JUNTOS NOS MOVEMOS! Training Addendum, Part 2

Parents and Children Practicing Balanced Nutrition





National Migrant & Seasonal Head Start Collaboration Office

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WHAT IS THE JUNTOS NOS MOVEMOS TRAINING ADDENDUM, PART 2?

The *Juntos Nos Movemos* Training Addendum, Part 2, is a complement to the original *Juntos* curriculum and subsequent training addendum. Like the first addendum, Part 2 focuses on nutrition as a means of combating childhood obesity. It explores the different macronutrients (proteins, carbohydrates, fats, and water), their role in the development of a child's body, and the healthiest sources of macronutrients.

Promotores de salud or community health workers/outreach staff at health centers and family service workers at Migrant and Seasonal Head Start centers will be trained on the *Juntos Nos Movemos* Addendum, Part 2, and will in turn share skills gained in this training with agricultural worker parents.

WHO IS THIS TRAINING ADDENDUM FOR?

Like the previous *Juntos* materials, this training addendum is designed for health center staff and agricultural worker parents. Parents are encouraged to complete activities, such as the house drawing, at home with their children to introduce healthy nutrition practices.

HOW SHOULD THE JUNTOS NOS MOVEMOS TRAINING ADDENDUM, PART 2, BE USED?

The addendum is composed of four short activities to be completed in the classroom. They can be used together as a single training, or separately as a series of lessons. Each activity tackles a different macronutrient: activity #1 focuses on proteins, activity #2 focuses on carbohydrates, activity #3 focuses on fats, and activity #4 focuses on water. A final "Macronutrient Relay Race" ties all four activities together.

DESCRIPTION OF MATERIALS

- 1. *Flip chart:* A visual guide for participants and a teaching aide for the facilitator. It contains helpful images and diagrams on the front and instructions for the facilitator on the back; it also corresponds to the various handouts and note sheets. Information on the flip chart is drawn from both Part 1 and Part 2 of the *Juntos* Training Addendum.
- 2. *Macronutrients and the Body Worksheets*: A series of four worksheets that participants can use to record information from the activities. There is one sheet for each of the macronutrients discussed (proteins, carbohydrates, fats, and water). The worksheets correspond to pages of the flip chart and also contain space for participants to record their food and meal ideas.
- 3. *Macronutrients House Worksheet*: A worksheet that reinforces the content of the activities, comparing the different macronutrients to the different parts of a house: proteins (the "building blocks" of the body) are the walls of the house; carbohydrates (which provide energy to the brain and body) are the electricity; fats (which keep the body warm, store energy, and protect our organs) are the heat, furniture, and comfort in the house; and water is the house's plumbing. After the facilitator explains each macronutrient, participants will have the opportunity to draw the corresponding piece of the house and write down foods containing that macronutrient.

INTRODUCTION

The facilitator **explains** that this lesson is about nutrients. They **ask** the large group:

- What does the word "nutrients" mean to you?
- What do you think of when you hear "nutrients"?

After the discussion, the facilitator **presents** this definition (page 57 of the flip chart):

• <u>Nutrients</u> - Substances that our bodies need to grow and stay healthy.

The facilitator **explains** that they will be talking about the four nutrients that our bodies need most – the "macronutrients." These are:

- Proteins
- Carbohydrates
- Fats
- Water

ACTIVITY #1: PROTEINS

Goals: By the end of this session, participants will understand proteins' role in the body, where proteins are found, and which protein options represent the healthiest choices.

Suggested time: 30 minutes

Materials: flipchart paper and markers, flipchart, Balanced Plate Diagram (**optional** - from *Juntos* Training Addendum, Part 1), *Macronutrients and the Body* Worksheets, *Macronutrients House* Worksheet.

PREPARATION

Print out enough *Macronutrients and the Body* worksheets and *Macronutrients House* worksheets for all participants. If desired, the facilitator can also print out copies of the Balanced Plate Diagram from the first part of the *Juntos* Training Addendum for participants to reference.

PART ONE: DISCUSSION

(10 minutes)

The facilitator leads a **large-group discussion** of the following questions. They **write down** participants' responses on the flip chart paper.

- What have you heard about proteins?
- Why do you think proteins are important?
- What foods do you eat that contain protein?

PART TWO: INFORMATION

(10 minutes)

After the discussion, the facilitator **displays** page 61 of the flipchart and **presents** the following information:

- <u>What are proteins?</u> The "building blocks," or materials, that make up your muscles, bones, skin, and hair. Every cell in the body contains proteins!
- <u>Where are they found?</u> In the meat/fish portion of your balanced plate, as well as in foods such as beans and nuts.

- <u>What do they do?</u> Proteins help your body grow, stay strong, and repair itself.
- <u>What are the healthiest ways to get your protein?</u> You want proteins that are lower in fat. Examples are lean ground beef, chicken breast, and fish.

