some examples:

- I will buy vegetable oil spray when I go to the grocery store next week. I will use the cooking oil spray instead of butter when I make scrambled eggs for breakfast.
- I will walk for 30 minutes for 3 days each week during my lunch break at work, starting tomorrow.
- I will eat only half of my entree the next time I eat out to cut down on my food portion. I will take the other half home and save it for another meal.

■ **Say:**

Write your pledge on the "Doña Fela's Healthy Lifestyle" handout on page 179. Keep this handout in a special place, so you can review your pledges and keep your goals in mind.

Note: Allow 5 minutes for group members to think of a pledge and write it down.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

- *(Optional)* **Say:**

  Keeping a personal value in mind can help you make changes in your life to reach and keep a healthy weight. Remember that a personal value is a quality that you consider important.

  Today, the value is **honesty.** Honesty can help you think about what makes you overeat, such as feelings of boredom, stress, or anger, or a lack of time or willpower. Honesty can also free you to talk about your struggles and successes with your friends or loved ones who can support you. Finally, honesty can guide you to choose goals that are realistic for you as you work to change your eating and activity habits for the better.

- **Ask:**

  How can you use honesty, or another value, to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

- **Say:**

  We will discuss the results of your pledges next week. Don't forget to continue working on your pledges to be more physically active and to cut back on salt, sodium, saturated fat, *trans* fat, and cholesterol.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

- **Say:**

  I am looking forward to seeing you at the next session. The next session will be about diabetes and how it relates to heart disease.

Note: Think about today's session. What worked and didn't work? Have you made any changes in your own life that were covered in today's session?

Body Mass Index (BMI) Chart

Weight in Pounds (lbs)/Kilograms (kg)

Height in Feet and Inches/Meters (m)	100 lbs 45 kg	110 lbs 50 kg	120 lbs 54 kg	130 lbs 59 kg	140 lbs 63 kg	150 lbs 68 kg	160 lbs 73 kg	170 lbs 77 kg	180 lbs 82 kg	190 lbs 86 kg	200 lbs 91 kg	210 lbs 95 kg	220 lbs 100 kg	230 lbs 104 kg	240 lbs 109 kg	250 lbs 113 kg
4'8" 1.46 m	22	25	26	29	31	34	36	38	40	43	45	47	49	52	54	56
4'9" 1.49 m	22	24	26	28	30	33	35	37	39	41	43	45	48	50	52	54
4'10" 1.47 m	21	23	25	27	29	31	34	36	38	40	42	44	46	48	50	52
4'11" 1.50 m	20	22	24	26	28	30	32	34	36	38	40	42	44	46	49	51
5'0" 1.52 m	20	22	23	25	27	29	31	33	35	37	39	41	43	45	47	49
5'1" 1.55 m	19	21	23	25	26	28	30	32	34	36	38	40	42	44	45	47
5'2" 1.57 m		20	22	24	26	27	29	31	33	35	37	38	40	42	44	46
5'3" 1.60 m		20	21	23	25	27	28	30	32	34	35	37	39	41	43	44
5'4" 1.63 m		19	21	22	24	26	28	29	31	33	34	36	38	40	41	43
5'5" 1.65 m			20	22	23	25	27	28	30	32	33	35	37	38	40	42
5'6" 1.68 m			19	21	23	24	26	27	29	31	32	34	36	37	39	40
5'7" 1.70 m			19	20	22	24	25	27	28	30	31	33	35	36	38	39
5'8" 1.73 m				20	21	23	24	26	27	29	30	32	34	35	37	38
5'9" 1.75 m				19	21	22	24	25	27	28	30	31	33	34	35	37
5'10" 1.78 m				19	20	22	23	24	26	27	29	30	32	33	35	36
5'11" 1.80 m					20	21	22	24	25	27	28	29	31	32	34	35
6'0" 1.83 m					19	20	22	23	24	26	27	28	30	31	33	34
6'1" 1.85 m					19	20	21	22	24	25	26	28	29	30	32	33

Healthy Weight Overweight Obese

Do You Need To Lose Weight?

Let's follow these steps to find out if you need to lose weight.

1. Learn if your weight is healthy.

Weigh yourself. Use the BMI chart to find out whether your weight is in the healthy range for people of your height. Find your weight on the top of the chart, and circle it. Put your finger on the circled number, and lower your finger until you find the line that corresponds to your height. The shade of your square will show you if your weight level is healthy, overweight, or obese.

My weight is:

❑ Healthy

❑ Overweight

❑ Obese

2. Measure your waist.

Measure your waist by placing the measuring tape snugly around your waist. A high waist measure increases your risk for heart disease.

Write down your waist measure: _____

Your waist measure is high if:

- Women—Your waist measure is greater than 35 inches.
- Men—Your waist measure is greater than 40 inches.

My waist measure is:

❑ Healthy ❑ High

3. Find out if you need to lose weight.

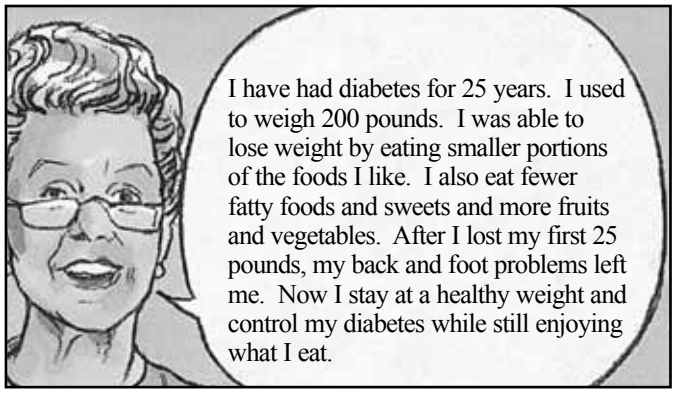
Check off your weight level below to find out if you need to lose weight.

Level	Action
❑ **Healthy Weight**	• Good for you! Try not to gain any weight.
❑ **Overweight**	• It is important not to gain more weight. • You need to lose weight if you are overweight and: — Have two or more heart disease risk factors or — Have a high waist measurement. • Ask your doctor or a registered dietitian for help.
❑ **Obese**	• You need to lose weight. Lose weight slowly—about 1 to 2 pounds a week. Ask your doctor or a registered dietitian for help.

Doña Fela's Healthy Lifestyle

Losing weight means making long-term changes.

Here's how Doña Fela found success.



Try these tips to get started.

- ♥ Eat fewer foods that are high in saturated fat—such as fried chicken, pork rinds, and sausage.
- ♥ Cut down on cakes, pastries, candy, and soft drinks.
- ♥ Eat more fruits, vegetables, and whole grains.

- ♥ Make stews with lean meat and vegetables.
- ♥ Serve small portions, and eat salad if you are still hungry. Don't skip meals.
- ♥ Aim for 60 minutes of physical activity each day.

Make your personal pledge to do what the Ramírez family is doing! Look at these examples:

When shopping

Read labels to choose foods lower in calories.

When cooking

Bake meat instead of frying it. Use vegetable oil spray instead of greasing the pan with oil.

When eating

Have green beans and rice with one piece of chicken instead of three pieces of chicken alone.

Get active

Walk for 10 minutes three times a day. Dance with your family for 20 minutes. Lift weights before work for 10 minutes.

Write the changes you will make this week.

_____

_____

_____

_____

_____

_____

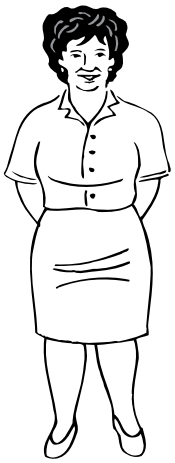
_____

The health of yourself and your family is priceless. Make an investment in it!

Virginia's Habits and Her Weight

Eat big portions.

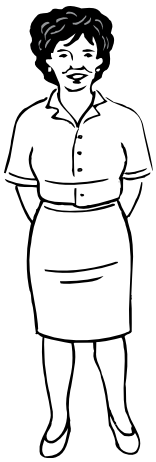
Be physically inactive.



Gain weight.

Eat moderate portions.

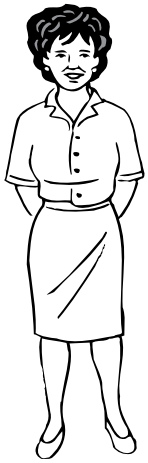
Be physically active most days.



Maintain weight.

Eat small portions.

Be physically active most days.



Lose weight.

Tips To Help You Control Your Weight

1. Choose foods low in fat and low in calories. Try:

- ♥ Fat-free milk or low-fat (1%) milk
- ♥ Cheeses labeled "fat free" or "low fat" on the package
- ♥ Fruits and vegetables without butter or sauce. Fruits and vegetables are low in calories and help you feel fuller.
- ♥ Rice, beans, cereals, corn tortillas, and whole-grain pasta
- ♥ Lean cuts of meat and fish and skinless turkey and chicken

- ♥ Water or low-calorie drinks instead of soft drinks and fruit drinks with added sugar

2. Make foods the healthy way.

- ♥ Bake, broil, boil, or grill instead of frying foods.
- ♥ Cook beans and rice without lard, bacon, or fatty meats.
- ♥ Use less high-fat cheese, cream, and butter when cooking.
- ♥ Use vegetable oil spray or a little bit of vegetable oil or tub margarine when cooking.
- ♥ Flavor salads with fat-free or low-fat mayonnaise or salad dressing.

3. Limit your portion size.

- ♥ Serve smaller portions, and don't have second helpings. Have a salad if you are still hungry.
- ♥ Eat smaller meals and snacks throughout the day instead of having one big meal.
- ♥ When eating out, watch your portion sizes. Many restaurants now serve food portions that are too big. Share an entree, or bring half home.
- ♥ If you drink fruit juice, make sure it is 100 percent fruit juice. Keep an eye on the portion size. The calories in beverages add up quickly.

4. Get active! Say goodbye to excuses!

- ♥ Do your favorite physical activity for at least 60 minutes each day.

  Try this: If you are pressed for time, walk for 20 minutes three times a day.

5. Aim for a healthy weight.

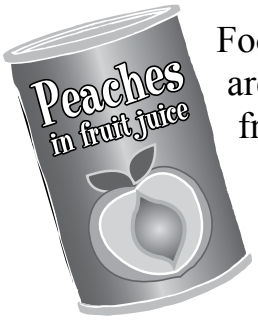
- ♥ Try not to gain extra weight. If you are overweight, try to lose weight slowly. Lose about 1 to 2 pounds a week. Losing even 10 pounds can help reduce your chances of developing heart disease.

Serving Sizes

Food Group		Serving Sizes
Grains*		1 slice bread 1 ounce dry cereal† 1/2 cup cooked rice, pasta, or cereal
Vegetables		1 cup raw leafy vegetable 1/2 cup raw or cooked vegetable, cut up 1/2 cup vegetable juice
Fruits		1 medium-sized fruit 1/4 cup dried fruit 1/2 cup fresh, frozen, or canned fruit 1/2 cup fruit juice
Fat-free or low-fat milk and milk products		1 cup of fat-free or low-fat milk or yogurt‡ 1 1/2 ounces of cheese
Lean meats, poultry, and fish		1 ounce cooked meat, poultry without the skin, or fish 1 egg§
Nuts, seeds, and legumes		1/3 cup or 1 1/2 ounces nuts 2 tablespoons peanut butter 2 tablespoons or 1/2 ounce seeds 1/2 cup cooked legumes (dry beans and peas)
Fats and oils		1 teaspoon soft margarine 1 teaspoon vegetable oil 1 tablespoon low-fat or fat-free mayonnaise 2 tablespoons low-fat or fat-free salad dressing
Sweets and added sugars		1 tablespoon sugar 1 tablespoon jelly or jam 1/2 cup sorbet, gelatin 1 cup lemonade

* Whole grains are recommended for most grain servings as a good source of fiber and nutrients.
† Serving sizes vary between 1/2 cup and 1 1/3 cups, depending on cereal type. Check the product's Nutrition Facts label.
‡ Lactose-free alternatives for people who are lactose intolerant.
§ Limit the number of egg yolks to four per week.

Read the Food Label for Calories!



Food labels tell you what you need to know about choosing foods that are lower in calories. Here's a food label for canned peaches in fruit juice.

Canned Peaches (in Fruit Juice)

Nutrition Facts

Serving Size 1/2 cup (110g)
Servings Per Container 4

Amount Per Serving

Calories 50 — Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 10mg	**0%**
Total Carbohydrate 13g	**4%**
Dietary Fiber less than 1g	**0%**
Sugars 9g	
Protein less than 1g	

Vitamin A 8% • Vitamin C 2%
Calcium 10% • Iron 8%

Serving Size and Number of Servings
The serving size is 1/2 cup. There are 4 servings in the can.

Amount Per Serving
The nutrient amounts are for one serving. So, if you eat more than a serving, you need to add nutrient amounts. For example, if you eat 1 cup of peaches, you are eating two servings. You need to double the amount of calories on the label.

Calories
The amount of calories in one serving is given here.

Sugar
The amount of sugar is shown here.

The Choice Is Yours—Compare!

Which one would you choose?

Canned fruits packed in syrup have added calories. Read the food label to choose fruits packed in fruit juice for a lower-calorie snack or dessert.

Calories 50 — Calories from Fat 0

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 10mg	0%

Canned Peaches (in fruit juice)

Canned peaches in fruit juice have 50 calories in a 1/2-cup serving.

Calories 100 — Calories from Fat 0

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 10mg	0%

Canned Peaches (in heavy syrup)

Canned peaches in syrup have 100 calories in a 1/2-cup serving—twice the calories found in a 1/2-cup serving of canned peaches in fruit juice. This is an important difference when trying to lose weight or to maintain a healthy weight.

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

Virginia's Snack Choices

Virginia and her family like to have snacks when they watch television. Recently, Virginia has noticed that her family members have gained weight.

Use the food labels to choose some tasty snacks that are lower in calories. What should Virginia serve?

Write the number of your choice for each pair in the space between the label. Then write the number of calories saved by this choice.

1 – Potato Chips

Nutrition Facts
Serving Size 1 oz (28g/about 12 chips)
Servings Per Container 20

Amount Per Serving

Calories 160 Calories from Fat 90

	% Daily Value*
Total Fat 10g	**15%**
Saturated Fat 3g	**15%**
Trans Fat 1g	
Cholesterol 0mg	**0%**
Sodium 660mg	**28%**
Total Carbohydrate 7g	**2%**
Dietary Fiber 1g	**0%**
Sugars 6g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 5%

Lower calorie choice

_____

Number of calories saved

_____

2 – Microwave Popcorn (Light Butter)

Nutrition Facts
Serving Size 1 cup (11g)
Servings Per Container 4

Amount Per Serving

Calories 20 Calories from Fat 10

	% Daily Value*
Total Fat 1g	**2%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 50mg	**2%**
Total Carbohydrate 4g	**1%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 0g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

3 – Apple

Nutrition Facts
Serving Size 1 medium (154g)
Servings Per Container 1

Amount Per Serving

Calories 80 Calories from Fat 5

	% Daily Value*
Total Fat 0.5g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 24g	**8%**
Dietary Fiber 4g	**16%**
Sugars 20g	
Protein 0g	

Vitamin A 0% • Vitamin C 6%
Calcium 0% • Iron 0%

Lower calorie choice

_____

Number of calories saved

_____

4 – Shortbread Cookies

Nutrition Facts
Serving Size 4 cookies (29g)
Servings Per Container 10

Amount Per Serving

Calories 150 Calories from Fat 60

	% Daily Value*
Total Fat 7g	**11%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 140mg	**6%**
Total Carbohydrate 20g	**7%**
Dietary Fiber 0g	**0%**
Sugars 6g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • 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.

Virginia's Snack Choices *(continued)*

5 – Whole Milk

Nutrition Facts
Serving Size 1 cup (8 fl oz)
Servings Per Container 8

Amount Per Serving

Calories 150 Calories from Fat 70

	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 5g	**15%**
Trans Fat 0g	
Cholesterol 35mg	**12%**
Sodium 125mg	**5%**
Total Carbohydrate 12g	**4%**
Dietary Fiber 0g	**0%**
Sugars 11g	
Protein 8g	

Vitamin A 6% • Vitamin C 4%
Calcium 30% • Iron 0% • Vitamin D 25%

Lower calorie choice

_____

Number of calories saved

_____

6 – Fat-Free Milk

Nutrition Facts
Serving Size 1 cup (8 fl oz)
Servings Per Container 8

Amount Per Serving

Calories 90 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 5 mg	**2%**
Sodium 125mg	**5%**
Total Carbohydrate 12g	**4%**
Dietary Fiber 0g	**0%**
Sugars 11g	
Protein 8g	

Vitamin A 10% • Vitamin C 0%
Calcium 30% • Iron 0% • Vitamin D 25%

7 – Chocolate Ice Cream

Nutrition Facts
Serving Size 1/2 cup (66g)
Servings Per Container 16

Amount Per Serving

Calories 170 Calories from Fat 80

	% Daily Value*
Total Fat 9g	**14%**
Saturated Fat 6g	**30%**
Trans Fat 0g	
Cholesterol 20mg	**7%**
Sodium 40mg	**2%**
Total Carbohydrate 21g	**7%**
Dietary Fiber 1g	**4%**
Sugars 17g	
Protein 2g	

Vitamin A 4% • Vitamin C 0%
Calcium 6% • Iron 0%

Lower calorie choice

_____

Number of calories saved

_____

8 – Popsicle

Nutrition Facts
Serving Size 1 piece (52ml)
Servings Per Container 12

Amount Per Serving

Calories 45 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 11g	**4%**
Dietary Fiber 0g	**0%**
Sugars 11g	
Protein 0g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

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

Virginia's Snack Choices *(continued)*

9 – Salsa

Nutrition Facts
Serving Size 2 tbsp
Servings Per Container 28

Amount Per Serving

Calories 15 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 230mg	**10**%
Total Carbohydrate 3g	**1**%
Dietary Fiber 0g	**0**%
Sugars 2g	
Protein 1g	

Vitamin A 2% • Vitamin C 0%
Calcium 0% • Iron 0%

Lower calorie choice

_____

Number of calories saved

_____

10 – Jalapeño Cheese Dip

Nutrition Facts
Serving Size 2 tbsp
Servings Per Container 15

Amount Per Serving

Calories 40 Calories from Fat 25

	% Daily Value*
Total Fat 3g	**5**%
Saturated Fat 1g	**5**%
Trans Fat 1g	
Cholesterol 5mg	**1**%
Sodium 300mg	**13**%
Total Carbohydrate 3g	**1**%
Dietary Fiber 0g	**0**%
Sugars 0g	
Protein less than 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 2% • Iron 0%

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

Fresh Cabbage and Tomato Salad Recipe

1 small head	cabbage, sliced thinly
2 medium	tomatoes, cut in cubes
1 cup	sliced radishes
¼ teaspoon	salt
2 teaspoons	olive oil
2 teaspoons	rice vinegar (or lemon juice)
½ teaspoon	black pepper
½ teaspoon	red pepper
2 teaspoons	fresh cilantro, chopped

1. In a large bowl, mix together the cabbage, tomatoes, and radishes.
2. In another bowl, mix together the rest of the ingredients, and pour over the vegetables.

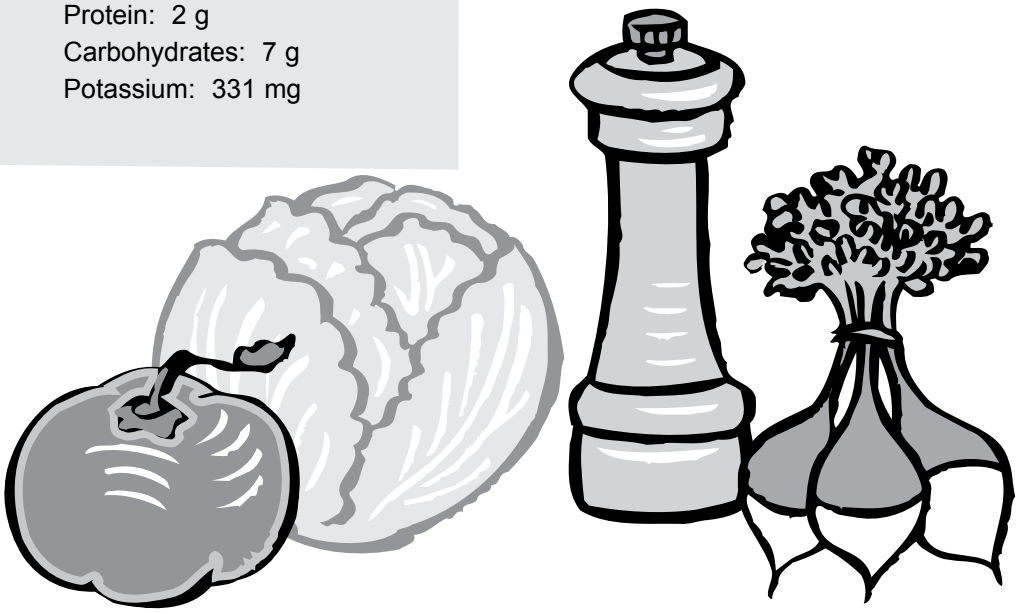
Yield: 8 servings

Serving size: 1 cup

Each serving provides:
Calories: 41
Total fat: 1 g
Saturated fat: less than 1 g
Cholesterol: 0 mg
Sodium: 88 mg
Total fiber: 3 g
Protein: 2 g
Carbohydrates: 7 g
Potassium: 331 mg

Quick Fact

Your family will love this tasty salad. The small amount of olive oil, rice vinegar, fresh herbs, and spices adds flavor, but few calories.



s e s s i o n 7

Protect Your Heart: Take Good Care of Your Diabetes for Life

Objectives

By the end of this session, group members will learn:

- What diabetes is and how it affects the body
- The symptoms of diabetes
- That diabetes is a major risk factor for heart disease
- The levels of blood glucose (blood sugar) and what they mean
- How to prevent and control diabetes
- The amount of sugar in common beverages

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, a marker, and tape
- Two bottles of water*
- Red food coloring*

* Prepare before the session (see page 197).

- 1 cup of corn syrup*
- A box of sugar cubes*
- Three manila file folders for activity display*
- Pictures of drinks listed on page 208*
- Glue*

(Optional) **Note:** Arrange for a health professional or a promotor(a) diabetes educator to come to the session to measure group members' blood glucose levels.

Handouts

Give group members these handouts during this session:

- List of places where group members can get their blood glucose checked†
- "What Is Diabetes?" (page 218)
- "Are You at Risk for Type 2 Diabetes?" (page 219)
- "Symptoms of Diabetes" (page 220)
- "Tender Care for Your Feet" (page 221)
- "Be Smart About Your Heart: Control the ABCs of Diabetes" (page 222)
- "Read the Food Label for Sugar!" (page 223)
- "Ana's Food Choices" (pages 224–225)
- "Think Before You Drink: Hidden Sugar in Common Beverages" (page 226)
- "How Much Sugar and How Many Calories Are in Your Favorite Drink?" (page 227)

---

* Prepare before the session (see pages 197 and 208).

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

- "Staying Healthy With Diabetes: Real-Life Stories" (pages 228–230)
- Strawberry and Pineapple Delight Recipe (page 231)

Session Outline

Introducing the Session

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

Conducting the Session

1. The Facts Don't Lie
2. What Is Diabetes?

   What Is Prediabetes?
3. Types of Diabetes
4. Risk Factors for Diabetes
5. Symptoms of Diabetes
6. Blood Glucose Levels

   A. Hypoglycemia

   B. Hyperglycemia
7. Complications of Diabetes
8. ABCs of Diabetes Control
9. Food Label Activity—Sugar

10. Think Before You Drink—Hidden Sugar in Drinks Activity
11. Staying Healthy With Diabetes Group Activity
12. Strawberry and Pineapple Delight Recipe

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  At the last session, we talked about aiming for a healthy weight.

- **Ask** these questions:

  Q: Does anyone remember why a healthy weight is important to your heart health?

  A: Keeping a healthy weight reduces your risk of heart disease, stroke, high blood pressure, high blood cholesterol, diabetes, and some cancers.

Q: What is the healthiest way to lose weight?

A: The healthiest way to lose weight is to eat smaller portions of a variety of foods lower in fat and calories and increase your physical activity.

Q: How does the food label help people who are trying to lose weight?

A: The food label tells you the serving size and the number of calories in a serving.

■ **Say:**

At the end of our last session, you made a pledge to do something to help you keep or reach a healthy weight. What problems did you have? How did you deal with any problems?

Note: Allow 2 minutes for group members to respond.

3. About This Session

■ **Say:**

In today's session, we will learn what we can do to prevent and control diabetes. If you have diabetes, you will need to work closely with a doctor, a registered dietitian, or a certified diabetes educator to help you monitor and control your blood glucose.

Conducting the Session

1. The Facts Don't Lie

■ **Say:**

- Diabetes is a serious problem for Latino families. It affects men, women, and children.

- Nearly 1 in 10 adult Latinos has diabetes.
- Diabetes is a chronic disease that slowly damages the body. Although it has no cure, complications can be prevented.
- Diabetes is a major risk factor for heart disease.
- Heart disease is the leading cause of death for people with diabetes. One in four Latinos aged 35 or older with diabetes also has heart disease.

2. What Is Diabetes?

■ **Say:**

Now we will talk about what diabetes is and the types of diabetes.

■ **Give** group members the "What Is Diabetes?" handout (page 218).

■ **Say:**

Diabetes happens when the body does not make enough insulin or cannot use it well, causing glucose to build up in the blood. Too much glucose in the blood is not good for your health. As a result, the body does not function well.

■ **Show picture card 7.1.**

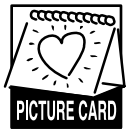
■ **Say:**

In a healthy body, the food we eat goes to the stomach where it is digested. The food is broken down into blood glucose. Blood glucose is also called blood sugar.

■ **Say:**

The blood takes the glucose to the cells of your body, where it is turned into the energy needed for daily life. However, glucose cannot enter the cells alone. Insulin, a hormone made in the pancreas, helps glucose enter the cells.

■ **Show picture card 7.2.**



■ **Say:**

Diabetes happens when the body does not produce enough insulin, or when the cells cannot use the insulin well. This means that glucose cannot enter the cells and builds up in the blood. People who have high levels of glucose in their blood have diabetes.

What Is Prediabetes?

■ **Ask:**

What is prediabetes?

Note: Allow a minute for group members to answer.

■ **Add** these answers if they are not said.

- Prediabetes is a condition in which blood glucose levels are higher than normal, but not high enough to be diabetes.
- People with prediabetes are more likely to develop diabetes within the next 10 years.
- People with prediabetes are also more likely to have a heart attack or stroke.

3. Types of Diabetes

■ **Show picture card 7.3.**

■ **Say:**

When a person does not have diabetes, the pancreas produces a healthy amount of insulin, which the body can use. This is shown in the first picture.

■ **Say:**

There are two main types of diabetes.

■ **Say:**

Type 1 diabetes:

- Happens when the pancreas no longer produces insulin. This is shown in the second picture.
- Requires an insulin pump or shots every day.
- Is usually found in children, adolescents, or young adults.
- Affects about 5 to 10 percent of those with diabetes.

■ **Say:**

Type 2 diabetes:

- Happens when some insulin is produced, but the body cannot use it well. This is shown in the third picture.
- Happens more often in people who are overweight and physically inactive.
- Is usually treated with diet, pills, or sometimes, insulin shots.
- Can occur at any age, but it is more common after age 40.
- Is increasing among children, especially if they are overweight and Latino.
- Affects 90 to 95 percent of people with diabetes.

■ **Say:**

Gestational diabetes is a special class of type 2 diabetes.

- Some pregnant women develop this kind of diabetes, but it usually disappears after the baby is born.
- Overweight women and women who have a family history of diabetes are also at higher risk for gestational diabetes.
- Women who have had gestational diabetes have a much higher chance of developing type 2 diabetes later in life. Their children are also at a higher risk for becoming overweight and developing diabetes.

■ **Say:**

We have talked about healthy living throughout the sessions. Type 2 diabetes can be prevented and controlled by making healthy food choices, being physically active, and taking medication as prescribed by your doctor. If you have diabetes, it is important to be under a doctor's care and to check your blood glucose as your doctor tells you.

■ **Say:**

Now we are going to do an activity to better understand what diabetes is. We will see the difference between normal blood and blood with a high glucose level.

Before the session:

Prepare the Blood Glucose Demonstration

1. Put two clear plastic bottles on the table.
2. Add 1 cup of water and 3 drops of red food coloring into one of the bottles. This represents blood with normal blood glucose.
3. Add 1 cup of corn syrup and 3 drops of red food coloring into the other bottle. This represents blood with high blood glucose.

■ **Show** the plain water bottle, and slowly tilt it from side to side to show the smooth movement of the liquid.

■ **Say:**

Notice how the blood moves easily and freely. This represents the blood of someone with normal blood glucose.

■ **Show** the bottle with corn syrup, and slowly **tilt** the bottle from side to side to **show** the slow movement of the liquid.

■ **Say:**

Notice how slowly the blood moves and how thick it is when the blood glucose level is high. This represents the blood of someone with high blood glucose. The glucose stays in the blood instead of being used by the body's cells and muscles. This shows high blood glucose.

4. Risk Factors for Diabetes

■ **Ask:**

What are some risk factors that increase your chances of getting diabetes?

Note: Allow about 3 minutes for group members to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Show picture card 7.4.**

■ **Give** group members the "Are You at Risk for Type 2 Diabetes?" handout (page 219). As you read each risk factor, **ask** group members to make a checkmark next to the risk factors that they have.

■ **Say:**

Your chances of getting diabetes increase if you:

- Are overweight, especially if you have extra weight around the waist.
- Have a parent or sibling with diabetes.
- Are Latino, African American, American Indian, Asian American, or Pacific Islander.
- Have had gestational diabetes or have given birth to at least one baby weighing more than 9 pounds.
- Have blood pressure that is 140/90 mmHg (millimeters of mercury) or higher or have been told by a health care provider that you have high blood pressure.

- Have cholesterol levels that are not normal, that is, a level of HDL (high-density lipoprotein) cholesterol ("good" cholesterol) of 35 mg/dL (milligrams per deciliter) or lower, or a triglyceride level of 250 mg/dL or higher.
- Are fairly inactive (exercise fewer than three times a week).

■ **Say:**

The good news is that, if you are at risk for diabetes, you can prevent or delay getting diabetes by being physically active and having a healthy weight.

It is important to be physically active for 30 minutes on most days and to lose even a small amount of weight. For example, someone who weighs 200 pounds would benefit from losing 10 to 15 pounds.

5. Symptoms of Diabetes

■ **Ask:**

Does anyone know the signs or symptoms of diabetes?

Note: Allow 3 to 5 minutes for group members to answer.

■ **Give** group members the "Symptoms of Diabetes" handout (page 220).

■ **Show picture card 7.5.**

■ Now let's review the symptoms of diabetes:

- Feeling tired
- Increased thirst
- Frequent urination
- Increased hunger
- Unexplained weight loss
- Sores that don't heal

- Very dry skin
- "Pins and needles" feeling in feet
- Blurry vision
- Feeling irritable

■ **Say:**

Often, people with type 2 diabetes have no symptoms. If you have one or more symptoms, see your doctor right away.

6. Blood Glucose Levels

■ **Show picture card 7.6.**

■ **Say:**

To find out if you have diabetes, you can take a fasting blood glucose test at the doctor's office or at a lab.

■ **Say:**

- A fasting blood glucose level below 100 mg/dL is normal. You are in good shape.
- A fasting blood glucose level of 100 to 125 mg/dL is prediabetes. This is a warning that you are at risk for developing type 2 diabetes. It is time to lose weight and be physically active at least 5 days a week.
- A fasting blood glucose level of 126 mg/dL or higher means that you have diabetes. If you have diabetes, you should work with your doctor and other health care providers to learn to control it. It is important to work with your doctor to learn the ABCs (A1C test, blood pressure, and cholesterol) of controlling diabetes. We will learn about the ABCs of diabetes control later in this session.

- You can also get a nonfasting blood glucose test at health fairs and other sites in your community. This is done using a glucometer and a small amount of blood. A nonfasting blood glucose level of 200 mg/dL or higher could mean that you have diabetes. See your doctor to get a fasting blood glucose test. You must fast for at least 8 hours before the test.

More Information: Fasting Blood Glucose Levels

Level	Fasting Blood Glucose	1–2 Hours After Meals	Results
Normal	70–99 mg/dL	70–139 mg/dL	Good for you!
Prediabetes	100–125 mg/dL	140–199 mg/dL	This is a warning that you are at risk for type 2 diabetes. A blood glucose level in this range is higher than normal, but not high enough to be diabetes. You need to take action to prevent diabetes.
Diabetes	126 mg/dL or higher	200 mg/dL or higher	You have diabetes. Work with your doctor and other health care providers to control the ABCs of diabetes (A1C, blood pressure, and cholesterol).

■ **Say:**

People with diabetes may experience problems if their blood glucose levels get too low or too high.

A. Hypoglycemia

■ **Say:**

Hypoglycemia is a condition that develops when a person's blood glucose level is too low. People with diabetes may develop hypoglycemia.

■ **Say:**

People with diabetes may develop hypoglycemia when they:

- Skip or delay a meal or eat very little.
- Take too much insulin or oral diabetes medicine.
- Do too much physical activity.
- Drink alcohol.

■ **Say:**

The symptoms of hypoglycemia are:

- Having a headache
- Feeling shaky
- Feeling anxious
- Feeling dizzy
- Feeling weak
- Feeling irritable

■ **Say:**

People with diabetes should talk to their health care providers to learn what to do for low blood glucose.

■ **Say:**

People with diabetes may suffer from hypoglycemia. If your blood glucose is below 70 mg/dL, your health care provider may tell you to do one of the following:

- Drink 1/2 cup of fruit juice.
- Drink 1 cup of milk.
- Take two to three glucose tablets.
- Eat 2 teaspoons of sugar or honey.

B. Hyperglycemia

■ **Say:**

Hyperglycemia is a condition that occurs when a person's blood glucose level is too high. People with diabetes may develop hyperglycemia when they:

- Eat too much food.
- Are less active than usual.
- Have not taken their medicine.
- Are sick or feel tension and stress.

■ **Say:**

The symptoms of hyperglycemia are:

- Increased thirst
- Frequent urination
- Dry skin
- Increased hunger
- Blurry vision
- Feeling tired
- Nausea

■ **Say:**

- People with diabetes should talk to their health care providers about what to do if they experience the effects of high blood glucose.
- If your blood glucose is too high, your health care provider may need to change your medication or eating plan.

7. Complications of Diabetes

■ **Say:**

Diabetes can cause changes in the body. These changes can cause problems, called complications. Can anyone name any complications of diabetes?

Note: Allow 3 to 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Say:**

Over time, diabetes can affect the large blood vessels in the brain, heart, legs, and feet. It also can affect the small blood vessels in the kidneys and eyes. Diabetes can lead to:

- Heart attack
- Stroke
- Amputation of the feet or legs—Diabetes can cause nerve damage. The first sign of nerve damage is to lose sensation in the feet or legs. If you have nerve disease, you may lose feeling or have tingling or pain in the toes, feet, or legs.
- Kidney disease—With diabetes, the excess glucose in the blood damages the blood vessels inside the kidneys.
- Eye disease—Diabetes can harm your vision or even cause blindness. People with diabetes need to have their eyes examined by a medical eye doctor once a year.
- Dental problems—An increase in cavities and tooth infections is common in people with poor diabetes control. To prevent tooth decay, brush and floss your teeth every day. See your dentist every 6 months.

■ **Say:**

Over time, diabetes can affect all parts of the nervous system. This can lead to:

- Loss of strength in muscles
- Changes in digestion, bladder control, and sexual function
- Loss of feeling in feet—This is why you need to keep your feet clean, dry, soft, and protected.

■ **Give** out and **review** the "Tender Care for Your Feet" handout (page 221).

8. ABCs of Diabetes Control

■ **Say:**

If you have diabetes, controlling your blood glucose levels can help prevent or delay complications.

■ **Say:**

We've learned that people with diabetes have a greater chance of having a heart attack or stroke. Let's find out how to take care of the heart with the ABCs of diabetes control.

■ **Give** and **review** the "Be Smart About Your Heart: Control the ABCs of Diabetes" handout (page 222).

■ **Say:**

Be sure to ask your doctor:

- What are my ABC numbers?
- What should my ABC numbers be?
- What actions should I take to control my ABC numbers?

■ **Say:**

Knowing about diabetes can help prevent or delay it. For those who already have diabetes, diabetes education can help reduce the complications the disease can cause.

9. Food Label Activity—Sugar

■ **Say:**

People with diabetes should control their sugar intake, because sugar is high in calories and contributes to weight gain. Eating foods with added sugar can also lead to increased blood glucose levels in those with diabetes.

Examples of food and drinks with added sugar are regular soda, fruit drinks, candy, cakes, cookies, ice cream, and some baked goods.

