



Heart Smarts

**9 Lessons to Educate Participants
on Healthy Eating Choices**

This booklet includes nine nutrition education lessons with accompanying visuals. Each lesson includes objectives, suggested materials, caregiver tips, methods and evaluation. These lessons are intended for a variety of retail settings, including corner stores, grocery stores, supermarkets, food pantries, and fruit and vegetable markets. We hope you enjoy using these lessons as part of an overall effort to promote healthy eating!

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Introduction

In 2004, The Food Trust developed the Healthy Corner Store Initiative to support corner store owners committed to increasing the healthy food inventory in their stores and to encourage participants to make healthier choices.

The Healthy Corner Store initiative's Heart Smarts program, launched in 2010, was built to create a meaningful connection between corner stores and the communities they serve. The program, which has since expanded to include nutrition education at additional retail settings such as grocery stores, supermarkets, food pantries, and fruit and vegetable markets, offers much more than just healthy food: **Heart Smarts empowers lower-income individuals to improve their health and reduce their risk of diet-related diseases through in-store and community-based nutrition education, health screenings and counseling** in a supportive store environment where participants are encouraged to conveniently buy healthy, affordable food.

HEART SMARTS PROGRAMMING CAN INCLUDE:

- Nutrition education lessons
- Healthy recipe demonstrations
- Free taste tests
- Free health screenings, including blood pressure and BMI checks*
- Counseling and referrals provided by trained health professionals*
- Heart Bucks coupons to help participants choose heart-healthy items at the site*
- Community outreach, store/food pantry/market tours and information about available benefits (supported by designated Community Health Workers)

**These Heart Smarts components (health screenings, including blood pressure and BMI; counseling and referrals; and Heart Bucks to help participants choose heart-healthy items at the site) are not allowable by SNAP-Ed. They can be funded by grants or partnered organizations.*





Customers who participate in nutrition education lessons and screenings can also receive Heart Bucks—a coupon-based healthy food incentive program that encourages participants to make healthy choices—along with a tour to assist in identifying healthy items.

The program has shown strong results among Heart Smarts participants:

- 89% increased their knowledge and intention to improve heart-healthy food choices
- 76% expressed an intention to make the featured recipe
- 54% showed an improvement of systolic blood pressure (a decrease of ≥ 3 mm Hg)
- 51% showed an improvement of diastolic blood pressure (a decrease of ≥ 3 mm Hg)

Fruits and Vegetables

Objectives

PARTICIPANTS WILL BE ABLE TO:

- State MyPlate recommendations of fruits and vegetables at each meal.
- Identify healthy canned, dried, fresh and frozen fruits and vegetables.
- List two ways to increase fruits and vegetables in their diet.
- Intend to choose fruits and vegetables at the site.
- Intend to prepare meals using fruits and vegetables.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about fruits and vegetables, taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are fruits and vegetables available at this site.
- MyPlate recommends making half your plate fruits and vegetables.
- Eat fruits and vegetables of various colors, since each has different vitamins and minerals.
- Try adding fruits and vegetables to every meal:
 - At breakfast, add fruit to cereal or spinach to eggs.
 - At lunch, add vegetables to your sandwich and a piece of fruit on the side.
 - At dinner, fill your plate with fruits and vegetables.
- Snack on fruits and vegetables like baby carrots, bananas and celery.
- All forms of fruits and vegetables count (canned, fresh or frozen).
 - Look for dried, canned or frozen without added sugar or salt.
- Look for healthy fruit and vegetable choices (e.g. fresh fruits and vegetables, no-salt-added canned vegetables, fruit in 100% juice).

CAREGIVER TIPS:

- Set a good example for your children by eating fruits and vegetables every day with meals and snacks.
- Encourage your children to try new fruits and vegetables. Be patient. It can take at least 10 tries before a new food is accepted.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Blender (dependent on recipe)

Food for sample

Equipment for cooking (cutting board, measuring spoons, etc., dependent on recipe)

Recipe cards (Fresh Fruit Salad, Green Smoothie, Canned Fruit in 100% Juice, Fruity Cucumber Salad)

Fruits and Vegetables Visual

Get Heart Healthy Fruits and Vegetables Card

Key recipe ingredients to display

Evaluation tool(s)

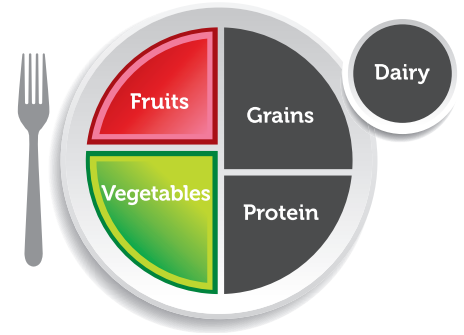
Reinforcement item(s): measuring cup, if available

Heart Bucks, if available



Methods

- Ask participants if they have seen the MyPlate visual and if they know the MyPlate recommendation for fruits and vegetables for each meal.
- Point to the Fruits and Vegetables Visual, which shows how to make half your plate fruits and vegetables.
- Initiate a conversation about ways to meet the recommended amount of fruits and vegetables every day, including canned, dried, fresh and frozen.
- Distribute Get Heart Healthy Fruits and Vegetables Card.
- Ask participants if/how they are increasing fruits and vegetables. Share the key points.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Fresh Fruit Salad**
 - Prepare a fresh fruit salad using fruits available at the site such as bananas, apples and grapes.
- **Option 2: Green Smoothie**
 - Blend frozen fruit with low-fat yogurt and milk and green vegetables.
 - Distribute recipe card that uses fruits and vegetables found at the site and review recipe ingredients.
- **Option 3: Canned Fruit in 100% Juice**
 - Use canned fruit available at the site such as pineapple in 100% juice or fruit cocktail in 100% juice.
- **Option 4: Fruity Cucumber Salad**
 - Prepare a salad using cucumbers and fresh or canned peaches in 100% juice.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3–5 minutes)

Guide participants around the site to point out fruit and vegetable options and marketing materials. Products will vary, depending on the site.

