

Prevention Strategies

You can do three things to help prevent the main causes of death in North Carolina. You can exercise, eat right, and avoid smoking. Your tribe must eat right to survive. As always, your survival tools are education and action.

Your challenge is to eat right (in relation to heart disease).

Survival Plan: Stop Digging Your Grave with a Fork



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Background

Level: My class consists of intermediate/advanced students. This project can be adapted for beginning students.

Objectives: Students will

- make questions from handouts,
- adapt recipes to replace ingredients (fat, sugar, salt, calories, etc.) with more nutritious substitutes,
- identify ways to improve their diets in small steps.

Time: We meet every day for three hours. We used two days (five hours) to complete this challenge.

Education and Action

Day One (3 hours)

Introduction

I began this project by explaining that we would be looking at how to eat to help prevent heart disease. I passed out folders with handouts in English and Spanish. The handouts came from the websites shown below:

- Stocking a Heart Healthy Kitchen.
<http://www.clevelandclinic.org/>. Scroll down and click on Health Information Center in the menu on the left side of your screen. On the screen that comes up, choose your language on the left of the screen.
⇒ If you selected *English*, type in *Stocking a Heart Healthy Kitchen* and click on *Search*.
⇒ If you selected *Spanish*, scroll down and click on *Salud de Corazón*. Then scroll down and click on *Almacenando para un corazón saludable*.

For direct access, you can try

<http://www.clevelandclinic.org/health/health-info/docs/3600/3610.asp?index=11916> (English) or
<http://www.clevelandclinic.org/health/sHIC/html/s11916.asp> (Spanish)

- Eating for A Healthy Heart. (English and Spanish)
<http://www.fda.gov/opacom/lowlit/hlyheart.html>
- Get Pumped for Heart Month. (This article is in English only.)
<http://www.clevelandclinic.org/health/healthy-info/docs/4400/4407.asp?index=14067>
If this website address does not work for you, go to <http://clevelandclinic.org/>, type *Get Pumped for Heart Month* in the search box, and click on *go*.

Forming Questions from Handouts

Each person received a copy of all the handouts listed above. We read them aloud (to focus on reading skills) and discussed them.

Then I put some sample questions on the board and divided the students into three small groups. Each group took one of the handouts. Their assignment was to write questions from the handouts. This activity was given to help reinforce the information and to give the students practice forming questions. We used their questions on Day 2.

Adapting Recipes

Next, I put ingredients from a recipe on the board and asked the students to decide which ingredients (if any) could be replaced with more nutritious ones. After this demonstration exercise, the students joined into the same small groups they were in for the previous activity on making questions. I gave them the option of using recipes that I had collected from different sources or using their own recipes. Their challenge was to choose a recipe and--using their handouts--replace any ingredients that they thought needed to be replaced with more nutritious substitutes. Their healthy substitutions are shown at the end of this challenge.

The purpose of this exercise was for the students to recognize “heart risky” ingredients and potential substitutes. I did not include the preparation instructions in the student work that follows this project plan because I was only interested in the substitutions. Also, we did not make the dishes with the substitutions, and, as with any recipe, you must experiment to find out what will work and what will not work. It would be interesting to find out how these dishes taste with the substitutions!

DAY 2 (2 hours)

Answering Questions

I put the questions that students formed on Day 1 on the board, and we worked together make any needed corrections in spelling and grammar. Then the students used their handouts to answer the questions. Finally, we read and discussed their answers. (To demonstrate their work for purposes of this challenge, I selected three questions from each group to make up an “eating checkup” which is shown at the end of this challenge under the title *Eating for a Healthy Heart.*)

Quiz

There is a useful true/false quiz called *Test Your Heart Disease IQ* at <http://nhlbisupport.com/chd1/TFQuiz/tfquiz.htm>. It can be taken online, but I chose to print it. My students took this quiz. Afterward, I passed out the answer sheet. We read and discussed each item. (Note: If you have trouble accessing the quiz with the address shown above, use your favorite search engine to find *NHLBI Resource Library*. Click on the heart that says *Tests/Quizzes* in the Resource Library menu that runs across the top of your screen. Then click on *Test Your Heart Disease IQ*.)

Improving Our Diets

Each student wrote down at least five things about their typical diet and five ways they could improve their diet. They shared them with the class. Selected samples are given at the end of this challenge, typed to reflect the spelling, punctuation, and grammar that the student used.