■ **Say:**

Now let's do an activity that will help us use food labels to find foods that have less sugar.

■ **Give** group members the "Read the Food Label for Sugar!" handout (page 223).

■ **Say:**

This handout shows the amount of added sugar in some drinks and foods. Look at the bottom of the handout. Which drink has fewer grams of sugar—grape juice or unsweetened iced tea?

■ **Say:**

The iced tea has less sugar. One cup of grape juice has 32 grams of sugar, compared to 0 grams of sugar in 1 cup of unsweetened iced tea.

Note: Unlike other nutrients, sugar does not have a Percent Daily Value on the food label.

■ **Say:**

Let's try another activity. Ana needs our help.

- **Give** group members the "Ana's Food Choices" handout (pages 224–225).

- **Say:**

  First, I am going to read about Ana's problem. Then we will use the food labels to find some solutions.

Ana's Food Choices

Ana lives with her mother, who has diabetes. Ana is grocery shopping and wants to buy foods that are lower in calories and added sugar to help her mother. Look at the food labels. Help Ana select foods that are lower in added sugar. Which foods should Ana buy? Write the number of your choice for each pair. Then write the number of grams of sugar saved by this choice.

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

<u>Whole oat cereal</u> or chocolate puffs cereal

Choosing the oat cereal saves 12 grams of sugar.

Gelatin or <u>sugar-free gelatin</u>

Choosing the sugar-free gelatin saves 19 grams of sugar.

<u>Fat-free, no-sugar-added ice cream</u> or regular ice cream

Choosing the no-sugar-added ice cream saves 13 grams of sugar.

Guava Nectar or <u>Water</u>

Choosing water saves 48 grams of sugar.

10. Think Before You Drink—Hidden Sugar in Drinks Activity

Note: Prepare before the session.

1. Look at the box that appears below. Use drawings or empty cans or bottles to represent these drinks.

2. Prepare five separate displays for each of the five drinks.

3. Follow these instructions to prepare each display:

   - Cut a file folder in half and fold each part in half to make a card (tent).

   - Write the name of the drink on one side. On the other side, write the number of calories, grams of sugar, and teaspoons of sugar in the drink. Glue the cubes of sugar onto the folder to show the number of teaspoons of sugar in each drink. To find the number of teaspoons, divide the grams of sugar on the nutrition label by four. Examples of the displays are shown on page 429.

4. Hide the displays until it is time to do the activity.

Serving Size	Drink	Amount of Sugar
12 ounces	Powdered drink with sugar	9 teaspoons (36 grams)
12 ounces	Diet soda	0 teaspoons (0 grams)
12 ounces	Grape juice	8 teaspoons (32 grams)
12 ounces	Regular soda	9¼ teaspoons (39 grams)
12 ounces	Lemonade	6¼ teaspoons (25 grams)

Group Activity

- **Say:**

  We are going to play a guessing game to learn how much sugar is in some common beverages.

- **Give** group members the "Think Before You Drink—Hidden Sugar in Common Beverages" handout (page 226).

- **Show** group members the front of each of the five cards that you prepared before the session, showing them the names of the beverages.

- **Say:**

  Guess how many teaspoons of sugar are in each drink. Write your answers on the handout I gave you.

Note: Allow 2 minutes for group members to write down their answers.

- **Ask** group members to share the amounts of sugar that they guessed. After the group members have shared the amounts they guessed, **show** them the actual number of teaspoons of sugar that are in each drink. **Pass** around the cards one by one.

- **Say:**

  During the second part of this activity, you will learn how much sugar and how many calories are in your favorite drink.

- **Give** group members the "How Much Sugar and How Many Calories Are in Your Favorite Drink?" handout (page 227).

- **Say:**

  Find your favorite drink on the list. Look to see how much sugar and how many calories are in it. Many drinks have a high amount of sugar and calories.

■ **Say:**

As you can see, it is easy for people who choose drinks with added sugar to get too many calories. Getting too many calories leads to weight gain. Try to drink more water or unsweetened drinks instead of drinks with added sugar or regular sodas.

11. Staying Healthy With Diabetes Group Activity

Note: This activity will help group members think about ways they can help their relatives and friends with diabetes stay healthy. You may select one or more stories to review.

■ **Give** group members the "Staying Healthy With Diabetes: Real-Life Stories" handout (pages 228–230).

■ **Divide** participants into groups of three to five people and **give** each group a different story to discuss.

■ **Say:**

Each group will read the story on the handout and think about ways to solve the problems described. Please choose one member of your group to read the story and the corresponding questions aloud to the group. Write down the group's answers to each of the questions.

Note: Allow 5 to 7 minutes for group members to do the activity.

■ **Say:**

I would like one volunteer from each group to read the story and the answers to the questions aloud.

Note: After each volunteer reads the story and answers, ask the entire group if anyone has any other solutions to share.

Staying Healthy With Diabetes: Real-Life Stories

Scene 1: Alberto's Birthday Party

Saturday is Alberto's birthday. His family is having a big party for him, and many relatives will bring lots of tasty foods and desserts such as cakes, ice cream, and pies. Marta has not been to a potluck meal since her doctor told her she has diabetes. She has worked hard to learn how to eat healthy foods. Now, Marta wonders what she should bring to the birthday party and what foods she should eat while she's there.

Note: Share the answers to each question if they are not said.

■ **What can Marta bring to the birthday party?**

- Water and diet soft drinks
- Vegetables seasoned with lemon, a little bit of olive oil, and some herbs or spices
- Homemade corn tortillas
- Homemade dessert with fat-free and sugar-free ingredients
- Fresh fruit salad

■ **How can Marta have healthy eating habits while she's at the party?**

- Eat smaller portions.
- Do not have second helpings of high-calorie foods. Eat salad or fresh fruit if still hungry.
- Cut back on sweet foods, high-fat foods, white sauces, gravies, and alcohol.

■ **What else can Marta do?**

- Eat a healthy snack before the party so she is not hungry.
- Take a walk after eating.
- Check her blood glucose 2 hours after eating to see how her food choices affected it.

Staying Healthy With Diabetes: Real-Life Stories *(continued)*

Scene 2: Miguel's New Shoes

Miguel bought a new pair of shoes a week ago. He wore them 2 days in a row because his feet felt fine. When he took off his shoes at the end of the second day, however, Miguel noticed some red spots on both of his feet and blisters on the big toe of his right foot. He wonders what he needs to do about the red spots and blisters on his feet. Miguel is concerned that he did not feel the sores on his feet. He also worries that his diabetes is not under control.

Note: Share the answers to each question if they are not said.

■ **What can Miguel do about the sores on his feet?**

- People with diabetes need to see a health care provider if they see a cut, blisters, or signs of infection on their feet.
- Miguel should go for a foot screening, which includes inspection, testing for feeling, and other tests.
- Because he can't feel sensation in his feet, Miguel needs to practice personal foot care every day to look for changes and infections.

■ **What should people with diabetes consider when buying shoes?**

- Medicare provides coverage of special shoes for people with diabetes. Check with your doctor to see if you qualify.
- Buy new shoes carefully.
- Choose shoes that fit well and are made of leather or canvas, with laces or straps, a smooth lining inside, rounded toes, low and firm heels, and soft insoles.
- Have the salesperson measure both feet. Test the shoes by wearing them for at least 5 minutes in the store.
- If the shoes hurt, don't buy them.
- Break in new shoes slowly by wearing them for only 1 or 2 hours a day. Check for irritation or redness every time you remove your shoes and socks. Never wear new shoes all day long.

Staying Healthy With Diabetes: Real-Life Stories *(continued)*

Scene 3: What's Wrong With Andres?

First visit: Andres visits his sister, Isabel, who is a promotora. Andres tells her that he is tired, thirsty, and that he urinates often. He asks if Isabel thinks he has diabetes.

Note: Share the answers to each question if they are not said.

■ **What can Isabel tell Andres?**

- Advise Andres to go to the clinic and have his blood glucose checked. If he has diabetes, he needs to be treated right away. Isabel cannot make a diagnosis.
- Explain that people are more likely to have diabetes if they are overweight and inactive. Other risk factors for diabetes include having a parent or other family member with diabetes and being age 40 or older.

Second visit: Andres sees Isabel again and tells her that he went to the doctor. The doctor confirmed that Andres has diabetes. Andres is afraid.

■ **How can Isabel help Andres overcome his fear of having diabetes?**

- Tell Andres that most people with diabetes may feel scared, depressed, or angry at one time or another.
- Mention that some people with diabetes overcome their fear when they learn what they can do to control diabetes and stay healthy.
- Encourage Andres to attend classes at the clinic and to join a support group that helps people with diabetes to stay healthy. It helps to talk with others who are living with diabetes.
- Encourage Andres to ask his doctor to check his blood pressure and cholesterol. Also encourage Andres to learn ways to lower his chances for heart disease and stroke.
- Advise him to visit the eye doctor to check for eye problems.

12. Strawberry and Pineapple Delight Recipe

- **Give** group members the "Strawberry and Pineapple Delight Recipe" handout (page 231). **Ask** them to prepare it during the coming week. **Tell** them that using the recipe will give them a chance to practice some of the ideas from the session.

Review of Today's Key Points

- **Say:**

Let's review what we learned today.

What is diabetes?

- Diabetes happens when the body does not make enough insulin or cannot use it well, causing glucose to build up in the blood. As a result the body does not function well.

What are risk factors for diabetes?

- Overweight
- Family members with diabetes
- Age 40 or older
- Not being physically active
- Being Latino, African American, American Indian, Asian American, or Pacific Islander, because diabetes occurs more often in people from these groups than in whites
- Having had gestational diabetes or given birth to at least one baby weighing 9 pounds or more
- High blood pressure

- Cholesterol levels are not normal—HDL cholesterol is low, or triglyceride level is high

How can you prevent or delay type 2 diabetes?

- Be physically active for at least 30 minutes on most days.
- Lose a small amount of weight. For example, losing 10 to 15 pounds is helpful for someone who weighs 200 pounds.

What are the ABCs of diabetes control?

- **A** is for the A1C test. If you have diabetes, take the A1C blood test at least two times every year. This test measures how well a person's blood glucose level has been controlled over the past 3 months. People who have diabetes should aim for an A1C number that is below seven.
- **B** is for blood pressure. High blood pressure makes your heart work too hard. It increases your risk for a heart attack, stroke, or damage to your kidneys and eyes. A person with diabetes should have a blood pressure below 130/80 mmHg.
- **C** is for cholesterol. Keep cholesterol at normal levels. Bad cholesterol (LDL) can build up and clog your arteries. It can cause a heart attack. People with diabetes need to keep their LDL cholesterol below 100 mg/dL.

How does diabetes affect your body?

- Diabetes can cause damage to the heart, brain, kidneys, and eyes. It can cause nerve damage, which reduces sensation in your feet. Diabetes may also affect blood flow in your legs and feet. This can lead to sores that don't heal and amputation. Good control of your blood glucose can prevent this damage.

Weekly Pledge

■ **Say:**

You have learned a lot today about diabetes prevention and control. Now let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to prevent or control diabetes. This will be your pledge for the week.

■ **Say:**

Be specific about what you plan to do, how you plan to do it, and when you will start. Here are some examples:

- I will talk to my doctor about my risk for diabetes and see if I need to get my blood glucose level checked.
- If I have diabetes, I will check my blood glucose levels as my doctor tells me.
- I will compare food labels the next time I go to the store to help me choose packaged foods that are lower in sugar.
- I will drink water with my lunch this week instead of regular sodas or other drinks with sugar.

■ **Say:**

Write your pledge on the "Be Smart About Your Heart: Control the ABCs of Diabetes" handout on page 222. Keep this handout in a special place so you can review your pledge and keep your goals in mind.

Note: Allow 5 minutes for group members to think of a pledge.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

- *(Optional)* **Say:**

  Keeping a personal value in mind can help you reduce your risk for diabetes or control your diabetes if you already have it. Remember that a personal value is a quality that you consider important.

  Today, the value is **joy.** Joy can help you replace boredom, indifference, and depression with a positive outlook. Joy can help you enjoy preparing foods the healthy way. Joy is contagious, and others may follow your example!

- **Ask:**

  How could you use joy, or another value, to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

- **Say:**

  We will discuss the results of your pledges next week. Don't forget to continue working on your pledges to be more physically active; to cut back on salt, sodium, saturated fat, *trans* fat, and cholesterol; and to reach and keep a healthy weight.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

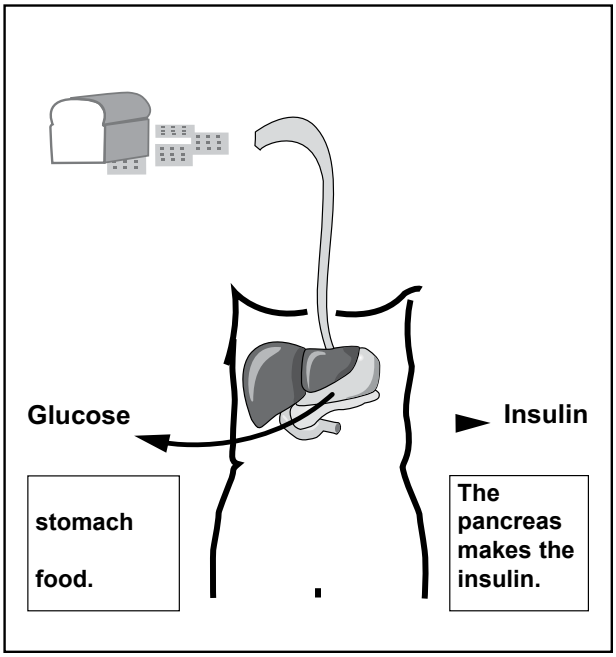
- **Say:**

  I am looking forward to seeing you at the next session. The next session will be about making heart healthy eating a family affair.

Note: Think about today's session. What worked? What didn't work? Have you had changes in your own life as a result of today's session?

What Is Diabetes?

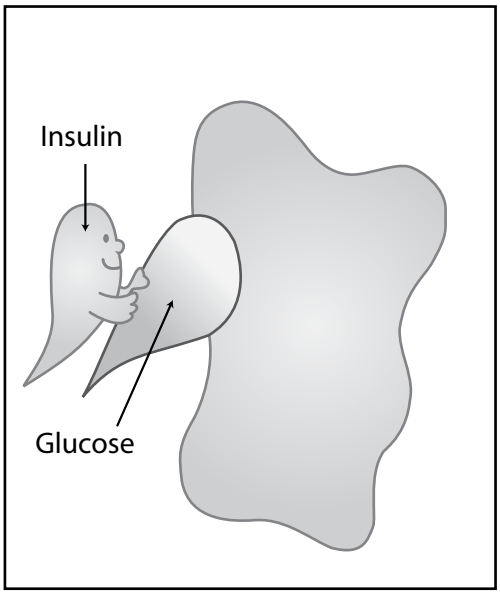
Diabetes happens when the body does not make enough insulin or cannot use it well. This causes glucose to build up in the blood. As a result, the body does not function well.



Know your body

- The food we eat goes to the stomach, where it is digested. The food is turned into blood glucose in the body. Blood glucose is also called blood sugar. The body uses glucose for energy needed for daily life.

- The blood takes the glucose to the cells where it is turned into energy. However, glucose cannot enter the cells alone: it needs help. Insulin helps the glucose enter the cells. Insulin is a hormone that is made in the pancreas.



- If the body does not produce enough insulin, or if the cells cannot use the insulin well, then the glucose cannot enter the cells and it builds up in the blood.

- People who have high levels of glucose in their blood have prediabetes or diabetes.

Are You at Risk for Type 2 Diabetes?

Name: _____

Check the risk factors you have. The more risk factors you check, the higher your risk for developing type 2 diabetes. Only your health care provider can determine if you have diabetes. On your next visit, find out for sure.

- ❏ I am overweight (especially if I have extra weight around the waist).
- ❏ I have a parent, brother, or sister with diabetes.
- ❏ My family background is Latino, African American, American Indian, Asian American, or Pacific Islander.
- ❏ I have had gestational diabetes, or I gave birth to at least one baby weighing 9 pounds or more.
- ❏ My blood pressure is 140/90 mmHg or higher, or I have been told by a health care professional that I have high blood pressure.
- ❏ My cholesterol levels are not normal. My HDL cholesterol ("good" cholesterol) is 35 mg/dL or lower, or my triglyceride level is 250 mg/dL or higher.
- ❏ I do very little physical activity. I exercise fewer than three times a week.

Symptoms of Diabetes

The symptoms of type 2 diabetes develop over time. Some people have symptoms, and others do not. Here are some symptoms of diabetes.

Feeling tired

Sores that don't heal

Increased thirst

Very dry skin

Frequent urination

"Pins and needles" feeling in the feet

Increased hunger

Blurry vision

Unexplained weight loss

Feeling irritable

Tender Care for Your Feet

Diabetes can cause nerve damage, which reduces sensation in your feet. Diabetes may also affect blood flow in your legs and feet, making it harder for cuts or sores to heal. Small injuries may become infected and can become very serious.

Daily care

- Wash your feet in warm water every day. Dry them carefully, especially between your toes.
- Look at your feet every day to check for cuts, sores, blisters, redness, calluses, or other problems. If you cannot bend over or pull your feet up to check them, use a mirror, or ask someone else to check your feet.
- If your skin is dry, rub lotion on your feet after you wash and dry them. Do not put lotion between your toes.
- Smooth corns and calluses gently with an emery board or pumice stone. Do this after your bath or shower. Do not use a pocketknife or razor blade that can cut your skin.
- Cut your toenails once a week after a bath.

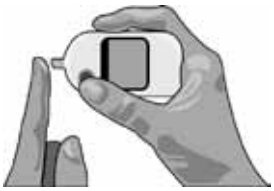
Periodic foot exam

- Remind the health care provider to check your feet at every visit.
- Get a complete foot exam once a year. If you have problems with your feet, have the health provider check them every 3 to 6 months.

Footwear

- Wear well-cushioned shoes and socks at all times. Do not go barefoot.
- Change your socks every day, and make sure they are clean and soft.
- Buy shoes that are roomy and allow your feet to “breathe.”
- Medicare provides coverage of special shoes for people with diabetes. Check with your doctor to see if you qualify.

Be Smart About Your Heart: Control the ABCs of Diabetes



Some people have prediabetes, which is when blood glucose levels are higher than normal, but not in the diabetes range. People with this condition can reduce the risk of developing diabetes by losing a small amount of weight and increasing their physical activity.

If you have diabetes, controlling your blood glucose levels will help prevent complications.

The ABCs of Diabetes

If you have diabetes, three key steps can help you lower your risk of heart attack and stroke. Follow these ABCs:

- **A is for the A1C test,** which is short for hemoglobin A1C. This test measures your average blood glucose over the past 3 months. It lets you know if your blood glucose level is under control. Get this test at least twice a year.

  Number to aim for: below 7

- **B is for blood pressure.** The higher your blood pressure, the harder your heart has to work. Get your blood pressure measured at every doctor's visit.

  Numbers to aim for: below 130/80 mmHg

- **C is for cholesterol.** Maintain a normal cholesterol level. "Bad" cholesterol, or LDL, builds up and clogs your arteries. Get your LDL cholesterol tested at least once a year.

  Number to aim for: below 100 mg/dL

Be sure to ask your doctor:

- What are my ABC numbers?
- What should my ABC target numbers be?
- What actions should I take to reach my ABC target numbers?

Write the changes you will make this week to control your blood glucose, blood pressure, or cholesterol.

_____

_____

_____

_____

_____

Read the Food Label for Sugar!

Food labels tell you what you need to know about choosing foods that are lower in calories and sugar. Here is a food label for 100 percent grape juice. The label provides lots of useful information.

100% Grape Juice

Amount Per Serving
The nutrient amounts provided on the label are for one serving. If you have more than one serving, you will get more calories and other nutrients. For example, if you drink two servings (2 cups) of grape juice, you will take in 300 calories and 64 grams of sugar.

Calories and Sugar
Here are the amounts of calories and sugar in one serving.

Nutrition Facts

Serving Size 1 cup (8 fl oz)
Servings Per Container 15

Amount Per Serving

Calories 150 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 15mg	**1%**
Potassium 170mg	**5%**
Total Carbohydrate 37g	**12%**
Dietary Fiber 0g	**0%**
Sugars 32g	
Protein 0g	

Vitamin A 0% • Vitamin C 120%
Calcium 2% • Iron 2%

Serving Size and Number of Servings
The serving size is 1 cup. There are eight servings in this container.

Percent Daily Value
The Percent Daily Value helps you compare nutrient amounts in products. There is no Percent Daily Value for calories or sugar. Choose foods with the lowest amount of calories and sugar.

The Choice Is Yours—Compare!

Which one would you choose?

The unsweetened iced tea has fewer calories and no sugar. That makes the iced tea a better choice! Read food labels, and choose products to keep your heart strong.

Calories 150 Calories from Fat 0

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Potassium 170mg	5%
Total Carbohydrates 37mg	12%
Dietary Fiber 0g	0%
Sugars 32g	

100% Grape Juice

One cup of grape juice has 150 calories and 32 grams of sugar.

Calories 5 Calories from Fat 0

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Potassium 0	0%
Total Carbohydrates 0mg	0%
Dietary Fiber 0g	
Sugars 0g	

Unsweetened Iced Tea

One cup of unsweetened iced tea has 5 calories and no sugar. You can learn a lot from a food label.

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

Ana's Food Choices

Ana lives with her mother, who has diabetes. Ana is grocery shopping and wants to buy foods that are lower in calories to help her mother.

Look at the food labels. Help Ana select foods that are lower in sugar.

Which foods should Ana buy? Write the number of your choice for each pair in the space between the labels. Then write the number of grams of sugar saved by this choice.

1 – Whole Oat Cereal*

Nutrition Facts
Serving Size 1 cup
Servings Per Container 19

Amount Per Serving

Calories 150 Calories from Fat 20

	% Daily Value†
Total Fat 2g	**3%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 280mg	**12%**
Total Carbohydrate 23g	**8%**
Dietary Fiber 3g	**12%**
Sugars 1g	
Protein 3g	

Vitamin A 30% • Vitamin C 25%
Calcium 20% • Iron 45%

Lower sugar choice _____

Grams of sugar saved _____

2 – Chocolate Puffs Cereal*

Nutrition Facts
Serving Size 3/4 cup
Servings Per Container 14

Amount Per Serving

Calories 160 Calories from Fat 5

	% Daily Value†
Total Fat 0.5g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 190mg	**8%**
Total Carbohydrate 27g	**9%**
Dietary Fiber 0g	**0%**
Sugars 13g	
Protein 2g	

Vitamin A 20% • Vitamin C 25%
Calcium 10% • Iron 10%

3 – Gelatin

Nutrition Facts
Serving Size 1/4 cup
Servings Per Container 8

Amount Per Serving

Calories 80 Calories from Fat 0

	% Daily Value†
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 100mg	**4%**
Total Carbohydrate 19g	**6%**
Dietary Fiber 0g	**0%**
Sugars 19g	
Protein 2g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

Lower sugar choice _____

Grams of sugar saved _____

4 – Sugar-Free Gelatin

Nutrition Facts
Serving Size 1/4 cup
Servings Per Container 8

Amount Per Serving

Calories 10 Calories from Fat 0

	% Daily Value†
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 55mg	**2%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

* The serving sizes of the cereals are not the same because cereal serving size is determined by weight (ounces), and some cereals weigh more than others.

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

Ana's Food Choices *(continued)*

5 – Fat-Free, No-Sugar-Added Ice Cream

Nutrition Facts
Serving Size 1/2 cup (66g)
Servings Per Container 1

Amount Per Serving

Calories 80 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 50mg	**2%**
Total Carbohydrate 19g	**6%**
Dietary Fiber 5g	**20%**
Sugars 4g	
Protein 3g	

Vitamin A 6% • Vitamin C 0%
Calcium 8% • Iron 0%

Lower sugar choice _____

Grams of sugar saved _____

6 – Regular Ice Cream

Nutrition Facts
Serving Size 1/2 cup (66g)
Servings Per Container 16

Amount Per Serving

Calories 170 Calories from Fat 80

	% Daily Value*
Total Fat 9g	**14%**
Saturated Fat 6g	**30%**
Trans Fat 0g	
Cholesterol 20mg	**7%**
Sodium 40mg	**2%**
Total Carbohydrate 21g	**7%**
Dietary Fiber 1g	**4%**
Sugars 17g	
Protein 2g	

Vitamin A 4% • Vitamin C 0%
Calcium 6% • Iron 4%

7 – Guava Nectar

Nutrition Facts
Serving Size 1 can (340mL)
Servings Per Container 1

Amount Per Serving

Calories 240 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 25mg	**1%**
Total Carbohydrate 59g	**20%**
Dietary Fiber 2g	**8%**
Sugars 48g	
Protein 1g	

Vitamin A 15% • Vitamin C 100%
Calcium 4% • Iron 8%

Lower sugar choice _____

Grams of sugar saved _____

8 – Water

Nutrition Facts
Serving Size 8 fl oz (240mL)
Servings Per Container 2

Amount Per Serving

Calories 0 Calories from Fat 0

	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 0g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 0g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 0%

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

Think Before You Drink: Hidden Sugar in Common Beverages

Try to guess the amount of sugar (in teaspoons) that is found in each drink.
Write your answers on the "My Guess" line.

Drink		Teaspoons of Sugar	
		My Guess	True Amount
Powdered drink with sugar		_____	_____
Diet soda		_____	_____
Grape juice		_____	_____
Regular soda		_____	_____
Lemonade		_____	_____

How Much Sugar and How Many Calories Are in Your Favorite Drink?

Drink (12-ounce serving)	Grams of Sugar	Approximate Number of Teaspoons of Sugar	Calories
Bottled Water	0 grams	0 teaspoons	0
Cola	41 grams	10 1/4 teaspoons	150
Diet Cola	0 grams	0 teaspoons	0
Guava Nectar	48 grams	12 teaspoons	240
Mango Nectar	50 grams	12 1/2 teaspoons	230
Horchata	33 grams	8 1/4 teaspoons	210
Root Beer	46 grams	11 1/2 teaspoons	170
Orange Soda	52 grams	13 teaspoons	210
Powdered Drink With Sugar	36 grams	9 teaspoons	145
Sugar-Free Powdered Drink	0 grams	0 teaspoons	0
Lemonade	25 grams	6 1/4 teaspoons	105
Sugar-Free Lemonade	0 grams	0 teaspoons	0
Grape Juice	32 grams	8 teaspoons	150
Orange Juice	20 grams	5 teaspoons	105
Fruit Punch	46 grams	11 1/2 teaspoons	195
Sports Drink	8.5 grams	2 teaspoons	75
Sweetened Iced Tea	33 grams	8 1/2 teaspoons	120
Unsweetened Iced Tea	0 grams	0 teaspoons	0

Staying Healthy With Diabetes: Real-Life Stories

What can you do?

Scene 1: Alberto's Birthday Party

Saturday is Alberto's birthday. His family is having a big party for him, and many relatives will bring lots of tasty food and desserts such as cakes, ice cream, and pies. Marta has not been to a potluck meal since her doctor told her she has diabetes. She has worked hard to learn how to eat healthy foods. Now, Marta wonders what she should bring to the birthday party and what foods she should eat while she's there.

What can Marta bring to the birthday party?

_____

_____

_____

_____

How can Marta eat healthy while she's at the party?

_____

_____

_____

_____

What else can Marta do?

_____

_____

_____

_____

What can you do?

Scene 2: Miguel's New Shoes

Miguel bought a new pair of shoes a week ago. He wore them 2 days in a row because his feet felt fine. When he took off his shoes at the end of the second day, however, Miguel noticed some red spots on both of his feet and blisters on the big toe of his right foot. He wonders what he needs to do about the red spots and blisters. Miguel is concerned that he did not feel the sores on his feet. He also worries that his diabetes is not under control.

What can Miguel do about the sores on his feet?

_____

_____

_____

_____

What should people with diabetes consider when buying shoes?

_____

_____

_____

_____

What can you do?

Scene 3: What's Wrong With Andres?

First visit: Andres visits his sister, Isabel, who is a promotora. Andres tells her that he is tired, thirsty, and that he urinates often. He asks Isabel if she thinks he has diabetes.

What can Isabel tell Andres?

_____

_____

_____

_____

Second visit: Andres sees Isabel again and tells her that he went to the doctor. The doctor confirmed that Andres has diabetes. Andres is afraid.

How can Isabel help Andres overcome his fear of having diabetes?

_____

_____

_____

_____

Strawberry and Pineapple Delight Recipe

2 cups	boiling water
1 package (8-serving size)	sugar-free, low-calorie strawberry gelatin
½ teaspoon	cinnamon powder
1 large can (20 ounces)	pineapple chunks in fruit juice, not drained
1 can (11 ounces)	mandarin orange segments in fruit juice, drained
16 large	ice cubes

1. Pour boiling water in a large bowl. Add the gelatin and cinnamon powder to the water. Stir for at least 2 minutes, making sure the gelatin is completely dissolved.
2. Drain pineapple chunks, and save the juice. Add ice (or cold water) to the leftover juice to measure 1½ cups. Add gelatin. Stir until ice is completely melted.
3. Refrigerate about 45 minutes or until gelatin is slightly thickened (consistency of unbeaten egg white).
4. Reserve ¼ cup each of the pineapple and orange. Add the remaining pineapple and orange to gelatin. Pour into a 1½-quart serving bowl.
5. Refrigerate 4 hours or until firm. Garnish with the reserved pineapple and orange segments.

Yield: 12 servings

Serving size: ½ cup

Each serving provides:
Calories: 41
Total fat: 0 g
Saturated fat: 0 g
Cholesterol: 0 g
Sodium: 23 g
Total fiber: 1 g
Protein: 1 g
Carbohydrates: 10 g
Sugars: 9 g
Potassium: 94 mg

Quick Fact

This refreshing healthy dessert will satisfy any sweet tooth.

s e s s i o n 8

Make Heart Healthy Eating a Family Affair

Objectives

By the end of this session, group members will learn:

- How to plan and prepare traditional Latino meals in a heart healthy way
- How to choose foods for a heart healthy diet

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Set of measuring cups (1 cup, 1/2 cup, 1/4 cup)
- Blackboard and chalk or several large pieces of paper, a marker, and tape
- Enough pairs of scissors and glue for group members to use during the activity

Handouts

Give group members these handouts during this session:

- *(Optional)* "Serving Sizes" (from Session 6, page 182)
- "Heart Healthy Eating Plan" (page 253)

- "Add Color and Flavor to Your Menu" (pages 254–257)
- "Say Yes to Fruits and Vegetables" (pages 258–259)
- "Cooking With Children" (pages 260–261)
- "Maria's Veggie Wrap Recipe" (page 262)

Session Outline

Introducing the Session

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

Conducting the Session

1. Eat a Variety of Heart Healthy Foods
2. The Latino Diet
3. A Heart Healthy Eating Plan for Latino Families

   Say Yes to Fruits and Vegetables Activity
4. How To Choose Heart Healthy Foods
5. Cooking With Children
6. Maria's Veggie Wrap Recipe

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  At the last session, we talked about what you need to know about diabetes.

- **Ask** these questions, and **review** the answers with group members.

  What is diabetes?

  - Diabetes results when the body does not make enough insulin or cannot make it well, causing glucose (sugar) to build up in the blood. As a result, the body does not function well.

  What are risk factors for diabetes?

  - Overweight
  - Family members with diabetes
  - Aged 40 or older
  - Physically inactive lifestyle
  - Being Latino, African American, American Indian, Asian American, or Pacific Islander
  - History of gestational diabetes or giving birth to at least one baby weighing 9 pounds or more
  - High blood pressure
  - Cholesterol levels are not normal: HDL cholesterol is low, or triglycerides are high

What are the ABCs of diabetes?

- **A** is for the A1C test. This simple lab test reflects a person's average blood glucose level over the past 3 months. The A1C number to aim for is below 7.
- **B** is for blood pressure. The higher your blood pressure, the harder your heart has to work. High blood pressure increases your risk for a heart attack, stroke, and damage to your kidneys and eyes. Your blood pressure should be below 130/80 mmHg (millimeters of mercury).
- **C** is for cholesterol. Keep cholesterol at normal levels. Bad cholesterol or LDL can build up and clog your arteries. It can lead to a heart attack or stroke. People with type 2 diabetes need to keep their LDL cholesterol below 100 mg/dL (milligrams per deciliter).

How does diabetes affect your body?

- Diabetes can cause damage to the heart, brain, kidneys, and eyes. It can cause nerve damage, which reduces feeling in your feet. Diabetes may also affect blood flow in your legs and feet. This can lead to sores that don't heal and amputation.

■ **Say:**

At the end of our last session, you made a pledge to do something to help you prevent or control diabetes. What problems did you have? How did you deal with any problems?

Note: Allow 2 minutes for each group member to respond.

3. About This Session

■ **Say:**

What you choose to eat can make a difference in your heart health. During this session, you will learn how to:

- Choose a variety of foods for heart health.
- Identify serving sizes and the number of recommended servings for each food group.

Conducting the Session

1. Eat a Variety of Heart Healthy Foods

■ **Ask:**

Why is it important to eat a variety of heart healthy foods?

Note: Allow about 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** the answers below if the group members do not say them.

- Eating a variety of foods that are lower in saturated fat, *trans* fat, cholesterol, sodium, added sugar, and calories can help you have a healthy heart.
- One food cannot give all the nutrients in the amounts your body needs.

More Information

Nutrients in the foods we eat include:

Carbohydrates
Protein
Fats
Fiber
Vitamins
Minerals

2. The Latino Diet

Note: This session will help group members think about the foods they eat. Some of their favorite traditional Latino foods are very nutritious. Other dishes can be prepared in more heart healthy ways.

■ **Ask:**

What are some traditional Latino foods?

Note: Allow about 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Say:**

Traditional Latino foods are nutritious for you and your family. These include:

- Bread
- Corn tortillas
- Beans
- Rice
- Vegetables
- Fruits
- Meat and poultry
- Milk
- Cheese

■ **Say:**

The traditional Latino diet is as varied as the cultural heritage of the Latin American region. Heart healthy foods are part of the rich culinary diversity that is a key to good health.

The traditional healthy Latino diet included:

- Daily preparation of meals in the home, using mostly homegrown foods
- A variety of plant foods, especially maize, root vegetables, cassava, potatoes, sweet potatoes, grains, rice, cornbread, tortillas, beans, nuts, and seeds
- Plenty of fresh fruits and vegetables, which were eaten during main meals
- Poultry and fish, which were eaten weekly
- Limited intake of oils. Fat intake came from foods such as avocados, walnuts, cashews, peanuts, and palm oil.

■ **Say:**

Red meats, sweets, and eggs used to be luxuries consumed only at special meals. In the past, people worked in labor-intensive jobs and were very physically active each day. Today, many of these healthy traditions have been replaced by a lack of physical activity and a high-fat diet. Let's bring back the tradition of healthy eating and active living so that we can say, "¡Qué viva la tradición!"

■ **Say:**

Some Latinos have adopted cooking and eating habits that can lead to health problems such as heart disease. What are some examples of these habits?

Note: Allow about 3 minutes for group members to answer.

■ **Add** these habits if they are not mentioned:

- Cooking foods with too much saturated fat, such as lard and shortening
- Eating fried foods often, such as refried beans, french fries, fried chicken, fried tacos, and fried cheese
- Eating foods higher in saturated fat, such as fatty meats, high-fat cheeses and creams, whole milk, and flour tortillas made with lard
- Eating foods that are higher in calories, such as pastries, candy, and chocolate
- Drinking high-calorie beverages such as regular soft drinks
- Eating fewer fruits, vegetables, corn tortillas, and beans
- Eating meats high in saturated fat instead of lean meats
- Eating foods high in *trans* fat such as cookies, crackers, doughnuts, baked goods, and french fries

3. A Heart Healthy Eating Plan for Latino Families

■ **Say:**

We can take steps to improve the way we eat and still enjoy our traditional foods. The first step is to learn which foods we should eat more often. The second step is to learn the amount of these foods that we should eat each day.

■ **Show picture card 8.1.** (Keep it in view throughout this activity.)

■ **Say:**

This heart healthy eating plan is a helpful tool. It shows both the types and amounts of foods we can choose for better health.

■ **Give** group members the "Heart Healthy Eating Plan" handout (page 253).

■ **Say:**

The food choices you make each day affect your health. We will talk about ways to choose healthy foods from the food groups in the heart healthy eating plan.

Grains (6 to 8 servings a day)

■ **Say:**

- Make at least half of your grains whole grains. Eat at least three servings of whole-grain cereals, breads, rice, or pasta every day. Remember, one ounce of grains is a serving. In general, 1 ounce of grains is one slice of bread, about 1 cup of ready-to-eat cereal, or 1/2 cup of cooked rice, cooked pasta, or cooked cereal.
- Look at the food label, and choose grain products that have whole grains as the first ingredient. Some examples of whole-grain ingredients are whole wheat, whole oats, oatmeal, and whole rye.
- For a change, try brown rice or whole-wheat pasta instead of white rice or pasta.
- Snack on ready-to-eat, whole-grain cereal such as toasted oat cereal. Also try popcorn with little or no salt or butter as a snack.