Below is a list of products to highlight or display:

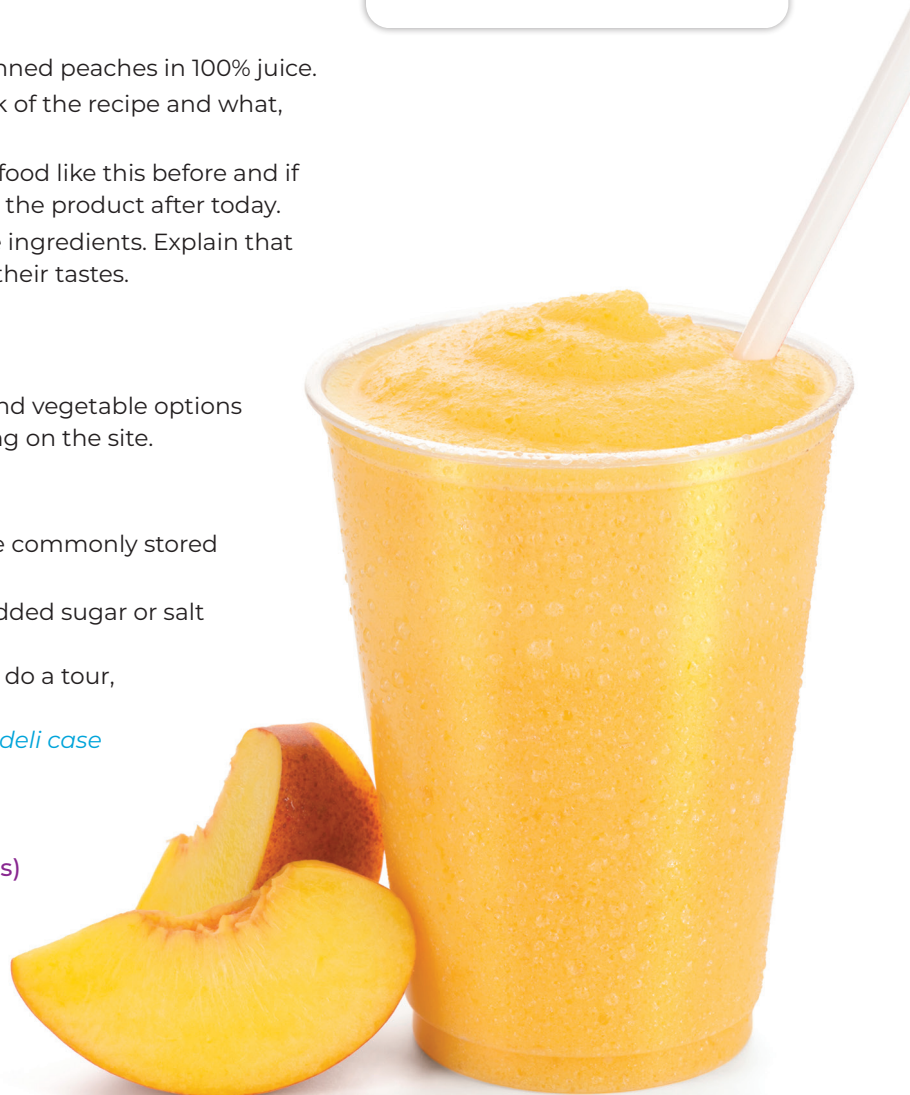
- Fresh fruits and vegetables
 - Point out additional fruits and vegetables that are commonly stored in the deli/prepared food case at the site.
- Canned and frozen fruits and vegetables without added sugar or salt

Optional: If the site is busy and you don't have time to do a tour, direct participants to fruits and vegetables verbally.

"At this site, you can find fruits and vegetables in the deli case or canned fruit in 100% juice in the middle aisle."

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



Whole Grains/High Fiber

Objectives

PARTICIPANTS WILL BE ABLE TO:

- State MyPlate recommendations of whole grains at each meal.
- Identify 100% whole grain/high fiber products available at the site.
- List two benefits of fiber.
- Intend to choose whole grain/high fiber products at the site.
- Intend to prepare meals using whole grains and fruits and vegetables.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about whole grains and high fiber foods, taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items in the store today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are whole grain/high fiber foods available at this site.
- MyPlate recommends making approximately $\frac{1}{4}$ of your plate grains, with half of the grains being whole, and half of your plate fruits and vegetables.
- Look at ingredients to determine if a product is a whole grain. The first ingredient should say "whole" or the name of a whole grain such as rice, oatmeal and popcorn.
- Fiber is good for the following:
 - Heart health (helps reduce cholesterol)
 - Helping maintain a healthy body weight by keeping you feeling fuller for longer
 - Maintaining blood sugar
 - Aiding digestion
- Look for healthy whole grain choices (100% whole wheat bread, brown rice, oatmeal) and fruits and vegetables.