EATING FOR A HEALTHY HEART

1. Stir frying is healthful and delicious. True or False

2. Name three good ways to cook.

3. Are the canola, olive, and sesame oils healthy for cooking?

Questions by Adriana Serrano, Luis Fernando Perez, Patricia Corona

4. If you want to eat a heart-healthy diet, can you start stocking up on nutritious foods? _____

5. Fresh fruits and vegetables are not healthy. True or False

6. Name two fats or cooking oils. _____

Questions by Araceli Reyes, Maria Felix Moreno, Miledy Espinoza

7. Is it healthy to eat less saturated fat? Yes or No

8. What can you eat to get your heart healthy? _____

9. What kind of exercises can you do to get your heart healthy?

Questions by Henry Garcia, Chon Sue Smith, Hernan Cortes, Robin Vasquez

ANSWERS

1. True
2. roast, grill, bake (answers may vary)
3. Yes, they are.
4. Yes, you can
5. False
6. assorted raw nuts and seeds, non hydrogenated shortening
(answers may vary)
7. Yes, it is
8. You can eat less fat and sodium, eat more fiber, and eat a variety
of food including plenty of bread, rice, cereal, fruit and vegetables.
(answers may vary)
9. Some exercises you can do to get your heart healthy are: walking,
swimming, and gardening. (answers may vary)

Nutritious Substitutes

Replace fat, sugar, salt, and empty calories
with sound nutrition.

Lemon Curd Coffee Cake

Original Ingredients

1/3 cup sugar

1/2 cup sour cream

1/4 tsp. salt

2 eggs

2 1/2 to 2 3/4 cups white flour

1/3 cup soft butter

Healthy Alternatives

1/3 cup brown sugar

1/2 cup non fat sour cream

1/4 tsp. salt substitute

egg substitute (egg whites)

2 1/2 to 2 3/4 cups whole wheat pastry flour

1/3 cup canola oil

Other ingredients in this recipe are: dry active yeast, lemon rind, ready made lemon curd, and chopped walnuts, optional.

Adriana Serrano, Luis Fernando Perez, Patricia Corona

Nutritious Substitutes

What can we do to make this recipe heart healthy?