Vegetables (4 to 5 servings a day)

■ **Say:**

- Eat more dark green vegetables, such as broccoli, spinach, and other dark leafy greens.
- Eat more orange vegetables, such as carrots and sweet potatoes.
- Stock up on frozen vegetables for quick and easy cooking in the microwave.
- Buy fresh vegetables in season. They cost less and are likely to be at their peak flavor.
- Plan some meals around a vegetable main dish, such as vegetable stir-fry or soup.
- Choose no-salt-added canned vegetables.

Fruits (4 to 5 servings a day)

■ **Say:**

- Choose fresh, frozen, canned, or dried fruit.
- Limit fruit juices, because they contain a lot of calories and added sugar. Try to choose whole fruit instead of fruit juice most of the time.
- Keep a bowl of whole fruit on the table or counter or in the refrigerator.

Fat-free or low-fat milk and milk products (2 to 3 servings a day)

■ **Say:**

- Get your calcium-rich foods.
- Choose fat-free or low-fat milk, yogurt, and other milk products.
- If you usually use whole milk, switch gradually to fat-free milk. Try reduced-fat (2%) milk, then low-fat (1%) milk, then fat-free milk.

- Have a fat-free or low-fat yogurt for a snack.
- If you are lactose intolerant, try lactose-free products, such as yogurt, cheese, or lactose-free milk.

Lean meats, poultry, and fish (2 or fewer 3-ounce servings a day)

■ **Say:**

- Choose low-fat or lean meats and poultry. Select meat cuts that are low in fat and ground beef that is extra lean.
- Eat a variety of foods with protein. Choose fish more often.
- Choose lean turkey, roast beef, or ham, instead of fatty lunch meats such as regular bologna or salami.
- Bake, broil, or grill meat.

Nuts, seeds, and legumes (4 to 5 servings a week)

■ **Say:**

- Choose cooked and dry beans, nuts, seeds, and peas for rich sources of protein and fiber.

Fats and oils

■ **Say:**

- Get most of your fat from food sources such as fish, nuts, and vegetable oils.
- Limit solid fats such as butter, stick margarine, shortening, and lard, as well as foods that contain these fats.

Sweets and added sugars (5 or fewer servings a week)

■ **Say:**

- Choose foods and beverages that are low in calories and added sugar. Use

the Nutrition Facts label to compare the calorie and sugar content of foods and beverages.

- Choose water, fat-free milk, or other unsweetened beverages most often.
- Select unsweetened cereal and add fruit.

■ **Ask** these questions, and **hold up** the correct measuring cup for each answer.

What is one serving of a cooked vegetable?

- ½ cup

How much milk or yogurt is considered one serving?

- 1 cup

How much cheese is considered one serving?

- 1.5 to 2 ounces

Can you give an example of a 1-ounce serving from the grains group?

- 1-ounce servings from the grains group include:
  - — One slice of bread
  - — About 1 cup of ready-to-eat cereal or ½ cup of cooked cereal, such as oatmeal
  - — ½ cup of cooked rice or pasta

What counts as one serving of fruit?

- One medium apple, banana, or orange
- ½ cup of raw or canned fruit or 100 percent fruit juice
- ¼ cup of dried fruit

What is a serving of cooked beans?

- ½ cup

Say Yes to Fruits and Vegetables Activity

- **Divide** participants into small groups of three to four people.

- **Give** every small group the "Add Color and Flavor to Your Menu" handout (pages 254–257) and the "Say Yes to Fruits and Vegetables" handout (pages 258–259).
- **Give** each group a pair of scissors and a glue stick, so that they can cut out and paste the pictures.
- **Say:**

  Now let's do the "Say Yes to Fruits and Vegetables" activity to learn how to add fruits and vegetables to your meals.

- **Say:**

  For this activity, cut out the pictures of fruits and vegetables on the handout that I gave you. Cut out the fruits and vegetables that you want to add to your breakfast, lunch, dinner, and snack. Then, paste your fruit and vegetable choices in the correct spaces on each menu.

Note: Allow 10 minutes for group members to complete their meals.

- **Ask** each group to say what fruits and vegetables they added to their meals.
- Then, **ask** the rest of the group members if they have any other suggestions.
- **Say:**

  Great job! Now you know how easy and fun it can be to add fruits and vegetables to your meals.

4. How To Choose Heart Healthy Foods

- **Say:**

  We are going to do another group activity. During this activity, we will learn how to make better food choices.

Note: Write Virginia's breakfast on the blackboard or on a large piece of paper taped to the wall. Fill in the **Virginia's Breakfast** and **Portion Size** columns. Leave the **Food Group** and **Better Choices** columns blank. (*Optional*) Repeat the game with the lunch and dinner meals.

■ **Ask:**

To which food group does each food belong? What changes would make Virginia's breakfast more heart healthy?

BREAKFAST

Virginia's Breakfast	**Food Group(s)** *(leave blank for activity)*	**Portion Size**	**Better Choices** *(leave blank for activity)*
Fried egg	Meats (eggs)	1 egg	Boiled or poached egg, 1/2 cup egg substitute, or 2 egg whites. Scramble eggs with vegetable oil spray instead of using fat.
Chorizo	Meats	1 link	Lean turkey sausage
White toast with guava paste and cream cheese	Grains, fruit, and fats	1 slice	Whole-grain toast with low-fat tub margarine and an orange
Butter	Fats	1 teaspoon	1 teaspoon of low-fat tub margarine or jam with no added sugar
Orange juice	Fruit	1/2 cup	One orange
Coffee with whole milk	Milk	1 cup of coffee 1 tablespoon of milk	Coffee with fat-free milk (or 1 tablespoon of evaporated fat-free milk)

■ **Write** the suggestions beside the foods they are replacing on the blackboard or on a large piece of paper taped to the wall. **Fill in** the correct answers for any items not mentioned by group members.

■ *(Optional meals: lunch and dinner)*

LUNCH

Virginia's Lunch	Food Group(s) *(leave blank for activity)*	Portion Size	Better Choices *(leave blank for activity)*
Large cheeseburger with mayonnaise	Meats, grains, milk, vegetables, fats	1 large cheeseburger	Small hamburger or grilled chicken sandwich with mustard or ketchup
Super-size french fries	Vegetables, oils	1 large serving of fries	Small order of fries or a side salad with reduced-calorie salad dressing
Large soft drink	Sweets	1 large soft drink	Water, diet soft drink, or fat-free milk

DINNER

Virginia's Dinner	Food Group(s) *(leave blank for activity)*	Portion Size	Better Choices *(leave blank for activity)*
Chicken quesadilla	Meats, grains, milk, vegetables	2 oz. chicken 2 flour tortillas 2 tbsp. cheddar cheese 1 plum tomato 2 oz. mushrooms	Use skinless chicken breast, corn tortilla, low-fat and low-sodium cheese, and fat-free vegetable oil spray. Bake instead of frying.
Refried beans	Nuts, seeds, and legumes; fats	1/2 cup beans	Use cooked dry beans or rinsed canned beans, and saute beans with a small amount of oil in a nonstick pan.
Vanilla shake made with whole milk	Milk, sweets	1 cup	Homemade shake with fat-free milk, ice, vanilla, and sugar substitute
Flan	Fats, sweets, milk, meats (eggs)	1 small bowl	Fresh fruit cup or low-fat frozen yogurt

■ **Ask:**

What are some ways to eat less saturated fat, *trans* fat, cholesterol, sodium, and calories?

■ **Add** the following answers if they are not mentioned:

- When shopping:

  — Choose a variety of whole grains, fruits, and vegetables.

  — Choose low-fat or fat-free milk products, salad dressings, and mayonnaise.

  — Choose lean cuts of meat. Trim away extra fat.

  — Use food labels to choose foods lower in saturated fat, *trans* fat, cholesterol, sodium, sugar, and calories.

- When cooking:

  — Use vegetable oil or soft tub margarine instead of butter or lard.

  — Cook with low-fat methods, such as baking, broiling, or boiling (without added fat), rather than frying.

- When eating:

  — Eat foods that are low in saturated fat, *trans* fat, and added sugars.

  — Remove skin from poultry. Throw away the skin, and do not eat it.

  — Choose low-fat or fat-free milk products, salad dressings, and mayonnaise.

  — Eat no more than four egg yolks each week.

  — Eat fewer high-calorie foods with little added nutrition value, such as high-fat lunch meats, pies, cakes, cookies, crackers, and chips. Drink fewer sodas.

  — Eat smaller portion sizes.

- **Say:**

  Put the "Heart Healthy Eating Plan" handout on your refrigerator to remind you to eat in a heart healthy way.

- **Say:**

  Thank you for participating in this activity! You did great! Now you can make healthier choices for you and your family.

5. Cooking With Children

- **Give** group members the "Cooking With Children" handout (pages 260–261).

- **Ask** volunteers to read the handout out loud.

- **Say:**

  As parents, you can teach your children healthy eating habits that will last a lifetime.

- **Say:**

  For good health and proper growth, children need to eat a variety of different foods every day. When children are offered a balanced diet every day, they will develop good eating habits.

- **Ask:**

  Can you think of other ways to get children involved in helping to prepare healthy meals?

- **Write** group members' suggestions on the blackboard or on a large piece of paper taped to the wall.

More Information

We Can! (**W**ays to **E**nhance **C**hildren's **A**ctivity and **N**utrition) is an education program to help children aged 8 to 13 to maintain a healthy weight. The program includes tips for parents on healthy food choices and physical activity. Visit http://wecan.nhlbi.nih.gov.

6. Maria's Veggie Wrap Recipe

Note: This recipe will give group members a chance to try a heart healthy dish at home.

- **Give** group members the "Maria's Veggie Wrap Recipe" handout (page 262).
- **Say:**

  This dish contains beans and tasty vegetables, and it's high in protein and fiber. Try to prepare it at home this week.

Review of Today's Key Points

- **Say:**

  Let's review what we learned today.

  What is heart healthy about the traditional Latino diet?

  - The traditional Latino diet can provide a variety of foods that are lower in fat and sodium, such as bread, corn tortillas, beans, rice, vegetables, fruits, poultry, fish, and milk products.

What are some foods that we should eat less often?

- We should limit foods that are high in saturated fat, *trans* fat, sodium, added sugar, and calories, including:
  - — High-fat foods, such as refried beans, fried chicken, fatty meats, and high-fat cheeses
  - — Salty foods, such as potato chips and taco chips
  - — Foods that are high in saturated fat and added sugar, such as pastries, cookies, and chocolate
  - — Foods with added sugar, such as candy and soft drinks

How can the heart healthy eating plan be used to choose heart healthy foods?

- Use the heart healthy eating plan to choose foods that are lower in saturated fat, *trans* fat, cholesterol, sodium, and added sugar from each of the five food groups. The eating plan also shows you the number of servings that you need from each group every day.

Why is it helpful to know how much you need to eat from each food group each day?

- When you know the amount of food you need to eat every day, it can help you get the right amount of calories you need.

Weekly Pledge

■ **Say:**

You have learned a lot today about how to make your favorite dishes in a heart healthy way. Now, let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to eat in a heart healthy way with your family. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Here are some examples:

- I will make baked chicken instead of fried chicken for the next family meal.
- I will eat one more vegetable and one more fruit each day, starting tomorrow.

Note: Allow 5 minutes for group members to think of a pledge.

■ **Say:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

■ *(Optional)* **Say:**

Keeping a personal value in mind can help you make heart healthy eating a part of your family life. Remember that a personal value is a quality that you consider important.

Today's value is **fun.** Fun can help you stay positive in your efforts to improve your health and the health of your family. It can help you overcome challenges, allowing you to laugh when you want to cry. Fun can also motivate you to turn your pledges into permanent habits.

■ **Ask:**

How could you use fun or another value to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

■ **Say:**

We will discuss the results of your pledges next week. Don't forget to work on your pledges to be more physically active; to cut back on salt, sodium, saturated fat, *trans* fat, and cholesterol; to reach and keep a healthy weight; and to prevent or control diabetes.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

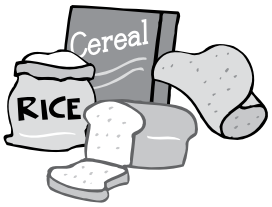
Note: Allow a moment for group members to respond.

- **Say:**

  I am looking forward to seeing you again at the next session. We will talk about eating in a heart healthy way—even when time or money is tight.

Note: Think about today's session. What worked and what didn't work? Have you made any changes in your own life that were covered in today's session?

Heart Healthy Eating Plan

Grains Bread, cereal, rice, and pasta (6 to 8 servings a day)* 	♥ Plain corn or fat-free whole wheat tortillas ♥ Sliced bread (such as wheat, rye, or white), sandwich buns, dinner rolls, pita bread, english muffins, and bagels ♥ Unsalted low-fat crackers (such as graham crackers), unsalted pretzels, and plain popcorn ♥ Cooked hot cereals (not instant) and whole-grain cold cereals ♥ Pasta (such as whole-grain noodles, spaghetti, and macaroni) and rice
Vegetable (without added fat) (4 to 5 servings a day)*	♥ Fresh, frozen, or no-salt-added canned vegetables (such as green beans, carrots, cabbage, tomatoes, yuca, squash, broccoli, potatoes, and corn)
Fruit (4 to 5 servings a day)*	♥ Fresh, frozen, canned (packed in fruit juice), or dried fruits (such as oranges, papaya, grapefruit, bananas, apples, mangoes, pineapple, watermelon, peaches, fruit cocktail, and raisins) ♥ Fresh, frozen, or canned fruit juices
Fat-free or low-fat milk and milk products Milk, yogurt, and cheese (choose fat-free or low-fat more often) (2 to 3 servings a day)*	♥ Fat-free or low-fat (1%) milk ♥ Fat-free or low-fat yogurt ♥ Cheeses lower in fat and sodium 
Lean meats, poultry, and fish Meat, poultry, fish, and eggs (2 or fewer servings a day)* 	♥ Chicken or turkey without the skin ♥ Fish ♥ Lean cuts of meat Beef: round, sirloin, chuck, loin, extra lean ground beef Pork: leg, shoulder, tenderloin, lean ham ♥ Eggs (no more than four yolks a week)
Nuts, seeds, and legumes (4 to 5 servings a week)* 	♥ Nuts and seeds ♥ Dry beans and peas (black beans, pink beans, kidney beans, navy beans, chick peas, lentils, and split peas)
Fats and oils (2 to 3 servings a day)*	♥ Margarine (liquid, soft-tub, or reduced-calorie) ♥ Oils (canola, corn, safflower, olive, peanut, or sesame)
Sweets and added sugars (5 or fewer servings a week)*	♥ Frozen treats (such as frozen juice pops, or low-fat frozen yogurt or ice cream) ♥ Low-fat cake and cookies (such as angelfood cake, fig bar cookies, gingersnaps, animal crackers, vanilla wafers, and graham crackers)

* The amount of food from each food group that is right for you depends on how many calories you need. This is based on your age and gender and how physically active you are.

Add Color and Flavor to Your Menu

BREAKFAST

Omelet

Whole-grain toast

Coffee with fat-free milk

_____
Vegetable

_____
Fruit

Add fruits and vegetables to these meals.

Add Color and Flavor to Your Menu

LUNCH

Chicken soup

Corn tortilla

_____
Vegetable

_____
Vegetable

_____
Fruit

Add fruits and vegetables to these meals.

Add Color and Flavor to Your Menu

DINNER

Baked pork

Brown rice

_____
Vegetable

_____
Vegetable

_____
Fruit

Add fruits and vegetables to these meals.

Add Color and Flavor to Your Menu

SNACK

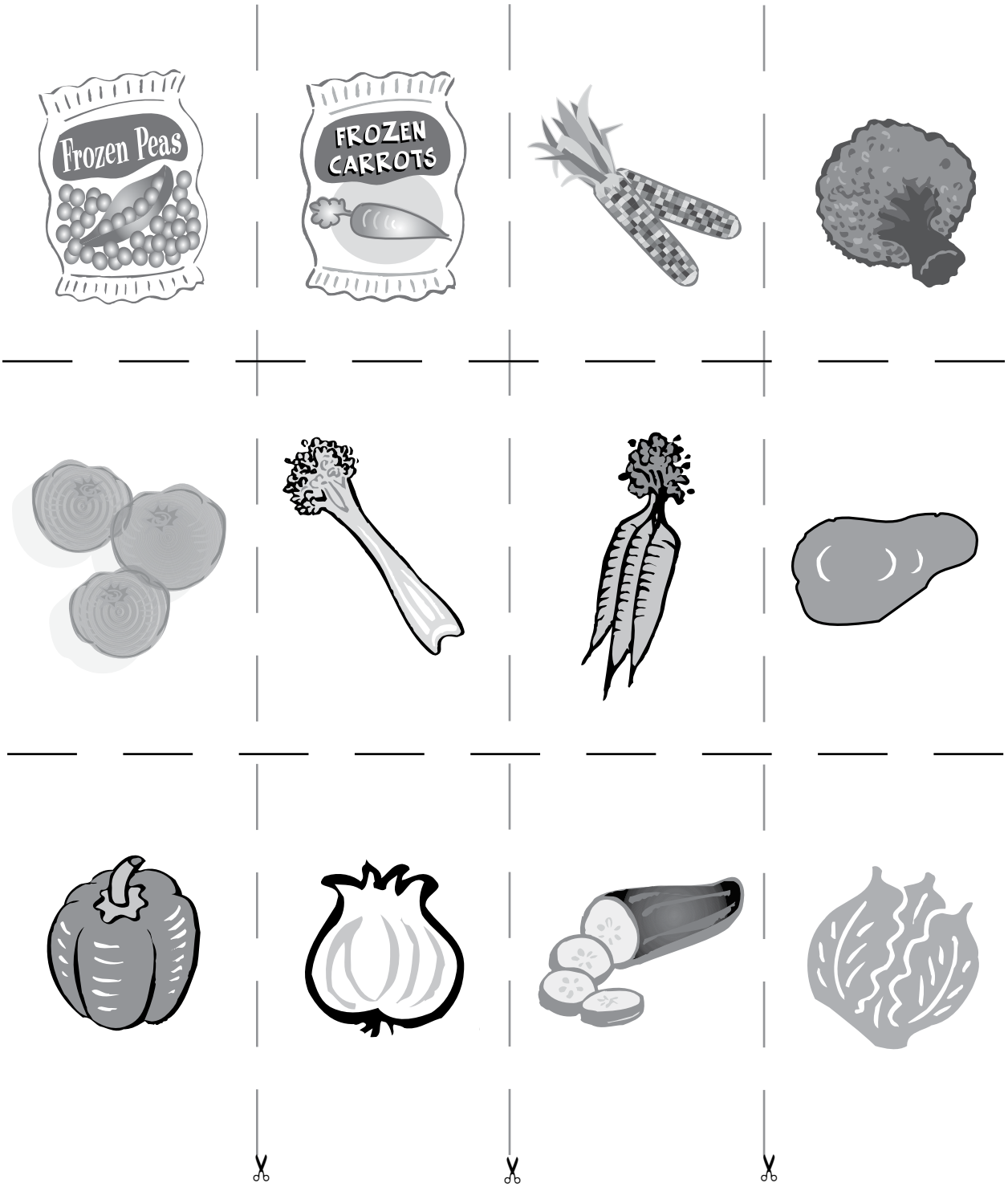
_____
Vegetable

_____
Fruit

Add fruits and vegetables to these meals.

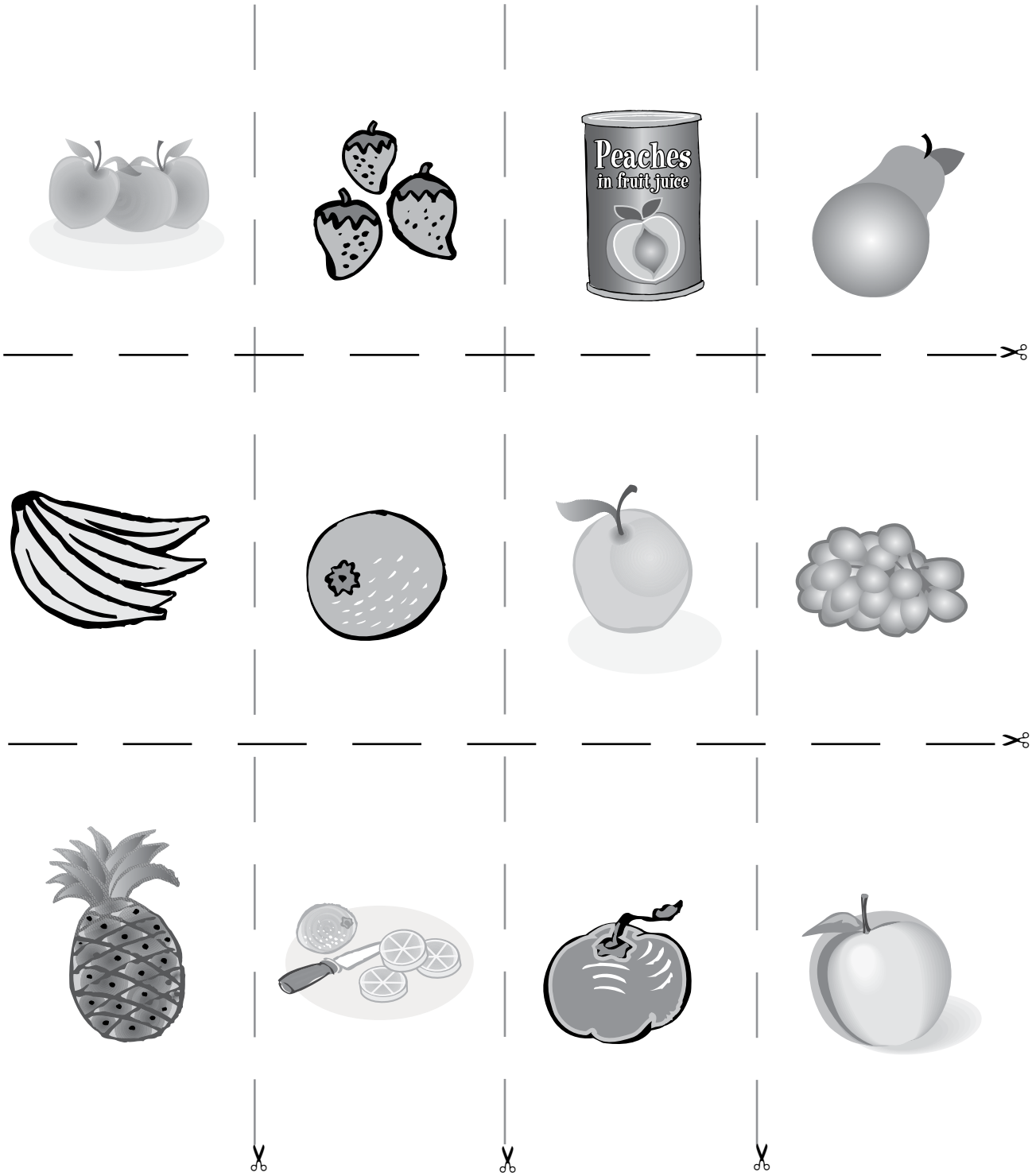
Say Yes to Fruits and Vegetables

Vegetables



Cut out these foods, and use them for the activity.

Fruits



Cut out these foods, and use them for the activity.

Cooking With Children

Get Them Interested

Cooking with your children is a good way to help them develop healthy eating habits. Most children enjoy helping in the kitchen. While they help you prepare a meal, you can talk to them about healthy foods. Children like to eat the food they make. This is also a good way to get them to try new healthy foods.

Let Them Help

You can show your children how to help you make meals. Here are ways that children of different ages can help in the kitchen:

2-year-olds can:

- Wipe tabletops.
- Scrub and rinse fruits and vegetables.
- Tear lettuce or greens.

- Break cauliflower.
- Bring ingredients from one place to another.

3-year-olds can:

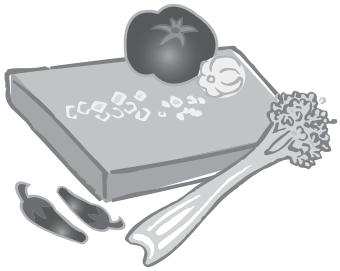
- Wrap potatoes in foil for baking.
- Knead and shape dough.
- Mix ingredients.
- Pour liquids.

- Shake liquids in a covered container.
- Apply soft spreads.
- Put things in the trash.

4-year-olds can:

- Peel oranges or hard-boiled eggs.
- Mash bananas or cooked beans with a fork.

- Cut parsley or green onions with kid-safe scissors.
- Set the table.



5- to 6-year-olds can:

- Measure ingredients.
- Use an eggbeater.

Be sure to have children wash their hands before and after helping in the kitchen.

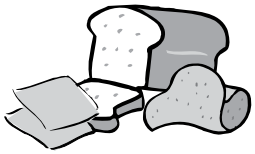
Be patient with spills and mistakes. Remember that the goal is to help your children learn about healthy eating.

Cooking With Children *(continued)*

Let Them Be Creative

Set out three or four healthy foods, and let your children make a new snack or sandwich from them. Use foods your children can eat without choking.

Start with:

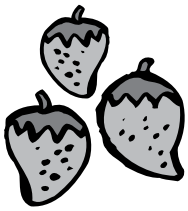


- A new kind of bread (whole-grain or rye)
- Whole-grain or graham crackers
- Mini rice cakes or popcorn cakes
- Small bagels
- Small pieces of pita bread

Spreads could include:

- Low-fat cream cheese or cheese spread
- Low-fat peanut butter
- Bean dip
- Jelly or jam with no sugar added

Toppings could include:



- Slices of apple or banana
- Raisins or other dried fruit
- Strawberries
- Slices of cucumber or squash
- Cherry tomatoes cut in small pieces
- Slices of cheese or hard-boiled egg

As you help your children make the new snack or sandwich, talk about why it is healthy.

Point out the different food groups that are included in the snack or sandwich. Explain that eating a variety of foods is healthy.

Ask why the snack or sandwich tastes good. Is it sweet, juicy, chewy, or crunchy?

Adapted from U.S. Department of Agriculture. "Tips for Using the Food Guide Pyramid for Young Children 4 to 6 Years Old," 1999.

Maria's Veggie Wrap Recipe

1 red bell pepper, sliced

1 yellow pepper, sliced

1 onion, peeled and sliced

1 15-ounce can low-sodium black beans, drained and rinsed

½ avocado, peeled and diced

juice from one lime

½ cup chopped fresh cilantro

1 teaspoon of chili powder *(optional)*

1 cup fat-free sour cream

4 8-inch, whole-wheat tortillas

1 teaspoon canola oil

6 tablespoons of fresh salsa (recipe below)

1. In a nonstick pan, saute the peppers and onion in the canola oil for 5 minutes over medium heat. Add beans, and stir well. Reduce heat to low, and simmer about 5 minutes, then set aside.
2. In a small bowl, combine the avocado, lime juice, cilantro, and chili powder. Reserve half of the mixture for topping.
3. Add sour cream to beans, and mix well.
4. Warm tortillas in the microwave or on the stovetop.
5. Fill a warmed tortilla with ¼ bean mixture and ¼ avocado mixture. Drizzle 2 tablespoons of salsa over the bean and avocado mixture.
6. Fold ends of the tortilla over. Roll up to make a wrap. Top the veggie wraps with remaining avocado mixture. Follow this process for three other wraps.

Fresh Salsa

6 tomatoes, preferably Roma (or 3 large tomatoes)

½ medium onion, finely chopped

1 clove garlic, finely minced

2 serrano or jalapeño peppers, finely chopped

3 tablespoons cilantro, chopped

juice of 1 lime

⅛ teaspoon oregano, finely crushed

⅛ teaspoon salt

⅛ teaspoon pepper

½ avocado (black skin), diced

1. Combine all of the ingredients in a glass bowl.
2. Serve immediately or refrigerate and serve within 4 or 5 hours.

Yield: 4 servings

Serving size: 1 wrap

Each serving provides:

Calories: 367

Total fat: 6 g

Saturated fat: 1 g

Cholesterol: 5 mg

Sodium: 318 mg

Total fiber: 14 g

Protein: 16 g

Carbohydrates: 66 g

Potassium: 976 mg

s e s s i o n 9

Eat in a Heart Healthy Way—Even When Time or Money Is Tight

Objectives

By the end of this session, group members will learn:

- Quick and easy food preparation and mealtime tips
- How to eat out in a heart healthy way
- How to save money on their food bills

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Examples of advertisements from magazines*
- Blackboard and chalk or several large pieces of paper, markers, and tape
- Pencils

* Prepare before the session.

Handouts

Give each group member these handouts during this session:

- "Tips for Busy Families" (page 279)
- "Rosa's Dilemma: A Real-Life Story" (page 280)
- "Tips for Eating Out the Heart Healthy Way" (page 281)
- "Money-Saving Tips" (page 282)
- "Shopping List" (page 283)
- "Quick Beef Casserole Recipe" (page 284)

Session Outline

Introducing the Session

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

Conducting the Session

1. Eat in a Heart Healthy Way Even When There Is Little Time
   A. Busy Times
   B. Quick and Easy Meal Tips
   C. Eating Out
2. Save Money on Your Food Bill
   A. Money-saving Tips
   B. Food Advertising Activity
   C. Quick Beef Casserole Recipe

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  Let's review what we learned last session.

  What is heart healthy about the traditional Latino diet?

  - The traditional Latino diet provides a variety of foods that are lower in fat and sodium, such as bread, corn tortillas, beans, rice, vegetables, fruits, poultry, fish, and milk products.

  What are some foods that we should eat less often?

  - We should limit foods that are high in saturated fat, *trans* fat, sodium, added sugar, and calories, including:

    — High-fat foods, such as refried beans, fried chicken, fatty meats, and high-fat cheeses

    — Salty foods, such as potato chips and taco chips

    — Foods such as pastries, cookies, and chocolate that are high in fat and added sugar

    — Candy and soft drinks that have added sugar

How can the heart healthy eating plan be used to choose heart healthy foods?

- Use the heart healthy eating plan to choose foods that are lower in saturated fat, *trans* fat, cholesterol, sodium, and added sugar from each of the five food groups. The eating plan also shows you the number of servings that you need from each group every day.

Why is it helpful to know how much you need to eat from each food group each day?

- When you know the amount of food you need to eat every day, it can help you get the right amount of calories you need.

■ **Ask:**

How are you doing on the pledges to include a variety of heart healthy foods in your diet? What went well? What kind of problems did you have (such as family not liking the change or showing a lack of interest)? What did you do to solve these problems?

Note: Allow about 4 minutes for group members to respond.

3. About This Session

■ **Say:**

Today you will learn how to eat in a heart healthy way—even when you have very little time and are on a tight budget. During this session, you will learn:

- Quick and easy ways to prepare heart healthy meals
- How to eat right when eating out
- How to make smart food-buying choices that meet your family's needs and budget
- How advertising can cause us to buy things that cost more or that we don't need

Conducting the Session

1. Eat in a Heart Healthy Way Even When There Is Little Time

A. Busy Times

■ **Say:**

Many people have little time to shop, prepare food, and clean up after meals. This session will help you eat in a heart healthy way, even when you are in a rush.

■ **Say:**

Busy people may think they don't have time to eat in a heart healthy way. These people may:

- Skip breakfast and lunch, and eat one big meal in the evening.
- Eat out several times per week.
- Buy boxed, instant, or already-prepared foods.
- Buy food from vending machines.

■ **Ask:**

What foods do you eat when you don't have time to cook?

Note: Allow about 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Say:**

Eating on the run often means that we are eating foods that are higher in fat, sodium, and calories. For example, we eat snacks and candy from vending machines or hotdogs and french fries from fast food restaurants.

■ **Say:**

People often eat these foods because they are easy to buy or quick to prepare. When people are in a hurry, they often don't think about what kinds of food are heart healthy.

■ **Say:**

They may also eat bigger portions of foods that are higher in fat and calories when there is no time to prepare healthy side dishes such as salad, vegetables, or rice.

B. Quick and Easy Meal Tips

Note: This part of the session will help group members to think about ways to prepare meals in less time.

■ **Say:**

People often find that they are too tired to prepare the kinds of meals they would like their families to eat. Today, we will learn some ways to save time and make meal preparation easier.

■ **Give** each group member the "Tips for Busy Families" handout (page 279).

Note: Show picture card 9.1 while you review the "Plan Your Meals" and "Use a Shopping List" sections of the handout. **Show picture card 9.2** when you review the "Cook in Advance" section.

■ **Ask** for volunteers to read the tips aloud, one at a time. **Allow** group members to comment as the tips are read.

■ **Ask:**

Would you find any of these tips difficult to do?

Note: Allow 3 to 5 minutes for group members to respond.

Group Activity

Note: This activity will help group members think about creative ways that families can enjoy heart healthy meals even when time is limited.

- **Divide** participants into smaller groups, with about three to four people in each group. **Distribute** the "Rosa's Dilemma: A Real-Life Story" handout (page 280).

- **Say:**

  I am going to read a real-life situation. You can follow the story on the handout. Think about how Rosa can solve her problem.

Rosa's Dilemma

Rosa is married and has two sons, aged 7 and 10. Her husband Tomás works Monday through Friday for a construction company. He leaves for work at 6:30 a.m. and gets home at 4 p.m. Rosa works Monday through Friday at a restaurant. She leaves home at 10 a.m. and gets home around 7 p.m.

Rosa prepares the family's dinner after she comes home from work every night. Many times, she is too tired to cook, so she often picks up a pepperoni pizza, hamburgers and fries, or fried chicken on her way home.

Rosa sees that the whole family is gaining weight. Tomás wants her to make traditional Latino dinners. Rosa tries to get her husband to help her with dinner, but he is also very tired. Besides, he thinks that cooking is the woman's job.

- **Ask** each small group to discuss ways that Rosa can make sure that her family eats in a heart healthy way.

Note: Allow about 5 minutes for the groups to come up with suggestions.

- **Ask** one person from each group to present his or her group's suggestions to the others.

- **Add** these ideas if they are not mentioned:

  - Rosa could cook two or three meals over the weekend and store them in the freezer.
  - She could make meals in a slow cooker (Crock-Pot®), which saves time during the evenings. Meals cook during the day and are ready when the family gets home.
  - Rosa's family could help her by putting casseroles (from the freezer or made the night before) into the oven before she gets home from work.
  - Several families could get together and share meals.
  - Rosa's family could help her by setting the table and doing the dishes.
  - Rosa could buy roasted chicken instead of fried chicken or burgers and fries.
  - She could buy vegetable pizza and salads instead of a meat pizza.

C. Eating Out

Note: This activity will teach group members how to make heart healthy choices at fast food restaurants.

- **Ask:**

  Where do you eat when you eat out?

Note: Allow about 3 minutes for group members to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

- **Say:**

  Many people eat at fast food restaurants because:

  - The food is served quickly.
  - The food tastes good.

- The food is less expensive than food at sitdown restaurants.
- Special food and toys appeal to children.
- There may be a playground for children.

■ **Say:**

Many fast foods can be higher in saturated fat, sodium, and calories, but you can choose healthier foods from the menu.

■ **Show picture card 9.3.** Keep it on display while you review the handout.

■ **Give** each group member the "Tips for Eating Out the Heart Healthy Way" handout (page 281).

■ **Ask** for volunteers to read the suggestions on the handout aloud.

■ **Say:**

Do you have other ideas for making heart healthy choices at restaurants?

Note: Allow 2 or 3 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

2. Save Money on Your Food Bill

A. Money-Saving Tips

■ **Ask:**

What do you do to save money on food?

Note: Allow about 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Say:**

There are things you can do to save money on your food bill. Let's go over a list of ideas.

- **Give** each group member the "Money-Saving Tips" handout (page 282). **Ask** for volunteers to read the tips aloud.

- **Give** each group member the "Shopping List" handout (page 283).

- **Say:**

  You can use this shopping list when you go to the store. Just check off or write on the blank lines what you want to buy.

B. Food Advertising Activity

Note: This section will help group members become more aware of how advertising can affect their food-buying decisions.

- **Say:**

  Food advertising is big business.

  - Advertisements try to get adults and children to buy a certain product.
  - Advertising costs money. Billions of dollars are spent on food advertising. The people buying the food—the consumers—pay for this.
  - Nationally advertised items usually cost more than store brands and brands that are not nationally advertised.
  - Most people are more likely to buy items with fancy, eye-catching packaging.
  - People, especially Latinos, can be very loyal to certain brands. They will often buy these products even if they cost more.

- **Ask** group members to describe advertisements that have caused them to buy certain products.

Note: Allow about 3 minutes for group members to respond.

- **Review** different advertising themes that are used to get people to buy food products. (**Show** or **describe** an example of the following advertising themes. **Prepare** these examples before the session.)

Note: As you discuss the six themes, write them on the blackboard or on a large piece of paper taped to the wall. You will need these themes for the group activities.

■ **Say:**

Popular advertising themes often focus on family, health, sex appeal, humor, appearance, or famous people.