CAREGIVER TIPS:

- Prepare meals and snacks using whole grains so your children are more likely to choose whole grain foods at school.
- Serve your children whole grain versions of their favorite bread, cereal or pasta. You can start by mixing half refined and half whole grains.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Toaster oven (dependent on recipe)

Food for sample

Sample of refined and whole grain products for comparison, if available

Equipment for cooking (cutting board, measuring spoons, etc. dependent on recipe)

Recipe cards (Fruity Homemade Oatmeal, Personal Pizza, Whole Grain Cereal)

Whole Grains Visual

Get Heart Healthy Whole Grains Card

Key recipe ingredients to display

Evaluation tool(s)

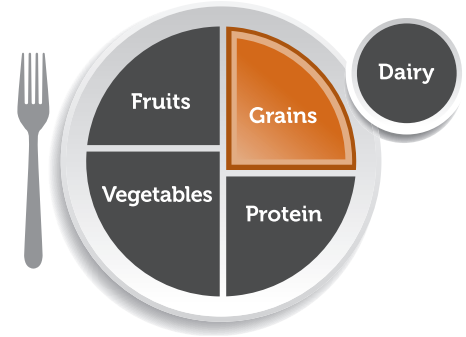
Reinforcement item(s): oven mitt, if available

Heart Bucks, if available



Methods

- Ask participants if they have seen the MyPlate visual and if they know the MyPlate recommendation for whole grains for each meal.
- Point to the Whole Grains Visual showing how to make $\frac{1}{4}$ of your plate a grain (half of which should be whole grains).
- Ask participants if they know how to tell if a product is a whole grain.
- Compare two packages from the site: one whole grain and one refined grain.
- Ask participants if they know the benefits of fiber.
- Initiate a conversation about ways to meet the recommended amount of whole grains and fiber every day: choosing whole wheat bread, adding berries to their cereal, eating brown rice instead of white, adding fruits and vegetables to whole grain pasta, eating more fruits and vegetables as snacks, etc.
- Distribute Get Heart Healthy Whole Grains Card.
- Ask participants if/how they are increasing whole grains. Share the key points.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Fruity Homemade Oatmeal**
 - Recommended for morning lesson. Prepare hot or cold oatmeal using oats and fresh fruit available at the site.
- **Option 2: Personal Pizza**
 - Recommended for afternoon lesson. Use toaster oven to bake a 100% whole grain tortilla with low-sodium sauce, peppers, onions and low-fat mozzarella cheese.
- **Option 3: Whole Grain Cereal**
 - Sample a cereal available at the site with whole grains as the first ingredient. Optional: Add low-fat milk and fresh fruit.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3–5 minutes)

Guide participants around the site to point out whole grain and high fiber options and marketing materials. Products will vary, depending on the site. Below is a list of products to highlight or display:

- Whole wheat bread compared to “wheat” bread
- Whole wheat cereal compared to non-whole grain cereal
- Brown rice compared to white rice
- Whole grain options in the deli, if available

Optional: If the site is busy and you don't have time to do a tour, direct participants to whole grains verbally.

“At this site, you can find whole wheat bread in the last aisle, oatmeal in the middle aisle and tortillas in the deli/prepared food area.”

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



Proteins

Objectives

PARTICIPANTS WILL BE ABLE TO:

- State MyPlate recommendations of proteins at each meal.
- Identify healthy proteins available at the site.
- List two ways to increase healthy proteins in their diet.
- Intend to choose healthy proteins at the site.
- Intend to prepare meals using healthy proteins.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about healthy proteins, taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are healthy protein foods available at this site.
- MyPlate recommends making a little less than $\frac{1}{4}$ of your plate healthy proteins.
- Choose foods, like canned beans, labeled *no-sodium-added* or *low-sodium*.
- If using high-sodium canned foods, always rinse and drain the food several times.
- Choose lean or low-fat meat and poultry.
- Look for healthy protein choices (e.g. dried beans, tuna in water, nuts without salt).

CAREGIVER TIP:

- Encourage your children to try protein foods such as unsalted nuts and seeds, hummus or other bean dips.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Food for sample

Equipment for cooking (cutting board, measuring spoons, etc., dependent on recipe)

Recipe cards (Minestrone Soup, Confetti Bean Salsa, Three Bean Salad, White Bean Dip)

Proteins Visual

Get Heart Healthy Protein Card(s)

Key recipe ingredients to display

Evaluation tool(s)

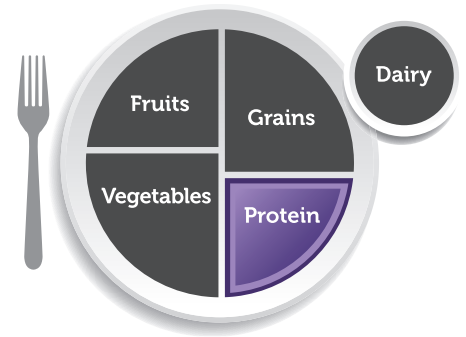
Reinforcement item(s): measuring spoon set, if available

