

FACILITATOR

GUIDEBOOK

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# Welcome

*“To eat is a necessity, but to eat intelligently is an art.”*

*~La Rochefoucauld*

Dear Nourish Course Facilitator,

Welcome to Nourish, a four-part program offered by Masterpiece Living. This program is designed to support participants in navigating healthy nutrition. Each unit is called a ‘course’ to reflect the courses served in a meal. Throughout the Nourish program, we will explore numerous topics including: the importance of nutrition at any age, superfoods, mindful eating, nutrition labels, calories, food traditions, recommendations for older adults, sensory changes, food legacies, farming terms, nutrients and the overall dining experience.

To begin, we ask that you take a few minutes to review this Facilitator Guide from start to finish. In it, you will find helpful instructions to prepare for each session, such as what materials and equipment you will need, as well as suggestions for creatively enhancing this course based on individual needs and interests.

Important to note, Masterpiece Living recognizes that nutrition is a topic that is constantly evolving. Because of this, there is a plethora of information and opinions that can make it hard to navigate what is fact from fiction. Masterpiece Living is committed to staying up-to-date with research-based standards and recommendations from credible sources. Masterpiece Living validates that nutrition is not a one-size-fits all approach and recognizes that not all nutrition approaches are sited in this course.  However, as the facilitator, please keep personal opinions and diet preferences from the Nourish content.

***On behalf of your Masterpiece Living Team, welcome to Nourish!***

# Preparing for Nourish

**What You Will Need:**

* Copies of each Nourish Course
* A projector and large screen or TV screen
* Audio hookup for computer
* Nourish worksheets and pens/pencils

**Additional Materials:** Suggested within each section

**Before each session:**

* Review the appropriate section(s) of the Facilitator Guidebook
* Set up audio/visual equipment
* Set up room with chairs in a way that allows for discussion and makes it easy for everyone to see and hear the presentation
* Provide enough paper and pens/pencils for everyone

# 1st Course Facilitator Preparation

*An introduction to Nourish and an exploration of the history of food.*

Objectives:

* Highlight the importance of good nutrition
* Learn about the history of food from *Live Long, Die Short*
* Examine MyPlate for older adults
* Discuss serving sizes

Materials:

* Copies of 1st Course PowerPoint Presentations with space to take notes (optional)
* Copies of each for every participant:
	+ Pre-program survey: <https://www.cognitoforms.com/MasterpieceLiving2/nourishprecoursesurvey>
	+ MyPlate Handout
	+ Healthy Snacks Guide Handout
	+ Food Diary Handout
	+ 1st Course Nutrition Knowledge Handout
* A healthy snack for each participant. Refer to the Healthy Snacks Guide for recommendations.
* Flip chart/dry erase board and markers (optional)

Before Class:

* Print participant handouts and the pre-program survey
* Gather healthy snack for group
* Set up room with table and chairs (in a way that promotes discussion and allows participants to see/hear presentation)
* Customize slides to fit your presentation/community (optional)
* Print 1st Course presenter notes to use as a speaker’s guide

Suggested Activities:

* Before the class starts – lead a discussion about what people are currently eating for a healthy diet and what they want to learn from the course
* Before class starts – have participants guess serving sizes using their hands
* Homework for next course: Discuss with the group about bringing a favorite snack or packaged food products they eat on a regular basis at home. Also let participants know that you will also have packaged food products provided by the community available to use for the purposes of the activity.

# 2nd Course Facilitator Preparation

*Review of nutrition labels, food labels and how to make better diet choices.*

Objectives:

* Learn about current nutrition labels and the future of nutrition labels
* Learn what the labels on food mean
* Discuss meaning and importance of calories
* Explore simple ways to make healthy eating choices

Materials:

* Copies of 2nd Course PowerPoint Presentations with space to take notes (optional)
* Copies of each for every participant:
	+ 2nd Course Nutrition Knowledge Handout
	+ Food Labels Handout
	+ Healthy Snacks Guide Handout
	+ Navigating Nutrition Labels Handout
* A healthy snack for each participant. Refer to the Healthy Snacks Guide for recommendations.
* Food boxes and label examples
* Flip chart/dry erase board and markers (optional)

Before Class:

* Print participant handouts
* Gather healthy snack for group
* Gather food boxes and label examples for participants to see examples of “natural” “cage free”, “organic”, etc.
* Set up room with table and chairs (in a way that promotes discussion and allows participants to see/hear presentation)
* Print 2nd Course presenter notes to use as a speaker’s guide
* Customize slides to fit your presentation/community (optional)

Suggested Activity:

* Organic taste test (see Healthy Snack Handout for instructions)
* Show movie *Food Inc.*
* Analyze takeout menus participants brought in to identify healthy options
* Homework for next course: Ask participants to bring in their favorite recipes and brainstorm ways to make their favorite dishes healthier. Class recipes can be combined to create a class cookbook*.*

# 3rd Course Facilitator Preparation

*How nutrition relates to spirituality – mindfulness, gardening, and blue zones lifestyles and diets.*

Objectives:

* Discuss the dining experience and acknowledge sensory changes
* Practice mindful eating
* Discuss benefits of gardening
* Learn about Blue Zones diets and nutrition

Materials:

* Copies of Course 3 PowerPoint Presentations with space to take notes (optional)
* Copies of each for every participant:
* Blue Zones Recipes Handout
* 3rd Course Nutrition Knowledge Handout
* A snack for each participant for the mindful eating exercise. Suggestions: chocolate chips, raisins, oranges, nuts
* Mindful Eating Exercise Script
* Flip chart/dry erase board and markers (optional)

Before Class:

* Print participant handouts
* Gather snack for mindful eating exercise
* Set up room with table and chairs (in a way that promotes discussion and allows participants to see/hear presentation)
* Print 3rd Course presenter notes to use as a speaker’s guide
* Customize slides to fit your presentation/community (optional)
* Pre-load the YouTube videos.
* Okinawa, Japan <https://www.youtube.com/watch?v=ZwX9Ll19cX0>
* Nicoya, Peninsula <https://www.youtube.com/watch?v=2lWmzzGDzoM&t=14s>

Suggested Activities:

* Conduct a gardening activity. Involve someone who has a passion for gardening in leading the activity
* Collect participant recipes for a cookbook
* Optional Activity: Discuss with the group if they are interested in participating in a potluck as celebration for the final class. Challenge the group to make this dish “healthier” or more nutrient dense by swapping something less healthy for a healthier option or adding additional vegetables/fruits.

# 4th Course Facilitator Preparation

*A review of Nourish and discussion about superfoods.*

Objectives:

* Examine the importance of nutrient dense foods
* Learn about 10 superfoods and their benefits
* Review what was learned and discussed throughout the course

Materials:

* Copies of Course 4 PowerPoint Presentations with space to take notes (optional)
* Copies of each for every participant:
* Post-program Evaluation: <https://www.cognitoforms.com/MasterpieceLiving2/nourishpostcourseevaluation>
* Healthy Snacks Guide Handout
* 4th Course Nutrition Knowledge Handout
* Nourish Certificates
* A healthy snack for each participant. Please refer to the Healthy Snacks Guide for recommendations
* Flip chart/dry erase board and markers (optional)

Before Class:

* Print participant handouts and post-program evaluation
* Create certificates for each of the participants and print them before class
* Gather healthy snack for group
* Set up room with table and chairs (in a way that promotes discussion and allows participants to see/hear presentation)
* Print 4th Course presenter notes to use as a speaker’s guide
* Customize slides to fit your presentation/community (optional)
* Send reminders for superfood potluck (optional)

Suggested Activity:

* Facilitator/participants bring in nutrient dense and superfoods for a potluck (send a reminder to participants ahead of time)
* Superfood meal prep: Hold a simple food preparation demonstration with a chef that shows how easy it can be to prepare a meal that contains a superfood

# Wrapping Up and What’s Next?

**Thank you for participating in Nourish. We hope it was enjoyable and informative. Please input your pre and post program survey results here:**

**Continue the focus on Nutrition by offering other types of education such as cooking demonstrations, taste tests and educational speakers.**

**Consider offering the programs below which tie together the four components of successful aging.**

**Recommended follow up Programs by Masterpiece related to Nourish:**



**Good nutrition involves all four components of successful aging (social, intellectual, spiritual and physical). Resilience is a 10-session intellectual, spiritual, physical and social exploration that revisits concepts from the book *Live Long, Die Short* by Dr. Roger Landry. This program offers the opportunity to chart a course of Personal Lifestyle Plan through meaningful activities and discussion.**



**A healthy body goes hand in hand with a healthy mind. Neurobics+ is a dynamic, interactive 11-week memory enhancement course that challenges memory and stimulates brain activity. This interactive course includes dozens of Dr. Rob’s cognitive connections, discussions and videos related to enhancing your brain health.**

**Much of how nutrition has been influenced overtime can be explained through history. Aging Through Ages is a five-part course, that explores the history of aging and the evolving role of older adults through time. This course would also be complimentary to offer prior to the Nourish program, as it gives some background knowledge on the Industrial Revolution and how it played a major role in the way we view food and nutrition in the United States today.**

# 1st Course Presenter Notes

**SLIDE 1: Nourish Title Slide**

**SLIDE 2: A Quick Survey**

*Before we begin our discussion today, please fill out the pre-program survey.  This information is helpful to us in guiding our conversations and future programming. ​*

**SLIDE 3: Today’s Agenda**

*(Facilitator Read the agenda)*

**SLIDE 4: Introduction**

Nutrition is good for our body and our souls.  Often, social gatherings with our loved ones are centered around a good meal.  ​

To get to know each other better – let’s go around the circle and introduce ourselves with our name and our favorite dish to make, or eat!