- **Family**
  Advertisers try to get you to use their products based on your love for your family. This works well with Latinos, because the family plays an important role in their lives. Ads with a family theme often target Latina women because of their role as family caregivers.

- **Health**
  Some ads focus on the positive health effects of using certain products. This works because people care about their health.

- **Sex appeal**
  Sex appeal sells products. Many people want to believe that they also will be beautiful and sexy if they use the advertised product.

- **Humor**
  A funny situation often helps people remember a product.

- **Appearance**
  Food advertisers show food that may look better than the real thing. This makes people want to try the product.

- **Famous people**
  Famous people are used to sell products. Advertisers also can have a celebrity use a product in a television show or movie.

Group Activity

Note: This activity will help group members think about how advertising affects how we buy food.

- **Divide** the group members into smaller groups, with about three to four people in each group. **Give** each group two to three advertisements that you have collected.

- **Say:**

  I have given you real advertisements. Discuss with your group which themes are used in the advertisements.

Note: Allow about 5 minutes for the group to come up with their ideas.

- **Ask** one person from each group to present his or her group's ideas to the others.

- **Say:**

  Advertising can be helpful, because it tells people about different products they can buy. But ads also can get people to buy products that they do not need or cannot afford or products that appear better than they really are.

- **Ask:**

  What can you ask yourself when you are trying to decide what brand to buy?

Note: Allow 4 to 5 minutes for group members to respond.

- **Add** the following questions if they are not mentioned.

  - Do I really need it?
  - Is there a less expensive product that serves the same purpose?
  - Have I compared the product's nutrition label with an item that costs less?
  - Am I buying the product because it comes in a nice package?
  - Am I buying the product because the advertisement says it will make me look better or help me lose weight?
  - Am I buying it because I have a coupon or because it's on sale?
  - Can I afford it, even with a coupon?
  - Can I wait until it goes on sale?

■ **Say:**

Even if you want to buy name brands, you can save money by buying the products when they are on sale.

C. Quick Beef Casserole Recipe

■ **Give** group members the "Quick Beef Casserole Recipe" handout (page 284). **Ask** them to try this dish sometime this week.

■ **Ask:**

How can this dish help us eat in a heart healthy way when we have little time?

■ **Add** these answers if they are not mentioned:

- The dish can be prepared in advance and frozen, so that you can save time.
- It includes a lot of vegetables.
- It is lower in fat because the meat is drained after cooking, and no fat is added while cooking.

Review of Today's Key Points

■ **Say:**

Let's review what we learned today.

What can you do to save time in meal preparation?

- Get help from your spouse.
- Cook several dishes at one time and freeze part of them.
- Make larger quantities and use the leftovers for lunch.
- Pack lunches the night before.
- Learn simple, fast recipes.
- Use a slow cooker.

What can you do to eat healthier when eating out?

- Order sandwiches without mayonnaise or sauces (or with low-fat mayonnaise or sauces).
- Order small, plain hamburgers or lean roast beef or turkey sandwiches instead of deluxe sandwiches.
- Ask for low-fat salad dressing or bring your own.
- Choose water, 100 percent fruit juice, or fat-free or low-fat (1%) milk instead of a soft drink or a milkshake.
- Order smaller portions.
- Choose baked or grilled foods instead of fried foods.
- Remove the skin from chicken, and do not eat it.
- Choose vegetarian pizza, and ask for less cheese.
- Order a green vegetable or salad instead of two or more starches (such as potatoes, rice, pasta, bread, and corn).

What can you do to save money when shopping?

- Plan weekly meals, and make a shopping list of what you need to buy for the week.
- Use a shopping list, and don't go to the store too often.
- Check the food sale ads.
- Choose prepared foods less often.
- Buy only the amount of food that your family needs.
- Try not to shop when you are hungry.
- Check your receipt for errors at the register.
- Try not to shop at convenience stores.
- Try store brands, and use them as often as possible.

Weekly Pledge

■ **Say:**

You have learned a lot today about eating in a heart healthy way even when you are on a budget or have little time. Now let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to eat in a heart healthy way while sticking to your budget. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Here are some examples:

- I will use a shopping list the next time I go to the grocery store.
- I will try a store-brand product the next time I go grocery shopping to see if my family likes it.
- I will choose a restaurant that is not buffet style the next time I go out to eat.
- I will plan my dinners for the next week, so that I do not eat fast food.

Note: Allow 5 minutes for group members to think of a pledge.

■ **Ask:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

■ *(Optional)* **Say:**

Keeping a personal value in mind can help you eat in a heart healthy way when you are on a tight budget or have little time. Remember that a personal value is a quality that you consider important.

Today's value is **gratitude.** Gratitude can help you appreciate all of your own efforts to change, no matter how small they may be. Gratitude helps you to be thankful for those who help you change old habits and show you how to have a healthier lifestyle.

■ **Ask:**

How could you use gratitude or another value to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

■ **Say:**

We will discuss the results of your pledges next week. Don't forget to work on your pledges to be more physically active; to cut back on salt and sodium, saturated fat, *trans* fat, and cholesterol; to reach and keep a healthy weight; to prevent or control diabetes; and to make heart healthy eating a part of your family life.

Closing

■ **Say:**

Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

■ **Say:**

I am looking forward to seeing you at the next session. The next session will be on living smoke free.

Note: Think about today's session. What worked and what didn't work? Have you made any changes in your own life that were covered in today's session?

Tips for Busy Families

Plan Your Meals

- ♥ Plan weekly meals based on your family's schedule.

Use a Shopping List

- ♥ Save money and time by making only one trip to the store. Make and use a shopping list.

Share Meal Preparation Tasks

- ♥ Teach your family how to shop for groceries.
- ♥ Include your spouse and children in preparing meals and cleaning up.
- ♥ Clean up as you cook—you will have less to clean up after you finish cooking.
- ♥ Share cooking duties with other family members or neighbors. For example, your family can cook enough food to share with another family.

Cook in Advance

- ♥ Prepare some foods in advance (such as spaghetti sauce). Use these foods for quick meals. You can add chicken or beef to the sauce and serve it over spaghetti or rice.
- ♥ Prepare parts of a meal the night before (for example, marinate chicken in the refrigerator overnight).
- ♥ Pack your lunch the night before.
- ♥ Cut and wash vegetables, and make enough salad for 2 days. Do not add dressing until serving time.
- ♥ Cook two or three dishes on your day off, and freeze some of them. Use the frozen dishes on the days when you don't have time to cook.
- ♥ Prepare for recipes the night before by cutting and trimming meats.
- ♥ Prepare meals in a slow cooker.

Cook Simply

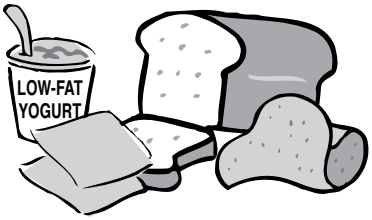
- ♥ Steam vegetables, and serve them without sauces.
- ♥ Use frozen vegetables without sauces.
- ♥ Broil, grill, bake, or roast meats.
- ♥ Make one-pot meals, such as stews and casseroles.
- ♥ Use frozen chopped vegetables (such as carrots, peas, and broccoli).
- ♥ Use the microwave for cooking or defrosting.
- ♥ Learn simple recipes that can be made in less than 30 minutes.

Use Herbs and Spices

- ♥ Chop fresh herbs and place in ice cube trays. Fill trays with water and freeze. Store the frozen cubes in a plastic bag in the freezer. Use when you need fresh herbs.
- ♥ Grow cilantro, basil, or thyme on a sunny windowsill.
- ♥ Keep dried herbs on hand. One teaspoon of dried herbs is equal to 3 teaspoons of fresh herbs.

Keep Quick Snacks on Hand

- ♥ Try these healthy snacks:
  - Fresh fruits and vegetables
  - Whole-grain, ready-to-eat, dry cereal
  - Fat-free and low-fat yogurt
  - Fat-free and low-fat cheese
  - Baked corn tortilla chips
  - Whole-grain breads



Rosa's Dilemma: A Real-Life Story

Rosa is married and has two sons, aged 7 and 10. Her husband Tomás works Monday through Friday for a construction company. He leaves for work at 6:30 a.m. and gets home at 4 p.m. Rosa works Monday through Friday at a restaurant. She leaves home at 10 a.m. and gets home around 7 p.m.

Rosa prepares the family's dinner after she comes home from work every night. Many times, she is too tired to cook, so she often picks up a pepperoni pizza, hamburgers and fries, or fried chicken on her way home.

Rosa sees that the whole family is gaining weight. Tomás wants her to make traditional Latino dinners. Rosa tries to get her husband to help her with dinner, but he is also very tired. Besides, he thinks that cooking is the woman's job.

What can Rosa do?

Write down some ideas for Rosa to try:

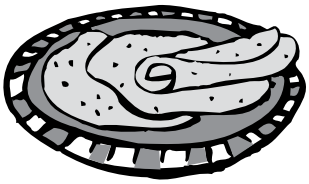
Tips for Eating Out the Heart Healthy Way

You don't have to give up eating fast foods to eat right.
Here are some tips on how to make heart healthy choices at fast food restaurants.

Sandwiches

- ♥ Order sandwiches without mayonnaise, tartar sauce, or special sauces. Or try mustard or low-fat mayonnaise. Ask for vegetables to be added to your sandwich.
- ♥ Order small, plain hamburgers instead of deluxe sandwiches.
- ♥ Order sandwiches made with lean roast beef or turkey. Chicken salad and tuna salad made with regular mayonnaise are high in fat.
- ♥ Choose grilled chicken sandwiches instead of breaded chicken sandwiches.

Main dishes

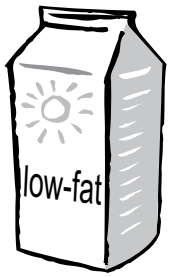


- ♥ Choose soft tacos or corn tortillas filled with chicken or lean beef, vegetables, and salsa.
  - Ask for low-fat cheese and low-fat sour cream.
  - Ask for cheese and sour cream to be served on the side, and use only a small amount.
- ♥ Choose rotisserie-style chicken rather than fried chicken. Always remove the skin, and don't eat it.
- ♥ Order pizza with vegetable toppings like peppers, mushrooms, or onions. Ask for half the usual amount of cheese.

Side dishes

- ♥ Share a small order of french fries instead of eating a large order by yourself.
- ♥ Ask that no salt be added to your serving.
- ♥ Order a baked potato instead of fries.
  - Try salsa or vegetables as a potato topping.
  - Ask that high-fat toppings be served on the side, and use fewer toppings.
- ♥ Use low-calorie, low-fat salad dressing on salad. Bring your own if the restaurant does not offer a low-fat dressing. You can buy packets at some stores. Ask that dressings be served on the side, and use less.
- ♥ Order a green vegetable or salad instead of two or more starches (such as potatoes, rice, pasta, bread, and corn).

Beverages



- ♥ Choose water, 100 percent fruit juice, or fat-free or low-fat (1%) milk, rather than a soft drink or a milkshake.
- ♥ If you really want to have a soft drink, order a small one.

Desserts

- ♥ Buy a small fat-free frozen yogurt instead of cookies or pies.

Money-Saving Tips

You can save money on groceries. Follow these simple suggestions.

Before Going to the Store

- ♥ Plan weekly meals. Your family can help you plan the menu.
- ♥ Make a shopping list based on your meal plan.
- ♥ Check the food sale ads.
- ♥ Use coupons. Check the Sunday newspaper, and clip coupons for foods you normally buy or need. Ask your children or another family member to help you. Remember—coupons do not save you money if you buy products that you don't need. Also, store brands may be cheaper than the name brands with the coupons.
- ♥ Make fresh foods at home instead of using prepared items such as frozen entrees, bakery cakes, or salads.

Choosing a Store

- ♥ Shop at the store that has the lowest prices for the items you need. That may be a different store every week.
- ♥ Remember that convenience stores tend to have higher prices and less variety than supermarkets.

At the Store

- ♥ Buy what is on your list. You are more likely to buy too much or to buy items that you do not need when you do not use a list.
- ♥ Convenience can cost more. Some examples include:
  - Canned beans
  - Boneless chicken breasts
  - Precut vegetables
- ♥ Buy fruits and vegetables that are in season.
- ♥ Buy only the amount of food your family can use, even if a larger size costs less.
- ♥ Shop alone when possible. Family members or friends may try to get you to buy items you do not need.
- ♥ Do not shop when you are hungry.
- ♥ Watch for errors at the cash register. Sometimes sale items do not ring up on sale. Some stores give customers free items if they are charged the wrong amount.

Shopping List

Make a shopping list. Include the items you need for your menus and any basic items you need to restock in your kitchen.

Produce

Fresh fruits (mangos, apples, oranges, pineapple)
Fresh vegetables (cabbage, lettuce, onions, tomatoes, squash, sweet potatoes, cactus, okra, yuca, plantains)

Whole-Grain Breads, Muffins, and Rolls

Bread, bagels, pita bread
English muffins
Corn tortillas
Low-fat wheat tortillas

Cereals, Rice, Crackers, Pasta, and Noodles

Cereal, dry or cooked
Brown rice
Whole-wheat pasta (noodles, spaghetti)
Other
Saltines, soda crackers*
Graham crackers
Other crackers*

Milk Products

Fat-free or low-fat (1%) milk
Fat-free or low-fat (1%) cottage cheese
Fat-free or low-fat cheeses
Fat-free or low-fat yogurt
Light or diet tub margarine
Fat-free sour cream
Fat-free cream cheese
Eggs

Meats

Chicken
Turkey
Fish
Beef (round or sirloin)
Extra lean ground beef
Pork tenderloin, leg, shoulder
Lower-fat lunch meats like turkey, chicken, and lean roast beef*
Dry beans and peas

Baking Items

Flour
Sugar
Vegetable oil spray
Fat-free canned evaporated milk
Fat-free dry milk powder
Unsweetened cocoa powder
Baking powder

Canned Fruits, Vegetables, Beans, and Soups

Canned fruit in juice
Applesauce
Canned tomatoes (no salt added)
Low-sodium tomato sauce or paste
Other canned vegetables (no salt added)
Canned broth (fat free, low sodium)*
Other canned soups*
Canned beans (no salt or seasoning added)

Fats and Oils

Margarine (liquid, tub, stick, diet)*
Vegetable oil

Frozen

Fat-free or low-fat frozen yogurt and desserts*
Frozen vegetables without sauces
Frozen fruit juices

Other

Herbs and spices (oregano, cumin, red pepper, cilantro, parsley)

* Use the nutrition label to choose foods lowest in saturated fat, *trans* fat, cholesterol, sodium, and calories.

Quick Beef Casserole Recipe

½ pound	lean ground beef
1 cup	onion, chopped
1 cup	celery, chopped
1 cup	green pepper, cubed
3½ cups	tomatoes, diced
¼ teaspoon	salt
½ teaspoon	black pepper
¼ teaspoon	paprika
1 cup	frozen peas
2	small carrots, diced
1 cup	rice, uncooked
1½ cups	water

1. In a skillet, brown the ground beef, and drain off the fat.
2. Add the rest of the ingredients. Mix well. Cook over medium heat, and cover skillet until boiling. Reduce to low heat, and simmer for 35 minutes.
3. Serve hot.

Yield: 8 servings

Serving size: 10 cups

Each serving provides:

Calories: 201
Total fat: 5 g
Saturated fat: 2 g
Cholesterol: 16 mg
Sodium: 164 mg
Total fiber: 3 g
Protein: 9 g
Carbohydrates: 31 g
Potassium: 449 mg

Quick Tips

- Drain the meat after cooking to lower the amount of fat and calories.
- This one-dish meal can be made and frozen over the weekend. Reheat when you don't have time to cook.

s e s s i o n 10

Enjoy Living Smoke Free

Objectives

By the end of this session, group members will learn:

- How cigarette smoking harms smokers
- How secondhand smoke harms people who are near smokers
- Tips that can help smokers who want to quit
- Ways to ask people not to smoke around you

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Blackboard and chalk or several large pieces of paper, markers, and tape
- *(Optional)* VCR or DVD and TV
- *(Optional)* "The Big Game: Quit Smoking" telenovela or fotonovela (pages 420–421)

Note: The telenovela is available in Spanish only.

Handouts

Give group members these handouts during the session:

- List of places where smoking cessation programs are offered*
- "Smoking Harms You" (page 304)
- "Smoking Harms Infants and Children" (page 305)
- "Costs of Smoking" (page 306)
- "Role Play: Someone Is Smoking. What Can You Do?" (pages 307–309)
- "Smoke-Free Family Sign" (page 310)
- "Tips To Quit Smoking" (page 311)
- "Help Your Heart—Don't Smoke" (page 312)
- "Break Free From the Smoking Habit" (page 313)

Note: Posters and other materials may be ordered from the following organizations:

- National Cancer Institute—1–800–4–CANCER (1–800–422–6237) or http://cancer.gov
- American Lung Association—1–800–LUNGUSA (1–800–586–4872) or www.lungusa.org
- American Cancer Society—1–800–ACS–2345 (1–800–227–2345) or www.cancer.org
- American Heart Association—1–800–AHA–USA–1 (1–800–242–8721) or www.americanheart.org

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

Session Outline

Introducing the Session

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

Conducting the Session

1. *(Optional)* "The Big Game: Quit Smoking" Telenovela or Fotonovela (pages 420–421)
2. Facts About Smoking
3. Smoking Harms Infants and Children
4. Youth and Smoking
5. Smoking and Your Wallet
6. Secondhand Smoke
   A. Secondhand Smoke Can Harm You and Those Around You
   B. Secondhand Smoke Role-Playing Activity
7. Quitting Smoking

Review of Today's Key Points

Weekly Pledge

Closing

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

- **Say:**

  At the last session, we talked about ways to save money on our food bills. Who can name some of them?

- **Write** group members' ideas on the blackboard or on a large piece of paper taped to the wall.

- **Add** these ideas if they are not said:

  - Plan weekly meals, and shop with a list.
  - Clip coupons for products you use.
  - Check the food sale ads.
  - Use fewer prepackaged foods.
  - Buy only the amount of food that your family needs.
  - Try not to shop when you are hungry.
  - Check your receipt for errors at the register.
  - Shop at convenience stores less often.
  - Use store brands as often as possible.

■ **Ask:**

How are you doing with your pledge to eat in a heart healthy way even when time or money is tight? What went well? Did you have problems? If so, what did you do to solve them?

Note: Allow 5 to 8 minutes for group members to respond.

3. About This Session

■ **Say:**

This session is about the importance of not starting to smoke and quitting smoking. During this session, you will learn:

- How cigarette smoking harms smokers
- How secondhand smoke can harm you and those around you
- Ways to ask people not to smoke around you
- Tips to quit smoking (for you and others)

■ **Ask:**

- How many of you smoke?
- How many of you live with a smoker?
- How many of you would like to live smoke free?

■ **Say:**

Tobacco is used in a variety of ways—cigarettes, cigars, pipes, and chewing tobacco. This session focuses on cigarette smoking, because it's the most common use of tobacco.

Note: Other names for cigarettes include "smokers," "cigs," and "butts."

1. *(Optional)* "The Big Game: Quit Smoking" Telenovela or Fotonovela

- **Show** the telenovela "The Big Game: Quit Smoking," or ask volunteers to read the fotonovela (pages 420–421).

Note: The telenovela is available in Spanish only.

2. Facts About Smoking

- **Say:**

There are many reasons why you should quit smoking or not start smoking. Let's go over these reasons.

- In the United States, about 440,000 people die each year from diseases related to smoking. This is more than 1,200 people each day. Smoking causes about one in every five deaths.
- Health care costs due to smoking are about $75 billion each year in the United States.
- Nearly one in every four Latino men smokes (about 23 percent). Fewer Latina women smoke (one in eight, or about 12 percent), but this number is increasing.
- Smokers use tobacco regularly because they become addicted to nicotine, which is a powerful drug. Nicotine is found in all tobacco products. Most cigarettes contain 10 milligrams (mg) or more of nicotine. From inhaling smoke, the average smoker takes in 1 to 2 milligrams of nicotine per cigarette.
- Smoking can harm those around you! Cigarette smoking puts the health of your family and friends at risk.

- **Show picture card 10.1.**

- **Say:**

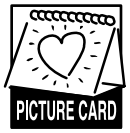
  Today, we are going to talk about what can happen when you smoke. We also are going to talk about ways to stop smoking and ways to support a friend or family member who wants to quit.

- **Give** group members the "Smoking Harms You" handout (page 304), and **review** the information.

Note: Ask for volunteers to read each tip aloud. Keep the picture card on display while you review this handout.

3. Smoking Harms Infants and Children

- **Show picture card 10.2.**



- **Say:**

  Do you think that pregnant women should smoke?

Note: Allow a moment for group members to respond.

- **Say:**

  Pregnant women should not smoke, because it will affect their babies' health and well-being. They also should stay away from others who smoke, because of the harm that secondhand smoke causes.

- **Say:**

  Let's go over some problems that can happen if pregnant women smoke.

- **Give** group members the "Smoking Harms Infants and Children" handout (page 305).

Note: Ask volunteers to read the handout aloud, or you can cut out the facts, following the dotted lines on the handout, and put them in a box. Let group members draw slips of paper and read the facts aloud. Keep the picture card on display while you review the handout.

4. Youth and Smoking

■ **Show picture card 10.3.**

■ **Ask:**

Why do you think many people begin smoking as teenagers?

Note: Review the picture card to show the reasons that teens smoke.

■ **Add** the following reasons if they are not mentioned:

- Teens want to be like their friends.
- Young people smoke to try to look older.
- Some teens want to be like celebrities who smoke in movies or on television.
- Some teens are influenced by advertisements that make smoking look "cool" or glamorous.
- Some teens may want to be like their parents or other family members who smoke.
- Some teens will smoke just to do something their parents don't want them to do.
- Young people downplay the harm smoking can do, or they think they will not be harmed.
- Teens may like the jackets, hats, and other prizes tobacco companies offer.

■ **Say:**

Let's look at some of the facts about young people and smoking.

- Each day, about 2,000 young people under age 18 become smokers. That's nearly 750,000 teens per year. If this continues, more than 6 million young people who are regular smokers could die from a tobacco-related disease.

- It can be hard for young people who use tobacco to play sports. Smoking causes shortness of breath and dizziness. Chewing tobacco causes dehydration.
- Use of spit tobacco can cause cracked lips, white spots, sores, and bleeding in the mouth.
- People who start smoking at a young age are likely to smoke all their lives.
- The longer a person smokes, the more likely it is that he or she will develop the problems caused by smoking.
- Young people who smoke cigarettes are also more likely to try other drugs, especially marijuana.
- It is illegal in all States to sell cigarettes, smokeless tobacco, and other tobacco products to people under age 18.

■ **Say:**

If you smoke, set an example for your family by quitting. Be honest. Admit that you are having trouble kicking the habit. Let young people know that it is best not to start smoking, rather than trying to quit. Try not to smoke in front of your children. Never ask your children to bring you cigarettes or to light a cigarette. Asking them to do those things can send the message that smoking is okay for them to do.

5. Smoking and Your Wallet

■ **Say:**

Smoking costs a lot in other ways. Let's look at some things a smoker could buy with the money that he or she spends on cigarettes.

■ **Give out** and **review** the "Costs of Smoking" handout (page 306).

6. Secondhand Smoke

A. Secondhand Smoke Can Harm You and Those Around You

■ **Ask:**

What have you heard about secondhand smoke?

Note: Allow 3 to 5 minutes for group members to respond.

■ **Say:**

Secondhand smoke is the smoke that you breathe in from someone else's cigarette or cigar. Even nonsmokers can be harmed if they are near secondhand smoke.

■ **Say:**

Let's take a look at some facts about secondhand smoke.

- Secondhand smoke contains poisons, such as arsenic, cyanide, ammonia, and formaldehyde.
- Breathing secondhand smoke may cause eye irritation, nose and throat discomfort, headaches, and coughing.
- Secondhand smoke causes nearly 1 in 10 smoking-related deaths.
- Each year, about 3,000 nonsmokers die of lung cancer caused by secondhand smoke.
- Infants and children who live with someone who smokes are twice as likely to have respiratory illness, bronchitis, and pneumonia as are children who do not live with someone who smokes.
- Secondhand smoke can bring on an asthma attack.

B. Secondhand Smoke Role-Playing Activity

- **Say:**

  Let's try role-playing. Some people have a hard time telling smokers not to smoke around them or their children. This activity will let you practice what to say when someone smokes around you or your family.

- **Divide** group members into groups of three. **Give** each group a scene from the role-play handouts on pages 307–309 to act out. **Ask** them to act out a solution to the problem, too.

Note: Read the scenes one at a time, or hand out copies to each group. Allow about 5 minutes for each group to role-play a solution.

- **Ask** group members if they have any comments or questions about the role play.

- **Say:**

  One thing we all can do in our homes to prevent these situations is to post a sign that says "Thank You for Not Smoking" or "This Is a Smoke-Free Home." This lets guests know your house is smoke free.

- **Give** group members the "Smoke-Free Family Sign" handout (page 310).

- **Say:**

  This sign can be used on a tabletop or taped to the wall or refrigerator.

Scenes for Role-Playing Activity: Someone Is Smoking. What Can You Do?

■ Scene 1

Your in-laws are at your house visiting your family. Your spouse is at the store buying a few things. The rest of the family is sitting in the living room, talking. Your father-in-law asks you for an ashtray as he lights a cigarette. You know smoking around the children is harmful. What can you do?

Solutions:

- Tell him that cigarette smoke is harmful to your children.
- Ask him if he would please go outside to smoke.
- Tell him your home is smoke free.
- Tell family members ahead of time that your home is smoke free.
- Post a "Thank You for Not Smoking" sign for visitors.

■ Scene 2

You and your family go to a friend's house to celebrate her son's birthday. There are many adults and children inside the house. A few of the guests are smoking, which is making the house very smoky. The smoke is hurting your throat and your daughter's eyes. You promised your friend you would help her, so you don't want to leave. What can you do?

Solutions:

- Tell your friend ahead of time that you can help her if she has a smoke-free party.
- Help your friend make a "Thank You for Not Smoking" sign.
- Tell your friend that you are very sorry, but you cannot help her during the party. You must leave because the smoke is affecting the health of you and your child.

■ Scene 3

You go out to eat with a friend to celebrate a special occasion. You ask to sit in the nonsmoking section of the restaurant. The nonsmoking area is in a corner of the restaurant. There are no walls separating the smoking section from the nonsmoking section. As you order your meal, four people sit down a few tables away from you in the smoking section. They begin to smoke cigarettes. After a minute or two, you begin to smell their smoke at your table. You tell the waiter the smoke is a not good for your health. He says he can't ask them to stop, because they are in the smoking section. What do you do?

Solutions:

- Ask to be moved to another table farther away from the smokers.
- Ask the waiter to wrap up your food, and then leave the restaurant.
- Tell the manager that you cannot be around smokers.

7. Quitting Smoking

■ **Say:**

Quitting smoking is not easy, but it can be done. To quit smoking for good, some smokers need help to overcome their urges to smoke. They also need encouragement and support to help them break the habit.

■ **Ask:**

Have any of you quit smoking, or do you know anyone who has quit smoking? What are the benefits of quitting smoking?

Note: Allow 3 to 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** the following answers if they are not mentioned:

- You will live longer and have better health.
- You will reduce your chances of having a heart attack, stroke, cancer, and respiratory problems.
- If you are pregnant, quitting smoking will improve your chances of having a healthy baby.
- The people you live with, especially children and older adults, will be healthier.
- You will have extra money to spend on things other than cigarettes.
- You will be free of a morning cough.
- Your clothes, hair, and breath will smell better, as will your home and car.

■ **Say:**

To quit smoking, you need to know your personal feelings or situations that trigger your urge to smoke. This will help you to overcome the urge to smoke.

■ **Ask:**

What are some of these feelings or situations that bring on the urge to smoke?

Note: Allow 3 to 5 minutes for group members to respond.

■ **Write** their answers on the blackboard or on a large piece of paper taped to the wall. **Add** the following answers if they are not mentioned:

- Drinking coffee
- Drinking alcohol
- Talking on the phone
- Watching someone else smoking
- Feeling stressed
- Feeling bored

■ **Say:**

Let's review what a smoker can do to overcome the urge to smoke.

■ **Say:**

1. **Find ways to relax.** If stress causes you to want to smoke, try deep breathing to calm you. Let's try it now. Take a slow, deep breath, count to five, and release it.
2. **Keep busy.** Do activities that require the use of your hands, such as sewing, arts and crafts, or a project around the house.
3. **Keep moving.** Try going for a walk, working in the garden, doing stretching exercises, or practicing your favorite dance steps.

4. **Know what to expect.** The nicotine that is in cigarettes and other tobacco products causes addiction. When smokers try to cut back or quit, the lack of nicotine in their bodies makes them have withdrawal symptoms. You may experience withdrawal symptoms. These symptoms are:

   - Headaches
   - Feeling irritable
   - Feeling tired
   - Having trouble concentrating

■ **Say:**

Although withdrawal symptoms are not pleasant, it is important to know that they are signs that your body is recovering from smoking. Most symptoms will go away in 2 to 4 weeks.

■ **Give** group members the "Tips To Quit Smoking" handout (page 311). **Ask** for volunteers to read the tips aloud.

■ **Say:**

These tips have helped other people. If you are a smoker, they can help you quit. If you're not a smoker, share the tips with a family member or friend who would like to quit. Studies have shown that these steps will help you quit smoking for good.

■ **Say:**

Nagging people about their smoking can make them become angry or defensive. Try these positive ways to help family members or friends who want to quit:

- Say things such as "Quitting is hard, but I know you can do it."
- Help them stay away from smokers in the beginning, when it is the hardest to quit.
- Suggest other activities that will help them beat the urge to smoke. For example, ask them to take a walk with you.

- **Ask:**

  Do you have any questions about the information we covered today?

- **Give** group members the "Help Your Heart—Don't Smoke" (page 312) and the "Break Free From the Smoking Habit" handouts (page 313).

- **Ask** for volunteers to read the handouts out loud.

More Information

- Tobacco companies spend billions of dollars advertising their products to get people to smoke. They do this through advertising in magazines, on billboards, and on posters in stores.
- Tobacco ads usually show happy, attractive people enjoying life while they smoke cigarettes. Many individuals want to be like these attractive people, so they start smoking.
- Tobacco companies also advertise their products by supporting special sporting events such as soccer games and car racing events. They go to dances, festivals, and other community events to promote their products by giving away free merchandise and cigarettes.
- Tobacco companies pay movie companies to have actors smoke on screen. This allows them to get around the law that bans cigarette advertising on television or in the movies.
- Tobacco companies attract new smokers to make up for the thousands of people who die each day of diseases related to cigarette smoking. They target young people because young smokers are likely to be lifelong smokers. Teenage smokers are important for the tobacco companies, because teens will continue to buy cigarettes for many years.
- The advertising programs from tobacco companies influence young people. The number of youth who began smoking increased when tobacco companies introduced cartoon-like characters to sell cigarettes. Tobacco companies also give away gifts that appeal to youth to get them to smoke a certain brand.

Review of Today's Key Points

■ **Say:**

Let's review what we learned today.

■ **Ask** these questions:

When people smoke, which diseases are they likely to develop?

- Smoking contributes to heart disease, cancer, stroke, and respiratory diseases (such as chronic obstructive pulmonary disease and asthma).

Should a pregnant woman smoke?

- Pregnant women should **not** smoke. Smoking reduces the oxygen the baby receives, contributes to lower birth weight, and increases the chance of a baby being born dead.

What is secondhand smoke?

- Secondhand smoke is smoke that you breathe in from someone else's cigarette. It is filled with harmful chemicals.

What can you do if someone is smoking around you, and you don't like it?

- Ask the person not to smoke inside, or leave the area yourself. Post a sign in your home that says "Thank You for Not Smoking" or "This Is a Smoke-Free Home."

Weekly Pledge

■ **Say:**

You have learned a lot today about living smoke free. Now, let's think about how you can apply what you have learned. Please think of one change you can make in your everyday life to quit smoking or avoid secondhand smoke. This will be your pledge for the week.

■ **Say:**

Be specific about **what** you plan to do, **how** you plan to do it, and **when** you will start. Let's take a look at some examples:

- If I smoke, I will choose a quit date within the next 2 weeks and quit smoking on that day.
- I will ask my children to make a sign to let people know that our home is smoke free.

Note: Allow 5 minutes for group members to think of a pledge. Tell group members to write their pledges on the "Break Free From the Smoking Habit" handout.

■ **Ask:**

Would anyone like to share his or her pledge with the group?

Note: Write down pledge ideas on the blackboard or on a large piece of paper taped to the wall.

■ *(Optional)* **Say:**

Keeping a personal value in mind can help you quit smoking for good. Remember that a personal value is a quality that you consider important.

Today's value is **peace.** When you feel at peace with your life, you can overcome the fears that may prevent you from breaking the smoking habit. Peace helps you to trust in yourself and remain optimistic in spite of the problems you may face.

- **Ask:**

  How could you use peace, or another value, to help you keep your pledge?

Note: Allow 3 minutes for group members to share their thoughts.

- **Say:**

  We will discuss the results of your pledges next week. Don't forget to work on your pledges to be more physically active; to cut back on salt, sodium, saturated fat, *trans* fat, and cholesterol; to reach and keep a healthy weight; to prevent or control diabetes; to make heart healthy eating a part of your family life; and to eat in a heart healthy way, even when you are on a tight budget or have little time.

Closing

- **Say:**

  Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

- **Say:**

  I am looking forward to seeing you next week. The next session will be a review and graduation celebration.

- **Ask** group members if they want a potluck dinner at the final session. If so, **ask** for volunteers to bring heart healthy dishes. **Don't forget** nonfood items such as paper plates, plastic forks, and spoons.

Note: Think about today's session. What worked and what didn't work? Have you made any changes in your own life that were covered in today's session?

Smoking Harms You

Smoking can cause:

- Heart attack and stroke
  - Cigarette smokers are two to four times more likely to develop heart disease than nonsmokers.
  - Smoking doubles your chances of having a stroke.
  - One year after a person stops smoking, the risk of having a heart attack or stroke will drop by more than half.
- Cancer
  - Smoking increases your risk of developing cancers of the bladder, kidney, larynx (voice box), lung, pancreas, stomach, and uterus.
  - Smoking causes about 80 to 90 percent of lung cancer.
  - The cancer death rate for men who smoke cigarettes is more than double that of nonsmokers.
  - Men who smoke are 22 times more likely to develop lung cancer than men who have never smoked.
  - Women who smoke are 12 times more likely to develop lung cancer than women who have never smoked.

Smoking and secondhand smoke can cause:

- Chronic obstructive pulmonary disease
- Serious respiratory diseases, such as emphysema and chronic bronchitis
- More colds, sore throats, and respiratory infections
- Asthma attacks

Unpleasant effects include:

- Yellow stains on teeth and fingers
- Bad breath
- Gum disease
- Early wrinkling of the skin
- Decreased sense of smell and taste

Smoking Harms Infants and Children

Each time a pregnant woman smokes, her baby's heart rate increases.

When a pregnant woman smokes, her baby gets less oxygen.

The birth weight of babies born to smokers is lower than the birth weight of babies born to nonsmokers.

Smoking during pregnancy increases the chance of the baby being born dead.

Babies whose mothers smoke have a greater risk of dying from SIDS (sudden infant death syndrome).

Harmful chemicals from smoking pass through the placenta and directly into the baby's blood.

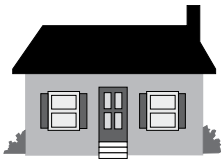
If the mother continues to smoke after the baby is born, the baby is more likely to get chest colds, ear infections, bronchitis, pneumonia, and asthma.

Babies who are exposed to secondhand smoke are more likely to cry, sneeze, and cough than are babies who are not.

Children who grow up in a home with smokers are more likely to become smokers.

Costs of Smoking

Smoking one $5 pack of cigarettes a day for . . .

1 Week	=	$35	=		Pair of shoes
1 Month	=	$150	=		CD player for the family
6 Months	=	$900	=		Color TV and DVD player
1 Year	=	$1,825	=		Computer
2 Years	=	$3,650	=		Dream vacation for the family
3 Years	=	$5,475	=		Car down payment
4 Years	=	$7,300	=		House down payment

Role Play: Someone Is Smoking. What Can You Do?

■ **Scene 1**

Your in-laws are at your house visiting your family. Your spouse is at the store buying a few things. The rest of the family is sitting in the living room and talking. Your father-in-law asks you for an ashtray as he lights a cigarette. You know smoking around the children is harmful. What can you do?

Solutions:

_____

_____

_____

_____

_____

_____

Role Play: Someone Is Smoking. What Can You Do?

(continued)

■ **Scene 2**

You and your family go to a friend's house to celebrate her son's birthday. There are many adults and children inside the house. A few of the guests are smoking, which is making the house very smoky. The smoke is hurting your throat and your daughter's eyes. You promised your friend you would help her, so you don't want to leave. What can you do?