Heart Bucks, if available



Methods

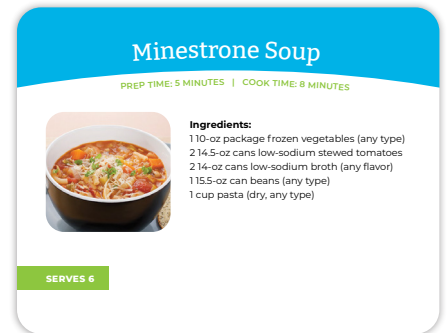
- Ask participants if they have seen the MyPlate visual and if they know the MyPlate recommendations for protein at each meal.
- Point to the Proteins Visual, which shows how to make less than $\frac{1}{4}$ of your plate a healthy protein.
- Initiate a conversation about ways to choose healthy proteins every day.
- Distribute Get Heart Healthy Protein Card(s).
- Ask participants if/how they are choosing lean and low-sodium proteins. Share the key points.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Minestrone Soup**
 - Prepare a soup using low-sodium or no-salt-added canned beans, vegetable or chicken broth, onions, carrots, celery and other vegetables, and barley.
- **Option 2: Confetti Bean Salsa**
 - Prepare a salsa using jarred salsa with low-sodium or no-salt-added canned beans and corn.
- **Option 3: Three Bean Salad**
 - Prepare a salad using low-sodium or no-salt-added canned beans, corn, fresh tomatoes and onions.
- **Option 4: White Bean Dip**
 - Prepare a dip using low-sodium or no-salt-added canned beans.
 - Use fresh produce, such as carrots or cucumber slices for dipping.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3–5 minutes)

Guide participants around the site to point out healthy protein options and marketing materials. Products will vary, depending on the site. Below is a list of products to highlight or display:

- Tuna in water compared to tuna in oil
- Low-sodium beans compared to regular beans compared to dried beans
- Low-sodium lunch meat compared to regular lunch meat
- Nuts without added salt compared to nuts with salt
- If the site offers whole meats, discuss meat without skin, lean ground beef, etc.

If the site is busy and you don't have time to do a tour, direct participants to lean proteins verbally.

"At this site, you can find unsalted nuts right near the register, tuna in water in the middle aisle and dried beans in the second aisle."

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



Calcium

Objectives

PARTICIPANTS WILL BE ABLE TO:

- State MyPlate recommendations of dairy/calcium at each meal.
- Identify low-fat dairy/high-calcium foods available at the site.
- List two ways to decrease full-fat dairy in their diet.
- Intend to choose foods with high calcium at the site.
- Intend to prepare meals using low-fat dairy and/or high-calcium foods.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.

"Today, we're talking about calcium and low-fat dairy, taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."

- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are high-calcium, low-fat dairy foods available at this site.
- MyPlate recommends 3 cups per day of dairy (or calcium equivalents) for most people.
- The recommendation for adults and children over 2 years of age is low-fat or non-fat milk.
- Choose 1% or skim milk. Decrease fat content slowly. Try 2% first, then 1%, then skim.
- Try milk alternatives if lactose intolerant (unsweetened soy or almond milk fortified with calcium or calcium-fortified orange juice).
- Choose reduced fat cheese: 1% or 2%, if available.
- Try plain yogurt and add your own fruit instead of buying flavored ones.
- Non-milk sources of calcium include leafy green vegetables, fish with bones, fortified orange juice, fortified bread, yogurt, cheese, fortified soy/almond milk and dairy-free yogurt and cheese.
- Look for high-calcium and low-fat dairy choices (e.g. spinach, kale, collard greens, sardines in water, 1% milk).

CAREGIVER TIP:

- Chocolate and other flavored milks contain calcium, protein and the other vitamins and minerals in non-flavored milk, but they also contain sugar, colorings and flavorings. Offer your children unflavored milk.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Blender (dependent on recipe)

Food for sample

Equipment for cooking (cutting board, measuring spoons, etc., dependent on recipe)

Recipe cards (Fruit and Yogurt Parfait, Whole Grain Cereal with Low-Fat Milk, Fruit Smoothie, Kale Slaw)

Calcium Visual

Get Heart Healthy Calcium Card

Key recipe ingredients to display

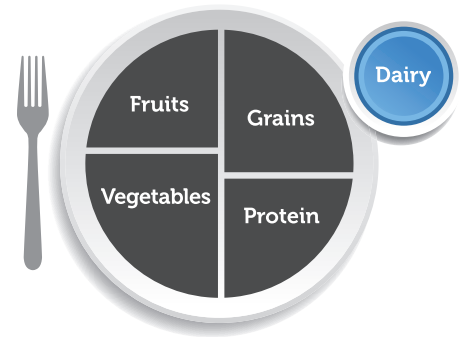
Evaluation tool(s)

Reinforcement item(s): MyPlate magnet, if available

Heart Bucks, if available

Methods

- Ask participants if they have seen the MyPlate visual and if they know the MyPlate recommendation for dairy and calcium.
- Point to the Calcium Visual showing low-fat dairy and non-dairy sources of calcium.
- Initiate a conversation about ways to decrease full-fat dairy while meeting calcium needs every day.
- Distribute Get Heart Healthy Calcium Card.
- Ask participants if/how they are choosing low-fat, high-calcium foods and drinks. Share the key points.
- Ask participants what calcium-rich vegetables they see at the site.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Fruit and Yogurt Parfait**
 - Mix low-fat plain or vanilla yogurt with fresh or frozen fruit such as banana or blueberries.
- **Option 2: Whole Grain Cereal with Low-Fat Milk**
 - Sample a whole grain cereal available with low-fat or 1% milk.
- **Option 3: Fruit Smoothie**
 - Blend fresh or frozen fruit with low-fat yogurt or milk.
- **Option 4: Kale Slaw**
 - Use low-fat Parmesan cheese to top the slaw.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3–5 minutes)

Guide participants around the site to point out low-fat, high-calcium options and marketing materials. Products will vary, depending on the site.