Food for Thought

Remember, plant foods such as beans, soy, and nuts also contain protein! You don't have to eat meat to get enough protein.

PART THREE: PROCESSING ACTIVITY

(10 minutes)

The facilitator **distributes** a *Macronutrient House* Worksheet to each participant, then **explains** that you can think of macronutrients like the different parts of a house:

• When you put the nutrients together, they create a body that is strong and comfortable to live in.

The facilitator then leads a large-group discussion:

• If proteins were a part of the house, what part of the house would they be? Why?

Once participants have discussed, the facilitator **displays** page 65 of the flip chart. They explain that proteins are like the cinder blocks or bricks of the house – they make up its structure.

They then give participants a few minutes to:

- **Draw in** the building blocks of their houses, and to
- Label these blocks with different foods that contain proteins.

Once participants have had a chance to draw and label their blocks, ask for **volunteers** to share their drawings.

Food for Thought

Just as you can build your house out of many different materials, you can build your "nutrient house" out of many different sources of healthy protein. You can choose the proteins that are best for your lifestyle and budget! **Goals**: By the end of this session, participants will understand carbohydrates' role in the body, where carbohydrates are found, and which carbohydrates options represent the healthiest choices.

Suggested time: 40 minutes

Materials: slips of paper with the names of carbohydrate-containing foods; flipchart paper and markers; flipchart; Balanced Plate Diagram (**optional** - from *Juntos* Training Addendum, Part 1); *Macronutrients and the Body* Worksheet; *Macronutrients House* Worksheet.

PREPARATION

Write the names of at least 20 different foods containing carbohydrates on slips of paper and place them in a container. Make sure to draw some healthier carbohydrates (brown rice, fruit) and some less healthy carbohydrates (soda, candy, etc.).

If doing Activity #2 separately from Activity #1, make sure that all participants have their notes sheets and house worksheets from the proteins lesson.

PART ONE: INITIAL ACTIVITY

"Carbohydrates Pictionary"

(10 minutes)

The facilitator **explains** that they will be playing Pictionary: one participant chooses a slip of paper and draws the word written there on the flipchart. The remaining participants guess what they're drawing. The person who guesses the word correctly draws next.

The facilitator asks for a **volunteer** to draw first.

They then set a **timer** for 2 minutes. The goal is to correctly guess as many words as possible in that time. If time allows, you can do multiple rounds, trying to guess more words, more quickly.

PART TWO: DISCUSSION

(10 minutes)

The facilitator leads a **large-group discussion** of the following questions. They **write down** participants' responses on the flip chart paper.

- What were some of the different foods that we drew?
- What do these foods have in common? (*Answer*: they all contain carbohydrates)
- What have you heard about carbohydrates?
- Which of these foods do you think are healthiest and why?

PART THREE: INFORMATION

(10 minutes)

After the discussion, the facilitator **displays** page 71 of the flipchart and **presents** the following information:

- <u>What are carbohydrates?</u> Sugars and starches.
- <u>Where are they found?</u> **Sugars** are found in candy and desserts, but also in foods on your balanced plate, such as fruit, vegetables, and milk. **Starches** are found in the grains portion of your plate as well as beans.
- <u>What do they do?</u> Carbohydrates provide energy for the body, including the brain.

- What are the healthiest ways to get your carbohydrates?
 - You want to get most of your **sugars** from fruit, vegetables, milk, because those are natural ("unrefined") sugars and come with important vitamins and minerals.
 - You want to get most of your **starches** from whole grains, such as brown rice, whole wheat bread, oatmeal, and beans. These whole grains take longer for your body to use, which means the energy lasts longer.

Food for Thought

Despite what many popular diets say, you can't cut carbohydrates out of your diet entirely. Your brain can ONLY get energy from carbohydrates! The important thing is to choose the healthiest carbs possible.

PART FOUR: PROCESSING ACTIVITY

(10 minutes)

The facilitator **asks** participants to turn to their house worksheets, again.

The facilitator then leads a large-group discussion:

• If carbohydrates were a part of the house, what part of the house would they be? Why?

After the discussion, the facilitator **displays** page 75 of the flip chart. They explain that carbohydrates are like the house's electricity: carbohydrates power everything—lights, appliances, computers, etc.

They then give participants a few minutes to:

- Draw electricity/appliances in their houses, and to
- Label the electrical items with different foods that contain carbohydrates.

Once participants have had a chance to draw and label their electricity, the facilitator asks for **volunteers** to share their drawings.

ACTIVITY #3: FATS

Goals: By the end of this session, participants will understand fats' role in the body, where fats are found, and which fat options represent the healthiest choices.

Suggested time: 30 minutes

Materials: slips of paper with the teach-back information, flipchart paper and markers, Balanced Portion Sizes Diagram (**optional** - from *Juntos* Training Addendum, Part 1), *Macronutrients and the Body* Workheets, *Macronutrients House* Worksheet.