Solutions:

_____

_____

_____

_____

_____

_____

Role Play: Someone Is Smoking. What Can You Do?

(continued)

■ **Scene 3**

You go out to eat with a friend to celebrate a special occasion. You ask to sit in the nonsmoking section of the restaurant. The nonsmoking area is in a corner of the restaurant. There are no walls separating the smoking section from the nonsmoking section. As you order your meal, four people sit down a few tables away from you in the smoking section. They begin to smoke cigarettes. After a minute or two, you begin to smell their smoke at your table. You tell the waiter the smoke is a not good for your health. He says he can't ask them to stop because they are in the smoking section. What do you do?

Solutions:

_____

_____

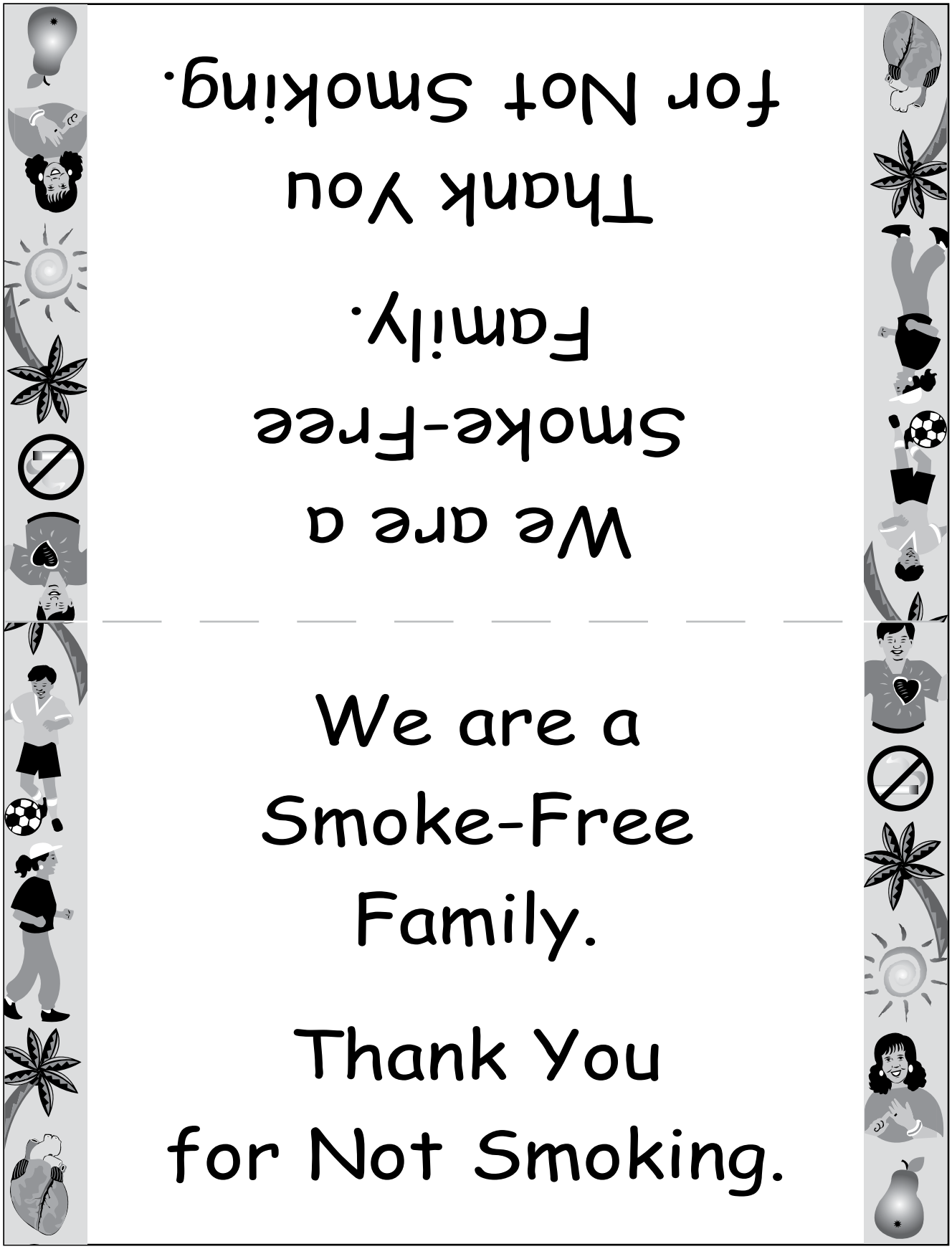
_____

_____

_____

_____

Smoke-Free Family Sign



Tips To Quit Smoking

Cigarette smoke contains more than 4,000 chemicals,
and 200 of them are poisonous.

■ Get ready.

- Set a quit date.
- Throw away **ALL** cigarettes, lighters, matches, and ashtrays in your home, car, and place of work.
- Don't let people smoke in your home.
- Review your past attempts to quit. Think about what worked and what didn't.
- Once you quit, don't smoke—**NOT EVEN A PUFF!** One cigarette can cause you to start smoking again.

■ Line up support.

- Tell your family, friends, and coworkers that you are going to quit smoking and want their help. Ask them not to smoke around you and not to offer you cigarettes.
- Get individual, group, or telephone counseling. The more counseling you have, the better your chances are of quitting.

■ Find ways to relax.

- Try to distract yourself from urges to smoke. Talk to a friend, go for a walk, or get busy with a task.
- Change your routine. Use a different route to work. Drink tea instead of coffee.
- Do something to reduce your stress. Listen to music, do aerobics, or dance to your favorite music.
- Plan something enjoyable to do every day.
- Drink a lot of water when you feel the urge to smoke.

■ Use other quitting aids.

- Talk to your doctor or other health care providers. Consider using the nicotine patch, nicotine gum, or nicotine spray to help you stay off cigarettes.
- Check with your doctor about a medicine called bupropion SR. This medicine can help reduce your cravings for smoking.

■ Be prepared if you do not have immediate success.

- Avoid drinking alcohol. Drinking lowers your chances of success.
- Spend more time with friends who do not smoke. Being around smokers can make you want to smoke.
- Many smokers will gain weight when they quit, usually fewer than 10 pounds. Eat a healthy diet, and stay active. Don't let weight gain distract you from your main goal—quitting smoking.
- If you're in a bad mood or feel depressed, try a new activity. Take a walk, talk to a friend, or meditate to improve your mood.
- Be kind to yourself. Remind yourself of the reasons you want to quit. If you slip, do not be discouraged. Try again!

Help Your Heart—Don't Smoke

Smoking cigarettes is harmful. It becomes an addiction that leads to serious health problems. Quitting smoking will lower your risk of heart attack, stroke, and lung disease. It will help you breathe easier and have more energy. In addition, your clothes, hair, and breath will smell fresher, and you will save money by not buying cigarettes. Most important, when you quit smoking, your children won't be exposed to your secondhand smoke. They will have your good example to follow.

Even if you don't smoke, it is important that you learn about the best ways to quit.
Help those around you, and keep your children smoke free.

Quit smoking and add years to your life!

Mariano and Néstor decided to quit smoking. Néstor made a firm pledge one morning, threw away his cigarettes, and used his willpower to quit for good. Mariano used the following three tips and also quit.

1. Learn how to handle urges to smoke.

"Every time I felt stressed, I wanted to smoke. Instead of smoking, I said a prayer to ask for courage and strength, talked to a friend, or walked around the neighborhood."

2. Get support.

"I also attended a quit-smoking program in the clinic every Thursday night, and I got a lot of help from my family and the support group."

3. Use the nicotine patch or gum.

"The doctor at the clinic suggested that I use the patch. The patch helped me control the urge to smoke."

Break Free From the Smoking Habit

Doña Fela's tips to make your home smoke free

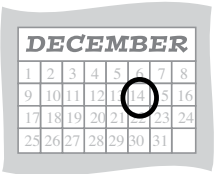
Protect your children!

Talk to your children about the harm that smoking will do to their health. Help them practice saying, "No, thanks. I don't smoke."

If your children already smoke, the way you react can make a difference. Tell your children that you really care about them and what happens to them. Listen to their thoughts and feelings. Give them facts that can help them choose good health over smoking.

Make your personal pledge to protect your family from cigarette smoke.

Here are some examples:



- **If you smoke—**
  I will set a quit date today. (The important thing is for *you* to pick the date—not your doctor, not your family, not your kids. It's *your* decision.)

- **To help your children stay smoke-free—**
  I will talk to my children about the harmful effects of smoking. I will encourage them to create a sign that says, "We are a smoke-free family."

- **To protect your family, friends, and others from smokers—**
  I will let my family, friends, and others know that I do mind if they smoke around me. I will put a "No Smoking" sticker or sign in my house and car.

- **To help your community—**
  I will encourage my neighbors to have smoke-free homes. I will give them "Thank You for Not Smoking" posters.

Write the changes you will make this week.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The health of yourself and your family is priceless.
Make an investment in it!

session 11

Review and Graduation

Objectives

This session is designed to:

- Review information learned in Sessions 1 through 10 using games and activities.
- Recognize the group's efforts and accomplishments.

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual and picture cards
- Heart Health Bingo Facts (pages 322–323)
- Heart Health Bingo Cards (pages 324–338)
- Bingo card markers (pennies, dry beans, or other items)
- Pens
- Stamped envelopes
- *(Optional)* Food (if having a potluck)
- *(Optional)* Small gift or certificate for each group member (page 341)

Handouts

Give group members these handouts during this session:

- "Heart Health Bingo Facts" (pages 322–323)
- "Heart Health Bingo Cards" (pages 324–338)
- *(Optional)* "Letter to Myself Sample" (page 339)
- "Letter to Myself" (page 340)
- "Certificate of Achievement" (page 341)*

* Prepare the certificates before the session. You can photocopy the "Certificate of Achievement" handout and write in the name of each participant, or you can find certificates in a business supply store.

Session Outline

Introducing the Session

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

Conducting the Session

1. Heart Health Bingo*
2. Letter to Myself Activity

Recognition for Completing the Your Heart, Your Life Project

(Optional) Potluck Meal

Closing

* Prepare the bingo cards and bingo facts before the session.

Introducing the Session

1. Welcome

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

2. Review of Last Week's Session

Note: If group members went on a grocery store tour, ask them to share what they learned from the tour. If not, go to the following review of Session 10.

■ **Say:**

During Session 10, we talked about the ways cigarette smoking can harm you. Who can name some of the harmful effects of smoking?

Note: Allow 3 to 5 minutes for group members to respond. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** these effects if they are not mentioned.

- Cigarette smoking can cause health problems, such as:

  — Heart disease — Stroke — Asthma

  — Cancer — Emphysema

- Cigarette smoking irritates the eyes and can trigger asthma attacks.

- Less serious, but very unpleasant, effects of smoking include:

  — Yellow stains on teeth and fingers — Early wrinkling of the face

  — Bad breath — Many colds and sore throats

  — Poorer sense of smell and taste

■ **Ask:**

How did you do with your pledge to do one thing to quit smoking or to protect your family from secondhand smoke? Did anything work very well? Did anything cause a problem?

Note: Allow 5 to 8 minutes for group members to comment.

3. About This Session

■ **Say:**

During this session, we will go over information we learned in Sessions 1 through 10. Thank you all for taking part in the sessions, and congratulations for making the effort to learn how to lower the risk of heart disease, stroke, and diabetes for you and your families.

Conducting the Session

1. Heart Health Bingo

Note: Make one copy of the "Heart Health Bingo Facts" handout (pages 322–323) on stiff paper, and cut the paper on the dotted lines. Mix the pieces, and place them in a box. Also make one copy of each of the Heart Health Bingo Cards (pages 324–338) on stiff paper, and cut them out.

■ **Give** one card to each person. **Give** each group member nine pennies, nine dry beans, or a set of nine other items that can be used to mark the cards.

■ **Say:**

We are going to play a bingo game to review facts about preventing heart disease, stroke, and diabetes. Here's how to play:

1. To start, place a marker on the free space in the center of the card.

2. Listen as the bingo caller reads facts about heart health. These facts will be drawn from a box.

3. If the fact that is read matches a fact on your card, place a marker on it.

4. If you get three markers in a row, call out "Bingo." The row can be up and down, across, or diagonal.

- **Hold** up a card to show the group how rows can look.

Note: Play two or three games as time permits. At the end of each game, have the group members turn in their card for new ones. If possible, you may want to award small prizes to the winners.

2. Letter to Myself Activity

Note: Bring a stamped envelope and pen for each group member. If you have group members who do not write well, let them tell you the information and you can write it down for them.

- **Give** each group member a pen, the "Letter to Myself" handout (page 340), and a stamped envelope. You may want to show or read aloud the "Letter to Myself Sample" handout (page 339) to give group members ideas.

- **Ask** the group members to use the handout to list healthy changes they will continue to work on until these changes become habits.

- **Tell** them to address the envelope to themselves and place the letter inside. Collect the sealed, self-addressed envelopes.

- **Say:**

  I will mail your letter to you in about 3 months. Getting this letter will help remind you to keep using what you've learned in these sessions to care for your heart.

Recognition for Completing the Your Heart, Your Life Training

- **Show picture card 11.1.**
- **Say:**

  Everyone gave time and effort to attend the sessions. I hope you will use the information to help improve your heart health and your family's heart health.

- *(Optional)* If you choose, **give** small gifts to group members.
- **Say:**

  Now, I would like to give each of you a certificate to honor your efforts and your achievements.

- **Call** each group member's name and **give** each person the "Certificate of Achievement" handout (page 341) or the small gift of recognition.
- **Say:**

  Now you have a chance to talk about what you have found helpful. Would anyone like to share your family's reactions to your pledged activities?

Note: Allow a moment for group members to respond.

- **Say:**

  I would also like to know if you have done any activities from the "Tender Care for a Happy Heart" list that I gave you during Session 2. How did you do with the actions for a happy heart? Are you listening to soft music? Have you planted a garden? Have you learned to breathe deeply? Have you shown gratitude to others? Which of these actions has affected you the most? Have you done any of these actions as a daily activity?

Note: Allow 2 to 3 minutes for group members to respond.

(Optional) Potluck Meal

- **Say:**

  Now is the time for the potluck meal. Please place the dishes you brought on the table. We will begin the celebration.

Closing

- **Say:**

  Thank you for coming and for completing the program. I wish everyone well, and I hope you continue your journey toward good health and a healthy heart.

Note: Think about today's session and about all of the training that you have done during the last few months. What do you think worked and didn't work? What changed in your own life as a result of what you learned during these sessions?

Heart Health Bingo Facts

(Photocopy, and cut on the dotted lines.)

Protect your heart. When the heart stops, life stops.	If your waist measurement is high, you are at risk for heart disease.
Physical activity makes your heart and lungs stronger.	Each day, do at least 30 to 60 minutes of physical activity and encourage your children to be active for 60 minutes.
A stroke happens when blood and oxygen can't get to the brain. The brain starts to die.	It is best to have a blood pressure reading below 120/80 millimeters of mercury (mmHg).
A blood pressure reading of 140/90 millimeters of mercury (mmHg) or greater is high.	Eat less salt and sodium to help prevent high blood pressure.
Hypertension is another term for high blood pressure.	Heart attack warning signs are pain in the chest, arms, back, neck, or jaw; difficulty breathing; light-headedness; cold sweat; and feeling sick to your stomach.
Use herbs and spices instead of salt.	If you are prescribed blood pressure or cholesterol medication, take it as the doctor tells you.
Being overweight increases your risk of heart disease and diabetes.	Being overweight increases your risk of high blood pressure and high blood cholesterol.
People with diabetes can die from heart disease or stroke.	If someone is having a heart attack or stroke, do not drive him or her. Call 9–1–1 right away.
To lose weight, cut down on portion size and be more active.	The food label gives the serving size and the number of calories in a serving.
A body mass index (BMI) tells you if you are overweight. A BMI under 25 is a healthy weight.	Eat more fruit each day. Have a banana with your cereal for breakfast.

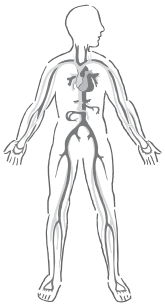
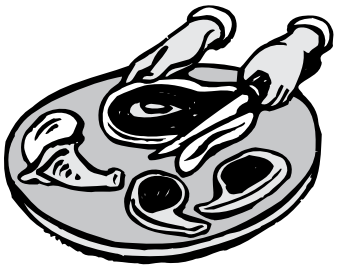
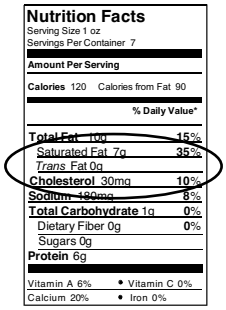
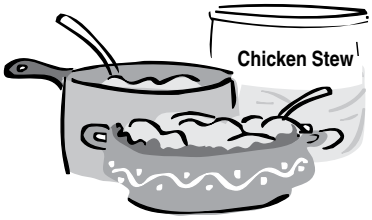
Heart Health Bingo Facts *(continued)*

(Photocopy, and cut on the dotted lines.)

Eat more vegetables each day. Have a salad for lunch.	When eating out, order baked, broiled, or grilled foods to cut down on fat and calories.
To save food dollars, plan weekly menus. Shop with a list!	Try fruit and fat-free yogurt for snacks.
Smoking causes serious health problems, such as heart disease and lung cancer.	Pregnant women should not smoke.
Children of smokers are more likely to become smokers.	A desirable LDL (bad) blood cholesterol level is below 100 mg/dL.
Prediabetes means that you are on the way to developing diabetes. Act now—lose weight if overweight and become active.	Cholesterol can clog your arteries and cause a heart attack or stroke.
The signs of diabetes are increased thirst, hunger, and urination; fatigue; weight loss; blurred vision; and sores that don't heal.	Trim visible fat from meat before cooking.
Use the food label to choose foods lower in saturated fat, *trans* fat, and cholesterol.	Saturated fat is found in high-fat meat, cheese, milk, and butter.
High blood pressure makes your heart work harder.	Cook more food than you need and freeze part to use when you don't have a lot of time to cook.
Beans, rice, fruits, and vegetables are naturally low in fat.	Drain meat after it is cooked to get rid of some of the fat.
A healthy triglyceride level is less than 150 milligrams per deciliter (mg/dL).	To prevent diabetes, keep your weight down, and be physically active.

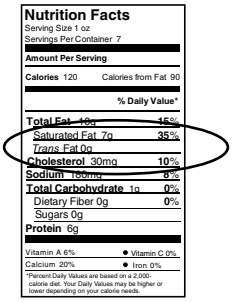
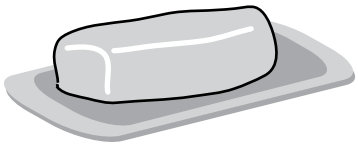
Heart Health Bingo Card 1

Heart Health Bingo

 A stroke happens when blood and oxygen can't get to the brain. The brain starts to die.	 Use herbs and spices instead of salt.	 Children of smokers are more likely to become smokers.
 Trim visible fat from meat before cooking.	♥ FREE SPACE	 The signs of diabetes are increased thirst, hunger, and urination; fatigue; weight loss; blurred vision; and sores that don't heal.
 Nutrition Facts Serving Size 1 oz Servings Per Container 7 Amount Per Serving Calories 120 Calories from Fat 90 % Daily Value* Total Fat 10g 15% Saturated Fat 7g 35% *Trans* Fat 0g Cholesterol 30mg 10% Sodium 180mg 8% Total Carbohydrate 1g 0% Dietary Fiber 0g 0% Sugars 0g Protein 6g Vitamin A 6% • Vitamin C 0% Calcium 20% • Iron 0% Use the food label to choose foods lower in saturated fat, *trans* fat, and cholesterol.	 Eat more vegetables each day. Have a salad for lunch.	 Cook more food than you need and freeze part to use when you don't have a lot of time to cook.

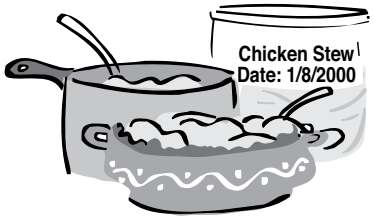
Heart Health Bingo Card 2

Heart Health Bingo

 High blood pressure makes your heart work harder.	 Beans, rice, fruits, and vegetables are naturally low in fat.	 Use the food label to choose foods lower in saturated fat, *trans* fat, and cholesterol.
 If someone is having a heart attack or stroke, do not drive him or her. Call 9–1–1 right away.	♥ FREE SPACE	 Saturated fat is found in high-fat meat, cheese, milk, and butter.
 A blood pressure reading of 140/90 mmHg or greater is high.	 If your waist measurement is high, you are at risk for diabetes.	 Pregnant women should not smoke.

Heart Health Bingo Card 3

Heart Health Bingo

 Children of smokers are more likely to become smokers.	 Cook more food than you need and freeze part to use when you don't have a lot of time to cook.	 To prevent diabetes, keep your weight down, and be physically active.
 Protect your heart. When the heart stops, life stops.	♥ FREE SPACE	 Eat less salt and sodium to help prevent high blood pressure.
 To lose weight, cut down on portion size, and be more active.	 Eat more vegetables each day. Have a salad for lunch.	 Prediabetes means that you are on the way to developing diabetes. Act now—lose weight if overweight and become active.

Heart Health Bingo Card 4

Heart Health Bingo

Cholesterol can clog your arteries and cause a heart attack or stroke.

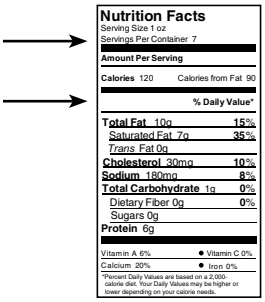
Eat more fruit each day. Have a banana with your cereal for breakfast.

Hypertension is another term for high blood pressure.

Smoking causes serious health problems, such as heart disease and lung cancer.

♥

FREE SPACE



Nutrition Facts
Serving Size 1 oz
Servings Per Container 7

Amount Per Serving

Calories 120 Calories from Fat 90

% Daily Value*

Total Fat 10g **15%**
Saturated Fat 7g **35%**
Trans Fat 0g
Cholesterol 30mg **10%**
Sodium 180mg **8%**
Total Carbohydrate 1g **0%**
Dietary Fiber 0g **0%**
Sugars 0g
Protein 6g

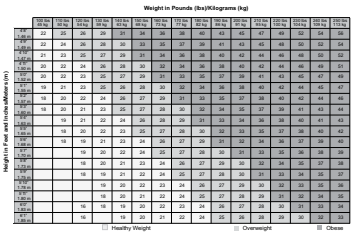
Vitamin A 6% • Vitamin C 0%
Calcium 20% • Iron 0%

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

The food label gives the serving size and the number of calories in a serving.

Heart attack warning signs are pain in the chest, arms, back, neck, or jaw; difficulty breathing; light-headedness; cold sweat; and feeling sick to your stomach.

A desirable LDL (bad) blood cholesterol level is below 100 mg/dL.



Weight in Pounds (lbs)/Kilograms (kg)

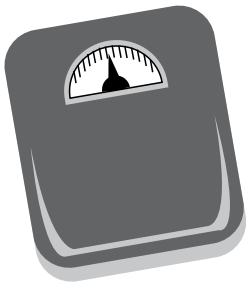
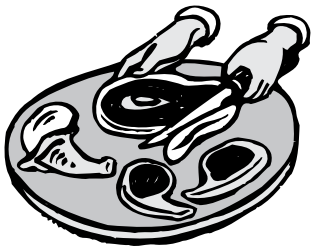
Height in Feet and Inches/Meters (m)	100 lbs 45 kg	105 lbs 48 kg	110 lbs 50 kg	115 lbs 52 kg	120 lbs 54 kg	125 lbs 57 kg	130 lbs 59 kg	135 lbs 61 kg	140 lbs 64 kg	145 lbs 66 kg	150 lbs 68 kg	155 lbs 70 kg	160 lbs 73 kg	165 lbs 75 kg	170 lbs 77 kg
4'11" 1.50 m	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
5'0" 1.52 m	22	24	25	26	27	28	29	30	31	32	33	34	35	36	37
5'1" 1.54 m	21	23	24	25	26	27	28	29	30	31	32	33	34	35	36
5'2" 1.57 m	20	22	23	24	25	26	27	28	29	30	31	32	33	34	35
5'3" 1.60 m	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
5'4" 1.62 m	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
5'5" 1.65 m	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
5'6" 1.68 m		18	19	20	21	22	23	24	25	26	27	28	29	30	31
5'7" 1.70 m			18	19	20	21	22	23	24	25	26	27	28	29	30
5'8" 1.73 m				18	19	20	21	22	23	24	25	26	27	28	29
5'9" 1.75 m					18	19	20	21	22	23	24	25	26	27	28
5'10" 1.78 m						18	19	20	21	22	23	24	25	26	27
5'11" 1.80 m							18	19	20	21	22	23	24	25	26
6'0" 1.83 m								18	19	20	21	22	23	24	25
6'1" 1.85 m									18	19	20	21	22	23	24

Healthy Weight Overweight Obese

A BMI (body mass index) tells you if you are overweight. A BMI under 25 is a healthy weight.

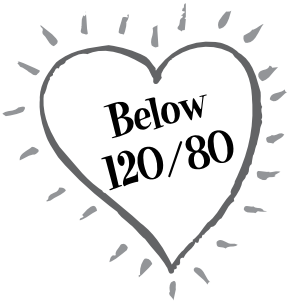
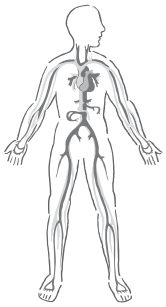
Heart Health Bingo Card 5

Heart Health Bingo

 Each day, do at least 30 to 60 minutes of physical activity and encourage your children to be active for 60 minutes.	 Being overweight increases your risk of heart disease and diabetes.	 Try fruit and fat-free yogurt for snacks.
 When eating out, order baked, broiled, or grilled foods to cut down on fat and calories.	♥ FREE SPACE	 A healthy triglyceride level is below 150 mg/dL.
 Trim visible fat from meat before cooking.	 If you are prescribed blood pressure or cholesterol medication, take it as the doctor tells you.	 To save food dollars, plan weekly menus. Shop with a list!

Heart Health Bingo Card 6

Heart Health Bingo

 The signs of diabetes are increased thirst, hunger, and urination; fatigue; weight loss; blurred vision; and sores that don't heal.	 Drain meat after it is cooked to get rid of some of the fat.	 It is best to have a blood pressure reading below 120/80 mmHg.
 People with diabetes can die from heart disease or stroke.	♥ FREE SPACE	 Use herbs and spices instead of salt.
 A stroke happens when blood and oxygen can't get to the brain. The brain starts to die.	 If your waist measurement is high, you are at risk for heart disease.	 Hypertension is another term for high blood pressure.

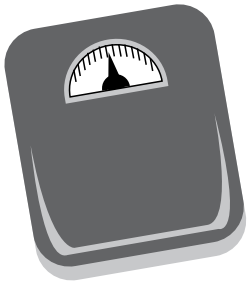
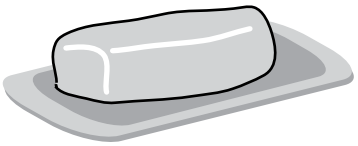
Heart Health Bingo Card 7

Heart Health Bingo

 A desirable LDL (bad) blood cholesterol level is below 100 mg/dL.	 Physical activity makes your heart and lungs stronger.	 Hypertension is another term for high blood pressure.
 Eat more vegetables each day. Have a salad for lunch.	♥ FREE SPACE	 A healthy triglyceride level is below 150 mg/dL.
 Pregnant women should not smoke.	 Use herbs and spices instead of salt.	 A blood pressure reading of 140/90 mmHg or greater is high.

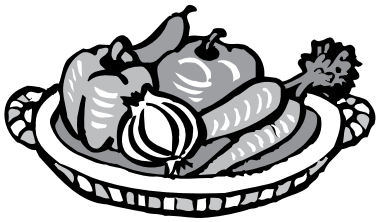
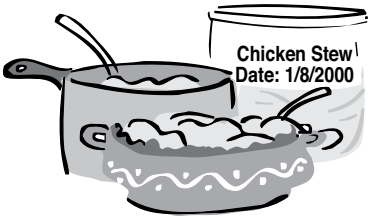
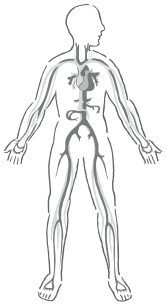
Heart Health Bingo Card 8

Heart Health Bingo

 Beans, rice, fruits, and vegetables are naturally low in fat.	 Being overweight increases your risk of high blood pressure and high blood cholesterol.	 Physical activity makes your heart and lungs stronger.
 Smoking causes serious health problems, such as heart disease and lung cancer.	♥ FREE SPACE	 Saturated fat is found in high-fat meat, cheese, milk, and butter.
 A blood pressure reading of 140/90 mmHg or greater is high.	 To save food dollars, plan weekly menus. Shop with a list!	 To lose weight, cut down on portion size, and be more active.

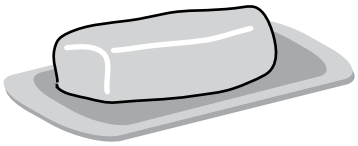
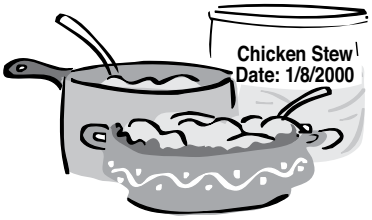
Heart Health Bingo Card 9

Heart Health Bingo

 Pregnant women should not smoke.	 Eat more vegetables each day. Have a salad for lunch.	 Drain meat after it is cooked to get rid of some of the fat.
 Cook more food than you need and freeze part to use when you don't have a lot of time to cook.	♥ FREE SPACE	 A stroke happens when blood and oxygen can't get to the brain. The brain starts to die.
 If someone is having a heart attack or stroke, do not drive him or her. Call 9–1–1 right away.	 When eating out, order baked, broiled, or grilled foods to cut down on fat and calories.	 Protect your heart. When the heart stops, life stops.

Heart Health Bingo Card 10

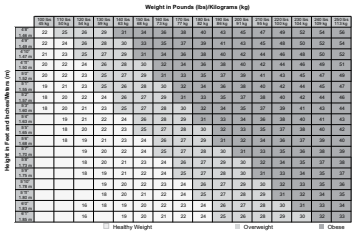
Heart Health Bingo

 High blood pressure makes your heart work harder.	 Saturated fat is found in high-fat meat, cheese, milk, and butter.	 Eat less salt and sodium to help prevent high blood pressure.
 Cook more food than you need and freeze part to use when you don't have a lot of time to cook.	♥ FREE SPACE	 Heart attack warning signs are pain in the chest, arms, back, neck, or jaw; difficulty breathing; light-headedness; cold sweat; and feeling sick to your stomach.
 If your waist measurement is high, you are at risk for heart disease.	 Children of smokers are more likely to become smokers.	 If someone is having a heart attack or stroke, do not drive him or her. Call 9–1–1 right away.

Heart Health Bingo Card 11

Heart Health Bingo

It is best to have a blood pressure reading below 120/80 mmHg.



Weight in Pounds (lbs)/Kilograms (kg)

Height in Feet and Inches/Meters (m)	100 lbs 45 kg	105 lbs 50 kg	110 lbs 55 kg	115 lbs 60 kg	120 lbs 65 kg	125 lbs 68 kg	130 lbs 73 kg	135 lbs 77 kg	140 lbs 82 kg	145 lbs 86 kg	150 lbs 91 kg	155 lbs 95 kg	160 lbs 100 kg	165 lbs 105 kg	170 lbs 109 kg	175 lbs 113 kg
4'10" 1.47 m	22	23	24	25	27	28	29	30	31	32	33	34	35	36	37	38
4'11" 1.50 m	22	24	25	26	28	29	30	31	32	33	34	35	36	37	38	39
5'0" 1.52 m	21	23	24	25	27	28	29	30	31	32	33	34	35	36	37	38
5'1" 1.55 m	20	22	23	24	26	27	28	29	30	31	32	33	34	35	36	37
5'2" 1.57 m	20	21	22	23	25	26	27	28	29	30	31	32	33	34	35	36
5'3" 1.60 m	19	20	21	22	24	25	26	27	28	29	30	31	32	33	34	35
5'4" 1.62 m	18	19	20	21	23	24	25	26	27	28	29	30	31	32	33	34
5'5" 1.65 m		18	19	20	22	23	24	25	26	27	28	29	30	31	32	33
5'6" 1.68 m		17	18	19	21	22	23	24	25	26	27	28	29	30	31	32
5'7" 1.70 m			17	18	20	21	22	23	24	25	26	27	28	29	30	31
5'8" 1.73 m			16	17	19	20	21	22	23	24	25	26	27	28	29	30
5'9" 1.75 m				16	18	19	20	21	22	23	24	25	26	27	28	29
5'10" 1.78 m				16	17	18	19	20	21	22	23	24	25	26	27	28
5'11" 1.80 m					16	17	18	19	20	21	22	23	24	25	26	27
6'0" 1.83 m					16	16	17	18	19	20	21	22	23	24	25	26
6'1" 1.85 m						15	16	17	18	19	20	21	22	23	24	25

Healthy Weight · Overweight · Obese

A BMI (body mass index) tells you if you are overweight. A BMI under 25 is a healthy weight.

Smoking causes serious health problems, such as heart disease and lung cancer.

To save food dollars, plan weekly menus. Shop with a list!

♥ FREE SPACE

Eat more fruit each day. Have a banana with your cereal for breakfast.

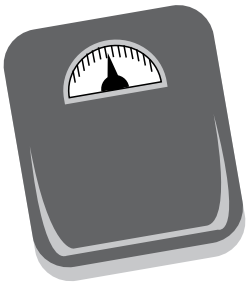
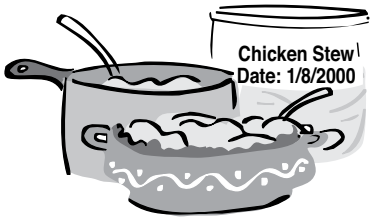
To prevent diabetes, keep your weight down, and be physically active.

If your waist measurement is high, you are at risk for heart disease.

To lose weight, cut down on portion size, and be more active.

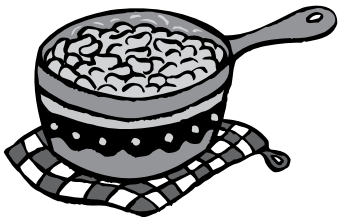
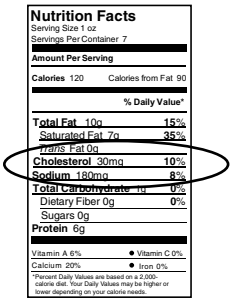
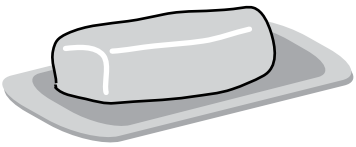
Heart Health Bingo Card 12

Heart Health Bingo

 Being overweight increases your risk of heart disease and diabetes.	 Each day, do at least 30 to 60 minutes of physical activity and encourage your children to be active for 60 minutes.	 Try fruit and fat-free yogurt for snacks.
 Cholesterol can clog your arteries and cause a heart attack or stroke.	♥ FREE SPACE	 To lose weight, cut down on portion size, and be more active.
 Hypertension is another term for high blood pressure.	 Cook more food than you need and freeze part to use when you don't have a lot of time to cook.	 Heart attack warning signs are pain in the chest, arms, back, neck, and jaw; difficulty breathing; light-headedness; cold sweat; and feeling sick to your stomach.

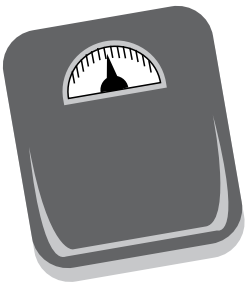
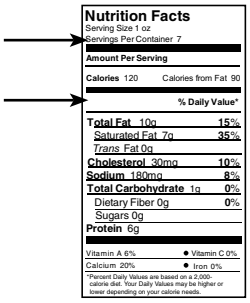
Heart Health Bingo Card 13

Heart Health Bingo

 High blood pressure makes your heart work harder.	 Beans, rice, fruits, and vegetables are naturally low in fat.	 Use the food label to choose foods lower in saturated fat, *trans* fat, and cholesterol.
 If someone is having a heart attack or stroke, do not drive him or her. Call 9–1–1 right away.	♥ FREE SPACE	 Saturated fat is found in high-fat meat, cheese, milk, and butter.
 A blood pressure reading of 140/90 mmHg or greater is high.	 If your waist measurement is high, you are at risk for heart disease.	 Pregnant women should not smoke.