**SLIDE 5: Healthy Snacking**

*(Facilitator – hand out healthy snack and Healthy Snack Handout)*​

While we enjoy our healthy snack, let’s talk a little about our snacking habits.  Are you surprised to hear that the United States has been referred to as “a snacking nation”?  One study found that 98% of Americans snack at least once a day and 50% of adults snack two to three times per day.  Snacking can be a good source of energy between meals if the snack is healthy and provides nourishment.  ​

Let’s brainstorm – what are some healthy snacks that you like to eat?​

*(Facilitator – write these down on a white board or flip chart while participants are saying them)*​

Thank you, these are all great choices for healthy snacks.​

​

​**SLIDE 6: Why Does Nutrition Matter?**

Why does nutrition matter?​

Let’s start with the question – why does nutrition matter to *you*?​

Nutrition matters to *all of us* because it is a key supporter of a successful aging lifestyle and maintaining, or obtaining, a healthy weight.​

What we eat impacts how we feel today, tomorrow and in the future.  When we *eat good*foods, we *feel good*afterward and eating healthy is important at every age – for different reasons. ​

There is value to eating healthy specifically for older adults. For instance, as a person ages, their muscle mass decreases with time. This means the body requires less calories from food to function. Research also tells us that that the metabolism of an older adult slows down as much as 30%. The actual percentage of metabolic slowing a person experiences varies depending upon several factors. Some of these factors include gender, weight, muscle mass and daily activity levels. It is from these changes that older adults are recommended to eat nutrient-dense foods to maximize the health benefits of the calories consumed.

We will spend more time discussing specific food recommendations in the coming slides.

**SLIDE 7: Nutrition Over Time**

Following the agrarian age, the post-industrial life brought 16-hour work days, little time for recreation and increased competition for resources.  The diet at the time consisted of things like oats, bacon, bread and porridge.  The water was too polluted to drink and the milk and dairy were too expensive to buy.  The shift from an agricultural lifestyle to factory work drastically changed what we ate, and how we ate. ​

<http://www.mylearning.org/everyday-life-in-the-industrial-revolution/p-2355/>​

Today, we have fast food and slow cookers.  We can eat when we want, what we want, and how much we want. We have come a long way as a society from the hunter-gatherer age, and even since the agrarian age.  However, our bodies still feel a pull to be connected with our ancestors lifestyle of community, staying active, being connected with the earth, and having a diet that reflects that lifestyle.

**SLIDE 8: Nutrition is NOT a One-Size-Fits All**

*(Facilitator –read information on slide)*

**SLIDE 9: Nutrition Knowledge**

Today’s “nutritional knowledge” will focus on MyPlate, specific for older adults. ​

**SLIDE 10: MyPlate for Older Adults**

*(Facilitator: Please distribute the MyPlate handout to participants)*​

MyPlate was created to replace the traditional food pyramid.  This shift in how we view are diet occurred because research tells us that we need to pay attention to portion sizes, aim to fill half our plates with fruit and vegetables and choose foods that are low in added fats and sodium.  ​

As we look at MyPlate for Older Adults from Tufts University, there are many things that we want to highlight. In the next several slides, we will discuss each of the food groups identified in this guide. But before we discuss the specifics of the actual food group categories, MyPlate stresses the importance of the following recommendations for older adults:​

​

1. Choose nutrient-dense foods and limit consumption of empty calories. Nutrient-dense food have a high nutrient to calorie ratio meaning they are rich in nutrients compared to their calorie content. Examples of nutrient-dense foods include spinach and blueberries. Empty calories are foods and beverages high in calories with little to no nutritional content. Examples of empty calorie foods and beverages include soda, alcoholic beverages and cookies. ​

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2. Stay hydrated. The sections of liquids above the plate symbolize the importance of staying hydrated, regardless of feeling thirsty. It is recommended that older adults try to incorporate at least 8 glasses of water every day.​

​

3. Stay (or become) active. It is recommended that older adults participate in moderate physical activity everyday.  Moderate physical activity can mean long sessions of activities such as walking or riding the stationary bike, or shorter sessions of exercises like swimming, fast walking or walking stairs.​

​

Again, these recommendations have been made specifically for older adults and are intended to promote a healthy diet. \*The materials we discuss in this program are not directed for weight loss, although we have included many tips and nutrition basics that can support weight loss goals. If you are interested in learning more about healthy weight-loss strategies, please consult your physician or health care provider.​

​

Now, let’s examine each section of the plate more closely.

**SLIDE 11: Grains**

Whole grains are a great source of fiber and B vitamins, and almost any grain based product now comes with the option for a whole grain version. Some common whole grains are flax seed, brown rice, oats and popcorn.​

​

The fiber from whole grains helps improve blood cholesterol levels, and lowers our risk for heart disease, stroke, obesity and type 2 diabetes.  Whole grains are also a great source of multiple other nutrients such as thiamin, folate and iron.  ​

​

While whole grains contain the entire grain kernel – the bran, germ and endosperm – refined grains have been milled and lose the bran and germ in the process.  This process improves the food’s shelf life and gives it a finer texture, but removes the dietary fiber, iron and many B vitamins that are so important in grains.  To make up for this, they often enrich the grain afterward, adding iron and some B vitamins back.  However, fiber is not added back.  ​

​

Because of this, it is recommended that at least half of all grains eaten should be whole grains.  ​

**SLIDE 12: Trivia Question**

*Trivia Question #1: True or false – Multigrain and whole grain have the same health benefits.*

**SLIDE 13: Answer**

The answer is false. The multigrain and whole grain do not have the same benefits and there is a preferable choice in terms of the health benefits. ​

​

So, what is the difference between multigrain and whole grain? Sometimes, all the labels we see on food can be very confusing. Something may be labeled as multigrain, but is that better for us than whole grain? Does it matter? Whole grain means that the entire grain and all of its parts are included in the food. Multigrain, on the other hand, means that there are a variety of different grains included in the food. Multigrain does not mean that the whole grain is included. Whole grain is your healthiest choice because it has all the fiber and nutrients that a complete grain offers.​

​

*(Facilitator:  Consider bringing in samples for participants to taste whole-grain foods. Also, bring in labels or different foods that are whole grain and multigrain to show participants what to look for.)*​

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**SLIDE 14: Fruits**

When selecting fruits, it is recommended that you “eat the rainbow” or choose ones that are deeply colored to maximize the intake of healthy nutrients.  Fruit can come in many forms: fresh, frozen, canned and dried.  Having all forms in your home increases your chances for being able to include in your favorite dishes.​

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*(Facilitator: Ask - Can you think of some way you can incorporate fruit into your meals?)*​

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*Possible responses: sprinkle berries onto your yogurt or cereal in the morning, adding berries or other fruit to salads, using frozen fruit to blend in a smoothie or using dried fruit with nuts to make your own trail mix.*

**SLIDE 15: Vegetables**

As shown in the pictures, there are a variety of colors represented within the vegetable group. When selecting vegetables, it is recommended that we “eat the rainbow” and choose vegetables that are bright in color including dark greens, deep reds and vibrant yellows. This recommendation is made to ensure we maximize the nutrients we get from the vegetables we eat. For example, the dark green color of spinach is our indicator that it is a more nutritious choice than iceberg lettuce which is light green in color. ​

​

In addition to eating fresh vegetables, frozen vegetables found in the freezer section of the grocery store are also a good option for getting the recommended daily servings. Another tip to maximize nutrients in our vegetables is to avoid overcooking vegetables. Overcooked vegetables lose some nutrients during the cooking process. When cooking vegetables - rather than eating them in the raw state such as on a salad - a good rule of thumb is to keep them on the ‘al dente’ side. Al dente is an Italian expression meaning ‘to the tooth’. This expression commonly refers to the cooking of pasta but applies to vegetables as well. The expression refers to cooking something, such as Brussel sprouts or green beans, to the point that they have a tender bite. To have a tender bite, the vegetables are neither undercooked and raw nor are they overcooked and mushy. ​

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Ultimately, whether eating them cooked or raw, vegetables pack in a lot of nutrients to support a healthy diet.

**SLIDE 16: Trivia Question**

*Trivia Question #2: What vegetable made Popeye strong?*​

1. *Broccoli*​
2. *Carrots*​
3. *Spinach*​
4. *Tomatoes*

**SLIDE 17: Answer**

Popeye attributed his superhuman strength to eating spinach.  Because of this, Popeye actually boosted the sales of spinach and increased children’s vegetable consumption after watching Popeye cartoons.​

​

Although spinach does not give us superhuman strength, it does provide us with many important nutrients.  Specifically, Vitamin C and Vitamin K.  Vitamin C is essential for repairing injured bone tissue.  Vitamin K helps the body produce osteocalcin, which is what attracts the calcium to the bone tissue.  Without it Vitamin K, our bones would be as soft as chalk! ​

​

In fact, a recent study from Tufts University found that people with low Vitamin K intakes have a significantly higher than average risk for hip fractures.