PREPARATION

Print out the questions/answers for the teach-back on three separate sheets of paper. If doing Activity #3 separately from Activities #1 and #2, make sure that all participants have their notes sheets and house worksheets from the previous lessons.

PART ONE: TEACH-BACK

(20 minutes)

The facilitator **explains** that they are going to learn about fats, which are oils and greases. However, the participants are going to teach *each other* the information.

The facilitator **divides** participants into three groups and **assigns** each group one of the following questions and answers:

- <u>Where are fats found?</u> On many different parts of the plate. Meats and fish contain fat, but so do some dairy products, like cheese, butter, and cream as well as other foods like avocados and nuts.
- <u>*What do fats do?*</u> Fats keep your body warm, cushion and protect your internal organs, and store energy for the long term.
- What are the healthiest ways to get your fats?
 - In general, healthier fats are liquid at room temperature, like canola and olive oil. Less healthy fats are solid at room temperature, like butter, lard, and cheese.
 - The fats found in plants (like nuts and avocados) are usually healthier than the fats found in animal products (like meat, chicken, or dairy).

Food for Thought

The exception to this rule is fish. The fats found in fish are very good for your heart.

The facilitator explains that each group should **prepare a presentation** of the information above. This can be creative, like a skit or drawing or participants can simply explain the information.

Participants will have 12 minutes to learn their information and prepare. Then, they will present to their classmates.

Once all groups have presented, the facilitator **presents** the following bullet point:

• <u>Remember</u>-you don't need very much fat in your balanced diet. The portion sizes for fats are very small!

If necessary, they can refer to the Balances Portion Sizes Diagram from the *Juntos* Training Addendum, Part 1, to illustrate this point.

(10 minutes)

The facilitator **asks** participants to turn to their house worksheets, again.

The facilitator then leads a large-group discussion:

• If fats were a part of the house, what part of the house would they be? Why?

After the discussion, the facilitator **displays** page 83 of the flip chart. They explain that fats are like the heat, furniture, and other comfort items in the house: they keep you warm and keep your organs safe from bumps and bruises.

They then give participants a few minutes to:

- **Draw** comfort items into their houses, and to
- Label these items with different foods that contain fats.

Once participants have had a chance to draw and label their comfort items, the facilitator asks for **volunteers** to share their drawings.

ACTIVITY #4: WATER

Goals: By the end of this session, participants will understand water's role in the body, and which drink options represent the healthiest choices.

Suggested time: 30 minutes

Materials: flipchart paper and markers, *Macronutrients and the Body* Worksheets, *Macronutrients House* Worksheet.

PREPARATION

If doing Activity #4 separately from Activities #1, #2, and #3, make sure that all participants have their notes sheets and house worksheets from the previous lessons.

PART ONE: DISCUSSION

(10 minutes)

The facilitator leads a **large-group discussion** of the following questions. They **write down** participants' responses on the flip chart paper.

- What do you drink every day?
- How do you feel after you drink these things?
- How do your children act or feel after drinking certain drinks?
- What do you think are healthy or unhealthy drinks? Why?

(10 minutes)

After the discussion, the facilitator **displays** page 87 of the flipchart and **presents** the following information:

- <u>What does water do in your body</u>? Water makes up all of our essential fluids, like blood, sweat, saliva, and the liquid that lubricates our joints. If you don't get enough water, you are at greater risk for heat injury and many other health problems.
- <u>What is the healthiest way to get water?</u> It seems obvious, but the best way to get enough water is to...drink pure water!
 - Not all liquids are equally healthy. Sodas contain a lot of sugar–and so do juices. Even though they come from fruit!
 - If you like drinks with more flavor, drink unsweetened tea, unsweetened coffee, or sugar-free sparkling water.
 - You should drink at least **2 liters** of water per day.

PART THREE: PROCESSING ACTIVITY

(10 minutes)

The facilitator **asks** participants to turn to their house worksheets, again.

The facilitator then leads a **large-group discussion**:

• If water were a part of the house, what part of the house would it be? Why?

After the discussion, the facilitator **displays** page 91 of the flip chart. They explain that the water can simply be the house's plumbing.

They then give participants a few minutes to:

- **Draw** plumbing in their houses, and to
- **Label** the plumbing with different drinks.

Once participants have had a chance to draw and label their comfort items, the facilitator asks for **volunteers** to share their drawings.

PART FOUR: FINAL DISCUSSION

(10 minutes)

The facilitator leads a **large-group discussion** of the following questions. They **write down** participants' responses on the flip chart paper.