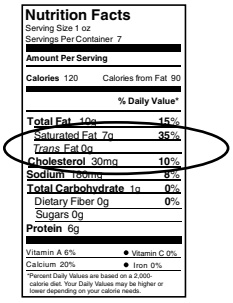
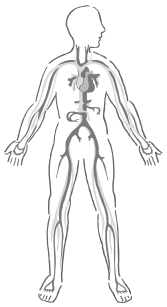
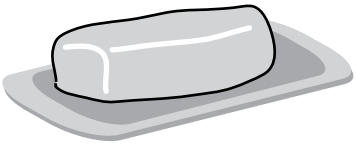
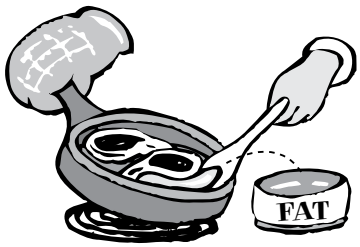
Heart Health Bingo Card 14

Heart Health Bingo

 If your waist measurement is high, you are at risk for heart disease.	 If you are prescribed blood pressure or cholesterol medication, take it as the doctor tells you.	 High blood pressure makes your heart work harder.
 Being overweight increases your risk of high blood pressure and high blood cholesterol.	♥ FREE SPACE	 Smoking causes serious health problems, such as heart disease and lung cancer.
 Nutrition Facts Serving Size 1 oz Servings Per Container 7 Amount Per Serving Calories 120 Calories from Fat 90 % Daily Value* Total Fat 10g 15% Saturated Fat 7g 35% *Trans* Fat 0g Cholesterol 30mg 10% Sodium 180mg 8% Total Carbohydrate 1g 0% Dietary Fiber 0g 0% Sugars 0g Protein 6g Vitamin A 6% • Vitamin C 0% Calcium 20% • Iron 0% *Percent Daily Values are based on a 2,000-calorie diet. Your Daily Values may be higher or lower depending on your calorie needs. The food label gives the serving size and the number of calories in a serving.	 Children of smokers are more likely to become smokers.	 Prediabetes means that you are on the way to developing diabetes. Act now—lose weight if overweight and become active.

Heart Health Bingo Card 15

Heart Health Bingo

 Trim visible fat from meat before cooking.	 Pregnant women should not smoke.	 Use the food label to choose foods lower in saturated fat, *trans* fat, and cholesterol.
 A stroke happens when blood and oxygen can't get to the brain. The brain starts to die.	♥ FREE SPACE	 Saturated fat is found in high-fat meat, cheese, milk, and butter.
 A healthy triglyceride level is below 150 mg/dL.	 Use herbs and spices instead of salt.	 Drain meat after it is cooked to get rid of some of the fat.

Letter to Myself

Sample

I have learned that I can do many things to improve my health and lower my chances of developing heart disease. I can help family members make healthy choices, too. During the next 3 months, I will try to do these things to care for my heart:

1. At work, I will use the stairs instead of taking the elevator.
2. I will eat 2 cups of fruit (an orange and an apple) every day.
3. When eating out, I will choose foods that are baked, broiled, or grilled.
4. I will switch to reduced-fat (2%) milk for 1 month, then to low-fat (1%) milk for 1 month, and finally to fat-free milk.
5. I will have my blood pressure checked at the local clinic.

Signed Roberto García

Date 1/30/2008

Letter to Myself

I have learned that I can do many things to improve my health and lower my chances of developing heart disease. I can help family members make healthy choices, too. During the next 3 months, I will try to do these things to care for my heart:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

Signed _____

Date _____

Certificate of Achievement

Awarded to:

_____

for completing the
Your Heart, Your Life Training

_____ Date

_____ Community Health Worker

i l Insti lth and Human Ser i lth

Nati l Heart Lung and Blood Insti le Sci lth

s e s s i o n 12

Use Evaluation To Track Your Progress *(Especially for Promotores)*

Objectives

By the end of this session, promotores will learn how to:

- Create a vision for a Your Heart, Your Life community project.
- Learn the basics of evaluation.
- Choose strategies that can be used to implement the Your Heart, Your Life project in the community.
- Learn the role of a community health worker in the evaluation process.
- Collect data to show the results of the project.
- Participate as a team member in the project's evaluation process.
- Create an evaluation workplan for the project's activities.

Materials and Supplies

To conduct this session, you will need:

- "Your Heart, Your Life" manual
- Blackboard and chalk or large pieces of paper, markers, and tape

- Color markers and sheets of poster board
- "Your Heart, Your Life: Three Strategies To Offer in Your Community" (pages 370–372)
- "Outcome Evaluation Form" (page 373)

Handouts

Give these handouts to each group member during the session:

- "Examples of Project Evaluation" (page 367–368)
- "Types of Evaluation" (page 369)
- "Promotores Train the Trainer Pretest and Posttest" (pages 374–378)
- "Feedback Form—What Did You Think About the Training? (for Strategy 1)" (pages 379–380)
- "My Health Habits Pretest and Posttest" (pages 381–388)
- "Screening Form" (page 389)
- "Clinical Measures and Followup Form" (pages 390–392)
- "Promotores Activities Form" (pages 393–394)
- "Recording Log (for Strategies 1, 2a, 2b, and 3)" (pages 395–397)
- "Develop an Evaluation Workplan for Your Project" (pages 398–400)

Session Outline

Introducing the Session

1. Welcome
2. About the Session

Conducting the Session

1. Develop a Vision for the Your Heart, Your Life Community Project
2. Basic Information on Evaluation
3. Your Heart, Your Life: Three Strategies To Offer in Your Community
4. Data Collection
5. The Role of Promotores in the Evaluation Process
6. How To Work as a Member of the Evaluation Team
7. Group Activity: Develop an Evaluation Workplan for Your Project

Review of Today's Key Points

Closing

Introducing the Session

1. Welcome

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

2. About the Session

- **Say:**

  You have learned a lot of information during this training. You have gained new skills and shown great progress and motivation. Now, you are ready to put the Your Heart, Your Life training into action in your community. Congratulations!

■ **Say:**

This session is especially for promotores. It will teach you how to participate as a team member to evaluate your project.

Conducting the Session

1. Develop a Vision for the Your Heart, Your Life Community Project

■ **Say:**

During this session, you will develop a vision for a Your Heart, Your Life community project.

■ **Ask:**

Can someone tell me what a vision is?

Note: Allow 2 to 3 minutes for group members to respond. Write their answers on the blackboard or a large piece of paper taped to the wall.

■ **Add** the following answers if they are not mentioned:

- A vision is your dream, an image, or a picture of what you want to do and what you imagine your community project will do for the people you serve.
- It is the direction or goal of your project.
- It is what inspires, motivates, and engages people to take action.

■ **Say:**

A vision can be written as a statement or expressed as a drawing.

- Some examples of vision statements are:
  - A heart healthy and stroke-free community
  - An active, healthy, and informed community
- **Say:**

  Now it's time for you to create a vision for a community project. Think of this question when you create your vision: What would you like your community to be like after implementing your heart health project?

Note: Divide the participants into small groups.

- **Say:**

  Choose one person from your group to share your group's vision.

Note: Give each small group a set of color markers and a piece of poster board. Allow 20 minutes for groups to come up with their visions.

- **Say:**

  Now, a member of each group will present each vision to the rest of the group members.

Note: Allow 2 to 3 minutes for each group to share its vision. Congratulate the promotores for their enthusiasm and a job well done.

2. Basic Information on Evaluation

- **Say:**

  When you offer the Your Heart, Your Life classes in your community, you will want to know if your project helped you to achieve your vision. Evaluation can help you do this. Now, let's talk about what evaluation is and some important steps you need to know when you evaluate a project.

■ **Say:**

Evaluation is a well-thought-out process to assess the value of your project.

■ **Ask:**

What are some benefits of evaluation?

Note: Allow about 2 minutes for group members to answer. Write their answers on the blackboard or on a large piece of paper taped to the wall.

■ **Add** the following answers if they are not mentioned.

Evaluation offers you a way to:

- Find out if your project is working or is successful.
- Learn if you are meeting the goals of the project.
- Find out which project areas need to be changed or improved.
- Gather information about your project that you can share with the community and those who fund your project.
- Learn if your project activities are helping people make healthy choices.

■ **Give** each group member the "Examples of Project Evaluation" handout (page 367–368).

■ **Say:**

Now we will look at how evaluation is used in a few projects.

■ **Ask** volunteers to read aloud each example and tip.

Examples of Project Evaluation

Example 1

During the month of May, doctors from a community clinic referred 45 patients to the heart health sessions conducted by promotores. Thirty participants attended all of the heart health sessions. The other 15 participants attended only a few sessions.

After the classes ended, the promotores conducted followup visits. These visits revealed that the 30 participants who attended all the classes were using the project's heart healthy recipes, participating in physical activities, and taking their medicines as the doctor told them. The other 15 participants who did not attend the classes were not using the recipes, most were not doing any physical activity, and several were taking their medicines only when they remembered.

The promotores saw that the project had a greater positive impact on participants who took part in all of the heart healthy sessions.

Tip: Plan to track participants at every stage of your project—(1) referrals, (2) class attendance, and (3) followup after the classes.

Example 2

A promotora is a member of the health promotion team working on a project to increase the physical activity of community members. Participants attended a series of heart health sessions. The promotora reviewed the results of the project and found that 15 out of 20 participants who went to at least 6 of the training sessions were now walking 30 minutes or more per day.

The promotora learned that people who attended the heart healthy sessions increased their physical activity.

Tip: Learn your project goals; review them throughout your project. Make sure that project activities make sense and are helping you to reach the goals of the project.

Example 3

A group of promotores posted flyers in the community about an upcoming cholesterol-screening event. They held the screening, but only a few people showed up. After the poor turnout, the promotores thought about different ways to get the word out. They met with community leaders, got their input, and developed a new strategy. The new strategy was to go door to door to talk about the importance of cholesterol screening and to ask people to share this information with friends and family. The promotores held a second screening and had a much better turnout.

By finding out what didn't work and getting input from the community, the promotores were able to make changes in the way they recruited participants.

Tip: Don't focus only on the positive results of the project. You can learn a great deal by looking at what went wrong and what did not work.

Example 4

A promotora conducted several heart healthy sessions for community members. One participant shared her high blood pressure story. She described how her doctor had told her she had high blood pressure and about all the healthy changes she made. After 3 months, she had lost 10 pounds and her blood pressure was under control.

The promotora asked this participant to share her story at a community gathering. More community members are now interested in taking part in the heart healthy sessions.

Tip: Be creative. Project evaluation is about more than just numbers. Participants' stories, pictures, and journals can be very powerful to describe how your project has affected them.

■ **Say:**

You have learned examples of project evaluation. Let's go over the seven steps to create a plan for implementing and evaluating your project.

1. Choose the activities. Work with your agency to choose the activities you want to do. For example, your project may offer to train promotores using the "Your Heart, Your Life" manual.

2. Implement project activities. Perform the activities of your project as planned. For example, you can recruit 20 promotores from the community and conduct the Your Heart, Your Life training.

3. Collect data. Collect data to show if your project is helping promotores. For example, you can use questionnaires to find out how promotores used the information, what they learned in the sessions, and if they made heart healthy changes in their lives.

4. Enter data. Enter information from the completed questionnaires into a database. This task can be done by trained promotores or trained program staff.

5. Analyze the data. An evaluator can analyze the data and summarize the findings. For example, an evaluator may find that promotores who walk for 60 minutes daily have lower blood pressures and have lost weight.

6. Write a report about the results. A report can show how the community has changed as a result of the project. For example, the evaluator may describe how promotores' eating habits and physical activity patterns have changed as a result of their participation in the training.

7. Share the results. Promotores can share results with community members. Sharing results can increase community members' interest in the project and motivate them to take personal action to improve their health.

■ **Say:**

You have seen how evaluation can help you. Now, let's take a look at two types of evaluation: process evaluation and outcome evaluation.

- **Give** each group member the "Types of Evaluation" handout on page 369.

- **Ask** volunteers to read aloud the types of evaluation and each example.

Types of Evaluation

Process Evaluation

Process evaluation tells you about the content of project activities. You can learn if you are doing the activities as they were planned. It also tells you who is participating in your project activities. You can track the specifics of how you carry out your project, such as the time spent on activities and how many participants attended the activities. The results of process evaluation help you know which activities are more successful than others. It also gives you the feedback you need to improve your project.

Example: You can collect information about the number of sessions you taught from the "Your Heart, Your Life" manual and how much time you spent on activities during the training sessions.

Outcome evaluation

Outcome evaluation describes the effect your project had on participants. You can learn how the participants changed or are changing after completing the course. You can track how participants' knowledge, feelings (attitudes), or actions (behaviors) have changed after taking part in the project. You can also track the changes in the clinical values. (For example, you can check to see if participants' blood pressure or weight has decreased.)

Example: A questionnaire is given to participants before the first class. The same questionnaire is given after the last class. The results of the two questionnaires are compared. This will tell you how much participants learned.

Other Evaluation Methods

You can use other methods to evaluate your project. You can ask participants for their stories (testimonials) about how the course has affected them, and collect the stories as the project evolves. They can submit photographs and journals about the changes they have made during the project.

3. Your Heart, Your Life: Three Strategies To Offer in Your Community

Note: Before the session, read the charts on pages 370–372 that serve as a guide. These charts list the three strategies in more detail. Each strategy includes: goals, description of activities, setting, and target audience.

■ **Say:**

You can offer the Your Heart, Your Life training in your community using three strategies. These strategies are:

1. **Train the Trainer.** This strategy consists of using the "Your Heart, Your Life" manual to train a group of promotores, who then go back to their communities and train other promotores.

2. **Community Education.** In this strategy, trained promotores use the manual and picture cards to teach community members by using one of the following options:

   - Teaching all lessons from the manual to community members.

   - Teaching all lessons from the manual and screening community members. Screenings can include: the height, weight, and waist measures of participants. Blood pressure, blood cholesterol, and blood glucose screenings also can be conducted with the help of other agencies and health professionals. If needed, promotores can refer project participants with elevated values to a medical setting for followup.

■ **Ask:**

When you do screenings as part of your community education, why do you think it is necessary to partner with other agencies such as a clinic?

Note: Allow about 2 minutes for group members to respond.

Note: Add the following answers if they are not said.

- To secure trained health care staff to screen participants for high blood pressure, high blood cholesterol, or blood glucose. This person usually works in a clinic or a hospital.

- To get an authorized agency to obtain permission forms from participants before they are screened for high blood pressure, high blood cholesterol, or blood glucose.

- To refer participants with elevated numbers to a health care professional at the clinic to confirm that their levels are high and to get health information.

3. **Lifestyle and Clinical Management.** In this strategy, promotores function as part of a health care team. Trained promotores: (1) teach sessions of the manual to patients, (2) monitor patients' clinical measures (blood pressure, blood cholesterol, body mass index (BMI), waist measures, and blood glucose levels) in collaboration with a health care provider, and (3) follow up with patients to offer support and encouragement in addition to making sure that patients are following their treatment.

■ **Ask:**

Does anyone have questions about the strategies?

Note: Allow 2 minutes for group members to respond.

4. Data Collection

Note: Before the session, read the chart on page 373 that serves as a guide. The outcome evaluation chart describes each strategy, the forms needed to collect outcome data for each strategy, when the forms should be used, and the type of information you can collect to evaluate your project.

■ **Say:**

Once you have figured out what strategy or strategies you want to offer in your community, then you need to collect data for each strategy. For the "Your Heart, Your Life" manual, data collection forms for the three strategies are included at the end of this session.

Note: Give group members copies of the data collection forms, and describe each form. The data collection forms are:

- "Promotores Train the Trainer Pretest and Posttest" (pages 374–378)
- "Feedback Form—What Did You Think About the Training?" (pages 379–380)
- "My Health Habits Pretest and Posttest" (pages 381–388)
- "Screening Form" (page 389)
- "Clinical Measures and Followup Form" (pages 390–392)
- "Promotores Activities Form" (pages 393–394)
- "Recording Log Form (for Strategies 1, 2a, 2b, and 3)" (pages 395–397)

■ **Say:**

Let's look at the data collection forms for the three strategies. We will start with the **Train the Trainer** strategy. This strategy uses the "Promotores Train the Trainer Pretest and Posttest" forms. The pretest form was used at the beginning of the training, and you will use the posttest form at the end of training.

The changes in the responses from pretest to posttest will help you find out if you learned new information or skills. After the training, you will also complete the "Feedback Form—What Did You Think About the Training?" questionnaire. This form provides information on your likes and dislikes of the training, how confident you feel about training others, and suggestions for improving the training.

■ **Say:**

For the second strategy—**Community Education—**you can use the "My Health Habits Pretest and Posttest" forms to find out if participants are changing their health habits. If you add screenings to your community education strategy, you can use the "Screening Form" to record the clinical values of project participants.

■ **Say:**

Using the third strategy—**Lifestyle and Clinical Management—**you can use the "My Health Habits Pretest and Posttest" to find out how patients are changing their health habits. You can also use the "Clinical Measures and Followup Form" to record the patients' changes in clinical values.

The "Promotores Activities Form" can be used to keep track of the followup activities that help patients stay on their treatment plan.

■ **Say:**

The "Clinical Measures and Followup Form" is useful for community health workers who work in a clinical setting.

■ **Ask:**

How many of you work in a clinic, hospital, or other medical setting?

Note: Allow 2 minutes for group members to respond.

■ **Ask** each group member to look at the "Promotores Activities Form" handout again (page 393–394).

■ **Say:**

When you work with patients, it is very important to keep track of the followup activities to help patients stay on the medicines prescribed by their doctors. You should also keep track of the followup activities you do to help patients make lifestyle changes.

Note: Since you have already reviewed the "Promotores Activities Form" handout, ask volunteers if they have any questions or comments about the activities listed on the handout. Allow 2 minutes for group members to respond.

■ **Say:**

Collecting information on followup activities can highlight the important role that community health workers have in helping patients stay on their treatment plans and control their risk factors.

■ **Say:**

The last form that we will talk about is the "Recording Log." This log tells you which form to use for each strategy and tells you what type of information to gather for each strategy. The recording log focuses on process evaluation activities.

■ **Say:**

Let's review the "Recording Log" handout. The information you will gather for the Train the Trainer strategy is:

- Number of participants trained
- Number of sessions taught
- Number and percentage of participants who rate the training "good" or higher
- Number and percentage of participants who report that they "will" or "most likely will" change their health habits
- Number of participants using the "Your Heart, Your Life" manual 30 days after the training
- Types of activities that participants are completing 30 days after the training

■ **Ask** a volunteer to read aloud the information for the community education strategy.

■ **Ask** a volunteer to read aloud the information for the lifestyle and clinical management strategy.

■ **Say:**

Does anyone have questions?

■ **Say:**

The "Recording Log" form is important, because the results can help you know which activities are being implemented. It also gives you the feedback you need to improve your project.

■ **Say:**

Before using these data collection forms, we recommend that you review the "More Information" box below. This box contains tips for gathering information for your community project.

More Information

Tips for gathering information for your community project:

Before you offer a questionnaire to others:

- Check with your agency. Your agency may need to approve the questionnaire before you use it. Privacy and consent of project participants are important when doing evaluation. You will want to follow the policies of your organization and your funding agency.
- Make sure you understand how to fill out the questionnaire before you hand it out. Know the form well, so you can answer any questions participants may have.

The day of filling out the survey:

- Bring plenty of forms and pens with you.
- Ask participants to answer each question completely. Missing information will make it hard for you to analyze the data.
- If the budget allows, give a small prize to people who sign up for the course or fill out the form.
- Always remember to thank participants.

Note: During the pretest and posttest, the promotores or volunteers may ask the questions aloud if people need help with their forms. Questions may be read aloud but the answers to the questions should not be given.

5. The Role of Promotores in the Evaluation Process

■ **Ask:**

Has anyone already worked on the evaluation of a project? Can you share what you did?

Note: Allow 3 minutes for group members to respond.

■ **Say:**

Some of you may be thinking that evaluation is too complicated and that there is no role in it for you. But that is not true. Here are some examples of the roles that community health workers can have in the evaluation process.

Promotores can:

- Help to decide which activities should be conducted.
- Hand out questionnaires and other instruments to participants.
- Collect the forms.
- Enter data into a computer.
- Provide feedback on what worked and what didn't work and how the activities could be improved.
- Share results of the evaluation with the community.
- Attend training meetings about project evaluation.

■ **Say:**

Remember that your involvement in the evaluation process can help show the value of having community health workers on the project team. The actions of community health workers are key in tracking project activities in the community.

■ **Ask:**

If you have not been part of an evaluation team, would you be interested in having a role in the evaluation process of a Your Heart, Your Life project?

Note: Allow 5 minutes for group members to respond.

■ **Say:**

Thank you for sharing your experiences about being part of an evaluation team. With time and practice, your confidence level will increase. Just as you have been trained in how to conduct the sessions of the "Your Heart, Your Life" manual, you will be trained in how to conduct evaluation activities for your project. In less time than you think, you will be making great contributions to your evaluation team.

6. How To Work as a Member of the Evaluation Team

■ **Say:**

People who evaluate projects need to work as a team. Promotores can be an important part of this team.

■ **Say:**

A community project team may include:

- A project manager
- An evaluator
- Promotores
- Health professionals

■ **Ask:**

Do you have an evaluator on your project team or in your agency?

Note: Allow 2 minutes for group members to respond.

■ **Ask:**

What are some things you can do to get involved with project evaluation when you return to your agency?

Note: Allow 2 to 3 minutes for group members to respond. Write their responses on the blackboard or a large piece of paper taped to the wall.

■ **Add** any of these answers if they are not said.

Promotores can:

- Find out who does evaluation in their agencies.
- Share this session on evaluation with supervisors.
- Ask their supervisors how they can be involved in evaluating the project.
- Ask their supervisors if they can attend trainings on project evaluation.

■ **Say:**

If your agency does not have an evaluator, you can try to link with an outside evaluator who supports community health worker projects.

■ **Say:**

An evaluator can help to:

- Develop an evaluation plan.
- Make sure that the project is carried out as intended.
- Conduct an analysis.
- Write a report on the data collected.

More Information

Your agency can get the services of an outside evaluator by contacting:

- Other promotores programs
- The National Promotores Network
- A university that has a school of public health or public health project
- A foundation that has community health projects and can refer you to an evaluation consultant
- Your State health department

7. Group Activity: Develop an Evaluation Workplan for Your Project

■ **Say:**

The purpose of this activity is to develop an evaluation workplan for a community project.

■ **Divide** group members into the same three groups that they were in when they developed the vision for their community projects. **Give** each group a different project from the "Develop an Evaluation Workplan for Your Project" handout **(**pages 398–400).

Note: Group 1 will work on project 1, group 2 will work on project 2, and group 3 will work on project 3.

■ **Say:**

This handout on evaluation includes the project descriptions and a blank chart with questions to help you develop a plan on how to evaluate your activities. The questions are:

1. Who will be your target audience?
2. What strategy will you use?
3. Which forms will you use to collect data for your project?
4. Describe the activities to carry out the strategy:
   - How will you recruit participants?
   - When will you schedule the classes?
   - Who will teach the classes?
5. Decide who will manage the data:
   - Who will collect the data?
   - Who will enter the data?
   - Who will analyze the data?

Community Projects

Note: Discuss your project and the evaluation workplan using the guide on pages 398–400.

Project 1: Training Promotores To Teach the Your Heart, Your Life Manual in the Community

- Your agency has agreed to conduct the Your Heart, Your Life Train the Trainer workshop for several agencies in the community. Your agency will train 25 promotores who have asked to participate in the workshop.
- Your supervisor asks you and two other promotores to plan the Train the Trainer workshop and to develop the evaluation plan.

Note: Discuss your project and the evaluation workplan using the guide on pages 398–400.

Project 2: Helping Community Members Make Heart Healthy Lifestyle Changes

- Your community-based organization is in Ajo, NM.
- Your supervisor asks you to help develop the evaluation plan for the Your Heart, Your Life community education project.
- The course is for adults aged 30 to 60.
- The goal is to recruit, teach, and increase the knowledge, positive attitudes, and skills of the community members attending your classes.

Note: Discuss your project and the evaluation workplan using the guide on pages 398–400.

Project 3: Helping Patients Manage Their Risk Factors for Heart Disease and Make Lifestyle Changes

- Your clinic is on the border between the United States and Mexico.
- Your clinic has decided to get involved in a project on heart health to help patients change their behaviors and lower their clinical measures.
- You and two other promotores attended a promotores conference to receive the Your Heart, Your Life training.
- Now, your supervisor wants your group to develop activities and an evaluation plan for the project.

Note: Allow about 30 minutes for each group to come up with their evaluation plans.

6. Who will write the evaluation report for the project?

Note: Ask one person from each group to present the group's evaluation plan to the entire group. Allow about 5 minutes for each presentation.

■ **Say:**

Thank you for doing such a wonderful job!

Review of Today's Key Points

■ **Say:**

Let's review what we learned today.

What is evaluation?

Evaluation is a well-thought-out process for assessing the value of your project. It helps you check to see if you are meeting the goals of the project.

What are the benefits of evaluation?

- Finding out if your project is working as planned, or is successful.
- Learning if you are meeting the goals of the project.
- Finding out which project areas need to be changed or improved.
- Gathering information about your project that you can share with the community and those who fund your project.
- Learning if your project activities are helping people make healthy choices.

What is the role of promotores in the evaluation process?

- Helping to decide which activities should be carried out.
- Administering questionnaires and other instruments.
- Collecting the instruments.

- Entering data into computers.
- Providing feedback on the ways the activities are done and how they can be improved.
- Sharing results of the evaluation with the community.
- Attending training meetings about project evaluation.

What strategies can you evaluate using the "Your Heart, Your Life" manual?

- You can evaluate the training of promotores to teach heart health in the community.
- You can evaluate what community members have learned and which changes they have made to have heart healthy lifestyles.
- You can evaluate how patients have been helped in managing their risk factors for heart disease and making changes in their lifestyles.

Who forms the community project team for evaluation?

- A project manager
- An evaluator
- Promotores
- Health professionals

Closing

■ **Say:**

Thank you for coming today. What did you think of today's session?

Note: Allow a moment for group members to respond.

■ **Say:**

Promotores play an important role in the evaluation of a community project. We hope this session helps you achieve positive results in your work with the community. I wish you success in implementing the Your Heart, Your Life project in your community.

Examples of Project Evaluation

Example 1

During the month of May, doctors from a community clinic referred 45 patients to the heart health sessions conducted by promotores. Thirty participants attended all of the heart health sessions. The other 15 participants attended only a few sessions. After the classes ended, the promotores conducted followup visits. These visits revealed that the 30 participants who attended all the classes were using the project's heart healthy recipes, participating in physical activities, and taking their medicines as the doctor told them. The other 15 participants who did not attend the classes were not using the recipes, most were not doing any physical activity, and several of them were taking their medicines only when they remembered.

The promotora saw that the project had a greater positive impact on participants who took part in all of the heart healthy sessions.

Tip: Plan to track participants at every stage of your project:
(1) referrals, (2) class attendance, and (3) followup after the classes.

Example 2

A promotora is a member of the health promotion team working on a project to increase the physical activity of community members. Participants attended a series of heart health sessions. The promotora reviewed the results of the project and found that 15 out of 20 participants who went to at least 6 of the training sessions were now walking 30 minutes or more a day.

The promotora learned that people who attended the heart healthy sessions increased their physical activity.

Tip: Learn your project goals; review them throughout your project. Make sure that project activities are making sense and are helping to reach the goals of the project.

Examples of Project Evaluation *(continued)*

Example 3

A group of promotores posted flyers in the community about an upcoming cholesterol-screening event. They held the screening, but only a few people showed up. After the poor turnout, the promotores thought about different ways they could get the word out. They met with community leaders, got their input, and developed a new strategy. The new strategy was to go door to door to talk about the importance of cholesterol screening and to ask people to share this information with friends and family. The promotores held a second screening and had a much better turnout.

By finding out what didn't work and getting input from the community, the promotores were able to make changes in the way they recruited participants.

Tip: Don't focus only on the positive results of the project. You can learn a great deal by looking at what went wrong and what did not work.

Example 4

A promotora conducted several heart healthy sessions for community members. One participant shared her high blood pressure story. She described how her doctor had told her she had high blood pressure and about all the healthy changes she made. After 3 months, she had lost 10 pounds and her blood pressure was under control.

The promotora asked this participant to share her story at a community gathering. More community members are now interested in taking part in the heart healthy sessions.

Tip: Be creative. Project evaluation is about more than just the numbers. Participants' stories, pictures, and journals can be very powerful in describing how your project has affected them.

Types of Evaluation

Process Evaluation

Process evaluation tells you about the content of project activities. You can learn whether you are doing the activities as they were planned. It also tells you who is participating in your project activities. You can track the specifics on how you carry out your project, such as the time spent on activities and how many participants attended them. The results of process evaluation help you know which activities are more successful than others. It also gives you the feedback you need to improve your project.

Example: You can collect information about the number of sessions you taught from the "Your Heart, Your Life" manual and how much time you spent on activities during the training sessions.

Outcome Evaluation

Outcome evaluation describes the effect your project had on participants. You can learn how the participants changed or are changing after completing the course. You can track how participants' knowledge, feelings (attitudes), or actions (behaviors) have changed after taking part in the project. You can also track the changes in the clinical values (for example, you can check to see if participants' blood pressure or weight has decreased).

Example: A questionnaire is given to participants before the first class. The same questionnaire is given after the last class. The results of the two questionnaires are compared; this will tell you how much participants learned.

Other Evaluation Methods

You can use other methods to evaluate your project. You can ask participants for their stories (testimonials) about how the course has affected them and collect the stories as the project evolves. They can submit photographs and journals about the changes they have made during the project.

Your Heart, Your Life: Three Strategies To Offer in Your Community

Strategy	Goals	Description of Activities	Settings	Target Audience
1. Train the Trainer	• Increase the number of promotores who are prepared to train others. • Increase the use of the "Your Heart, Your Life" manual by trained promotores. • Increase knowledge about heart health. • Increase positive attitudes and behaviors toward a healthy lifestyle. • Increase the ability to identify risk factors for cardiovascular disease in participants.	Trained promotores train others by: • Recruiting promotores. • Teaching the "Your Heart, Your Life" manual to other promotores. • Administering the pretest and posttest. • Doing followups to make sure that trained promotores are using the manual.	Clinical and nonclinical: • Community-based organizations • Clinics • Hospitals • Public health programs	• Promotores • Other health professionals, for example, nurses, registered dietitians, nutritionists, and public health educators

Your Heart, Your Life: Three Strategies To Offer in Your Community *(continued)*

Strategy	Goals	Description of Activities	Settings	Target Audience
2. Community Education **a. Teach the educational manual only.**	• Increase knowledge about heart health. • Increase positive attitudes to make lifestyle changes. • Increase the adoption of healthy lifestyle behaviors.	Trained promotores who work in nonclinical settings: • Recruit members of the community. • Teach the "Your Heart, Your Life" manual. • Administer the "My Health Habits Pretest and Posttest."	Nonclinical: • Community-based organizations • Resource centers • Homes • Schools • Faith-based organizations • Senior centers	• Families and community members with signed informed consent
b. Teach the educational manual, and screen project participants.	• Increase knowledge about heart health. • Increase positive attitudes to make lifestyle changes. • Increase the adoption of healthy lifestyle behaviors. • Track participants' clinical data. • Refer participants with elevated levels to health care professionals to verify if levels are high.	Trained promotores working in nonclinical settings: • Recruit members of the community. • Teach the "Your Heart, Your Life" manual. • Administer the "My Health Habits Pretest and Posttest." • Take height, weight, and waist measures. • Measure participants' blood pressure, blood cholesterol, and blood glucose levels. • Refer individuals with elevated clinical measures to health care professionals to confirm their levels are high.	• Nonclinical in partnership with a health care professional	• Families and community members with signed informed consent

Your Heart, Your Life: Three Strategies To Offer in Your Community *(continued)*

Strategy	Goals	Description of Activities	Settings	Target Audience
3. Lifestyle and Clinical Management	• Increase knowledge about heart health. • Increase positive attitudes for making lifestyle changes. • Increase adoption of healthy lifestyle behaviors. • Lower body mass index (BMI), high blood pressure, high blood cholesterol, and high blood glucose.	Trained promotores who participate as members of the health care team: • Teach the "Your Heart, Your Life" manual to patients with heart disease risk factors and to patients who are interested in learning about heart health. • Administer the "My Health Habits Pretest and Posttest." • Take patients' height, weight, and waist measures. • Work with health care professionals to track patients' blood pressure, blood cholesterol, and blood glucose. • Do followup activities (home visits and phone calls) to make sure patients are following their treatment plans and making lifestyle changes. • Provide social support and encouragement.	• Clinics • Hospitals • Managed-care programs • Health centers • Private doctors' offices • Health departments	• Patients with heart disease risk factors • Patients interested in learning about heart health

Outcome Evaluation Form

Strategy	Forms	Use This Form	Outcome Evaluation
1. Train the Trainer	Promotores Train the Trainer Pretest and Posttest	• Before and after the training	• Number and percentage of participants who change their knowledge levels • Number and percentage of participants who change their attitudes
2. Community Education **a. Teach the educational manual only.**	My Health Habits Pretest and Posttest	• Before and after teaching the manual	• Number and percentage of participants who change knowledge, attitudes, and behaviors
b. Teach the educational manual, and screen project participants.	My Health Habits Pretest and Posttest	• Before and after teaching the manual	• Number and percentage of participants who change knowledge, attitudes, and behaviors
	Screening Form	• Before and after teaching the manual	• Number and percentage of participants referred to a health care professional • Number and percentage of participants who actually followed up with a health care professional
3. Lifestyle and Clinical Management	My Health Habits Pretest and Posttest	• Before and after delivering the manual • 12 months after collecting initial data (baseline data)	• Number or percentage of patients who change knowledge levels, attitudes, and behaviors
	Clinical Measures and Followup	• Before delivering the manual (baseline) • 6 months after baseline • 12 months after baseline	• Number and percentage of patients who change clinical values • Number and percentage of patients who are taking their medications
	Promotores Activities Tracking Form	• First followup encounter (after the manual is taught) • 3-month followup • 6-month followup • 12-month followup	• Number and percentage of patients contacted for followup

Promotores Train the Trainer Pretest and Posttest

FOR INTERNAL USE ONLY (For Strategy 1)
Participant identification (ID) number: _____
Name of person teaching the manual: _____ ❒1 Pretest Start Date (MM/DD/YYYY): _____/_____/_____ ❒2 Posttest End Date (MM/DD/YYYY): _____/_____/_____ ❒3 30-day followup Date of contact (MM/DD/YYYY): _____/_____/_____ Was the participant contacted 30 days after training ended to get information about how he or she is using the "Your Heart, Your Life" manual? ❒1 Yes ❒2 No What activities is the participant doing? _____

Participant Information

Please tell us some information about yourself by completing this form **before the training**. Ask for assistance if you need it.

1. Today's date (MM/DD/YYYY): _____/_____/_____
2. Date of birth (MM/DD/YYYY): _____/_____/_____
3. Age (in years): _____
4. Gender: ❒1 Male ❒2 Female
5. Place of birth: _____ City State Country
6. Do you consider yourself Latino or Hispanic? ❒1 Yes ❒2 No
7. Which race do you consider yourself to be? ❒1 Alaska Native ❒2 American Indian ❒3 Asian ❒4 Black or African American ❒5 Native Hawaiian or other Pacific Islander ❒6 White

Promotores Train the Trainer
Pretest and Posttest

(continued)

8. How many years of school have you completed (in the United States or in your country of origin)?

   ❒1 Some primary school
   ❒2 Finished primary school
   ❒3 Some secondary school
   ❒4 Graduated from secondary school or received high school equivalency diploma (GED)
   ❒5 Some technical/vocational school
   ❒6 Graduated from technical/vocational school
   ❒7 Some college/university
   ❒8 Graduated from college/university
   ❒9 Some postgraduate school
   ❒10 Graduated from postgraduate school

9. Language you prefer: ❒1 Spanish ❒2 English ❒3 Both

10. Have you worked as a promotor(a) before?

    ❒1 Yes ❒2 No

11. If yes, for how long?

    _____ years _____ months

12. What health topics have you taught? (You may select more than one answer.)

    ❒1 None
    ❒2 Asthma
    ❒3 Diabetes
    ❒4 Cancer
    ❒5 HIV/AIDS
    ❒6 Cardiovascular
    ❒7 Others (please specify): _____

13. Have you used manuals to teach community members?

    ❒1 Yes ❒2 No

    If yes, please write the name(s) of the manual(s) that you have used.

    _____

14. Is this your first training with the "Your Heart, Your Life" manual? ❒1 Yes ❒2 No

Promotores Train the Trainer
Pretest and Posttest

(continued)

Please circle only one answer for each question.

Doña Inés, who is 65 years old, is Maria's mother. Doña Inés has diabetes, and her blood pressure is 148/98 mmHg (millimeters of mercury). Her blood cholesterol is 250 mg/dL (milligrams per deciliter). Doña Inés always has a saltshaker at her table and likes salty food.