**SLIDE 18: Oils and Fats**

Liquid oils provide us with important fatty acids and fat-soluble vitamins that serve as substitutes for solid fats. ​

​

As we can see, oils are a recognized food group in MyPlate. This means that they are an important part of the diet and nourishment of the body. Because of this, it is not healthy to cut fat entirely from the diet. Our bodies need fat to function properly. According to the Mayo Clinic, the body uses fat - along with protein and carbohydrates - to create energy. Fat is also used to support other bodily functions such as managing insulin levels and maintaining healthy blood sugar levels. Likewise, having a healthy amount of fat in the diet, improves the body’s ability to absorb vitamins properly.  ​

​

When cooking with or consuming oils and fats, it is best to choose ‘good fats’ which can be found in vegetable oil such as canola, corn and olive oils. Beware of saturated fats which are considered ‘bad fats’ because they are bad for the heart.  ​

Trans fat is another form of fat that is harmful to our health.  Trans fat, for the most part, are generated during the processing of foods. Trans fats are often used as a preservative to extend the shelf life of packaged foods. While some fats are good for your heart, trans fats are considered ‘bad fat’ because they are bad because it is “human-engineered/fake” and is bad for the heart. It is recommended that you avoid foods containing trans fat. Trans fats can be found in stick margarine, shortenings and hydrogenated vegetable oils in processed foods and packaged cakes, crackers and cookies. ​

​

A good rule of thumb when determining if a fat source is a ‘good fat’ versus a ‘bad fat’ is the form it takes when at room temperature. For the most part, ‘bad fats’ - such as saturated and trans fats - become solids at room temperature. For example, lard and shortening are solid when at room temperature and need heat to turn into their liquid form. On the other hand, ‘good fats’ - such olive oil and corn oil - are liquid at room temperature. However, some plant-based oils, such as coconut oil, palm oil, and palm kernel oil are high in saturated fats and should be considered under the ‘solid fats’ category for nutritional purposes. ​

​

There can also be ‘bad fats’ and high fat contents in fattier cuts of meat and full-fat dairy products. We will discuss these in the next few slides.

**SLIDE 19: Dairy**

Dairy products are a great source of protein, calcium and other important nutrients to our diet.​

​

It is recommended that when consuming dairy, it is either low-fat or non-fat. For example, some cheeses have naturally lower fat contents including mozzarella, string cheese and goat cheese. Today, reduced-fat and non-fat milks are mainstream offerings at grocery stores. Likewise, the selection of reduced fat cheese are becoming increasingly common to find such as reduced-fat cream cheese or 2%-fat cheddar cheese. ​We will learn more about nutrition labels in the next course, but keep in mind that fat-free and low-fat dairy products can sometimes replace the “fat” with other fillers like sugar.

​

Some suggestions for incorporating low-fat and fat-free dairy into your diet are making smoothies with unsweetened yogurt and fresh fruit, using Greek yogurt instead of sour cream or cream cheese on foods, or sweetening low-fat yogurt with berries and other fruits, or making it savory with chives.​

​

​**SLIDE 20: Protein**

The Protein group of MyPlate includes a variety of protein sources such as beans, nuts, fish, poultry, meat and eggs. ​

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As we spoke about “bad fats” in the previous slides, some sources of protein can be high in saturated fats. Again, saturated fats are bad for the heart. Lean options of poultry include skinless and white meat chicken or turkey. Also, when eating meat, choose leaner cuts of meat, such as the tenderloin or lean ground meat. The butcher in the meat section of the grocery store can help direct us toward the leaner cuts of meat. When picking out meat, a general rule of thumb is to look for cuts of meat with little fat marbling visible in them. ​

​

Beans, nuts and eggs are also good sources of protein. Beans, in particular, are a good source of protein because they are low in fat and cholesterol and have a high fiber content. Likewise, nuts - such as almonds and walnuts - are also a good source of protein and contain nutrients that support a healthy heart. Consider mixing beans or nuts into your next salad or side dish to get one of the recommend daily servings of protein. ​

​

*(Facilitator: Take a moment to ask the group the question below. This could be a good time to highlight both the animal-based and non-animal sources of protein offered at your community.)*​

​

Now that we’ve spent some time talking about different sources of protein, how can we get the number of servings recommended on a daily basis?

**SLIDE 21: Did you Know?**

*(Facilitator: Read facts on slide.)*​

*Ask: What’s the most exotic thing you’ve ever eaten?*

**SLIDE 22: Did you Know**

*(Facilitator: Read facts on slide.)*​

​

*Ask:*Would you try or incorporate cricket-based foods into your diet?​

​

*Other Facts:*​

* Crickets also require far less water than cattle; in fact, to get a pound of dry protein from a cow, between 1,700 and 2,500 gallons of water is required. To get the same amount of protein from a cricket, only one gallon of water is needed — that’s a tremendous difference

**SLIDE 23: Liquids**

This section of the plate includes both water and other drinking liquids such as juice, tea and coffee. While drinking water is best, a morning cup of coffee or tea can also count toward the recommended daily servings. ​

​

Because our bodies are, after all, made up of 60% water, we need it to keep our bodies well hydrated. This is especially true for older adults who can experience a reduction in their sense of thirst as they age.​

​

Like each of the food groups we’ve discussed, there are health benefits to each section of the plate.  Specifically, water works to rid the body of toxins and helps to deliver food nutrients to where they are absorbed in the body’s cells. Proper hydration also supports good ear, nose and throat health and works along with fiber to aid digestion. ​

​

In addition to drinking water, there are other sources of liquid that can help to maintain proper hydration. For example, eating reduced-sodium soups or fruits with high water contents such as watermelon can also provide a serving of liquid. Please note that alcoholic beverages do not count towards a person’s daily water and liquid intake. In fact, alcohol actually dehydrates the body.​

​

\*As a friendly reminder, please note that these recommendations have been made for the general population of older adults. Please consult with your physician or health care provider for more information on hydration that is specific to your needs.

**SLIDE 24: Nutrition Knowledge- A ‘handy guide’**

**SLIDE 25: Handy Guide**

Our hand can be used as a general guide to serving sizes for a variety of foods. Of course, measuring utensils and a kitchen scale are the most accurate way to measure a serving of food, but using the hand as a guide can be especially helpful when dining out at a restaurant or in the homes of friends and family. ​

​

Let’s look at the different parts of the hand that can guide our serving sizes. Please keep in mind that this is a general guide and is based upon an average-sized hand. The palm, for example, can be used as a general guide for a serving of meat, poultry or fish. The thumb is approximately the size of a tablespoon and can guide the portioning of foods such as peanut butter and salad dressing.  Next, is the index finger which represents approximately 1 ounce and can be a guide for a serving of cheese. Then, we have the tip of the middle finger. This can be used as a guide for portioning foods like butter and oils.

**SLIDE 26: Handy Guide**

Next, a hand - in the position of a fist - can serve as a guide for a 1 cup serving. The fist is a good visual image for measuring a serving of cereal or fruit. Lastly, one cupped hand is approximately the size of a half cup. The cupped hand is a guide for a serving of pasta, rice, beans, vegetables or ice cream.  ​

​

Now that we’ve learned about this tool, we can let our hand be our guide the next time we go out for a meal.

**SLIDE 27: Food Diaries**

The final piece of information I will leave you with today is the significance of Food Diaries, or recording your food consumption.  This, along with exercise diaries are found to be to be significantly associated with weight loss. ​

​

I will be handing out a Food Diary today that you can utilize throughout this course and into the future.​

​

​**SLIDE 28:** **Course 1 Review**

As we know, we’ve covered a lot of information today. Here is a list of the topics we discussed. ​

​

*(Facilitator:  Please read contents of slide and distribute handouts to the group.)*​

​

Also, we’ve printed several handouts from today’s materials for us to take home and refer to in the future. The handouts we all have for our reference include the MyPlate for Older Adults, a Healthy Snacks Guide , the Food Diary handout and the 1st Course Nutrition Knowledge handout.​

**SLIDE 29: Homework**

*(Facilitator: discuss with the group about bringing a favorite snack or packaged food products they eat on a regular basis at home. Also let participants know that you will also have packaged food products provided by the community available to use for the purposes of the activity.)*

**SLIDE 30: Up Next**

*(Facilitator:  Please read information on slide)*

*Thank you for joining us for the 1st Course of Nourish, we look forward to seeing you for the 2nd Course.*

# 2nd Course Presenter Notes

**SLIDE 1: Nourish Title Slide**

**SLIDE 2: 1st Course Recap**

*(Facilitator: Read recap)*

**SLIDE 3: Today’s Agenda**

*(Facilitator Read the agenda)*

**SLIDE 4: Healthy Snacking**

(Facilitator: Please distribute a healthy snack to each member of the group. This Course’s suggestion is to try something organic and compare to a non-organic version of the same food. Refer to the *Healthy Snack Handout* for more information.)

**SLIDE 5: Nutrition Knowledge- Nutrition Labels**

​**SLIDE 6: Nutrition Labels**

*(Facilitator: Please distribute the 2nd Course Nutrition Knowledge handout and Navigating Nutrition Labels handout to the group.)*​

​

When you first look at a nutrition label, it my be overwhelming as it contains a lot of information. Let’s break down the individual sections to make navigating the nutrition label more manageable. ​

​

We are looking at an example label for macaroni and cheese. We will begin by looking at the top of the label. This is where we can find information about serving sizes. While the serving size may seem like a small section of the overall nutrition label, it is a very important starting point. It’s important to start with the serving size of a food product because **all** the following information, numbers and percentages are based upon that serving size portion. ​

​

As we can see here, the serving size for this macaroni and cheese product is 1 cup. Again, this means that all the numbers we examine next are based upon that 1 cup serving. If we were to eat this food product, we would want to serve ourselves a 1 cup serving to ensure that the nutrition label information is accurately represented on our plate. If, instead, we were to serve ourselves a larger serving – a 2 cup serving, we would need to double all the numbers we see listed here. But for the purposes of this exercise, we will use the recommended serving size of 1 cup.