Below is a list of products to highlight or display:

- Low-fat milk
- Milk alternatives (almond or soy)
- Low-fat yogurt
- Frozen spinach or collards
- Fortified orange juice
- Sardines

If the site is busy and you don't have time to do a site tour, direct participants to low-fat dairy or high-calcium options verbally.

"At this site, you can find low-fat milk in the last cooler and yogurt in the refrigerator near the register."

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



Sodium

Objectives

PARTICIPANTS WILL BE ABLE TO:

- State the recommended amount of sodium per day.
- Identify sodium on a nutrition label.
- Identify low-sodium foods available at the site.
- List three ways to reduce sodium in their diet.
- Intend to choose lower-sodium foods at the site.
- Intend to prepare meals using less sodium.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about sodium, taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are healthy, low-sodium foods available at this site.
- Most people eat too much salt/foods high in sodium, which may play a part in high blood pressure. Everyone, including children, should reduce their sodium to less than 2,300mg per day.
- Try to add less salt to meals and always taste food before adding it.
- Cook with spices so meals are flavorful with less or no sodium.
- Choose foods, like canned beans, that are labeled *no-sodium-added* or *low-sodium*.
- If using high-sodium canned foods, always rinse and drain the food several times.
- Look for healthy low-sodium choices (e.g. no-salt-added canned vegetables, unsalted nuts, dried beans).

CAREGIVER TIPS:

- Let your children experiment with non-salt seasonings such as spices to make a meal their own.
- Cut back on sodium in your meals by adding no-salt seasonings, spices, herbs, vinegars or lemon juice.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Nut allergen sign
(dependent on recipe)

Food for sample

Sample of high- and
low-sodium canned products
for comparison

Teaspoon to demonstrate the
amount of salt in a teaspoon

Equipment for cooking
(cutting board, measuring
spoons, etc. dependent
on recipe)

Recipe cards (Black Bean
Salad, Vegetarian Chili,
Unsalted Nuts, Lemony
Hummus)

Sodium Visual

Get Heart Healthy
Sodium Card

Key recipe ingredients
to display

Evaluation tool(s)

Reinforcement item(s):
can strainer, if available

Heart Bucks, if available



Methods

- Ask participants what they know about sodium.
- Ask participants if they know the amount of sodium that is recommended per day.
- Point to the Sodium Visual showing the recommended amount of sodium and display a teaspoon with salt.
- Compare the nutrition labels of two canned products available at the site, one high in sodium and one with no salt added.
- Initiate a conversation about ways to reduce sodium in their diet every day and how to identify foods at the site that are lower in sodium.
- Distribute Get Heart Healthy Sodium Card.
- Ask participants if/how they are reducing sodium. Share the key points.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Black Bean Salad**
 - Prepare a salad using three different types of low-sodium or no-salt-added canned beans available at the site.
- **Option 2: Vegetarian Chili**
 - Prepare a chili using low-sodium beans and canned tomatoes, onions, garlic, carrots, pepper and seasoning.
- **Option 3: Unsalted Nuts**
 - Offer unsalted nuts available at the site. Ask participants if they are allergic to nuts.
- **Option 4: Lemony Hummus**
 - Prepare a dip using low-sodium chickpeas, garlic and lemon.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3-5 minutes)

Guide participants around the site to point out low-sodium options and marketing materials. Products will vary, depending on the site. Below is a list of products to highlight or display:

- Low-sodium canned beans compared to regular canned beans
- Dried beans compared to regular canned beans
- Low-sodium soup compared to regular soup
- Low-sodium canned vegetables compared to regular canned vegetables
- Unsalted nuts
- Regular chips compared to lower sodium snack choices such as popcorn, low-sodium chips or low-sodium pretzels

If the site is busy and you don't have time to do a tour, direct participants to low-sodium items verbally.

"At this site, you can find salt-free peanuts and almonds available near the register as well as dried beans and low-sodium canned beans in the second aisle."



Evaluation and Incentives (1-3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.

Snacks

Objectives

PARTICIPANTS WILL BE ABLE TO:

- Identify healthy snacks available at the site.
- List healthy snacks to incorporate into diet to meet MyPlate daily recommendations.
- Intend to choose healthy snacks at the site.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about snacks, taste-testing a healthy snack (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are healthy snacks available at this site.
- MyPlate recommends making half of your plate fruits and vegetables, approximately $\frac{1}{4}$ of your plate grains with half of the grains being whole, and a little less than $\frac{1}{4}$ of your plate a healthy protein. Healthy snacks can help you meet MyPlate recommendations for the day.
- Snack ideas:
 - Sliced vegetables in the refrigerator served with dips like hummus or low-fat dressing.
 - Blend plain fat-free or low-fat yogurt with 100% fruit juice and frozen peaches for a tasty smoothie.
 - Offer whole wheat breads, popcorn and whole oat cereals high in fiber and low in added sugars, saturated fat and sodium. Limit refined-grain products such as snack bars, cakes and sweetened cereals.
- Snacks shouldn't replace a meal, so look for ways to help you and your children understand how much is enough. Place snack-size bags in the cupboard and use them to control serving sizes.
- Fresh, frozen, dried or canned fruits can be easy "grab-and-go" options that need little preparation. Offer whole fruit and limit the amount of 100% juice served.
- Look for healthy snacks choices (e.g. fresh fruits, unsalted nuts).