1. What are the risk factors that put Doña Inés at risk for heart disease?

   a. Using small amounts of salt, being physically inactive, and being overweight.
   b. Having high blood pressure, having high blood cholesterol, and having low blood sugar.
   c. Being a female older than age 55, having high blood pressure, having high blood cholesterol, having diabetes, and eating foods high in sodium.
   d. Having high blood cholesterol, having low blood pressure, using lots of salt, and being physically inactive.

2. A promotora explains to Doña Inés what high blood pressure is:

   a. High blood pressure is the number that you get when you add 100 to your age.
   b. High blood pressure is when the body circulates more blood based on your height and weight.
   c. High blood pressure is a measurement of 140/90 mmHg or greater.
   d. High blood pressure is when the blood suddenly stops going to the brain.

Maria, the daughter of Doña Inés, is 30 years old. She cooks with a lot of fat, and she is 15 pounds overweight. She prepares fried chicken, refried beans, and likes nachos with lots of cheese. When Maria does not have time to cook, she buys a super-sized hamburger, french fries, and a regular soda. Instead of walking, Maria drives her car, even to the corner. Her "best friends" are the remote control for her television and her green chair. Maria's cholesterol level is 240 mg/dL.

3. Maria's risk factors and lifestyle habits that put her at risk for developing heart disease are:

   a. Having high blood cholesterol, walking, and being age 30 and overweight.
   b. Being overweight, having high blood pressure, and having a family history of heart disease.
   c. Being overweight, physically inactive, and cooking and buying foods high in fat.
   d. Being age 30, having had a heart attack before, and having low blood pressure.

Promotores Train the Trainer
Pretest and Posttest

(continued)

4. Which of these lifestyle changes can help people prevent heart disease? Mark your answer with an **X**.

a.	Reading the food label to choose foods with less than 5 percent of the Percent Daily Value for sodium.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
b.	Preparing foods by baking, broiling, or boiling, instead of frying.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
c.	Drinking a lot of whole milk.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
d.	Stocking the kitchen with lots of snacks, such as potato chips.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
e.	Cooking beans with lard.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
f.	Eating large portions of food.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know

5. This question is about food serving sizes. Mark your answer with an **X**.

a.	Is 1 cup of cooked rice one serving?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
b.	Is ½ cup of strawberries one serving?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
c.	Is 1 cup of orange juice one serving?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
d.	Is ½ cup of cooked beans one serving?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
e.	Is 1 corn tortilla one serving?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know

6. Do you think that the following actions help you take steps toward a healthier lifestyle? Mark your answer with an **X**.

a.	Removing the skin from chicken.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
b.	Cooking with lard instead of canola, olive, or corn oil.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
c.	Buying canned vegetables instead of fresh or frozen vegetables.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
d.	Choosing regular sandwiches instead of supersized sandwiches when eating out.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
e.	Adding fruits and vegetables to your meals.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know

Promotores Train the Trainer
Pretest and Posttest

(continued)

7. Mark your answer with an **X** for the following statements.

a.	Secondhand smoke is not dangerous to your heart health.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
b.	The desirable level for LDL, bad cholesterol, is less than 100 mg/dL.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
c.	Having a waist measurement greater than 35 inches is healthy for a woman.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
d.	Adults need about 60 minutes of moderate to vigorous physical activity on most days to prevent weight gain.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
e.	The hemoglobin A1C (Hb A1C) test shows the average blood glucose level during the last 24 hours.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know
f.	People know when they have high blood cholesterol because they begin to gain weight.	❒$_1$Agree	❒$_2$Disagree	❒$_3$Don't know

8. A heart healthy diet should be followed by:
(Circle the answer below that you think correctly completes this statement.)

   a. Only people who have high blood cholesterol
   b. Only adults who have heart disease
   c. Everyone older than 2 years of age for their lifetimes
   d. Everyone between 40 and 65 years old

9. How important is it to you to reduce your risk of heart disease?
(Mark your answer with an **X**.)

   ❒$_1$Not important ❒$_2$Somewhat important ❒$_3$Important ❒$_4$Very important

10. How confident are you about teaching the "Your Heart, Your Life" manual to community members? (Mark your answer with an **X**.)

   ❒$_1$I am not confident.
   ❒$_2$I am somewhat confident.
   ❒$_3$I am confident.
   ❒$_4$I am very confident.

Feedback Form—What Did You Think About the Training? (for Strategy 1)

Participant identification (ID) number (*optional*): _____

Date (MM/DD/YYYY): _____ / _____ / _____

City: _____ State: _____

Circle only one answer for each question.

	Poor	Fair	Good	Very Good	Excellent	N/A
1. The training you attended was	1	2	3	4	5	0
2. The handouts in the manual were	1	2	3	4	5	0
3. The picture cards were	1	2	3	4	5	0
4. The demonstrations were	1	2	3	4	5	0
5. The audiovisuals were	1	2	3	4	5	0
6. The content presented was	1	2	3	4	5	0
7. The educational materials were	1	2	3	4	5	0
8. The trainer's knowledge of the manual content was	1	2	3	4	5	0
9. The way the trainer taught the manual was	1	2	3	4	5	0
10. The activities you participated in (e.g., role plays, pledges, etc.) were	1	2	3	4	5	0

Write your answers to the following questions.

11. What did you like best about the training?

12. What did you like least about the training?

13. Are there any areas that should be improved for future trainings?

Feedback Form—What Did You Think About the Training? (for Strategy 1) *(continued)*

Circle only one answer for each question.

	I will not	Most likely I will not	Don't know	Most likely I will	I will
14. Will you teach the Your Heart, Your Life course to community members?	1	2	3	4	5
15. Will you change your health habits?	1	2	3	4	5
16. Will you share the information from the training with your family?	1	2	3	4	5
17. Will you share the information from the training with friends?	1	2	3	4	5
18. Will you share the information from the training with promotores?	1	2	3	4	5

19. Are there other ways that you can share the information? ❒$_1$Yes ❒$_2$No
    19a. If yes, please explain: _____

20. What changes will you make as a result of participating in the training?
    _____
    _____
    _____

21. Other comments:
    _____
    _____
    _____

My Health Habits
Pretest and Posttest

FOR INTERNAL USE ONLY (For Strategies 2a, 2b, and 3)	
❒$_1$Pretest ❒$_2$Posttest	Start Date (MM/DD/YYYY): _____/_____/_____ End Date (MM/DD/YYYY): _____/_____/_____
Name of person administering the "My Health Habits" questionnaire: _____	
Project Location: ❒$_1$Clinic Patient identification (ID) number: _____	
❒$_2$Community-based organization Participant identification (ID) number: _____	
❒$_3$Other: _____ Participant identification (ID) number: _____	

Participant Information

1. Today's date (MM/DD/YYYY): _____ / _____ / _____
2. Age (in years): _____
3. Gender: ❒$_1$Male ❒$_2$Female
4. Place of birth: City _____ State _____ Country _____
5. Do you consider yourself Latino or Hispanic? ❒$_1$Yes ❒$_2$No
6. What race do you consider yourself to be? ❒$_1$Alaska Native ❒$_2$American Indian ❒$_3$Asian ❒$_4$Black or African American ❒$_5$Native Hawaiian or other Pacific Islander ❒$_6$White
7. Time living in the United States: _____Years _____ Months
8. Preferred language: ❒$_1$English ❒$_2$Spanish ❒$_3$Both
9. Have you been told by a health care professional that you have diabetes? ❒$_1$Yes ❒$_2$No ❒$_3$Don't know
10. Does your family have a history of heart disease? ❒$_1$Yes ❒$_2$No ❒$_3$Don't know

My Health Habits
Pretest and Posttest

(continued)

Salt and Sodium
How often do you do the following things? Mark your answer with an **X**.

1. Do you buy fresh vegetables instead of canned vegetables?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
2. Do you use bouillon cubes when you cook?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
3. Do you read labels to choose foods with a low-sodium content?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
4. Do you add salt to fruit?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
5. Do you add salt to the water when you cook beans, rice, pasta, or vegetables?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
6. Do you buy meats such as ham, bologna, hotdogs, or sausage?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
7. Do you use a saltshaker at the table?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
8. Do you fill the saltshaker with a mixture of herbs and spices instead of salt?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
9. Do you choose fruits and vegetables instead of potato chips, french fries, and pork rinds?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time

Cholesterol and Fat
How often do you do the following things? Mark your answer with an **X**.

1. Do you drink fat-free milk or 1% milk?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
2. Do you eat low-fat cheese?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time
3. Do you use vegetable oil spray to grease baking pans and skillets instead of using lard or butter?	❐1 Never	❐2 Sometimes	❐3 Most of the time	❐4 All the time

My Health Habits
Pretest and Posttest

(continued)

4. Do you read the food label to help you choose foods lower in saturated fat, *trans* fat, and cholesterol?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
5. Do you remove the skin before cooking chicken?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
6. Do you drain the fat and throw it away when you cook ground meat?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
7. Do you choose fat-free or low-fat salad dressing or mayonnaise?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
8. Do you use oil to prepare your food instead of using lard?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time

Weight Management
How often do you do the following things? Mark your answer with an **X**.

1. Do you read labels to choose foods lower in calories?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
2. Do you bake or grill chicken or other foods instead of frying them?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
3. Do you serve more vegetables on your plate than you do meat?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
4. Do you serve yourself large portions of food?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
5. Do you drink water instead of regular soda?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
6. Do you have drinks with sugar, such as powdered drinks, lemonade, or other drinks?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
7. Do you eat fruits instead of desserts or snacks that contain high amounts of sugar?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time
8. Do you eat more when you feel stressed?	❒$_1$Never	❒$_2$Sometimes	❒$_3$ Most of the time	❒$_4$All the time

My Health Habits
Pretest and Posttest

(continued)

Physical Activity
Mark your answer with an **X**.

1. Do you do any type of physical activity at your job? ❒$_1$Yes ❒$_2$No
2. Not including what you do at your job, do you do any other physical activity? ❒$_1$Yes ❒$_2$No **(GO TO SMOKING)** If yes, answer the following questions.
2a. What type of physical activity do you do? (You may select more than one answer.) ❒$_1$Walking ❒$_2$Aerobic exercise ❒$_3$Playing sports ❒$_4$Other (please specify): _____
2b. How often do you do physical activity? ❒$_1$Rarely (1 day a week) ❒$_2$Several times a week (2 to 6 days a week) ❒$_3$Every day
2c. How many minutes per day do you do physical activity? ❒$_1$Less than 30 minutes ❒$_2$30 to 59 minutes ❒$_3$60 minutes or more

Smoking
Mark your answer with an **X**.

1. Do you smoke?	❒$_1$Yes	❒$_2$No
2. Does anyone else smoke in your family?	❒$_1$Yes	❒$_2$No
3. Do you allow people to smoke in your home?	❒$_1$Yes	❒$_2$No

My Health Habits
Pretest and Posttest

(continued)

Alcohol
Mark your answer with an **X**.

Note: One drink is one beer (12 ounces) **OR** one glass of wine (5 ounces) **OR** 1½ ounces of spirits (liquor or whiskey, straight or in a mixed drink). Drinking may occur every day, some days, or just on the weekend.
1. Do you drink alcohol? ❒$_1$Yes ❒$_2$No **(GO TO KNOWLEDGE)** If yes, answer the following questions.
1a. How often do you drink? ❒$_1$Rarely (on special occasions) ❒$_2$Occasionally (once a month) ❒$_3$Once a week ❒$_4$Regularly (several times a week) ❒$_5$Every day
1b. When you drink, how many drinks do you have per occasion? ❒$_1$One to two drinks ❒$_2$Three to four drinks ❒$_3$Five or more drinks
1c. How often do you drink more than three drinks in one day? ❒$_1$Never ❒$_2$Once or twice a week ❒$_3$Three to six times per week ❒$_4$Every day

Knowledge
Mark your answer with an **X**.

1. Can a high waist measure increase your risk of heart disease?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
2. Can the Body Mass Index (BMI) chart tell you if you are overweight?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
3. Does your liver make all the cholesterol your body needs to keep you healthy?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
4. Can eating foods that are high in sodium increase your risk for high blood pressure?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
5. Does lard have a low amount of saturated fat?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know

My Health Habits
Pretest and Posttest

(continued)

6. Can eating too much saturated fat and *trans* fat raise your cholesterol level?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
7. Is a blood pressure of 140/90 mmHg considered high?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
8. Can being overweight or obese put you at risk for developing high blood cholesterol?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
9. Is being physically active a way to reduce your risk for heart disease?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
10. Only people with high blood cholesterol should follow a heart healthy diet.	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
11. Can nonsmokers die from secondhand smoke?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
12. Is having a fasting blood sugar of 126 mg/dL or higher considered diabetes?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
13. Is having a waist measurement greater than 35 inches healthy for a woman?	❒$_1$Yes	❒$_2$No	❒$_3$Don't know
14. How confident are you in your ability to cook heart healthy foods? ❒$_1$I am not confident. ❒$_2$I am somewhat confident. ❒$_3$I am confident. ❒$_4$I am very confident.			

My Health Habits
Pretest and Posttest

(continued)

A Day With the Ramírez Family

People act in different ways when they learn that they need to make changes to lower their chances of getting heart disease.

Read about how the members of the Ramírez family react to the news about their risks for heart disease. Then place an **X** next to the name of the family member with whom you identify the most.

❒ **Mariano: "I don't really care."**

Mariano learns that he is at risk for heart disease, but he is not concerned about it. He gets upset when reminded about changing his unhealthy habits. He has no intention of making changes for better health. "Whatever will be, will be," claims Mariano.

❒ **Carmencita: "I need to make changes, but I can't get started."**

Carmencita is worried and depressed, because she is aware of her chances of getting heart disease. She thinks about making changes, but cannot get started. She feels trapped and is not motivated to take steps for better health. "You can bring a horse to water, but you can't make it drink," ponders Carmencita.

❒ **Virginia: "I am making plans."**

Virginia learns that she is at risk for heart disease and thinks that she should get ready to make changes. Instead of just saying, "I will start to make changes tomorrow," she talks to her friends about the plan she has in mind. "Walking the walk is harder than talking the talk," thinks Virginia.

❒ **Doña Fela: "I am taking action."**

Doña Fela learns that she is at risk for heart disease and quickly starts doing something about it. She goes to classes to learn how to improve her health. She practices what she learns. She feels confident and cheerful. Doña Fela makes simple changes and helps others to do the same. "An ounce of prevention is better than a pound of cure," believes Doña Fela.

❒ **Néstor: "I stay on the healthy path."**

Néstor is making changes and is motivated to stay on track to improve his health. He knows that it is easy to fall back into old habits. He makes plans to prevent setbacks and learns to start again if he needs to. He is positive toward life. He asks for help and does not give up. "Time is gold, and health is priceless," says Néstor.

My Health Habits
Posttest Only

(continued)

Please answer these questions after completing all of the sessions of the "Your Heart, Your Life" manual. Mark your answer with an **X**.

1. How satisfied are you with the Your Heart, Your Life sessions presented by promotores?

   ❒$_1$I am not satisfied.

   ❒$_2$I am somewhat satisfied.

   ❒$_3$I am satisfied.

   ❒$_4$I am very satisfied.

2. With whom have you shared the information from the sessions?
   Mark your answer with an **X**. You may select more than one answer.

   ❒$_1$Friends

   ❒$_2$Family

   ❒$_3$Coworkers

   ❒$_4$Other (please specify): _____

Screening Form

FOR INTERNAL USE ONLY (For Strategy 2b)
Participant identification (ID) number: _____
Name of person completing the form: _____ Promotor(a) identification (ID) number: _____
Project Location: ❒$_2$Community-based organization: _____ ❒$_3$Other setting (please specify): _____
Name of partnering organization: _____

Use this chart to record the screening information from each project participant.		
	Pretest Date (MM/DD/YYYY): _____/_____/_____	Posttest Date (MM/DD/YYYY): _____/_____/_____
Blood Pressure Average of two readings: Systolic (top number) Diastolic (bottom number)	 _____mmHg _____mmHg	 _____mmHg _____mmHg
Overweight and Obesity Height Weight Body Mass Index (BMI) Waist measure	 ____ feet ____ inches or ____ meters ____centimeters ____ pounds or ___ kilograms ____ BMI ____ inches or ___centimeters	 ____ feet ____ inches or ____ meters ____centimeters ____ pounds or ___ kilograms ____ BMI ____ inches or ___centimeters
Blood Cholesterol Total LDL HDL Triglycerides	 _____mg/dL _____mg/dL _____mg/dL _____mg/dL	 _____mg/dL _____mg/dL _____mg/dL _____mg/dL
Blood Glucose Hb A1C Blood glucose level (nonfasting) Blood glucose level (fasting)	 _____% _____mg/dL _____mg/dL	 _____% _____mg/dL _____mg/dL
<u>All participants with elevated levels are to be referred for further evaluation.</u> Does participant have elevated level(s)? ❒$_1$Yes ❒$_2$No If yes, participant was referred to: _____		
Did the participant go for followup care? ❒$_1$Yes ❒$_2$No		

Clinical Measures and Followup Form

FOR INTERNAL USE ONLY (For Strategy 3)
Participant identification (ID) number: _____
Name of person completing the form: _____ Promotor(a) identification (ID) number: _____
Project Location: ❒1 Clinic

Participant Information

1. Today's date (MM/DD/YYYY): _____/_____/_____
2. Age (in years): _____
3. Gender: ❒1 Male ❒2 Female
4. Do you consider yourself Latino or Hispanic? ❒1 Yes ❒2 No
5. What race do you consider yourself to be? ❒1 Alaska Native ❒2 American Indian ❒3 Asian ❒4 Black or African American ❒5 Native Hawaiian or other Pacific Islander ❒6 White
6. Place of birth: _____ City State Country
7. Time living in the United States: ____ Years _____ Months
8. Preferred language: ❒1 English ❒2 Spanish ❒3 Both
9. Does your family have a history of heart disease? ❒1 Yes ❒2 No ❒3 Don't know

	Baseline Date: __/__/__	**6 Months After Baseline** Date: __/__/__	**12 Months After Baseline** Date: __/__/__
10. **Blood cholesterol**			
Have you ever been told by a doctor or other health professional that you have high blood cholesterol?	❒1 Yes ❒2 No	❒1 Yes ❒2 No	❒1 Yes ❒2 No
Are you on medication?	❒1 Yes ❒2 No	❒1 Yes ❒2 No	❒1 Yes ❒2 No

Clinical Measures and Followup Form *(continued)*

	Baseline Date: __/__/__	**6 Months After Baseline** Date: __/__/__	**12 Months After Baseline** Date: __/__/__
Total	_____ mg/dL	_____ mg/dL	_____ mg/dL
LDL	_____ mg/dL	_____ mg/dL	_____ mg/dL
HDL	_____ mg/dL	_____ mg/dL	_____ mg/dL
Triglycerides	_____ mg/dL	_____ mg/dL	_____ mg/dL
11. **Blood pressure**			
Have you ever been told by a doctor or other health professional that you have prehypertension?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
Have you ever been told by a doctor or other health professional that you have high blood pressure?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
Are you on medication?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
Average of two readings			
Systolic	_____ mmHg	_____ mmHg	_____ mmHg
Diastolic	_____ mmHg	_____ mmHg	_____ mmHg
12. **Diabetes**			
Have you ever been told by a doctor or other health professional that you have prediabetes?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
Have you ever been told by a doctor or other health professional that you have high blood glucose?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
Are you on medication?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
Hb A1C	_____%	_____%	_____%
Blood glucose level (fasting)	_____ mg/dL	_____ mg/dL	_____ mg/dL

Clinical Measures and Followup Form *(continued)*

	Baseline Date: __/__/__	**6 Months After Baseline** Date: __/__/__	**12 Months After Baseline** Date: __/__/__
13. **Overweight and obesity**			
Weight	_____ pounds or _____ kilograms	_____ pounds or _____ kilograms	_____ pounds or _____ kilograms
Height	___feet ____inches or ___meters ___centimeters	___feet ____inches or ___meters ___centimeters	___feet___inches or ___meters ___centimeters
Body mass index (BMI)	_____BMI	_____ BMI	_____BMI
Waist measure	___inches or ___centimeters	___inches or ___centimeters	___inches or ___centimeters
14. **Medication (If the patient is on medication[s], ask the question below.)**			
Do you take your medication as prescribed by the doctor?	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No

15. **If the answer to question 14 is "no," please ask the patient:** "Can you tell me why you are **not** taking your medication?" **(Based on the patient's response, please check all the answers that apply.)**

	Baseline Date: __/__/__	**6 Months After Baseline** Date: __/__/__	**12 Months After Baseline** Date: __/__/__
a. I believe that taking medication every day is not good for me.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
b. I forget to take my medication.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
c. I did not understand what the doctor told me.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
d. I stopped taking the medication when I felt better.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
e. I feel sick when I take the medication.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
f. I do not have anyone to help me.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
g. I do not have money to buy the medication.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
h. Other reason (please specify):	_____ _____	_____ _____	_____ _____

Promotores Activities Form

FOR INTERNAL USE ONLY
(For Strategy 3)
Please complete this form after the manual is taught to record the encounters with the patient.

Participant identification (ID) number: _____

Name of person completing the form: _____

Promotor(a) identification (ID) number: _____

Name of person who taught the manual: _____

Project Location:
❒$_1$Clinic

Which of the following activities do you do? Mark your answer with an **X**.

ACTIVITIES	First Followup Encounter	3-Month Followup	6-Month Followup	12-Month Followup
	Date: __/__/__	Date: __/__/__	Date: __/__/__	Date: __/__/__
1. Listen to the patient's concerns.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
2. Make an appointment for the patient.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
3. Remind the patient to keep the appointment.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
4. Make transportation arrangements for patient.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
5. Serve as interpreter for the patient.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
6. Provide counseling/ educational materials to patient.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
7. Go over counseling/ educational materials with patient.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
8. Ask patient if he or she has any questions about the medication.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No
9. Encourage patient to stay on treatment plan.	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No	❒$_1$Yes ❒$_2$No

Promotores Activities Form *(continued)*

	First Followup Encounter	3-Month Followup	6-Month Followup	12-Month Followup
10. Give suggestions to the patient on how to remember to take the medication.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
11. Ask the patient about difficulties in changing his or her lifestyle habits.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
12. Explain benefits of changing lifestyle habits to patient.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
13. Encourage patient to participate in support groups.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
14. Refer patient to health and community services.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
15. Conduct followup home visit.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
16. Conduct followup phone call.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
17. Write down what you discussed during the home visit or phone call.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
18. Meet with supervisor on a regular basis.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
19. File notes in patient's chart.	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No
20. Other:_____	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No	❐1 Yes ❐2 No

Recording Log (for Strategies 1, 2a, 2b, and 3)

Strategy	Use This Form	Information
1. Train the Trainer	Attendance Record	❒ Number of participants trained _____ ❒ Number of sessions taught _____
	Feedback Form	❒ Number and percentage of participants who rate the training "good" or higher _____ ❒ Number and percentage of participants who report that they "will" or "most likely will" change their health habits _____
	Promotores Train the Trainer Posttest only	❒ Number and percentage of participants using the "Your Heart, Your Life" manual 30 days after the training _____ ❒ Types of activities participants have done 30 days after the training _____

Recording Log (for Strategies 1, 2a, 2b, and 3) *(continued)*

Strategy	Use This Form	Information
2. Community Education **a. Teach the educational manual only.**	Attendance Record	❒ Number of participants counseled/taught _____ ❒ Number of sessions taught _____
	My Health Habits Posttest	❒ Number of participants satisfied with project _____ ❒ Number of participants who shared information about the project _____
b. Teach the educational manual, and screen project participants.	Attendance Record	❒ Number of participants counseled/taught _____ ❒ Number of sessions taught _____
	My Health Habits Posttest	❒ Number of participants satisfied with project _____ ❒ Number of participants who shared information about the project _____
	Screening Form	❒ Number of participants screened _____ ❒ Number of participants with elevated clinical values _____ ❒ Number of participants referred to a health care professional _____ ❒ Number of participants who actually followed up with a health care professional _____

Recording Log (for Strategies 1, 2a, 2b, and 3) *(continued)*

Strategy	Use This Form	Information
3. Lifestyle and Clinical management	Attendance Record	❒ Number of patients counseled/taught _____ ❒ Number of sessions taught _____
	My Health Habits Posttest	❒ Number of participants satisfied with project _____ ❒ Number of participants who shared information about the project _____
	Clinical Measures and Followup Form	Baseline / 6 months / 12 months ❒ Number of patients screened _____ _____ _____ ❒ Number of patients with: ❒ Prehypertension _____ _____ _____ ❒ High blood pressure _____ _____ _____ ❒ High blood cholesterol _____ _____ _____ ❒ Prediabetes _____ _____ _____ ❒ High blood glucose _____ _____ _____ ❒ Body mass index (BMI) of 25 or more _____ _____ _____ ❒ Waist measurement greater than 35 inches for women _____ _____ _____ ❒ Waist measurement greater than 40 inches for men _____ _____ _____ ❒ Number of patients who are taking medications for: ❒ High blood pressure _____ _____ _____ ❒ High blood cholesterol _____ _____ _____ ❒ Diabetes _____ _____ _____
	Promotores Activities Form	❒ Number of patients contacted at first encounter _____ ❒ Number of patients contacted at 3 months _____ ❒ Number of patients contacted at 6 months _____ ❒ Number of patients contacted at 12 months _____ ❒ List the activities promotores conducted at first encounter, at 3 months, at 6 months, and at 12 months

Develop an Evaluation Workplan for Your Project

Write your workplan to evaluate each project using the guide below.

Project 1: Training Promotores To Promote the Your Heart, Your Life Project in Your Community

- Your agency has agreed to conduct the Your Heart, Your Life Train the Trainer workshop for several agencies in the community. Your agency will train 25 promotores who have asked to participate in the workshop.
- Your supervisor asks you and two other promotores to plan the Train the Trainer workshop and to develop the evaluation plan.

Who will be your target audience?	What strategy will you use?	List the forms you will use to collect the data.	Describe the activities to carry out the strategy. (Sample questions are given below.)	Decide who will handle the data.	Who will write the report?
			How will you recruit participants? When will you schedule the classes? Who will teach the classes?	Who will collect the data? Who will enter the data? Who will analyze the data collected?	

Develop an Evaluation Workplan for Your Project *(continued)*

Write your workplan to evaluate each project using the guide below.

Project 2: Helping Community Members Make Heart Healthy Lifestyle Changes

- Your community-based organization is in Ajo, NM.
- Your supervisor asks you to help develop the evaluation plan for the Your Heart, Your Life community project.
- The course is for adults aged 30 to 60.
- The goal is to recruit, teach, and increase the knowledge, attitudes, and skills of the community members attending your classes.

Who will be your target audience?	**What strategy will you use?**	**List the forms you will use to collect the data.**	**Describe the activities to carry out the strategy. (Sample questions are given below.)**	**Decide who will handle the data.**	**Who will write the report?**
			How will you recruit participants? When will you schedule the classes? Who will teach the classes?	Who will collect the data? Who will enter the data? Who will analyze the data collected?	

Develop an Evaluation Workplan for Your Project *(continued)*

Write your workplan to evaluate a project using the guide below.

Project 3: Helping Patients Manage Their Risk Factors for Heart Disease and Make Lifestyle Changes

- Your clinic is on the border between the United States and Mexico.
- Your clinic has decided to get involved in a comprehensive project on heart health to help patients change their behaviors and lower their clinical measures.
- You and two other promotores attended a promotores conference to receive the Your Heart, Your Life training.
- Now, your supervisor wants your group to develop activities and an evaluation plan for the project.

Who will be your target audience?	**What strategy will you use?**	**List the forms you will use to collect the data.**	**Describe the activities to carry out the strategy. (Sample questions are given below.)**	**Decide who will handle the data.**	**Who will write the report?**
			How will you recruit participants? When will you schedule the classes? Who will teach the classes?	Who will collect the data? Who will enter the data? Who will analyze the data collected?	

a p p e n d i x

Activities for Training Community Health Workers

The "Your Heart, Your Life" manual can be used as a teaching tool to train community health workers (promotores) about heart health. The manual also can be used as a guide to conduct sessions to educate community members about heart health.

Trained promotores can train other promotores. Trained promotores also can conduct heart health education sessions in the community to promote heart healthy behaviors, or they can conduct sessions in clinics to help patients control their risk factors for heart disease.

Part 1 of this appendix offers activities to help promotores develop the skills to present sessions from the "Your Heart, Your Life" manual to community groups. The handouts in this section offer suggestions for leading groups, as well as opportunities for group members to practice teaching session topics during the training. The flyer on page 410 can be used to help groups publicize their promotore training sessions. This flyer can be posted in local clinics and organizations, and community leaders can help find people who want to attend the training.

Part 2 provides a series of five brief and entertaining stories, or fotonovelas, about preventing risk factors for heart disease. It presents Doña Fela and the Ramírez family making changes in their lifestyle to protect their hearts.

Part 3 provides special activities and additional information that promotores can use to enhance their learning during the training. These special activities can also be offered separately at community events such as health fairs and health festivals.

Part 1
Training Session: Preparing To Make a Presentation

Note: If your goal is to train community health workers, deliver the following session after you have finished Sessions 1 and 7.

Effective community health workers must have good presentation skills. This section gives information on how a community health worker can prepare to teach the Your Heart, Your Life training.

At the end of Session 1

- **Say:**

  When you complete the Your Heart, Your Life training, you will be able to conduct your own project for groups in your community. As a community health worker, you will not be giving medical advice. You will give information and support to encourage others to live healthier lives and to use health services that are available in their communities.

Note: **Give** each community health worker the "Tips To Teach the 'Your Heart, Your Life' Manual" (page 407) and the "Seven Golden Rules for Teaching Groups" handouts (page 408).

- **Say:**

  Now we will review some steps that will help you prepare an effective and interesting presentation of the "Your Heart, Your Life" manual.

- **Say:**

  Let's review the "Tips To Teach the 'Your Heart, Your Life' Manual" and the "Seven Golden Rules for Teaching Groups" handouts. I recommend that you use these materials when you prepare your presentation and teach the "Your Heart, Your Life" manual.

Teaching Practice

Community health workers can gain confidence as presenters by practicing how to teach a session. Listed below are two ways that your group can practice during the training: (1) group members can present a complete session, or (2) they can make short presentations on topics from each session. Choose the method that works best for your group.

1. Presenting a Session

This activity gives community health workers the opportunity to practice teaching the sessions of the "Your Heart, Your Life" manual. At the end of Session 7, divide the participants into two groups. Assign one group to present Session 9 and one group to present Session 10.

Allow the groups 30 minutes to practice at the end of Sessions 7 and 8. **Give** each group the handouts and other supplies needed to teach each session. The group that is not teaching will offer suggestions to the presenters about what was done well and what can be improved.

At the end of Session 7

- **Say:**

  Now each of you will have the chance to be the trainer. Let's divide into two groups. One group will practice teaching Session 9, "Eat in a Heart Healthy Way—Even When Time or Money Is Tight." The other group will practice teaching Session 10, "Enjoy Living Smoke Free."

- **Say:**

  Each group now has 30 minutes to review the assigned session and decide how to present the activities. You can use this time to divide the sections of the session among the members of your group.

- **Say:**

  You will also have 30 minutes at the end of Session 8, which is next week, to continue practicing. After this, you will teach Sessions 9 and 10. Each group will have 1 hour to teach each session.

2. Presenting a Topic

For the second method, group members will make presentations on specific topics from each session. Each participant may make a 5- to 10-minute presentation individually, or in a team of two, on a session topic covered during the training. Present this activity at the end of Session 7 by asking the community health workers to choose the topic they will present and giving them time to practice.

At the end of Session 7

- **Say:**

  At the end of Sessions 8, 9, and 10, each of you will make a short presentation on your own or with another group member. Each presentation will cover a topic from the manual and will last 5 to 10 minutes.

- **Give** participants the "Your Heart, Your Life: Topics for Practice" handout (page 409).

- **Say:**

  Here is a list of topics you can choose. I will give you a few minutes to select your topic and choose a partner if you decide to work in pairs. Then we'll make a list of the topics and presenters. Don't be nervous. We are here to learn and practice in a safe environment.

Note: A list of topics to include appears below.

Your Heart, Your Life: Topics for Practice

- How the Heart Works (Session 1)
- Heart Disease Risk Factor Activity (Session 1)
- What Are the Warning Signs of a Heart Attack? (Session 2)
- Types of Physical Activity (Session 3)
- Benefits of Physical Activity (Session 3)
- Lowering High Blood Pressure (Session 4)
- Shake the Salt and Sodium Habit (Session 4)
- Facts About Blood Pressure and Stroke (Session 4)
- Metabolic Syndrome and Your Health (Session 5)
- Food Label Activity—Fats (Session 5)
- Facts About Saturated Fat, *Trans* Fat, Cholesterol, and Fiber (Session 5)
- Cooking With Less Saturated Fat Activity (Session 5)
- What Is a Healthy Weight? Activity (Session 6)
- The Healthy Way To Lose Weight (Session 6)
- ABCs of Diabetes Control (Session 7)

- Think Before You Drink: Hidden Sugar in Common Beverages (Session 7)
- The Latino Diet (Session 8)
- Eating in a Heart Healthy Way Even When There Is Little Time: Busy Times (Session 9)
- Eating in a Heart Healthy Way Even When There Is Little Time: Eating Out (Session 9)
- Saving Money on Your Food Bill (Session 9)
- Smoking Harms You (Session 10)
- Quitting Smoking (Session 10)

■ **Say:**

Now, please tell me which topics you want to present.

Write each group member's name (and his or her partner's name, if applicable) beside the topic.

Note: If too many people choose the same topics, ask them to choose others.

■ **Say:**

Remember to use the "Tips To Teach the 'Your Heart, Your Life' Manual" (page 407) and the "Seven Golden Rules for Teaching Groups" handouts (page 408) when you present your topics.

Note: Decide which group members will present their topics at the end of Session 8, at the end of Session 9, and at the end of Session 10.

Note: Now allow 30 minutes for group members to review their topics, ask questions, or practice their presentations.

At the end of Sessions 8, 9, and 10

Note: When you finish presenting Sessions 8, 9, and 10, assigned group members should present their topics.

■ **Say:**

Now we will present our topics. Each person or team will present for about 5 minutes. This exercise will give you a chance to practice your teaching skills and get feedback. Each time you present, you will become more comfortable and learn new ways to get people involved.

■ **Ask** a group member or pair to make the first presentation. After the presentation, allow 3 to 5 minutes for questions or comments about what was done well and what can be improved. **Thank** group members, and give positive comments. Politely **correct** any wrong information. Then **ask** another group member or pair to present a topic.

Follow these instructions for each presentation, until all group members have finished presenting their topics.

■ **Say:**

Your presentations have shown how much you have learned about heart health. I hope you will use every opportunity to spread the word—Latino families can make changes now to reduce their risk for heart disease. Community health workers, like you, are important to helping our families and communities live healthy lifestyles.

3. You May Want To Practice More

■ **Say:**

Here are some ideas to build your confidence and give you more practice:

- Observe an experienced trainer while he or she teaches a session or the entire training.
- Schedule an opportunity for each health worker to present a full session to other community health workers.
- Team-teach a session or the entire course to a community group with the help of a more experienced trainer. Ask for assistance from your project coordinator.

Tips To Teach the "Your Heart, Your Life" Manual

Before Each Session

- Review the manual carefully several times.
- Review information about your audience (for example, their levels of education, years as a community health worker, areas of expertise, or how open they are to new health information).
- Practice teaching in front of family or friends using all your materials.
- Gather materials and equipment you will need (posters, music, videotapes, handouts, extension cords, television monitor, VCR or DVD, picture cards, markers, measuring tape, masking tape, and food items). If the room has a blackboard, make sure there is plenty of chalk and an eraser. If no blackboard is available, you also will need flipchart-size pieces of paper and additional markers.

The Day of the Session

- Arrive at least 30 minutes before the start of the session.
- Set up chairs and tables in a U-shape, so you can get the group involved.
- Find electrical outlets and light switches.
- Set up audiovisual equipment.
- Advance videotapes to the place on the tape where you need to start.
- Place posters where the audience can see them. Make sure not to damage the walls.
- Put the handouts in the order that you will give them out. Make sure you have enough copies for everyone.
- Set up any activities or snacks that you have planned.

After the Session

- Leave the room clean and arranged the way you found it.
- Collect all forms.
- Thank everyone for coming.

Seven Golden Rules for Teaching Groups

1. **Maintain eye contact with everyone.**

2. **Speak so that everyone can hear.** Talk with a clear, strong, and kind voice.

3. **Show your enthusiasm.** Move around, and use hand gestures.

4. **Keep track of time.** Wear a watch, or have a clock in the room. Plan your presentation so that you do not have to rush. Do not let the class run too long.

5. **Show interest in the group members.**

   - Greet them when they come in.
   - Tell them you value their time and attendance.
   - Listen to what people say.
   - Talk simply and to the point, and give clear, short answers.
   - Help them to set realistic goals for their pledges.
   - Stay calm and use humor. Focus on the positive.
   - End with a review of the most important points. Thank them for coming.