**SLIDE 7: Nutrition Labels**

Now that we know the serving size of this sample macaroni and cheese is one cup, the next thing to look at is the number of servings per container. “Servings Per Container” refers to the total number of servings in the entire container, package or box. So, this label tells us that there are 2 servings in this sample box of macaroni and cheese. This means that if somebody were to consume the entire container, they will have eaten 2 servings of the food. ​

​

**SLIDE 8: Nutrition Labels**

The next section to look at is the number of calories in the individual serving. Remember that the numbers we are looking at are for 1 serving (1 cup) of macaroni and cheese. We know  this because right above the calories, it states Amount Per Serving. So, everything we discuss from here on down the label relates specifically to 1 serving size. As we can see on the label, 1 cup of this food product contains 250 calories within it. ​

​

Next to the number of calories, we can see that there are 110 calories from fat in this food product. This number is not in addition to the total number of calories. Instead, the label is simply listing out, for our convenience, the number of calories in a serving that come directly from the fat content in that serving. So, with 110 calories from fat, this means that nearly half of the calories (44%) in 1 serving of this macaroni and cheese come from fat.

**SLIDE 9: Nutrition Labels**

The next section of the food label to look at includes the listing of the nutritional content in the food. Starting at the top of this section, we can see that there is a total of 12 grams of fat in 1 serving of the macaroni and cheese. Below the total fat is the breakdown of what kind of fats the food contains. This label specifically lists the contents of saturated fat and trans fats as is required. As we discussed in Course 1, saturated fats and trans fats are considered “bad fats” because they are bad for the heart. Some labels list the number of mono-unsaturated and poly-unsaturated fats as well. These are the fats that are considered “good fats” for the body. ​

​

Below the fat content, we can see both the cholesterol and sodium – or salt – content of the serving of macaroni and cheese. As we discussed in Course 1,  the USDA recommends we limit the cholesterol and sodium in our diet. Today, there are many foods that come in low-sodium varieties such as soups, crackers and canned goods. ​

​

Next, we can see the listings for carbohydrates, fiber, sugar and protein. Again, the USDA recommends a diet high in fiber and low in sugar. ​

​

The last thing we see on the nutritional content section of the label is the listings of vitamins and minerals in the food. ​

​

Now, let’s discuss the numbers to the right of the nutritional content information.​

**SLIDE 10: Nutrition Labels**

This section is the daily value guide and gives us information about the percentage of daily value per serving consumed. Let’s look at the total fat as an example. As we discussed, the total fat in this serving of macaroni and cheese is 12 grams. We can see that this 12 grams represents 18% of the daily fat allowance. Again, the USDA recommends we maintain a low-fat diet. This means that eating one serving of the macaroni and cheese takes up nearly 1/5 (one-fifth) of our fat allowance for the whole day. Now, let’s look at the calcium value. One serving of the macaroni and cheese provides 20% of our daily value needed. It is from the daily value information that we can draw conclusions about foods. For example, this serving of macaroni and cheese is a good source of calcium but is high in fat.   ​

​

It is important to note that these daily values are based upon a 2,000 calorie per day diet as we will see mentioned in the footnote on the next slide. For some people, or those working to loose weight, 2,000 calories may be too many in a day. If you’d like more information on caloric needs specific to you, please consult with your physician or health care provider.

**SLIDE 11: Nutrition Labels**

The next section of a food label includes a footnote reference about the basis for the percentage of daily values. It states here that the percentage of daily values were calculated based upon a 2,000 calorie per day diet and provides general information about nutritional recommendations. For example, it states that for a person eating a 2,000 calorie per day diet should consume no more than 65 grams of fat per day. Likewise, this person should aim to get 25 grams of fiber each day. Please be aware that these are general recommendations – not specific to older adults - and actual numbers vary by person. Again, if you’d like more information on caloric needs specific to you, please consult with your physician or health care provider. ​

​

**SLIDE 12: Nutrition Labels**

Also required by the Nutrition Labeling and Education Act, food manufactures must provide a list of ingredients on the nutrition labels of their food products. The ingredients are listed by quantity of content. This means that the first ingredient listed makes up the largest content in the food and the last ingredient listed makes up the smallest content in the food product. So, looking at our nutrition label here, the main ingredient is an ‘enriched macaroni product’. This makes sense, in that, when you think about macaroni and cheese, the main content is the elbow pasta noodles as seen pictured here. ​

​

The benefit of having access to the complete list of ingredients is that we, the consumers, can become more informed about what we are eating. The list of ingredients also allows us to see what kind of oils (good vs. bad fats) are used in foods as well as look for healthy ingredients such as whole wheat and whole grains.

**SLIDE 13: Nutrition Labels**

In 2004, congress passed the Food Allergen Labeling and Consumer Protection Act, which began requiring food manufactures to label foods containing the ‘major food allergens’. The major food allergens identified by this piece of legislation includes: milk, eggs, fish, Crustacean shellfish, tree nuts, wheat, peanuts, and soybeans. It also required this listing for any other ingredients that contain the proteins from one of the allergen foods.  ​

​

So, as we can see on our sample label, the macaroni and cheese contains both wheat and milk as possible allergens. Naturally, the requiring of allergen information is beneficial for persons with food allergies to easily determine the allergen contents and alerts them to any possible allergen risks a particular food might pose to them.

​

**SLIDE 14: Food for Thought**

(*Facilitator- Ask the group of any observations they had when analyzing the macaroni product. Were there any ingredients or nutritional content that they found to be considered unhealthy? ​)*

​

A few conversation starters: ​

* Contains Trans Fat – Not naturally occurring in the food (i.e.: added “Fake Fat”​).
* Contains Artificial Colors- “Yellow 5”, “Yellow 6”​
* Ingredients list contains 10+ ingredients

**SLIDE 15: Activity**

*(Facilitator- Pass out 2nd Course Nutrition Labels Activity sheet Ask the group, if they haven’t already done so to bring out there favorite snack or packaged food products that they brought from home. Offer those who did not bring anything to use a packaged food product provided by the community for the purposes of the learning activity. Pass out the Nutrition label handout and have participants fill out the sheet, going through each of the nutrition label components that were covered. )*

**SLIDE 16: Nutrition Label Activity Key Takeaways**

*(Facilitator: Offer participants to share what they learned and anything that surprised them about their findings)*​

​

Potential Questions to stir up conversation: ​

* Did anything surprise you about your findings? ​
* Has this activity inspired you to look more closely at your food labels? ​
* What, if any changes do you plan on making when it comes to purchased/eating packaged foods? ​
* Encourage group to eat more foods without labels, than foods that contain labels (i.e.: Whole Foods).

**SLIDE 17: Trivia Questions**

(*Facilitator: read trivia question)*

**SLIDE 18: Answer**

The answer is 1990! In 1990 the Nutrition Labeling and Education Act was passed, requiring all packaged foods to bear nutrition labels. With some additional requirements and information, this is the food label we see today.​

​

The requirements for food labels have come a long way from when the Agriculture and the Bureau of Chemistry, now known as the Food and Drug Administration, was first created in 1862.​

​

Headed by chemist Harvey Wiley in 1902, Wiley sought to begin testing chemicals that were being used as food preservatives at the time.​

​

To do so, Wiley recruited volunteers to eat foods with amounts of borax, salicylic acid, formaldehyde and other chemicals.  This group was referred to as the “Poison Squad” by the press and was shortly broken up after many of the volunteers ended up sick.  ​

​

We’ve certainly come a long way from testing the effects of formaldehyde in our foods.  ​

**SLIDE 19: Nutrition Knowledge- Nutrition Labels- What’s New?**

Since the original food label was created in 1990, the Federal Food and Drug Administration has announced that they will be updating the iconic look for the first time since then.  By 2018 there will be changes to food labels that better reflect current research and lifestyles of Americans today.  ​

​

In this section we will go over the what and why of the food label changes that you will start to see on the back of your food.​

​**SLIDE 20: What’s New? A Refreshed Design**

The iconic design that we have always known is staying relatively the same, with some changes on the emphasis on some sections that will help individuals better make informed decisions about what they eat.​

​

As you can see, the calories and serving sizes will have bigger font than before to highlight this information.​

​

Also, instead of just the daily percentage of vitamins, manufacturers must put the actual amount of each vitamin on the label to help us know how much of each vitamin we’re actually consuming.​

​

The last design change on the label includes changing the footnote to better explain what a percent Daily Value means.  The new footnote will read: “\*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.”​

​

These small changes have the possibility to make a big difference!

**SLIDE 21: What’s New? Updated Information**

In addition to an updated look of the food label, the FDA updated the required information on the label to reflect recent nutritional science information.​

​

“Added Sugars” now has the value in grams and percent Daily Value.  This was added because research now tells us that it’s difficult to meet our nutrient needs, even if we stay within our calorie limits, if we consume more than 10% of our daily calories from added sugars.  ​

​

Vitamins A and C have been replaced with Vitamin D and potassium.  Vitamin A and C were originally on the food label because in the early 1990’s, American’s diets lacked these two nutrients.  Today, Vitamin A and C deficiencies are rare and the focus has been shifted to Vitamin D and potassium because deficiencies of these two nutrients is related to higher risk for chronic disease.​

​

While “Total Fat”, “Saturated Fat” and “*Trans Fat*” will all remain on the label, “Calories from Fat” is being removed because the type of fat we are consuming is more important than the amount of fat we are consuming.  Like we discussed in the 1st course, some fat is actually *good* for us.​

​

**SLIDE 22: What’s New? Updated Serving Sizes**

Along with a new design and updated nutrition information, the serving sizes will be updated to better reflect accurate serving sizes in America today.​

​

By law, serving sizes on food labels must be based on averages that people are *actually* eating, not *should* be eating.  This will be the first update to the serving size on food labels since they were originally established in 1993.​

​

You might be thinking that this is because serving sizes have increased in America since 1993.  However, this is not necessarily true.  For instance, 12 ounce and 20 ounce sodas will not both be 1 serving, since people usually finish their entire soda.  This is the same for other things like soup and yogurt. ​

​

Changing the serving sizes to accurately depict how much we are actually consuming will give us a more accurate idea of the calories and nutrients were are putting into our bodies.​

​

*Now that we’ve talked about all the changes made to nutrition labels, what are everyone’s thoughts?*

**SLIDE 23: Food Labels- What do all these words mean?**

Now that we’ve discussed what everything on the back of our foods mean, let’s discuss what all the labels we see on the front of our foods mean.