CAREGIVER TIPS:

- To encourage your children to eat more fruits and vegetables as snacks, make sure they are available and easy to reach.
- Help your children understand that snacks should not replace meals. Keep snack-size bags available for your children.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Nut allergen sign (dependent on recipe)

Food for sample

Sample of low- and high-sodium, fatty and sugary snacks from the site

Equipment for cooking (cutting board, measuring spoons, etc. dependent on recipe)

Recipe cards (Baby Carrots and Celery, Low-Fat Cheese Sticks, Sliced Fresh Fruit)

Snacks Visual

Get Heart Healthy Snacks Card

Evaluation tool(s)

Reinforcement item(s): snack container, if available

Heart Bucks, if available

Methods

- Ask participants what kinds of snacks they typically eat.
- Point to the Snacks Visual showing healthy snack options available at the site that help meet MyPlate daily recommendations.
- Initiate a conversation about ways to choose healthy snacks every day at home and at the site.
- Distribute Get Heart Healthy Snacks Card.
- Ask participants if/how they already choosing healthy snacks. Share the key points.

Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Baby Carrots and Celery**
 - Offer participants low-fat ranch, hummus or peanut butter to dip their carrots and celery in.
- **Option 2: Low-Fat Cheese Sticks**
- **Option 3: Sliced Fresh Fruit**
 - Serve sliced fresh fruit available at the site, including apples, pears or berries.
- Offer a taste of the foods. Ask them what they think of the foods and what, if anything, they would change.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients.
Explain that the recipe can be made as shown or altered to suit their tastes.

Site Tour (3–5 minutes)

Guide participants around the site to point out healthy and low-sodium snacks and marketing materials. Products will vary, depending on the site. Below is a list of products to highlight or display:

- Fruits and vegetables
- Low-fat popcorn
- Unsalted nuts
- Low-fat cheese sticks
- Whole grain granola bars

If the site is busy and you don't have time to do a tour, direct participants to healthy snacks verbally.

"At this site, you can find whole fruit and unsalted nuts near the register and whole grain granola bars near the last aisle."

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



Beverages

Objectives

PARTICIPANTS WILL BE ABLE TO:

- Identify grams of sugar on the nutrition facts label.
- Compare grams of sugar in beverages.
- List two ways to reduce their intake of sugar-sweetened beverages.
- Intend to choose non-sugar-sweetened beverages at the site.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about drinks and how much sugar is added. We're also taste-testing a drink with no added sugar (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are healthy beverages available at this site.
- Look at the nutrition label to determine the amount of sugar in the beverages.
- Look at the nutrition label to determine the number of servings in each bottle. Limit your portion, if you are choosing a drink with added sugar.
- Choose water more often.
- Choose drinks without added sugar like 100% fruit juice (in the recommended serving size) and unsweetened iced tea.
- At this site, you can find these healthy beverages (e.g. water, 100% fruit juice).
- Look for items that can be used to make, or add flavor to, beverages.

CAREGIVER TIPS:

- Keep water, low-fat or fat-free milk or 100% juice available in your home. Limit 100% juice to 4 oz (½ cup) per day for children.
- Add seltzer water to ½ cup of 100% juice for a healthier alternative to soda.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Cups

Napkins

Blender (dependent on recipe)

Food for sample

Sample of sugar-sweetened and non-sugar sweetened beverage from the site

Optional: Cups containing corresponding teaspoons of sugar

Equipment for cooking (cutting board, measuring spoons, etc. dependent on recipe)

Recipe cards (Fruit Fizzies, Flavored Water)

Beverages Visual

Get Heart Healthy Beverages Card

Evaluation tool(s)

Reinforcement item(s): water bottle, if available

Heart Bucks, if available

Methods

- Ask participants if they often choose drinks with added sugar.
- Point to the Beverages Visual comparing beverage nutrition labels and where to find grams of sugar on the labels.
- Discuss the number of servings per bottle and the amount of added sugar.
 - Explain that 100% juice has sugar, but it comes from fruit and isn't added.
 - Whole fruit is best since juice does not have fiber.
 - Sugar demonstration (bottles of several drinks with the amount of sugar measured inside).
- Initiate a conversation about ways to choose healthy drinks at the site every day.
- Distribute Get Heart Healthy Beverages Card.
- Ask participants if/how they are choosing unsweetened beverages. Share the key points.

Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Fruit Fizzies**
 - Combine 100% fruit juice and seltzer water.
- **Option 2: Flavored Water**
 - Add cucumber slices and mint or lemon to water, or available fresh fruit.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made beverages like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.

Site Tour (3–5 minutes)

Guide participants around the site to point out healthy drink options and marketing materials. Products will vary, depending on the site. Below is a list of products to highlight or display:

- Water
- 100% juice
- Seltzer water
- Unsweetened iced tea
- Unsweetened coffee

If the site is busy and you don't have time to do a tour, direct participants to healthy beverage options.

"At this site, you can find water in the cooler closest to the door."

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.