6. **Try to have everyone participate.** People tend to learn more when they are involved. Try not to lecture.

   - Ask questions. Praise correct answers. Correct wrong information politely.
   - Answer questions. Be honest. Find answers to questions you cannot answer.

7. **Pay attention to content.** Your presentation must provide correct information.

Your Heart, Your Life: Topics for Practice

- How the Heart Works (Session 1)
- Heart Disease Risk Factor Activity (Session 1)
- What Are the Warning Signs of a Heart Attack? (Session 2)
- Types of Physical Activity (Session 3)
- Benefits of Physical Activity (Session 3)
- Lowering High Blood Pressure (Session 4)
- Shake the Salt and Sodium Habit (Session 4)
- Facts About Blood Pressure and Stroke (Session 4)
- Metabolic Syndrome and Your Health (Session 5)
- Food Label Activity—Fats (Session 5)
- Facts About Saturated Fat, *Trans* Fat, Cholesterol, and Fiber (Session 5)
- Cooking With Less Saturated Fat Activity (Session 5)
- What Is a Healthy Weight? Activity (Session 6)
- The Healthy Way To Lose Weight (Session 6)
- ABCs of Diabetes Control (Session 7)
- Think Before You Drink: Hidden Sugar in Common Beverages (Session 7)
- The Latino Diet (Session 8)
- Eating in a Heart Healthy Way Even When There Is Little Time: Busy Times (Session 9)
- Eating in a Heart Healthy Way Even When There Is Little Time: Eating Out (Session 9)
- Save Money on Your Food Bill (Session 9)
- Smoking Harms You (Session 10)
- Quitting Smoking (Session 10)

Join the Fight Against Heart Disease in the Latino Community

Participate in a Your Heart, Your Life Training Workshop for Community Health Workers

Learn About Heart Health

The Your Heart, Your Life training workshop will help you gain the knowledge, skills, and motivation to help you take action against heart disease.

Teach Others About Heart Health

The training workshop will also help you learn teaching methods. You will be introduced to educational materials that you can use to lead sessions about heart health in your community using the "Your Heart, Your Life" manual.

Sign up today!

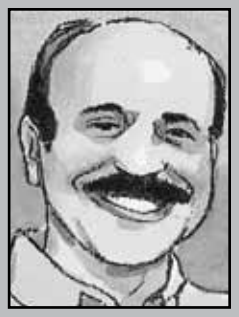
The next training will be held:

Date: _____ **Time:** _____

Location: _____

To register, contact: _____

Upon completion of training, each participant will receive a certificate.

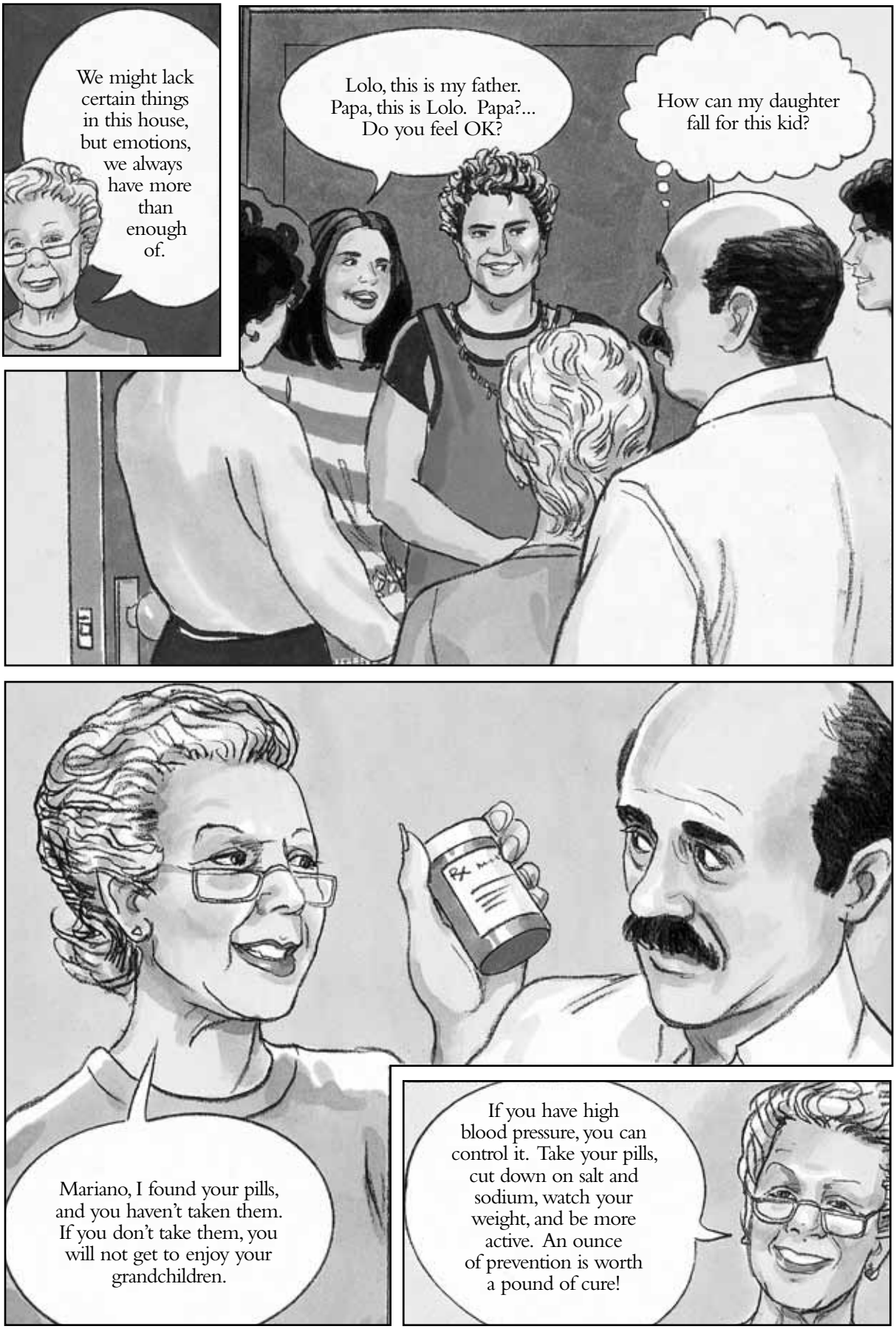


Part 2
The Ramírez Family Fotonovelas

The New Health Machine: Exercise


Two hours later ...
Exercise machines usually give excellent results, but you don't have to wait to be able to buy the latest model to start getting in shape.
The real exercise is to assemble it!
To stay in shape, all you need is discipline and the desire to live a happy life.
Take the stairs! Walk! Dance! Stay active!
Keep active. Get 30 minutes of physical activity every day. An ounce of prevention is worth a pound of cure!

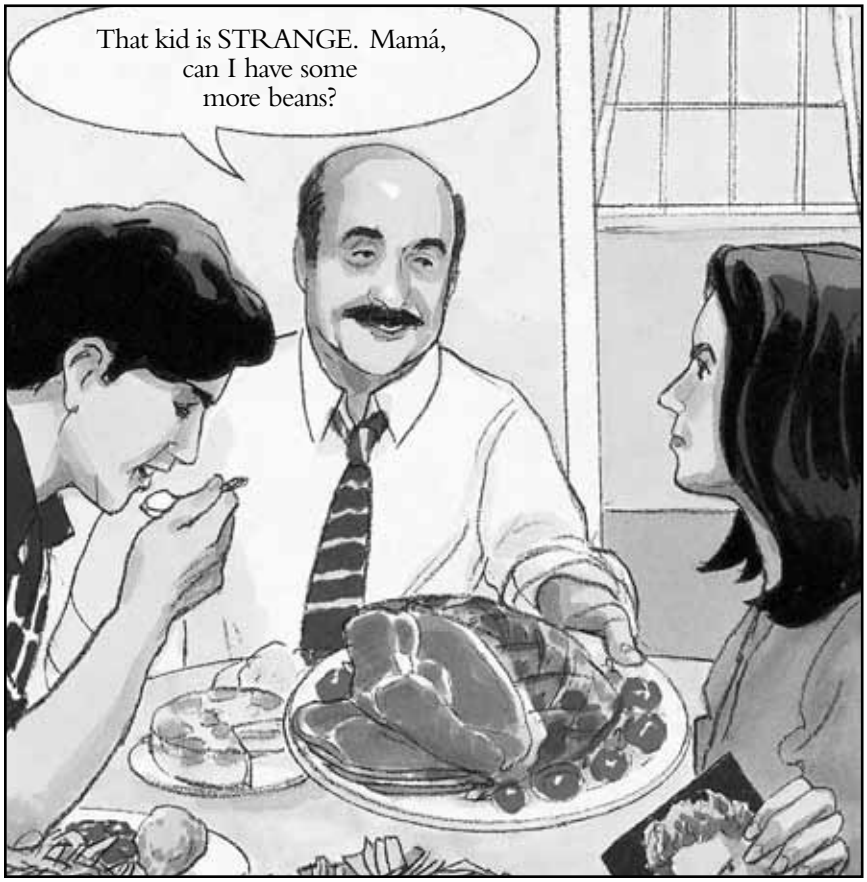
An Unsettling Surprise: Prevent High Blood Pressure

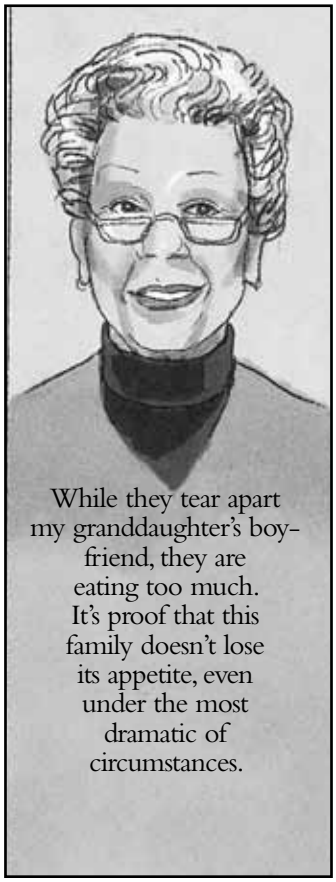

We might lack certain things in this house, but emotions, we always have more than enough of.
Lolo, this is my father. Papa, this is Lolo. Papa?... Do you feel OK?
How can my daughter fall for this kid?
Mariano, I found your pills, and you haven't taken them. If you don't take them, you will not get to enjoy your grandchildren.
If you have high blood pressure, you can control it. Take your pills, cut down on salt and sodium, watch your weight, and be more active. An ounce of prevention is worth a pound of cure!

The Crossword Puzzle: Lower Cholesterol


In this house, we eat too many foods high in saturated fats every day and do not get enough physical activity. What a family!
"Gordura"?... Saturated fats?...Ten letters and some people have it too high?
Ten letters...Why are you looking at me that way?
Food rich in fats...?
I have it— "gordura!"
Don't be silly, Néstor, "gordura" has only seven letters.
"COLESTEROL!" With this pie so high in saturated fat, our cholesterol levels will rise.
Bingo! "Co-les-te-rol." Exactly, Doña Fela!
Know your cholesterol level and protect your heart. Eat less saturated fats. An ounce of prevention is worth a pound of cure!

I Don't Like That Boy At All: Watch Your Weight






You should've invited him, little sister. Come on, be good and pass me more butter...
Don't get into this, Néstor. Lolo graduated with honors from engineering school. The fact that he's a modern guy doesn't mean that he is a loser...
Pass me more sauce!
Pass me...
Please, would you pass me the salt again?
Pass me...
Would you allow me to speak?
My dear family, don't you realize that if you eat so much, you will get fat? Pass me more of this ... pass me more of that. We are what we eat, and this family is eating enough for a family of ten.
To prevent heart disease, watch your weight, serve yourself small portions, and eat foods lower in fat and calories! An ounce of prevention is worth a pound of cure!

The Big Game: Quit Smoking


Your grandmother is right.
What one promises...
one must fulfill.
Now we are all winners!
You put your life and your family's life at risk when you smoke. Break the habit now. An ounce of prevention is worth a pound of cure!

Part 3
Additional Information and Activities

Community health workers may add activities to the "Your Heart, Your Life" manual sessions to help with the training. This section of the appendix offers instructions on how to present five additional activities to the group members.

Activity 1: Face the Heart Truth

Note: You can review The Heart Truth information with group members and tell them how they can participate. The Heart Truth is a national awareness campaign for women about heart disease.

The Heart Truth for Women

- One in three Latinas dies of heart disease. It is the #1 killer of women, regardless of race. It affects women at younger ages more than most people think, and the risk rises in middle age.
- Heart disease can diminish health and the ability to do even simple activities like climbing stairs. It can decrease your quality of life. Two-thirds of women who have heart attacks never fully recover. If you have a heart attack, your risk of having another one increases.

Act Now To Protect Your Heart

- Start protecting your heart now by learning about The Heart Truth at www.hearttruth.gov. You'll find out how and why women everywhere are embracing The Heart Truth's Red Dress, the national symbol for women that raises awareness of heart disease, which is the #1 killer of women.
- Celebrate a new tradition. The first Friday of February is National Wear Red Day. Promote this event in your community. Participate by showing off your favorite red dress, shirt, or tie and by wearing the Red Dress pin. Visit www.hearttruth.gov to order your own official Red Dress pin.

Activity 2: How To Organize a Walking Club

Walking is an excellent form of physical activity. It is fun and easy, and it builds good health and well-being. Walking is inexpensive, and you do not need special equipment.

Promote the benefits of walking as a group.

- It is more fun to walk as a group.
- Team members can help each other to keep the pace and stick to the program.
- Walking gives you time to spend with friends and meet new friends who are also interested in being active.
- You can develop goals and work together to achieve them.
- Your club can plan fun activities and themes, which increase participation.
- Walking is an easy activity to begin.

How?

- Form a group of people who are interested in starting a walking club.
- Get the group together to share ideas and set goals.
- Plan your program. Use a calendar to mark the date, place, and time when you will meet. Also, write down the distance you want to walk each day. Remember to make changes from time to time and to keep your activities fun and challenging.
- Announce the start of the club in the Your Heart, Your Life classes, and invite the group members to bring their friends and family. Besides word of mouth, use interesting ways of advertising, including posters, church bulletins, calendars, and newsletters.
- Ask club members to help you create a slogan or catchy name for your club.

Where?

- Pick a location where your club will walk, perhaps in the surrounding neighborhood where you hold your classes. You may change the route to keep it fun, but you should always meet at the same time and in the same place.
- Look for well-lit areas with sidewalks. If there is a school nearby, tracks are usually open to the public.
- You can also walk inside a mall when it's too cold or too hot outside.

What?

- Plan your activities, and use your imagination!
- Encourage different members to lead the group.
- Have special walk days each month to highlight themes, such as American Heart Month, Mother's Day, and other traditional celebrations.
- Create daily or weekly theme walks, such as nature walks, discovery walks, and fitness walks.
- Encourage participants to warm up, stretch, and cool down to avoid injuries. (See the "Stretching Activities" handout in Session 3 on page 69.)
- Use a calendar or notebook to record personal walks and distances.
- Motivate group members to keep personal health records and to challenge themselves to improve.

When?

- Decide when to walk (for example, before or after class or during weekend mornings or afternoons).

Don't Forget

- Stay alert. Be familiar with your surroundings.
- Encourage walkers to dress appropriately and to bring a bottle of water.
- Advise participants of the dangers of wrapping themselves with plastic. Tell them not to do this, because it is dangerous. (See Session 3, page 56, for more information.)
- Make sure that chatting does not interfere with the walking pace. Encourage group members to socialize, but also encourage them to keep moving.

Activity 3: Nutrition Displays

Displays are a great way to teach about nutrition. They visually encourage participants to learn about healthy food choices. Nutrition displays make a class or presentation more interesting, and they can be used with this manual. Three nutrition displays that you can create and use along with nutrition activities in Sessions 4 through 9 are in this appendix on pages 428–432.

- Three nutrition displays are recommended for use with the manual:

  1. Fat Matters—But Calories Count
     Use during Session 5, "Be Heart Smart: Keep Your Cholesterol in Check."
  2. How Much Sugar and How Many Calories Are in Your Favorite Drink?
     Use during Session 7, "Protect Your Heart: Take Good Care of Your Diabetes for Life."
  3. Making the Best Choice in Fast Food Places
     Use after Session 8, "Make Heart Healthy Eating a Family Affair."

- Prepare displays to teach participants about the food choices they may have. Use displays in settings such as health fairs, waiting room areas, schools, worksite cafeterias, community health centers, and sites of Women, Infants, and Children (WIC) programs.

What you need:

- One sheet of poster board (20 inches by 30 inches)
- Food pictures or food models
- Plastic spoons, preferably colored
- White clay, Velcro®, glue, and markers
- Sugar cubes and manila file folders (for use in the sugar displays, as shown in the picture on page 429)

1. Fat Matters—But Calories Count

This nutrition display demonstrates the actual number of teaspoons of fat in foods. For example, you can compare fried chicken to baked or grilled chicken with the skin removed. Calculate the number of teaspoons by dividing the number of fat grams by four. For example, a food with 20 fat grams has 5 teaspoons of fat.

Some foods that can be compared are:

3 ounces of pork sausage	8½ teaspoons of fat (34 grams)
3 ounces of lean pork tenderloin	1½ teaspoons of fat (5 grams)

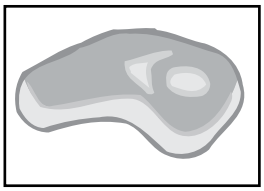
3½ ounces of chicken breast with skin (fried in 1 tablespoon oil)	5 teaspoons of fat (19 grams)
3½ ounces of skinless chicken breast (broiled)	1 teaspoon of fat (4 grams)

Fat Matters—But Calories Count!

Pork Sausage (3 ounces)

Calories: 300
Total fat: 34 grams
Saturated fat: 9 grams

34 grams of total fat =
8 1/2 teaspoons of fat



Lean Pork Tenderloin
(3 ounces)

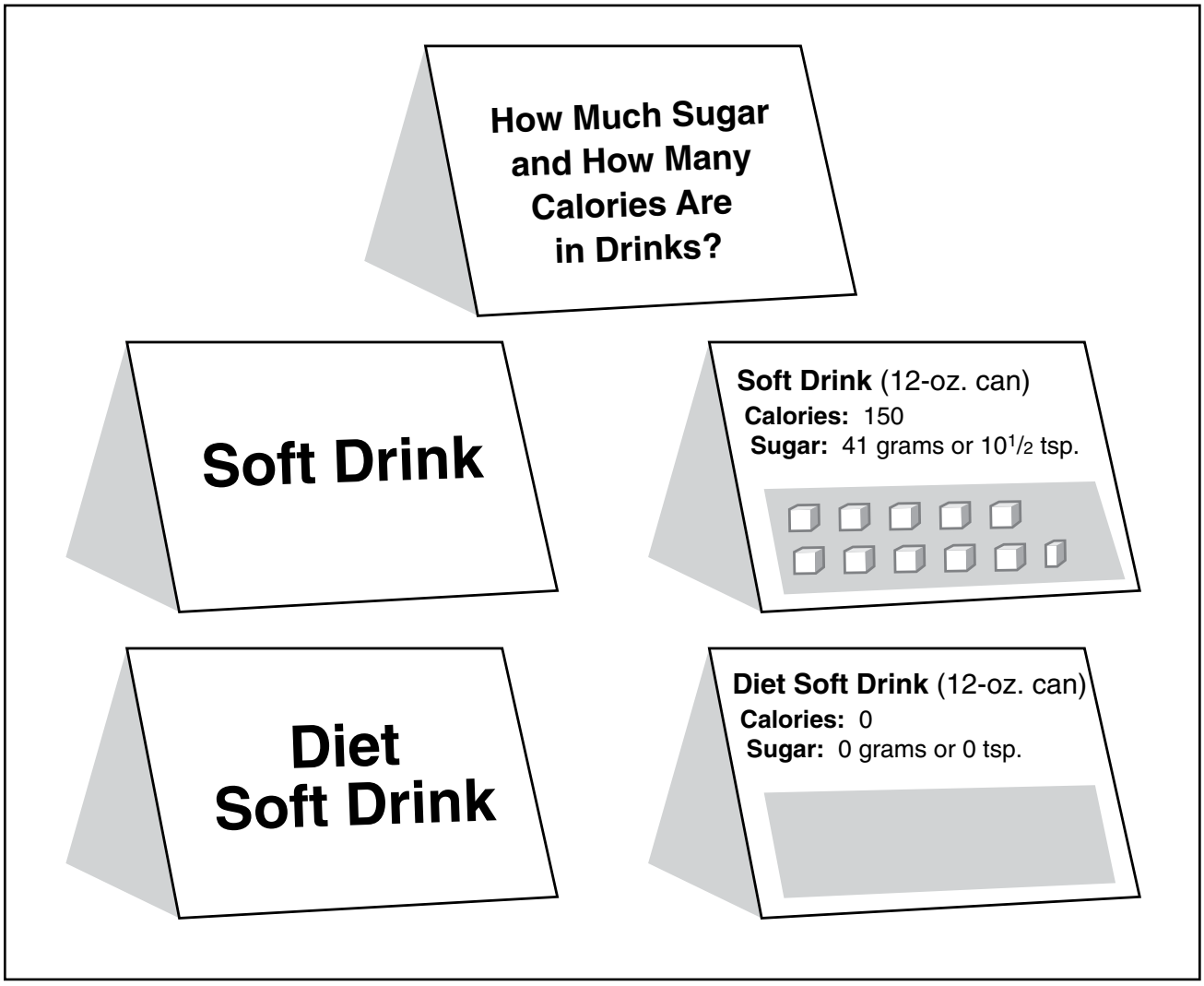
Calories: 140
Total fat: 5 grams
Saturated fat: 1 gram

5 grams of total fat =
1 1/2 teaspoons of fat

2. How Much Sugar and How Many Calories Are in Your Favorite Drink?

This display is used to demonstrate how much sugar and how many calories are in common drinks.

- Cut a manila file folder in half and fold each portion in half to make a card.
- Write the name of the drink on one side. On the other side, write the number of calories, grams of sugar, and teaspoons of sugar in the drink. Glue the sugar cubes onto the folder to show the number of teaspoons of sugar in each drink.
- Use the "How Much Sugar and How Many Calories Are in Your Favorite Drink?" handout (in Session 7, page 227) to find the number of calories and grams and teaspoons of sugar in common drinks.



Rethink Your Drink

If you drink one 12-ounce can of regular soda every day for a year, how much sugar is that in a year?

30 pounds of sugar

Q: How much weight would a person lose in a year after switching from regular soda to water or calorie-free beverages?

A: About 15½ pounds*

* Based on 150 calories for an average can of soda.

3. Making the Best Choice in Fast Food Places

This display shows you how to make healthy choices at fast food restaurants. Nutrition information can be found on most company Web sites, and most fast food places have nutrition brochures available.

Two sample meals are shown below.

HIGH-Calorie and HIGH-Fat Menu Choices

Food Items	Calories	Total Fat (g)	Saturated Fat (g)
Double meat cheeseburger	1,120	76	30
Medium french fries	360	18	5
Medium chocolate shake	500	8	5
Total	1,980	102	40

102 grams of total fat = 25½ teaspoons of fat

LOWER-Calorie and LOWER-Fat Menu Choices

Food Items	Calories	Total Fat (g)	Saturated Fat (g)
Grilled chicken sandwich, no mayonnaise	330	7	1
Garden salad	25	0	0
Light dressing	50	5	1
Low-fat (1%) milk	110	2	2
Total	515	14	4

14 grams of total fat = 3½ teaspoons of fat

The food choice sign on page 432 can be made into a table tent sign by gluing the sign to a media folder.

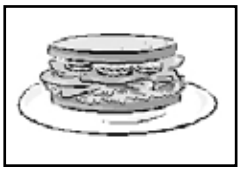
Making the Best Choice:

How To Choose a Healthier Fast Food Meal

High-Calorie Menu Choice:

102 grams of total fat = 25 1/2 teaspoons of fat

Food Items	Calories	Total Fat	Saturated Fat
Double meat cheeseburger	1,120	76 g	30 g
Medium french fries	360	18 g	5 g
Medium chocolate milkshake	500	8 g	5 g
Total	**1,980**	**102 g**	**40 g**



Lower-Calorie Menu Choice:

14 grams of total fat = 3 1/2 teaspoons of fat

Food Items	Calories	Total Fat	Saturated Fat
Grilled chicken sandwich, no mayonnaise	330	7 g	1 g
Salad, low-fat dressing	75	5 g	1 g
Low-fat (1%) milk	110	2 g	2 g
Total	**515**	**14 g**	**4 g**

Making the Best Choice:

How To Choose a Healthier Fast Food Meal

- Choose your sandwich without mayonnaise or special sauce.
- Order sandwiches without cheese.
- Choose **not** to supersize.
- Have water, unsweetened iced tea, or a diet soft drink instead of a regular soft drink or a milkshake.
- Choose low-fat or fat-free dressing.
- Plan ahead—have a healthy, low-fat breakfast and lunch if you plan to eat out for dinner.

Activity 4: Take Time for Sleep: Additional Presentation

Most adults need 7 to 8 hours of sleep each night. School-aged children and teens need at least 9 hours of sleep a night. Like eating healthy and being physically active, getting a good night's sleep is important to your heart health and your mood, and it is important when you are completing your daily activities. Not getting enough sleep can cause problems.

Sleep disorders, such as sleep apnea, can disturb how well you sleep and leave you sleepy the next day. In people with sleep apnea, their breathing stops briefly or becomes very shallow during sleep. They usually snore loudly and often.

If you don't get enough sleep each night, or if you have sleep apnea that is not treated, you may be at increased risk of becoming overweight or developing high blood pressure, heart disease, or diabetes.

The Dos and Don'ts of Getting a Good Night's Sleep

- ☑ **Do** go to bed and wake up at the same time each day—even on the weekends.
- ☑ **Do** physical activity, but not too late in the day.
- ☑ **Do** relax before bed—read or listen to music.
- ☑ **Do** take a hot bath before bed—it can help you relax.
- ☑ **Do** get rid of things that might distract you from sleep—noises, bright lights, an uncomfortable bed, or a TV or computer in the bedroom.
- ☑ **Do** keep the room temperature cool.
- ☑ **Do** see a doctor if you have trouble sleeping. If you are tired during the day, even after spending enough time in bed at night, you may have a sleep disorder.

- **Don't** have caffeine or nicotine after 3 p.m.
- **Don't** eat large meals or drink beverages late at night.
- **Don't** take medicines that delay or disrupt your sleep. Check with your doctor about your prescribed medicines if you have trouble sleeping.
- **Don't** take naps after 3 p.m.
- **Don't** lie in bed awake. Get up and do some relaxing activity until you feel sleepy.

To learn more about sleep and sleep disorders, visit the National Heart, Lung, and Blood Institute (NHLBI) Web site at www.nhlbi.nih.gov, and click on "sleep."

Activity 5: Heart Healthy Cooking Demonstrations

Cooking demonstrations can be an important part of group discussions. A cooking demonstration can show participants how to prepare foods that still taste good, but include less saturated fat, *trans* fat, cholesterol, and salt and sodium. Most people like to eat, and they will be interested in learning how to prepare food in a heart healthy way. This section gives you more information about how to use cooking demonstrations as a part of the training and how to make sure they go smoothly.

1. Recruiting a Food Demonstration Facilitator

- If you are not going to conduct the food demonstration yourself, you can recruit a registered dietitian by contacting the local health department, the local American Dietetic Association, or the local Cooperative Extension Service office.

2. How To Plan the Demonstration

Choosing the Facility

- **Is food permitted?** Make sure the site where you will be presenting the group discussion allows cooking demonstrations. If food may be brought in for tasting, but not cooking, you may be limited to bringing a prepared dish. You also may be limited in the type of food you can bring. Some organizations have special dietary restrictions. Check these out beforehand. If you are doing a cooking demonstration at a festival or outdoor fair, you may need a special permit to use cooking equipment. Most important, be sure to visit the site beforehand to look at the facilities.

- **Is water accessible?** You will need to wash your hands frequently. You may need large amounts of water for the recipes. Having a sink behind you or in the same room as the demonstration is ideal.

- **Is electricity accessible?** This is necessary if you plan to cook onsite. If electricity is in the room, but not close by, be sure to bring heavy-duty extension cords with multiple outlets. If the demonstration is outside, you may need extension cords to bring the electricity outside, or you may need a generator or gas stove.

- **Is lighting adequate?** Make sure there is enough light for participants to see what is being demonstrated.

- **Is the location convenient?** Make sure the building is accessible by public transportation and parking is available.

- **Are tables and chairs available?** You will need at least one table for your demonstration. If you demonstrate several recipes, you may need more. If the demonstration is long, you will need chairs for participants.

Choosing the recipes

The recipes you choose depend on which principle of heart healthy cooking you want to show, the amount of time you have to prepare for the session, the amount of time you have for the demonstration, your budget, the facilities available at the presentation site, and the equipment you have available. Make sure you are familiar with your recipes and that you have prepared them at least once before the demonstration. For recipe ideas, see "Delicious Heart Healthy Latino Recipes" from NHLBI. The "Strawberry-Banana Yogurt Parfait Recipe" (page 439) is an example of a simple and tasty demonstration.

- **Consider your message.** If you want to demonstrate how to reduce the saturated fat in food, look for a recipe that uses ground beef (to show how to drain the fat), uses skinless chicken, or uses low-fat (1%) milk, or fat-free milk or milk products. If you want to demonstrate low-sodium cooking, look for recipes that use small amounts of salt, low-sodium ingredients, or lots of herbs and spices for flavor.

- **Consider your time.** If you have limited time before the food demonstration, look for very simple recipes that do not require a lot of ingredient preparation, such as chopping or slicing, or bring ingredients that are already prepared.

- **Determine total cooking time.** Consider the total time it takes to prepare the recipes. Read through the recipes, and look for those in which the preparation and cooking times are less than the total time you have for the demonstration. If you want to demonstrate more than one dish, determine the total cooking time for each one. Start with the dish that has the longest cooking time, and then go to the next longest cooking time, and so on. That way, all the food will be done at the same time or as close to the same time as possible.

- **Demonstrate just one concept.** If you don't have the time or the resources to demonstrate a whole recipe, consider demonstrating just one concept. For example, to demonstrate skimming the fat off soup, open a can of soup and use a spoon to skim the fat off. Or to demonstrate draining the fat from ground beef, cook ground beef in a skillet, and drain off the fat after it is browned.

- **Prepare in advance.** Make a list of what you need to buy from the store, and buy the food, equipment, or other things you need. Buy foods as close to the demonstration date as possible.

- **Consider food safety.** Wash your hands frequently with soap and water. You need to wash your hands whenever you touch an unclean surface, raw meats, or any part of your body. Cover your mouth and nose if you cough or sneeze, and immediately wash your hands in hot, soapy water. Keep all food that needs to be cold or frozen in a refrigerator or freezer until you are ready to go to the site. Gather and pack all other equipment you will need first. Fill a cooler with ice or freezer packs, put the food into the cooler last, and go to the site as quickly as possible.

- **Wrap prepared dishes and ingredients tightly.** Do not let raw ingredients touch or run onto cooked ingredients. For example, keep raw meats, poultry, and fish separate from other raw or cooked vegetables. Use separate utensils, bowls, and cutting boards for these foods. Wash all utensils and cutting boards in hot soapy water when used to cut raw ingredients.

- **Have a handy supply of wet paper towels to wipe up spills as they happen.** Use a vinyl tablecloth as a table covering so spills can be wiped up easily. Keep a trash can nearby, so you can easily toss in used items (such as empty cans and plastic wrap), and keep the table clear.

- **Make sure your appearance is neat and clean.** Remember that participants will be eating the food you are preparing. Keep your hands clean. You may want to wear an apron to protect your clothes and a hairnet or scarf to keep your hair off your face.

3. Setting up the Food Demonstration

- **Give yourself enough time.** Allow more time than you think you will need to set up.

- **Set up the room.** Consider the best arrangement to make sure everyone can see and hear you, and make sure you have access to the electricity and water. Be sure all food contact surfaces are clean.

- **Set up the food.** At the latest possible time before the demonstration, set out all food according to which skillet or container you will use and the order in which you will prepare it. Put all food together for each recipe.

- **Keep cool.** If you forget an ingredient, or a pot doesn't boil quickly enough, let group members know. Give them examples of ingredients that can be used in place of the one you forgot. While the pot boils, go over the changes that you made to the recipe to make it more heart healthy.

- **You can begin the cooking demonstration, finally!** Explain how easy it is to prepare a recipe. Relax and have fun!

Strawberry-Banana Yogurt Parfait Recipe

This recipe can be used as a part of a cooking demonstration. For variety, substitute fruit yogurt or sugar-free pudding for the vanilla yogurt. If fresh strawberries are not available, try thawed frozen fruit or canned fruit packed in fruit juice. If time permits, invite the group members to make their own parfait. Line up the bowls, and supply a measuring cup for the amount to be used for each layer. Group members will enjoy making their own desserts and eating the tasty treat!

Ingredients

- 4 cups light (no-sugar-added) vanilla pudding or yogurt
- 2 cups sliced bananas (about 2 large bananas)
- 2 cups fresh strawberries
- 2 cups graham cracker crumbs
- 1 tablespoon fat-free whipped topping *(Optional)*

1. To make the parfait, spoon 1 tablespoon of pudding into the bottom of each of four 8-ounce wine or parfait glasses. Top the pudding with 1 tablespoon of sliced bananas, 1 tablespoon of sliced strawberries, and ¼ cup of graham cracker crumbs.
2. Repeat the banana, strawberry, and graham cracker layer.
3. Top with a rounded tablespoon of fat-free whipped topping, if desired. Serve the parfait immediately, or cover each glass with plastic wrap and chill for up to 2 hours before serving.

Yield: 8 servings
Calories: 179
Total fat: 2 g
Saturated fat: 1 g
Cholesterol: 3 mg
Sodium: 190 mg
Total fiber: 2 g
Protein: 6 g
Carbohydrates: 36 g
Potassium: 438 mg

Quick Fact

This nutritious yogurt and fruit treat will add color and joy to your celebrations.

The scientific content of this manual comes from the following sources:

Medline Plus Interactive Heart Attack Tutorial, 2006
http://www.nlm.nih.gov/medlineplus/tutorials/heartattack/htm/index.htm

The Seventh Report of the Joint National Committee on Prevention, Detection, Evaluation, and Treatment of High Blood Pressure (JNC 7), 2003
http://www.nhlbi.nih.gov/guidelines/hypertension/index.htm

Your Guide to Lowering Your Blood Pressure with DASH, 2006
http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/index.htm

Detection, Evaluation, and Treatment of High Blood Cholesterol in Adults (Adult Treatment Panel III), 2001
http://www.nhlbi.nih.gov/guidelines/cholesterol/index.htm

Your Guide to Lowering Cholesterol with TLC, 2005
http://www.nhlbi.nih.gov/health/public/heart/chol/chol_tlc.pdf

Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults, 1998
http://www.nhlbi.nih.gov/guidelines/obesity/ob_home.htm

The Practical Guide: Identification, Evaluation, and Treatment of Overweight and Obesity in Adults, 2000
http://www.nhlbi.nih.gov/guidelines/obesity/practgde.htm

Dietary Guidelines for Americans, 2005
http://www.health.gov/dietaryguidelines/

Small Steps, Big Rewards: Your Game Plan to Prevent Type 2 Diabetes, 2006
http://ndep.nih.gov/diabetes/pubs/GP_Booklet.pdf

For More Information

The NHLBI Health Information Center is a service of the NHLBI of the National Institutes of Health. The Health Information Center provides information to health professionals, patients, and the public about the treatment, diagnosis, and prevention of heart, lung, and blood diseases. Please contact the Health Information Center for prices and availability of publications.

NHLBI Health Information Center
P.O. Box 30105
Bethesda, MD 20824-0105
Telephone: 301–592–8573
TTY: 240–629–3255
Fax: 301–592–8563
E-mail: nhlbiinfo@rover.nhlbi.nih.gov

Selected publications are also available on the NHLBI Web site at www.nhlbi.nih.gov.

Also see the NHLBI Diseases and Conditions Index: www.nhlbi.nih.gov/health/dci/index.html.

DISCRIMINATION PROHIBITED: Under provisions of applicable public laws enacted by Congress since 1964, no person in the United States shall, on the grounds of race, color, national origin, handicap, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity (or, on the basis of sex, with respect to any education program and activity) receiving Federal financial assistance. In addition, Executive Order 11141 prohibits discrimination on the basis of age by contractors and subcontractors in the performance of Federal contracts, and Executive Order 11246 states that no federally funded contractor may discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. Therefore, the National Heart, Lung, and Blood Institute must be operated in compliance with these laws and Executive Orders.

U.S. Department of Health and Human Services
National Institutes of Health

National Heart Lung and Blood Institute
People Science Health

NIH Publication No. 08-3674
Originally Printed December 1999
Revised May 2008