**SLIDE 24: Label Language**

Choosing healthy food is important – but we all know it’s not always as easy as it seems.  ​

​

Food labels were created to help us know what we’re eating, but the definitions and wording aren’t always straight-forward.  What’s the difference between no cholesterol and low cholesterol? Natural and organic? What do these terms mean in perspective of “eating intelligently”?​

​

Many of these topics were not even necessary to discuss 50+ years ago because farming practices were much different. Can anyone think of other similar terms that they’ve heard? Let’s try to navigate some of these terms by defining what each means and discussing the benefits and drawbacks of consuming these products. ​

*(Facilitator:  Pass out food boxes and label examples  for participants to see how food is marked and marketed.  Please bring a variety of foods including some that say “all natural”, “natural flavors”, “cage free”, “organic”, etc.)*​

*(Additional Facilitator note: The movie Food Inc. covers the controversial topic of “Where our food comes from” and can be a great addition to this course)*​

​

**SLIDE 25: Trivia Question**

*(Facilitator – pass out food labels handout)*

**SLIDE 26: Answer**

According to the USDA, *organic* and *natural* are not interchangeable terms. Terms such as *natural, cage free*and *free-range*can be found on packaging but they are not the same as certified organic foods. ​

​

The term natural refers to foods that are free of synthetic preservatives such as artificial sweeteners, colors, flavors, growth hormones, antibiotics and hydrogenated oils and is minimally processed.  However, other than meat, most foods labeled natural are subject to only the same regulations and health code controls that apply to all foods.​

​

A good rule of thumb to go by when purchasing “natural” foods is to go with foods that have 5 ingredients or less, which are usually more natural of a product.​

​

The term organic not only applies to the food, but also how the food is produced.  This means that foods labeled organic have been grown and processed using organic farming methods.  Some organic methods include grown without synthetic pesticides, bioengineered genes (GMOs) and petroleum-based fertilizers.  Also, meat grown organically is required to have access to the outdoors and be grown without antibiotics or hormones.  ​

​

Let’s look at some examples of how organic foods are labeled…​

**SLIDE 27: Organic**

Food products have to be 95% or 100% organic in order to display the organic label. Other products may say “made with organic ingredients” which means some of the ingredients within the product are organic and others in that food are not. So what’s the bottom line with organic? There is still a lot to learn about organic foods, it is not yet known if they are better for you than conventional farming foods. ​

​

So, why should we buy organic foods? Some believe that organic food tastes better. Some people want to limit their exposure to pesticides and food additives. Others are more concerned about the environmental impact of current mainstream farming practices. Organic farming reduces pollution and conserves the quality of water and soil. ​

​

On the other side of the topic, why shouldn’t we buy organic? First, organic foods can cost up to 50 percent more than conventional foods. Organic foods can also spoil faster because they do not use as many additives and preservatives. Finally, it’s important to note that organic foods, just like conventional foods, still have some food safety risks so it is still important to wash and clean organic fruits and vegetables in the same way you’d wash the non-organic varieties. ​

​

So, it’s up to you! What are your thoughts about organic foods now that we’ve discussed them in more detail? Let’s look at some other popular food labels now…

​**SLIDE 28:** **Locally Grown**

The term locally grown seems self-explanatory…the food is grown locally. However, the term locally can be defined in many ways. Locally grown can mean the food is grown 10 miles away, 100 miles away, within a days drive, or within the same state! The increase in locally grown products (or labeling of them) has come about by a perception that locally grown foods are safer and more fresh. While this may be true some of the time, it also may not always be the case. It  depends upon where the food is coming from. For instance, some local farms are quite small and may not get the food safety inspections that larger farms would. ​

​

Unlike organic foods, there are no regulations or requirements restricting the use of the term locally grown. However, in one survey, 50% of retailers defined locally grown as within 100 miles and 37% defined it as within the same state. Finding a local farm that sells their produce directly is your best bet for getting guaranteed fresh produce. ​

​

**SLIDE 29: Free Range and Cage Free**

*Cage free*is another term that is not regulated by the USDA. The term implies that chickens are not kept packed together in cages. While there are not any widely recognized nutrition benefits of *cage free* eggs, this is more of an animal cruelty concern. *Free range*is another term we may see on poultry packages. This term is defined by the USDA. It states that anything marked *free range*or *free roaming*means “the producers must demonstrate” that the poultry has been “allowed access to the outside”. Beyond that, there are limited specifics regulating and guiding use of this term.  ​

 ​

Since these terms are related to the treatment of animals, is this something that resonates with you while grocery shopping? How are these issues and terms different from those used 30, 40 or 50 years ago? ​

​

**SLIDE 30: Calories**

Now let’s switch gears and talk about calories…​

What is a calorie?​

​

A calorie is a unit of energy.  The science of calories isn’t quite as important to our nutrition as how we manage our calorie consumption.​

​**SLIDE 31: Calories**

Back to our food labels for a minute…​

The Food and Drug Administration has put guidelines on what certain terms mean. For instance, a food product cannot advertise as being *low calorie*unless there are less than 40 calories in a serving. Some of these terms can be misleading because the listing of “low calorie” means for 1 serving.  We have to watch that the serving size we serve ourselves. What we might think of as a serving may end up being 10 servings according to the label! What other things should be considered when looking at these calorie advertising terms? ​

​**SLIDE 32: Maximizing Calories**

Listed on the slide, we can see a clear difference in the number of calories in a piece of cherry pie versus a bowl of fruit. Not only is there a significant calorie difference, there is also a big difference in the nutritional value of the two dishes. For example, the fruit offers plenty of fiber and vitamins. The pie, on the other hand, is filled with fat, carbohydrates and a very small amount of vitamins and fiber. ​

​

*Does anyone have other suggestions of substitutions for high calories/low nutrition foods in their diet?*

**SLIDE 33: The Calorie Balancing Act**

Calories are not just about eating, we also have to consider the calories we expend through movement and physical activity. Maintaining a healthy weight is a matter of balance between the calories we take in (eat) and the calories we expend (physical activity). Consistently over or under eating the suggested amount will lead to weight loss or weight, of which, both of these scenarios can negatively affect our health. ​

​

Calorie needs are unique to each individual based on gender, activity level, health status and metabolism. However, there are general recommendations for men and women. The average calorie need for men over 50 that participate in moderate physical activity is around 2,300 and for women it is around 1,800. ​

​

Staying within the nutritional guidelines and following the CDC’s guidelines for exercise will help with the calorie balancing act. The recommendations for exercise from the CDC are 150 minutes of moderate-intensity aerobic activity per week. Muscle-strengthening exercise that work all major muscle groups is recommended at least two times a week. This works out to be approximately 21 minutes per day without muscle strengthening exercises. But, exercise can also be fit into a busy schedule by splitting it up into 10 minute sessions. ​

​

*Does anyone have any other tips for fitting exercise into their busy schedule?*​

 ​

Getting the most for your calories is critical in that we can waste a lot of calories on things that are not nutrient dense. Let’s look at an example. Most of us probably know that a bowl of fruit is healthier for us than a piece of cherry pie, but let’s look and see what this means in terms of getting the most for our calories…

**SLIDE 34: Tips for “Eating Intelligently”**

Now that we’ve learned the ins and outs of the labels we see on our foods and how to manage our calorie intake, let’s talk about some tips to eat intelligently, despite labels and calories. ​

​

The first tip is to choose a variety of foods from a variety of sources.  By doing so, you will get a better mix of nutrients while reducing the likelihood of continued exposure to a single pesticide.​

​Also, by seeking out fruits and vegetables that are in season you will benefit from fresh produce.  Ask your grocer what days fresh produce arrives or buy from a local farmers market.​

​Be sure to wash or peel the fruits and vegetables you purchase to remove dirt, bacteria and pesticides from the outside.  ​

​

As we just learned, the labels on foods can be misleading. Even if a label says organic, it may not necessarily be the healthiest option. Check the nutrition labels for high amounts of salt, sugar and fat.

Shop at the Fringes means staying away from the middle aisles of the supermarket, which tend to be filled with ultra-processed food with labels like "trans fat-free," "low cholesterol" and "heart healthy.“

Finally, If You Can't Say It, Don't Eat It simply means avoid buying products that have more than five to ten ingredients or any ingredients you can't easily pronounce.

**SLIDE 35: Course 2 Review**

As we know, we’ve covered a lot of information today. Here is a list of the topics we discussed. ​

*(Facilitator:  Please read contents of slide and distribute handouts to the group.)*​

Also, we’ve printed several handouts from today’s materials for us to take home and refer to in the future.