Mexican Lasagne

Original Ingredients

Healthy Alternatives

cheese blend

non-fat or reduced fat cheese

eggs

egg whites

flour tortillas

baked, trans-fat free tortilla chips

ground beef

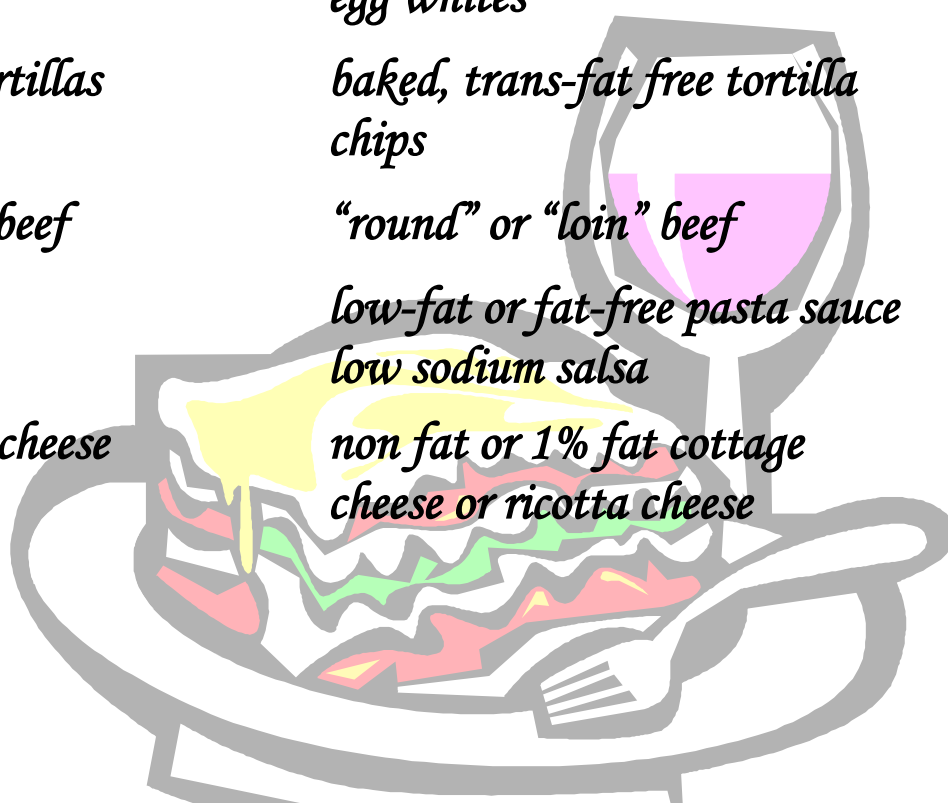
“round” or “loin” beef

salsa

*low-fat or fat-free pasta sauce
low sodium salsa*

cottage cheese

*non fat or 1% fat cottage
cheese or ricotta cheese*



Other ingredients in this recipe are: taco seasoning, tomato sauce, and oregano.

Araceli Reyes, Maria F. Moreno, Miledy Espinoza

Nutritious Substitutes

Ways to make this recipe heart healthy

Lemon Poppy Seed Bread

Original Ingredients

milk

sifted flour

sugar

egg

oil

Healthy Alternatives

soy milk

whole wheat flour

splenda, nutra sweet,
brown sugar

egg whites

canola oil

Other ingredients included in this recipe are: poppy seeds, 3 tsp. baking powder, 1 tsp. salt, and 2 Tbsp. grated lemon peel.



Henry Garcia, Sue Smith, Hernan Cortes, Robin Vasquez

Students identify ways to improve their diets.

Adriana Serrano is an advanced low student from Mexico.

MY DIET NOW

1. LOTS OF SUGAR
SUBSTITUTE
2. TUNA WITH OIL
3. 5 TORTILLAS A DAY
4. CANDY CHOCOLATES,
1 PIECE A DAY
5. 1 PIECE OF BREAD

WAYS I CAN IMPROVE

1. LESS SUGAR OR
SUBSTITUTE
2. TUNA WITH WATER
3. 2 TORTILLAS
4. DRIED FRUITS
5. 1/2 PIECE OF BREAD

Henry Garcia is an intermediate high student from Mexico.

My diet now

1. 3 gatorade
2. 1 fruit a day
3. vegetables ones a week
4. 3 yogurts a day
5. pizza 3 times a week

Ways I can improve

1. 5 glass of water a day
2. 2 fruta a day
3. 3 Vegetables a day
4. 4 yougurt a day
5. pizza 1 time every 2
weeks

Students identify ways to improve their diets.

Luis Fernando Perez is an advanced high student from Mexico.

My diet now

- 1. lots of sugar*
- 2. 1 glass of softdrink a day*
- 3. no vegetables*
- 4. no milk*
- 5. no fruits*

Ways I can improve

- 1. brown sugar twin*
- 2. 4 glasses of water a day*
- 3. 1 vegetables a day*
- 4. 1 glass of skim or 1% milk a day*
- 5. 2 fruits a day*

Hernan Cortes is an intermediate high student from Mexico.

My diet now

- 1. no milk*
- 2. lots soda*
- 3. no exercise*
- 4. I am smoker.*
- 5. no vegetables*

Ways I can improve

- 1. 2 glasses of milk a day*
- 2. Drink more water.*
- 3. to walk 30 minutes everyday*
- 4. No smoking more*
- 5. Everyday eat more vegetables*

Students identify ways to improve their diets.

Maria Felix Moreno is an intermediate high student from Mexico.

My diet now

1. 2 percent milk
2. fried foods
3. eggs
4. yogurt
5. lots of sweetener
6. white rice
7. breads whites

Ways I can improve

1. 1% milk
2. baked, and such or not fat cooking spray
3. only egg whites or eggs substitutes
4. fat yogurt or not fat or 1%
5. Splenda (sugar substitutes)
6. brown rice
7. whole grain bread

Chon Sue Smith is an intermediate high student from Korea.

My diet now

1. lots of fatting chips for snack
2. to match coffee or Pepsi
3. to match sugar
4. lots meat
5. white bread

Ways I can improve

1. Replace fruit.
2. Drink the water.
3. less sugar
4. Eat more vegetables.
5. Whole wheat bread