Nutrition Facts

Serving Size

Servings Per Container

Amount Per Serving

Calories

Calories from Fat

% Daily Value*

Total Fat g %

Saturated Fat g %

Trans Fat g %

Cholesterol mg %

Sodium mg %

Total Carbohydrate g %

Dietary Fiber g %

Sugars g %

Protein g %

Vitamin A %

Vitamin C %

Calcium %

Iron %

*Percent (%) Daily Values are based on a 2,000 calorie diet

Ingredients:



Prepared Foods

Objectives

PARTICIPANTS WILL BE ABLE TO:

- Identify healthy foods in the deli/prepared food section.
- List ways to meet MyPlate daily recommendations in the site's deli.
- Be aware of hidden fat, salt and sugar in the deli/prepared food section.
- Intend to choose healthier prepared items.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about the healthy options available in this site's deli/prepared food section, taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are healthy deli/prepared food options available at this site.
- Choose low-fat, low-sodium options by avoiding words such as *breaded*, *fried*, *creamed*, *gravy*, *cheese sauce* or *crispy*.
- When ordering a sandwich, try whole wheat bread or a multigrain roll. When ordering a wrap or quesadilla, try a corn or whole wheat tortilla.
- Ask for additional fruits and vegetables on sandwiches, like lettuce, tomatoes, onions, avocado or spinach.
- Ask for low-fat or fat-free milk, water or unsweetened iced tea to go with your deli/prepared food purchase.
- Try a salad with a small amount of dressing. Ask if you can switch chips for a small salad.
- Instead of chips, choose a piece of fruit, popcorn, baked chips or whole grain pita chips.
- Ask for condiments on the side so you can choose the amount you want on your meal. Mayonnaise and oil are high in fat, and hot sauce is high in sodium, so put on less.
- Look for healthy deli/prepared food choices (e.g. 100% whole wheat bread or wrap, salads, fresh fruits and vegetables).
 - Educator note: Check with staff to see what kinds of salads are offered. If sandwiches aren't made, but other food is available for purchase, alter lesson accordingly.
 - Keep in mind that deli/prepared foods are typically more expensive than the individual ingredients themselves.



Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Forks/spoons

Napkins

Food for sample (from deli/prepared food section)

Equipment for cooking (cutting board, measuring spoons, etc. dependent on recipe)

Recipe cards (Avocado and Tomato Sandwich, Vegetable Sandwich)

Prepared Foods Visual

Get Heart Healthy Deli & Prepared Foods Card

Key recipe ingredients to display

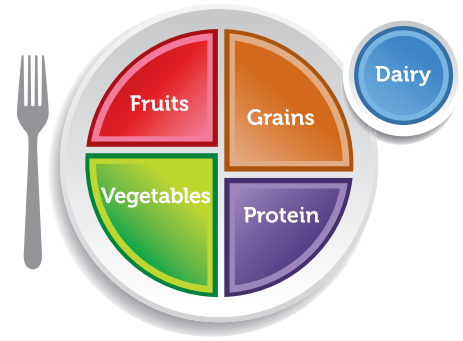
Evaluation tool(s)

Reinforcement item(s): cutting board, if available

Heart Bucks, if available

Methods

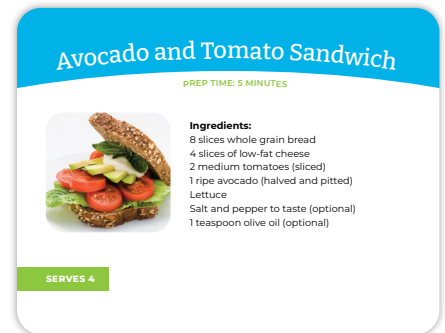
- Ask participants if they have seen the MyPlate visual and know what choices they can make at the site's deli/prepared foods section to help meet the daily MyPlate recommendations.
- Point to the Prepared Foods Visual showing healthy options available in the deli/prepared foods section.
- Initiate a conversation about ways to make healthy choices in the deli/prepared food section of the site.
- Distribute Get Heart Healthy Deli & Prepared Foods Card.
- Ask participants if they will make healthier choices when buying deli/prepared foods at the site. Share the key points.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day.

- **Option 1: Avocado and Tomato Sandwich**
 - Prepare sandwich using whole wheat bread, avocado, tomato, lettuce and a slice of low-fat cheese.
- **Option 2: Vegetable Sandwich**
 - Prepare sandwich or order sandwich from deli with tomatoes, peppers, onions and lettuce on whole wheat bread.
- Offer a taste of the recipe or deli sandwich. Ask participants what they think of the recipe/sandwich and what, if anything, they would change. Ask if the size of the sandwich is acceptable and if they would change it.
- Ask participants if they have ever selected or made food like this before and if they would consider making the recipe or choosing the product after today.
- Distribute recipe card, if available, and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3–5 minutes)

Guide participants around the site to point out healthy deli/prepared food options and marketing materials. Products will vary, depending on the site. Below is a list of products in the deli/prepared food section to highlight:

- Lower-sodium, lower-fat sandwiches and meals
- Fruit and vegetable add-ons available (e.g. tomatoes, avocados, peppers or spinach)
- Whole wheat options available (e.g. whole wheat bread, whole wheat or corn tortillas)
- Healthy snack options if the meal comes as a combo (some stores will allow popcorn instead of chips or a piece of fruit instead of chips)
- No-added-sugar options like water or unsweetened tea to go with their meals

If the site is busy and you don't have time to do a tour, direct participants to healthy selections verbally.

"At the deli/prepared food section at this site, you can find whole wheat bread, fresh vegetables and water."