 **SLIDE 36: Homework**

*(Facilitator: discuss with the group if they are interested in sharing recipes. Discuss the opportunity on brainstorming ways to make their favorite dishes healthier. This is an optional activity.)*

 **SLIDE 37: Coming Up Next…**

*(Facilitator:  Please read contents of slide)*

# 3rd Course Presenter Notes

**SLIDE 1: Nourish Title Slide**

**SLIDE 2: 2st Course Recap**

**SLIDE 3: Today’s Agenda**

*(Facilitator: read agenda on slide)*

**SLIDE 4: The Dining Experience**

So far during this course, we’ve spent much of our time together engaging the Intellectual Component as we were learning about MyPlate, nutrition labels, and everything else associated with those topics. Now, let’s spend some time talking about food and nutrition as it relates to the other components of whole person wellness. Specifically, let’s talk about the dining experience. ​

**SLIDE 5: The Dining Experience**

When talking about the ‘dining experience’, we are referring to the whole experience of a meal – beyond simply the food. The dining experience involves many things. For example, the experience of dining includes the conversations and connections that come from sharing a meal with other people. The dining experience also includes the actual location of the meal. This could be in one’s home, in a restaurant, or in the home of a friend or family member. Likewise, the dining experience also includes the overall environment in which the meal is being eaten. For example, the dining environment may have a chattering buzz of people talking together. Conversely, the environment could be quiet or with music playing in the background. ​

​

Another aspect of the dining experience can include the focus on healthy versus unhealthy eating. There can also be family values which impact the dining experience. For example, some people or families might value dining together where as others have a culture of eating while on the run or watching television. This also applies to potential regional differences in the dining experience. For instance, people in an urban area might have a culture of dining out or ordering ‘take out’ meals for convenience.​

​

We will discuss more about how these factors come together to create the overall dining experience in just a minute. But first, we want to take a moment to highlight changes older adults may experience that can also impact their dining experience.

​**SLIDE 6: The Dining Experience – Sensory Changes**

There are a few additional things to consider when discussing the dining experience that older adults may experience that can impact their overall dining experience and appreciation of food. ​

​

Specifically, we are talking about sensory changes. The biggest and most common sensory changes experienced by older adults are in vision and hearing. These changes can impact a person’s ability to participate in mealtime conversation and the visual appeal of the food they are eating. ​

​

In addition, it is common to have a decreased sense of smell and taste as we age.  This can lead to decreased appetite or the use of excess salt or sugar on foods to enhance the taste.  Although some loss of smell and taste is expected with aging, some medications can further interfere with our senses.​

​

Some tips for dealing with this include talking to your doctor about possible side effects of your medications and using different spices or changing the way you prepare food to enhance the taste without added salt and sugar. ​

​

*What are some ideas for enjoying our food while also eating healthy?*

**SLIDE 7: Mindful Eating**

​ Now that we’ve talked about the overall dining experience, let’s dive deeper into the practice of mindful eating.​

​

*(Facilitator: Before switching to next slide offer the group the opportunity to share their thoughts on the difference between mindless and mindful eating. The definitions will be on the next slide).*

​

**SLIDE 8: Mindless Eating vs. Mindful Eating**

*(Facilitator: offer group the opportunity to share examples of mindless and mindful eating)*​

​

Examples of Mindless Eating:​

1) *When*we "check out" during our meals or snacks; we are no longer present to enjoy the foods we are consuming or honor our hunger and fullness signals. ​

2) Eating lunch at noon simply because it is noon, but not because you are truly hungry.​

3) Watching TV and eating chips out of a bag and before you know it half the bag is gone.​

​

Examples of Mindful Eating:​

1) Using all your senses in choosing to eat food that is both satisfying to you and nourishing to your body.​

2) Acknowledging responses to food (likes, dislikes, or neutral) without judgment.​

3) Becoming aware of physical hunger and satiety cues to guide your decisions to begin and end eating.​

**SLIDE 9: Mindful Eating Cycle**

Since most people eat for reasons other than physical hunger, the first question of “Why do I eat?” is often central to ultimately changing eating behaviors. ​

• “Why do I eat?” may include an exploration of triggers such as physical hunger, challenging situations, or visual cues, which often spring from stress, fatigue, or boredom.​

• “When do I want to eat?” The answer may depend on the clock, physical hunger cues, or emotions. ​

• “What do I eat?” examines the factors people consider when choosing food, such as convenience, taste, comfort, and nutrition.​

• “How do I eat?” Is eating rushed, mindful, distracted, or secretive? In our technological, on-the-go society, exploring the process of eating can be eye-opening.​

• “How much do I eat?” Quantity may be decided by physical fullness cues, package size, or habit.​

• “Where does the energy go?” Eating may be invigorating, cause sluggishness, or lead to guilt and shame. How is the energy used during work or play?​

​

*(facilitator: offer group the opportunity to share their thoughts on the mindful eating cycle and encourage discussion)*

**SLIDE 10: Mindful Eating**

Meditation has spiritual benefits as it helps with our ability to manage stress. Also, practicing meditation exercises, such as mindfulness, have health benefits as well. Specifically, mindfulness has been linked to improvements in cognitive and immune system functioning. ​

​

Mindful eating has been identified as an effective tool in managing binge eating (overeating during a short period of time). So, practicing mindful eating can be an effective skill for those looking to lose weight. Regardless of weight loss or maintenance goals, we can all benefit from the experience of mindful eating. Let’s give it a try… ​

 ​

*(Facilitator: Please distribute the healthy snack for the group. See the handout, Healthy Snacks Guide, from the 1st Course for snack recommendations. Ask the group to wait before eating their snacks to participate in the mindfulness exercise.)*

**SLIDE 11: Mindful Eating – Let’s give it a try…**

​ *(Facilitator: Now, that you’ve distributed the healthy snack, use the script on the document ‘Mindful Eating Exercise – Course 3’ to lead the mindful eating exercise. Conclude the exercise with a discussion and reflections about the mindful eating experience - Please see discussion questions on next slide.)*​

**SLIDE 12: Mindful Eating – Discussion**

*(Facilitator: lead discussion found on slide)*

**SLIDE 13: Nutrition Knowledge – Blue Zones Diet**

Today’s Nutrition Knowledge will focus on Blue zones.  For those of you familiar with Masterpiece Living, you might be aware of what Blue Zones are.  ​

​

Blue Zones are areas throughout the world where people are living longer, healthier because of their lifestyle choices. ​

​

These lifestyles from around the globe include having meaning and purpose in one’s life, having deep social connection, continuing to move more, and eating diets that support healthy lifestyles.  Lets explore some of these diets and lifestyles from those individuals who are living the longest.

​

**SLIDE 14: Blue Zone Diets – Ikaria, Greece**

The first area of the world we will explore is Ikaria, Greece.  Deemed, “The Island Where People Forget to Die” by the New York Times, Ikaria is an island in the Aegean Sea. ​

​

As you can see from the diagram, the people of Ikaria have a diet rich with freshly picked vegetables, greens and fruits.  In this region there is also a large consumption of potatoes, olive oil, honey and legumes.  ​

​

Each of these things are linked to increased longevity.  For instance, honey is known to help treat colds, insomnia and heal wounds and olive oil, especially uncooked, may be helping Ikarians prevent heart disease.  ​

​

Another secret to their diet linked to longevity is how they eat their meals.  People in Ikaria typically eat their food slowly, and with family and friends, take naps regularly and live a more stress free life.  Eating a meal in a hurry, or while stressed affects how the body absorbs food, causing it to not absorb nutrients or antioxidants as well.  ​

​

*SUGGESTED ARTICLE: http://www.nytimes.com/2012/10/28/magazine/the-island-where-people-forget-to-die.html*

**SLIDE 15: Blue Zone Diets – Okinawa Japan**

Now lets travel to Okinawa, Japan, a region where the life expectancy for men is 84 and almost 90 for women with a fifth the rate of cardiovascular disease, breast cancer and colon cancer, and less than a fifth the rate of dementia compared to the U.S. ​

​

So what’s their secret??​

​

Sweet potatoes! Otherwise known as an “imo”.  ​

​

Before 1940, the diet in this region consisted of 67% Okinawan sweet potatoes, one of the healthiest foods in the world.  This means that the first third of older adults lives in Okinawa had a diet where close to all calories consumed came from Okinawa sweet potatoes.​

​

Feeling discouraged that you didn’t start your life eating primarily this super food for all meals?  There are still some longevity tips that can be learned from Okinawa.​

​

In Okinawa, they eat tofu like the French eat bread and Americans eat hamburgers.  The habit of eating soy products in replacement for meat has been found to lower cholesterol and triglyceride levels, reducing risk of heart disease.​

​

They also often eat seaweeds, kombu and wakame, often found in miso soup.  These seaweeds are rich in iron, magnesium, calcium and iodine.  ​

​

So, although you can’t go back and eat sweet potatoes with every meal for the first third of your life, you can start eating them now, along with nutrient rich seaweed, tofu, and green leafy vegetables. ​

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Now let’s watch a short video of Tusne Ganhan, Okinawan woman who is living every aspect of aging successfully…​

**SLIDE 16: Okinawa Japan – Video**

*(Facilitator: play video)*

**SLIDE 17: Blue Zone Diets – Sardinia, Italy**

The diet you see above is one of a typical Sardinian Shepherd, whom are typically men that spend their days tending sheep and growing small gardens.  In the United States, for every one man who reaches the age of 100, five women will also live to be a centenarian.  However, in Sardinia, the ratio is 1:1, and that is not because women don’t live as long there.  ​

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As you can see, the diet in Sardinia is similar to the diet you typically think of when you think of diets in Italy.  So what makes this stand out from the rest of Italy?​

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Some of the longevity foods from Sardinia include sheep’s milk, flat bread, barley and fennel. ​

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Sheep’s milk is more easily digested than cow’s milk, and since the sheep in Sardinia are grass fed, their milk has higher levels of omega-3 fatty acids.  The flat bread is also slightly different than normal flat bread, as it is made with high-protein and low gluten wheat that does not cause a spike in blood sugar, like processed refined grains do.  Barley, which is often ground into flour for bread has a much lower glycemic index than wheat bread and is the strongest dietary link to Sardinian men living to 100.  Lastly, fennel is used in many dishes in Sardinian diets and is rich in fiber, and vitamins A, B and C.

