

Lesson Plan: NUTRITIONAL EMPOWERMENT

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TARGET POPULATION: young adult African American college students (18 to 25 years)

GOAL: To teach young African American college students to be more conscious of their dietary intake, thereby decreasing the likelihood of chronic illnesses which impact African Americans disproportionately.

By the end of the Nutritional Empowerment Session, the participants will be able to:

- Describe the Food Pyramid (both Traditional and Vegetarian)
- Understand how the Food Pyramid is applicable to their daily lives
- Discuss how proper nutrition/diet leads to improved health outcomes

Activity 1: EDUCATIONAL COMPONENT I:

Give ten-minute introductory lecture:

See Content Outline

Activity 2: KNOWLEDGE BUILDING ACTIVITY I:

(Ten minutes)

Individual Activity (steps):

1. Pass out the “Determine Your Nutritional Health” handout.
2. Have the participants to fill out the survey individually. Allow five minutes.
3. Go over the scoring sheet with the entire group.
4. Take the remaining time to talk about each of the questions and how the questions affected the participants personally. Ask them what they think could be done to improve their nutritional health.

Activity 3: EDUCATIONAL COMPONENT II:

Give seven-minute lecture:

See Content Outline

Activity 4: KNOWLEDGE BUILDING ACTIVITY II:
(Fifteen minutes)

Group Activity (steps):

Part I:

1. Divide the participants into five groups. Pass out the blank Food Guide Pyramid.
2. Allow the groups to test their combined knowledge and fill in the pyramid. Grant seven minutes to complete the exercise.
3. Take the remaining eight or so minutes to talk them through the pyramid using your completed copy.
4. Ask how many participants are abiding by the suggested daily food consumption allowances. Take a minute or two and compare to the old "Square Meal" Food Chart many of us grew up on. Question: How has eating meals the old way impacted our present day health?
5. Now introduce the Vegetarian Food Guide Pyramid and compare it to the other alternatives. Discuss the similarities and differences.

Part II:

Pass out the African Americans and Lactose Intolerance article. The article is meant to be read outside of the session.

Activity 5: EVALUATION ACTIVITY I:
(Six minutes)

1. Pass out Post-Assessment Sheet and allow participants to answer questions.
2. Go over answers with participants.
3. Ask the following questions:
As a result of the Nutritional Empowerment session,
 - a. How have poor diets adversely impacted the health status of African Americans?;
 - b. How does proper nutrition generate better health outcomes?; and
 - c. How will you apply the Food Guide Pyramids (Traditional and Vegetarian) to your daily life?

MATERIALS (in order):

1. *10 Leading Causes of Death* handout
2. *Determine Your Nutritional Health* handout
3. *Food Guide Pyramid* handout
4. *Vegetarian Food Guide Pyramid* handout
5. *Lactose Intolerance* article
6. *Nutritional Empowerment Post-Assessment Sheet*

REFERENCES

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2. Wee, C., McCarthy, E., Davis, R., Phillips, R. *Physician Counseling about Exercise*. Journal of the American Medical Association. 1999; 282: 1583-1588.
3. Wolf, A., Grotmaker, S., Cheung, L., Gray, H., Herzog, D., Colditz, G. *Activity, Inactivity, and Obesity: Racial, Ethnic and Age differences among School Girls*. Journal of Public Health. November 1993; 83; 11: 1625(3).
4. Kumanyika, S. *The minority factor in the obesity epidemic*. Ethnicity & Disease. Summer 2002; 12:316-319.
5. Mokdad, A. et al. *The continuing epidemics of obesity and diabetes in the United States*. JAMA. September 12, 2001; 286(10): 1195-1200.
6. Flegal, LE, and Kuczmarski, RJ. *Criteria for Definition of Overweight in Transition: Background and recommendations for the United States*. American Journal of Clinical Nutrition. 2000; 72(5); 1074-1081.

HANDOUTS- Web Addresses

10 Leading Causes of Death- CDC website- National Center for Health Statistics

Food Guide Pyramid- www.nutrition.org/cgi/content

Vegetarian Food Guide Pyramid- www.ma.wired.com/vfp.html

Lactose Intolerance- www.nutritionolutionsforyou.com/generic.html

NUTRITIONAL EMPOWERMENT

POST ASSESSMENT

1. Diet and nutrition are the primary culprits in death and sickness.
 - a. True
 - b. False

2. Infectious diseases are the top causes of death and sickness.
 - a. True
 - b. False

3. What is one of the “wrong” ways of eating?
 - a. Eating on the run
 - b. Swallowing food whole
 - c. Stuffing one’s self
 - d. All of the above

4. What is not one of the risk factors of stroke?
 - a. High blood pressure
 - b. Obesity
 - c. Walking
 - d. Cigarette smoking

5. What is one of the risk factors of having a heart attack?
 - a. Walking
 - b. Stress
 - c. Exercising
 - d. Proper diet

6. Which of the foods below is not high in fat?
 - a. Meat
 - b. Oatmeal
 - c. Poultry
 - d. Whole milk

over

7. Which of the foods below is high in fat?
 - a. Grapes
 - b. Egg yolks
 - c. Raisins
 - d. Oranges

8. How can you limit the amount of fat you intake?
 - a. Use vegetable oils
 - b. Use margarine
 - c. Read the nutrition label
 - d. All of the above

9. According to the food pyramid, you should have less of which of the following?
 - a. Bread and cereal
 - b. Vegetables and fruit
 - c. Meat and milk
 - d. Sweets and fats

10. According to the food pyramid, you should have more of which of the following?
 - a. Bread and cereal
 - b. Vegetables and fruit
 - c. Meat and milk
 - d. Sweets and fats

11. Fiber helps with food digestion.
 - a. True
 - b. False

12. Water is an essential part of proper diet and nutrition.
 - a. True
 - b. False

13. All African Americans are lactose intolerant.
 - a. True
 - b. False

CONTENT OUTLINE

Activity 1: EDUCATIONAL COMPONENT I:

Introductory lecture-

“You are what you eat.” Everyone is familiar with the age old expression and this is simply how the session should begin after discussing the goals. The purpose of this session is to analyze exactly what it is that we are consuming; the good, the bad and the ugly. The facilitator of this session will have to put him/herself on “front street” to encourage an open and honest dialogue from participants. Take a few moments and discuss your personal challenges when it comes to maintaining diet and nutrition.

Talk about the national landscape of American and, more specifically, African American rates of obesity and other health issues. As it pertains to morbidity and mortality, food consumption is right behind genetic predisposition as a primary culprit. Actually some of the current research shows that changes in the diet can sometimes completely abort cardiovascular disease onset. Pass out the handout on the “10 Leading Causes of Death” and discuss the difference between American health status at the turn of the century versus today’s statistics. Engage the participants in some of the “wrong” ways they believe they are eating.

Activity 3: EDUCATIONAL COMPONENT II:

Lecture-

State the epidemiologic features of stroke: rate increase steadily with age, higher rate among blacks and in males. Risk factors include high blood pressure, diabetes, pre-existing heart disease, obesity and cigarette smoking. A combination of any or all these features/factors can lead to stroke. State the epidemiologic features of hypertension: rate increases with age, blacks have higher rates than whites. Risk factors include obesity, stress, diet, diabetes, sodium, alcohol, and cigarette smoking. Talk about the national landscape of African American health issues. Share with the participants that since diet is only one of the major risk factors, a significant change in diet could lead to a longer and healthier life. Exercise is another major component but it is not the focus of this session. Changing dietary habits and creating healthy eating behaviors are keys to preventing a chronic illness. In essence, a diet must consist of low saturated fats and cholesterol.