Evaluation and Incentives (1–3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



Stretching Your Food Dollars

Objectives

PARTICIPANTS WILL BE ABLE TO:

- List two ways to save money when planning meals and snacks.
- Intend to check foods at home prior to planning weekly meals and snacks.
- Intend to plan meals based on MyPlate using ingredients available at the site.
- Intend to store food properly to maintain freshness.
- When available, list two benefits of buying fruits and vegetables in-season.

Introduction (1 minute)

When conducting lessons, always focus on foods available at the site that day.

- Greet participants at the lesson/demo table (lessons are informal and conversational).
- Inform participants about the topic of the lesson, recipe for tasting and health screenings, if available.
"Today, we're talking about stretching your food dollars and taste-testing today's recipe (add recipe name) and (when available) giving away Heart Bucks coupons that you can use on healthy items at the site today."
- Provide background on marketing materials and increased healthy inventory, if time permits.

Lesson (3 minutes)

KEY TEACHING POINTS:

- There are many ways to help stretch your food dollars.
- Plan your weekly meals and snacks ahead of time after checking the foods you have at home so you know what you need when you go to the pantry or store.
- Create meals based on MyPlate using ingredients available at the site.
- Canned, frozen and dried fruits and vegetables are a healthy choice when fresh ones are not available or affordable.
- Reducing food waste can help stretch your food dollars. You can reduce food waste by meal planning and buying or choosing only what you need for your meals.
- Store food in the refrigerator or freezer when you get home.
- When available, buy fruits and vegetables in-season to lower their cost. In-season foods are fresher so they taste better and will likely last longer in the refrigerator. Canned, frozen and dried fruits and vegetables are also healthy when seasonable ones are not available.

CAREGIVER TIPS:

- Give your children something to eat before you go shopping so they aren't hungry, which can help you stick to your shopping list.
- Let your child know that you will not be buying last minute items at the checkout line that are not on your shopping list. If you choose a large amount of fresh food, make sure to label it with the date. Use the oldest food first to avoid having food spoil.

Materials

Table

Tablecloth

Gloves

Hand sanitizer

Plates/cups

Napkins

Blender (dependent on recipe)

Food for sample

Equipment for cooking (cutting board, measuring spoons, etc., dependent on recipe)

Recipes cards (Bean and Tuna Salad, Tomato and Tuna Pasta, Mac and Beans Medley, Dilled Green Bean Salad)

Stretching Your Food Dollars Visual

Get Heart Healthy Stretching Your Food Dollars Card

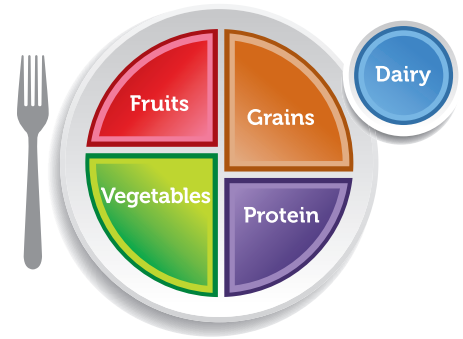
Key recipe ingredients to display

Evaluation tool(s)

Reinforcement items: Shopping List, if available

Methods

- Ask participants what healthy meal planning strategies they have used.
- Point to the Stretching Your Food Dollars Visual.
- Initiate a conversation about ways to stretch food including: planning meals based on foods you have at home, planning meals around MyPlate, reducing food waste and storing food properly to preserve freshness.
- Discuss that planning meals can save time, money, reduce food waste and make healthy meals that fit into MyPlate.
- Discuss ways to stretch fresh produce including selecting fresh produce in season and choosing canned, frozen and dried fruits and vegetables when seasonal ones are not available or affordable.
- Distribute Get Heart Healthy Stretching Your Food Dollars Card.
- Ask customers if/how they are stretching their food dollars. Share the key points.



Taste Test (2 minutes)

When conducting taste tests, always focus on foods available at the site that day. Select a recipe using foods from the site. Discuss preparing meals using fresh, canned and frozen fruits and vegetables with a protein source such as tuna or beans.

- **Option 1: Bean and Tuna Salad**
 - Mix beans, tuna and vegetables with oil, lemon juice and seasonings.
- **Option 2: Tomato and Tuna Pasta**
 - Mix cooked pasta, tuna and vegetables with oil and seasonings.
- **Option 3: Mac and Beans Medley**
 - Cook garlic, bell pepper, tomatoes and red pepper flakes in oil. Add beans and cooked macaroni.
- **Option 4: Dilled Green Bean Salad**
 - Mix fresh green beans, dill, onions, oil and vinegar.
- Offer a taste of the recipe. Ask them what they think of the recipe and what, if anything, they would change.
- Ask participants if they have ever selected or made like this before and if they would consider making the recipe or choosing the product after today.
- Discuss different forms of fruits and/or vegetables that could be used in the recipe and which ones might be most cost-effective.
- Distribute recipe card and review recipe ingredients. Explain that the recipe can be made as shown or altered to suit their tastes.



Site Tour (3-5 minutes)

Guide participants around the site to point out healthy foods and marketing materials. Products will vary, depending on the site. Below is a list of products to highlight or display:

- Grains
- Tortillas
- Root vegetables
- Canned soups
- Canned or dried beans
- Frozen produce
- Eggs

Evaluation and Incentives (1-3 minutes)

- Complete evaluation tool(s).
- Distribute reinforcement item(s), if available.
- Distribute Heart Bucks, if available.