**SLIDE 18: Blue Zone Diets – Nicoya Peninsula, Costa Rica**

The Nicoyan diet consists of around 80% of different carbohydrates, 26% of which are grains.  This diet is much different than carb cutting diets we often see today.  So what is the secret?​

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It is called the Three Sisters of Mesoamerican agriculture that consists of corn, beans and squash.  These three foods not only taste good together, they grow perfectly together.  The squash act as a ground cover to hold in moisture, the corn grows tall, and the bean stalks twine them together.  ​

​

These foods provide a diet that is rich in protein, calcium, niacin and complex carbohydrates. ​

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Now let’s watch a short video depicting the lifestyle in Nicoya Peninsula…​

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**SLIDE 19: Living Longer in Nicoya Peninsula – Video**

*(Facilitator: play video)*​

​**SLIDE 20: Blue Zone Diets – Loma Linda, California**

We will end our journey of the blue zones back in our own country, at Loma Linda, California, home to a large population of Adventists.  The Adventists in Loma Linda adhere to a biblical diet consisting largely of grains, fruits, nuts and vegetables.  ​

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Those who adhere by this diet cite Genesis 1:29 “And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in which is the fruit of a tree yielding seed; to you it shall be for meat.”​

​

This balanced diet has actually been found to have extended the lives of people who followed it by 10 years over people who did not!

**SLIDE 21: Blue Zone Diets – Loma Linda, California**

Specifically, the practices that were found to be especially effective in increasing longevity were:​

1. Eating a handful of nuts 4-5 times per week​
2. Eating a plant based diet ​
3. Consuming only small amounts of fish or dairy​
4. Participating in regular physical activity​
5. Maintaining medium body weight​
6. Not smoking

**SLIDE 22: Blue Zones Diets – Common Trends**

Some common trends we see throughout these Blue Zones diets are that they have high consumption of fruits and vegetables, and low consumption of meats.  They also have deep social connections and stay physically active throughout their lives. ​

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*What similarities do you see in their lifestyle and yours?*

**SLIDE 23: Food Legacies**

Now that we have talked about food traditions from Blue Zones all over the world, let’s spend some time talking about our own food legacies. When talking about legacies in general, we are talking about the passing along of memories, information and contributions to other people – namely future generations. So, let’s apply this concept to food… ​

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*(Facilitator: Please pass out the copies of the recipes that the participants brought in.)*​

​*(Optional activity: Collect recipes to make a cookbook.)*

**SLIDE 24: Food Legacies**

We have each shared our recipes with this group. Now, how about sharing with other generations, children, grandchildren, nieces, nephews, or family friends? Has anyone passed along their favorite recipes to others? If so, how did you do this? What was your inspiration for doing so? What about passing along a memory related to a recipe or food dish? What about passing along a cooking tip or cooking process you’ve picked up during your lifetime? How might we use our food experiences and knowledge to make a positive impact on the obesity epidemic being experienced amongst the younger members of our society today?​

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*(Facilitator: Have participants get into groups of 3 or 4 to discuss their family and cultural traditions. If the group is small enough, facilitate the discussion with the entire group.)*​

​

In order to help continue our food legacies, we have provided some blank recipe cards. Your homework, following the Nourish program, is to pass along at least one recipe to somebody else. ​

*(Facilitator: Please pass out blank recipe cards.)*​

**SLIDE 25: Gardening**

We’ve learned about the places around the world where people are living the longest healthiest lives and what your own traditions are, now let’s talk about gardening, another possible tradition or legacy.  You’ve probably noticed from the videos and talking about the lifestyle choices in the Blue Zones, gardening is a large part of the lives of those who are living the longest.​

​

Gardening has many benefits some of which include growing your own food free of pesticides and preservatives and also experiencing the physical benefits of growing your own food.  Let’s talk about this a little more…

**SLIDE 26: Gardening**

Not only is gardening a great way to get fresh foods, studies have also shown the positive impact of gardening on an individual’s emotional well-being. Gardening also involves being physically active and can be a social pursuit when shared with friends. Adding to the benefits, gardening is absolutely a spiritual endeavor as it connects people with nature.   ​

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*(Facilitator: Consider conducting gardening activity and involving someone who has a passion for gardening to help lead the activity.)*​

**SLIDE 27: Homework**

*(Facilitator: discuss with the group if they are interested in participating in a potluck. Challenge the group to make this dish “healthier” or more nutrient dense by swapping something less healthy for a healthier option or adding additional vegetables/fruits. This is an optional activity.)*

​**SLIDE 28:** **Course 3 Review**

As we know, we’ve covered a lot of information today. Here is a list of the topics we discussed. ​

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*(Facilitator:  Please read contents of slide and distribute handouts to the group.)*​

​

Also, we’ve printed several handouts from today’s materials for us to take home and refer to in the future.​

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**SLIDE 29: Coming up next…**

*(Facilitator:  Please read contents of slide)*

# 4th Course Presenter Notes

**SLIDE 1: Nourish Title Slide**

**SLIDE 2: 3rd Course Recap**

**SLIDE 3: Today’s Agenda**

*(Facilitator: read agenda on slide)*

**SLIDE 4: Healthy Snacking**

*(Facilitator: The 4th course snack is a juice bar. Recipe examples are included in the 4th Course preparation page. While the participants taste the juices, discuss the following information.)*

There are pros and cons to juicing. Juicing can help you eat a wider variety of fruits and vegetables that you might not normally get. Also, some information says that the nutrients can be better absorbed when they are in the juice form. However, there is no solid evidence that shows that juicing is *better* than eating the whole fruit or vegetable. One downside is that the beneficial fiber found in fruits and vegetables is mostly lost in the juicing process.

Smoothie’s are also a great option for consuming more fruits and vegetables. Smoothie’s don’t lose the beneficial fiber from fruits and vegetables that are lost in the juicing process. Blenders tend to be more cost effective than juicers as well. Juicing also requires a larger volume of fruits/vegetables to yield the same amount of liquid as a smoothie. This means that you will need more fruits/vegetables to juice, which also means spending more money. Smoothies also give the opportunity to add more variety and flavors, such as dried fruits, nuts, and cocoa. These ingredients would not be able to be extracted from a juicer.

**SLIDE 5: Nutrition Knowledge- Nutrients**

We just tasted a nutrient-dense snack, now let’s talk about what exactly nutrients are… ​

Nutrients are substances that play a role in health. Nutrients include proteins, carbohydrates, fats, vitamins, minerals and water. That’s a pretty broad definition!  To break it down a bit more, let’s draw upon what we learned during the last course. We’ve already learned about calories and to put it simply, when we eat, we take in nutrients plus calories. Today, we’ll talk about some important nutrients for older adults. Although we can get vitamins and minerals through supplements, the Dietary Guidelines for Americans recommends that we get our nutrients mostly from the food we eat. The reasons for this is that there are many other substances found in food that work with the nutrients to help protect against chronic conditions. These substances are not found in supplements. ​

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\*Everyone is different, so, be sure to discuss with your doctor about the supplements and special diet considerations you may have. Let’s look at some examples of important nutrients (especially for older adults)…

​**SLIDE 6: Nutrition – Unique Nutrient Needs**

Older adults have unique nutrient needs. These needs can be somewhat challenging to meet due to the fact that older adults need less calories to function. This is why it’s so important to make sure the calories we consume are nutrient-dense foods. In the first course of Nourish, we talked about the Tuft’s food guide pyramid for older adults. We haven’t mentioned the flag at the top of the pyramid. We are going to discuss that flag now. The flag indicates the need for calcium, vitamin D and vitamin B12. The body needs calcium and vitamin D to keep bones strong. Did you know that over 40 million adults in the U.S. are at risk for osteoporosis? This is due to insufficient Calcium and Vitamin D intake.​

​

Vitamin B-12 is important for nerve and red blood cell health. Deficiency in vitamin B12 can lead to weakness, rapid heartbeat, bruising easily, and digestive problems. Special consideration must also be paid to vitamin B12. Many older adults can’t absorb and use vitamin B12 found in animal foods. Because of this, getting B12 from breakfast cereals and supplements may be more effective. Your doctor can tell you what is best for your needs. ​

 ​

Here are the recommended amounts for each nutrient: ​

**Vitamin B12**—2.4 micrograms (mcg)​

**Calcium**—1,200 milligrams (mg)​

**Vitamin D**—400 International Units (IU) for adults 51–70 and 600 IU for those over 70.​

​

\*Do not exceed these recommendations.​

\*Please consult with your health care provider for nutrient information specific to you.

**SLIDE 7: Trivia**

It’s time for a trivia question. ​

*(Facilitator: Please read the question above and allow time for participants to make their guesses.)*

​

**SLIDE 8: Answer**

Studies show that people with diets high in fruits and vegetables have lower rates of cancer. It is thought that antioxidants might have a role, however, this has not been proven in any large scale study. The data is also inconclusive for slowing the aging process and preventing heart disease and strokes. ​

​

What is proven for health and disease prevention is eating a variety of fruits, vegetables and legumes. The goal is at least 5 a day!