- How can you make shifts in the foods and drinks that your family eats to make them healthier?
 - *For example*, if they like juice, they can pick 100% juice. If they like rice, they can eat brown rice, or lean beef instead of full-fat beef.
- What changes to your diet are you excited to make and why? What changes feel overwhelming or difficult, and why?
 - *Address questions of accessibility*, if they come up. For instance, if low-fat meat is too expensive, explain that beans are a cheap option with a lot of protein. Or that bananas are a cheap and nutritious fruit.
- What moments are most difficult to make healthy choices? How can you make these moments less difficult?

Throughout the discussion, participants should **strategize** as a group, thinking of ways to make dietary changes more accessible and manageable.

Once the discussion has concluded, the facilitator **explains** that they are going to do one last activity.

CUMULATIVE ACTIVITY

Goals: By the end of this activity, participants will apply and synthesize what they've learned about the four essential macronutrients.

Suggested time: 10 minutes

Materials: pictures of foods containing the essential macronutrients—at least 6-7 per macronutrient

PREPARATION

Print 6-7 pictures of foods containing each of the four essential macronutrients. The pictures should represent both healthy choices (eg, brown rice, fruit, avocados, water) and less healthy choices (eg, white bread, lard, soda). Post these in different locations around the room.

"Macronutrients Relay"

The facilitator **explains** that they will be applying what they learned through a relay race. They **divide** participants into teams of four people. The teams stand at one end of the room or behind a start line.

On their turn, each participant must **run** across the room and **collect** a picture of a food containing one of the four essential macronutrients. They must then run back to the start and **tag** a teammate, who runs to collect a different macronutrient.

To win, a team must do three things:

- Cross the finish line first
- Collect **all four** essential macronutrients
- Collect **healthy options** for these macronutrients.

To confirm that they won, the fastest team must present the contents of their plate to the group.

Once they've completed the race, the facilitator **thanks** participants for their time.

SOURCES

All sources found on the USDA website: https://www.nal.usda.gov/legacy/fnic/macronutrients

Proteins

- National Library of Medicine. Medline Plus: <u>https://medlineplus.gov/ency/article/002467.htm</u>
- National Academies of Sciences, Engineering, and Medicine. National Academies Press: <u>https://www.nap.edu/read/10490/chapter/12</u>
- Harvard School of Public Health. The Nutrition Source: <u>https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/protein/</u>
- United States Department of Agriculture. MyPlate: <u>https://www.myplate.gov/eat-healthy/protein-foods</u>

Carbohydrates

- National Library of Medicine. Medline Plus: <u>https://medlineplus.gov/carbohydrates.html</u>
- National Academies of Sciences, Engineering, and Medicine. National Academies Press: https://www.nap.edu/read/10490/chapter/8
- Harvard School of Public Health. The Nutrition Source: <u>https://www.hsph.harvard.edu/nutritionsource/carbohydrates/</u>
- Nemours Foundation. KidsHealth: <u>https://www.kidshealth.org/en/kids/carb.html</u>

<u>Fats</u>

- National Institute of General Medical Sciences. Science Education: <u>https://www.nigms.nih.gov/education/Inside-Life-Science/Pages/what-do-fats-do-in-the-body.aspx</u>
- National Library of Medicine. Medline Plus: <u>https://medlineplus.gov/dietaryfats.html</u>
- Harvard School of Public Health. The Nutrition Source:
 <u>https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/fats-and-cholesterol/</u>
- United States Department of Agriculture. MyPlate: <u>https://www.myplate.gov/eat-healthy/more-key-topics</u>

• Oklahoma State University Extension: <u>https://extension.okstate.edu/fact-sheets/dietary-fat-and-cholesterol.html?Forwarded=pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-2388/T-3153web.pdf</u>

Water

- National Library of Medicine. Medline Plus: https://medlineplus.gov/ency/article/002471.htm
- Centers for Disease Control and Prevention: <u>https://www.cdc.gov/healthyweight/healthy_eating/water-and-healthier-</u> <u>drinks.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fhealthywater%2Fdrinkin</u> <u>g%2Fnutrition%2Findex.html</u>
- Nemours Foundation. KidsHealth: <u>https://www.kidshealth.org/en/kids/water.html</u>



Where are they found? **Proteins** You don't need meat to get enough protein! What do proteins do? **My Favorite Proteins** What are the healthiest ways to get protein?

What are proteins?





What does water do?

What is the healthiest way to get enough fluids? Water Even 100% fruit juice contains a lot of sugar! **My Favorite Drinks**



Create your own house.

Draw the different parts of the "macronutrient house."

Then, write in the names of foods you enjoy that contain proteins, carbohydrates, fats, and water.



Proteins are the <u>BUILDING BLOCKS</u> of your muscles, bones, and skin.



Carbohydrates are <u>ENERGY</u> for your body and brain.



Fats keep you WARM, <u>PROTECT</u> your organs, and <u>STORE</u> energy.



Water makes up <u>FLUIDS</u> like blood and sweat.