**SLIDE 9: Nutrition Knowledge- Superfoods**

There is so much to consider when trying to have a nutritious, energizing and healthy diet. We discussed eating nutrient-dense foods to really get the most for your calories. Next, we will go through 10 nutrient-dense foods that the Mayo Clinic and other sources deem as great choices. The “*superfoods*” that we mention are foods to include in your diet, but of course, should not be the only things you eat. Remember, variety is key to a healthy diet. The goal is to incorporate these *superfoods* regularly into our balanced diets. Let’s get started with a trivia question…

​

*(Facilitator: If possible, provide samples of some or all of the superfoods.)*​

​

**SLIDE 10: Trivia**

It’s time for a trivia question. ​

*(Facilitator: Please read the question above and allow time for participants to make their guesses.)*

**SLIDE 11: Trivia Answer**

The answer is Wales, England.  In the February 1886 edition of “Notes and Queries Magazine”. The phrase was published as “Eat an apple on going to bed, and you’ll keep the doctor from earning his bread.”

​

**SLIDE 12: Apples**

There is actually something to the phrase that we just discussed. The first *superfood* is… Apples. Apples have many health benefits the first of which is the Vitamin C, which is good for your bones, skin and connective tissue. Vitamin C also helps to promote the absorption of iron. Another health benefit of apples is the pectin, this is a fiber that helps to lower cholesterol and blood sugar levels. ​

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**SLIDE 13: Nuts**

Another superfood is nuts. The FDA says that eating a handful of nuts a day may help reduce the risk of heart disease. There are many nutritious elements to nuts. For example, nuts help to lower cholesterol and they have Omego-3 fatty acids which help to keep our hearts healthy. Nuts also contain fiber which makes a person feel full and helps to prevent diabetes. Moreover, nuts contain vitamin E, which helps to stop the development of plaque in arteries. ​

​

A Harvard study showed that men, who already had a heart attack, could lower their cardiovascular risk by eating nuts. One thing to consider is that nuts are high in calories. This doesn’t mean we shouldn’t eat them. Instead, it means we should replace higher calorie snacks, like chips and cookies, with nuts. The Harvard Medical School advises that as little as 2 ounces a week can lower cardiovascular risk. Specifically, they recommend: almonds, brazil nuts, cashews, peanuts, pistachios and walnuts as healthful choices.

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**SLIDE 14: Mangos**

Mangos have been named the most widely consumed fruit in the world. They have a range of possible benefits and is abundant in numerous nutrients. One cup has 100 percent of your daily requirement of vitamin C, and 35 percent of the required vitamin A; those vitamins alone help improve immunity as well as vision. ​

​

The antioxidant, zeaxanthin, found in mangos, filters out harmful blue light rays and is thought to play a protective role in eye health and possibly decrease the risk of and progression of age-related macular degeneration.

**SLIDE 15: Beans**

Beans are considered a *superfood*because they’re a great, low-fat source of protein and fiber. As we discussed in our first course, fiber is not only helpful to relieve constipation it helps to prevent heart disease and diabetes. Additional nutritional benefits included in beans are potassium, iron, zinc, folate and phosphorus. Another interesting thing about beans is that the USDA counts them as both a vegetable and protein source because of their high nutrient content.

**SLIDE 16: Black Bean & Mango Salsa**

Here is a simple recipe to help you enjoy the benefits of beans and mangoes together in a delicious, fresh dip.

**SLIDE 17: Blueberries**

Blueberries are our next *superfood*because many studies have been done on the health benefits of blueberries. Blueberries are packed with vitamin C and fiber. Moreover, they are low in calories so they are an ideal snack. Studies have shown that blueberries may lower cholesterol, atherosclerosis (hardening of the arteries), improve short term memory and may even improve bone health.

**SLIDE 18: Sweet Potatoes**

The next *superfood* is sweet potatoes. Like we learned during our last Nourish unit, sweet potatoes are one of the best vegetables you can eat! They are packed with vitamins A, C and B-6 in addition to potassium and fiber. Sweet potatoes offer 100%  the daily recommended value of vitamin A - a vitamin which promotes vision and health cell growth. Vitamin A may also prevent some cancers and aid in immune function. We can’t forget to mention that they are low in calories in comparison to other carbohydrates. So, sweet potatoes may be a good option for people working to lose weight.

**SLIDE 19: Pumpkin/Winter Squash**

Good news for pumpkin pie lovers – that delicious pie actually has some very important nutrients in it! (Although we wouldn’t recommend too much pumpkin pie…)​

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One serving of pumpkin contains 245% of your daily value of Vitamin A and 17% of your Vitamin C.  Likewise, a serving of winter squash contains 298% of your daily vitamin A and 49% of your vitamin C.​

​

Another benefit of pumpkins are their seeds, which are found to be loaded with magnesium.  Magnesium is helpful as a sleep aid and for muscle relaxation – so next time you’re looking for a late night snack – pumpkin seeds might be the best choice!​

​**SLIDE 20: Dark Greens**

Another one on this list of *superfoods*that support a healthy, nutrient-dense diet are dark, leafy greens. Dark green, leafy lettuces are *always* a better alternative to their lighter colored counterparts. ​

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Just like Popeye demonstrated, we need to eat our spinach. Spinach is one of the most nutrient dense foods we can eat. It’s very low in calories yet full of nutritious elements. Spinach has over 20 nutrients! To name a few, spinach contains vitamins A and C and folate – and all this for only 40 calories in a one cup serving. In addition to vitamins A and C and folate, spinach also contains large amounts of magnesium. Magnesium does many things to support our health. Specifically, it works in the body to help maintain normal muscle and nerve function, keep heart rhythm steady, support a healthy immune system, regulate blood sugar and keep bones strong.

**SLIDE 21: Quinoa**

Our next*superfood*might be new to some of us. It’s called Quinoa (pronounced Keen-Wa). Quinoa is a food that is somewhat new to the North American diet. It originated by the Incas over 5,000 years ago. Although it looks and is eaten like a grain, it’s actually a seed. It is a complete protein that is high in iron and calcium. This makes it a great choice as a source of protein.

**SLIDE 22: Broccoli**

Next is broccoli. “Eat your broccoli” might be a phrase that we’ve used with our children or our parents might have told us. Although broccoli is thought to be over 2,000 years old, it only became available in the United States in the early 1900’s and became a commonly used vegetable by 1925. This green vegetable is a good source of vitamin C and vitamin A. It also includes calcium, folate and is a good source of fiber. All this good stuff that is packed into broccoli helps to prevent cell damage with the vitamin C. Also, it may prevent heart disease, diabetes and some cancers. Hopefully, those are enough reasons to listen to our parents and eat broccoli! ​

**SLIDE 23: Superfoods**

We’ve just discussed 10 nutrient-dense foods that are great choices for incorporating into our diet. Keep in mind that there are many other Superfoods available for you to enjoy- we just touched on a small range of them. Of course, there are many other nutritious foods out there including other fruits, vegetables, whole grains, proteins and dairy products. ​

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*What do you notice about all of the superfoods*? ​

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*(Facilitator:  A possible answer may be: They are naturally occurring foods. These foods do not come processed or in packages.)*​

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*What is one food on this list that you’d like to try eating more of?*

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**SLIDE 24: Final Food for Thought – 1st Course**

We’ve covered a lot in the four courses of our Nourish meal together. We’ve boiled each course down to main topics to remember. If you don’t remember anything else, we hope you remember these points. Let’s begin with main points from the 1st Course.  We covered MyPlate that identified nutrition needs and recommendations specifically for older adults. From that topic, remember the recommendations to maintain a diet that is low in added fat, sugar and sodium.  Also, a healthy diet is one which is high in fiber. The second take-away point is to stay hydrated. Staying hydrated supports the body’s overall health. The last main point from the 1st Course is to remember the “handy guide” to serving sizes.  Use this general guide when eating out at restaurants or in the home of a friend or family member.

**SLIDE 25: Final Food for Thought – 2nd Course**

In our 2nd Course, we noted that the most important starting point on a nutrition label is the serving size. All subsequent information and numbers are based upon the serving size. The second main point comes from our talk about maximizing our calories. Since we only have so many calories to spend, we need to spend them wisely on foods that are packed with the nutrition that we need. Finally, we clarified some of the farming and food production terms out there. We learned that the most regulated term is certified organic. We also learned to look past the label to see what the term really means. For example, the advertised “natural” crackers aren’t so natural after all.

**SLIDE 26: Final Food for Thought – 3rd Course**

First, we did a special activity focusing on being present in the moment by practicing mindful eating. It aids stress management and helps us to thoroughly appreciate the food we eat. Mindful eating can also be helpful for those looking to lose weight. Also, learning from the Blue Zones around the world, we saw the importance of eating healthy, staying physically active and staying socially engaged.  Finally, we talked about passing along recipes, food memories and tips to create our food legacies.

​**SLIDE 27:** **Final Food for Thought – 4th Course**

Today’s information is probably more fresh in our minds. To highlight the 3 main points though, we discussed the nutrients to make special consideration of: B12, Calcium and Vitamin D. We also discussed 10 *superfoods*.

**SLIDE 28: Wrapping it up To-Go**

Let’s take a moment to reflect on the course…​

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*(Facilitator: Please facilitate discussion with the questions on the slide.)*

**SLIDE 29: Post-program Survey**

Before we complete the Nourish program with our final healthy eating tip, we would greatly appreciate it if you filled out the post-evaluation. This is especially important to us because your feedback will be used to help guide our approach with future Nourish offerings.