

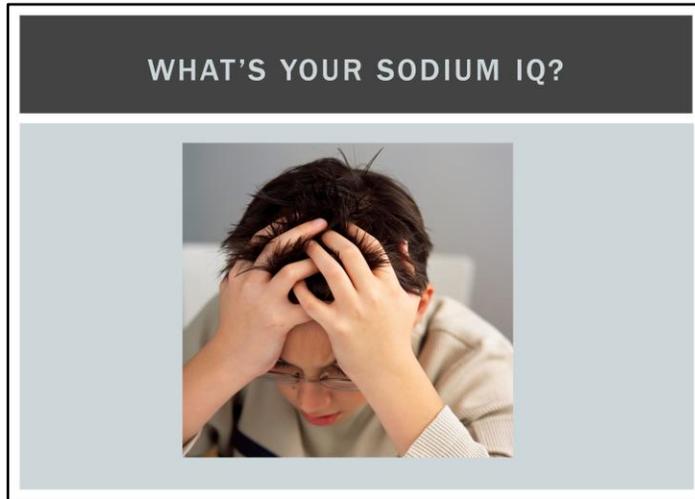
Display this slide prior to class.

Welcome the participants individually as they arrive.

Check each participant off of the class roster or pass around the blank roster. Make sure that all names are spelled correctly and clearly so that certificates are issued correctly.

Distribute name badges if using.

Introduce yourself and tell a little about your background.



To get this class started, let's see what you know about sodium. Turn to the *What's Your Sodium IQ* in the participant booklet.

Activity 1: What's Your Sodium IQ?

Supplies:

1. *What's Your Sodium IQ* quiz in participant booklet
2. *Pencils/pens*

Procedure:

1. *Allow participants approximately 8 minutes to complete the quiz.*
2. *When the 8 minutes are up review the correct answers with the participants using the slide and answer key on page 3.*

Estimated Time:

15 minutes

Note to Trainer: Test Your Sodium Smarts Quiz Answer Key (with sodium amount per item) is also provided in Administration.

AND THE ANSWER IS....

- | | |
|---------------------|----------------------------|
| 1. B – French toast | 6. A – Italian dressing |
| 2. A – Am. Cheese | 7. A – Ham |
| 3. A – Potato salad | 8. B – Alfredo sauce |
| 4. A – Raisin bran | 9. B – Chicken noodle soup |
| 5. B – Pretzels | 10.A – Soy Sauce |

Answer Key:

- B – French toast. No matter how you slice it, bread is one of the most common sources of sodium. The amount of sodium differs by bread type and can add up quickly when you have more than one serving.*
- A – American cheese. Am. cheese is a highly processed cheese product. Highly processed foods tend to be high in sodium because food manufacturers use salt or other sodium-containing compounds to preserve food and to improve their taste.*
- A – Potato salad. Salt is often added to commercially prepared potato salad for taste. You can make potato salad with a low sodium recipe that uses herbs and spices to cut down on the sodium content of this item.*
- A – Raisin bran cereal. Since raisin bran tastes “sweet” it may come as a surprise as to how much sodium can be in commercial breakfast cereals. Salt is added to sweet foods to enhance their flavor, so even sweet-tasting cereals like raisin bran can have lots of sodium.*
- B – Pretzels. Don’t get the facts twisted – Hard pretzels can have more sodium for the same total weight than potato chips, because salt is added to hard pretzels for texture, not just for taste.*
- A – Italian salad dressing. Prepared salad dressings can be high in sodium, depending on the dressing type, other ingredients, and taste preferences.*
- A – Ham. Sodium in processed meats like ham, bacon, and hot dogs can come from salt added for taste and sodium-containing ingredients used as preservatives to enhance color and retain moisture.*
- B – Alfredo sauce. Alfredo sauce has more sodium, calories and fats than spaghetti/marinara sauce.*
- B – Chicken noodle soup. All canned varieties can have high amounts of sodium, but some may be more than others. Choose lower sodium canned soups when possible.*
- A – Soy Sauce. Not surprised? The big surprise may be how high in sodium both soy sauce and teriyaki sauce can be. The 920 mg of sodium per 1 tbsp of soy sauce is almost equivalent to that contained in ½ tsp of salt (1,150 mg). Choose low sodium.*



In consideration to your fellow class members, please turn off your cell phone or turn it to vibrate mode. If you must take a call, please leave the room before talking.

WHAT ABOUT...

- Ending time
- Break time
- Lunch time and arrangements
- Restrooms and smoking areas
- Participant materials



Tell them that this class will end 5 hours after you started and that it is a 5 credit hour class.

Tell them that they will have one 15 minute break.

Explain that they will eat the products they make in lab for lunch and that they will have about 30 minutes to eat and evaluate the products.

Explain how to locate the restrooms and explain the smoking policy for the host site. Be sure to ask about this before class starts. It is often off school premises but sometimes it is simply behind the school.

Explain that they have been given two booklets. The first booklet is entitled Participant Booklet and contains several forms and handouts that they will need throughout the class. The second booklet is entitled Recipe Booklet and contains all of the recipes to be used in lab. Ask them to write their name on their booklets now so that as they move around for activities and lab, they don't lose their booklets.



Let's learn how to sock it to sodium in Child Nutrition Programs!

OBJECTIVES

- Identify sources of sodium in recipes and meals
- Find simple procedures to reduce sodium in recipes and school meals
- Describe how school nutrition programs can incorporate current guidelines on sodium to contribute to students' health and wellness.



This class will provide you with lots of great information about sodium, as well as the health implications that excessive sodium intake has on our bodies.

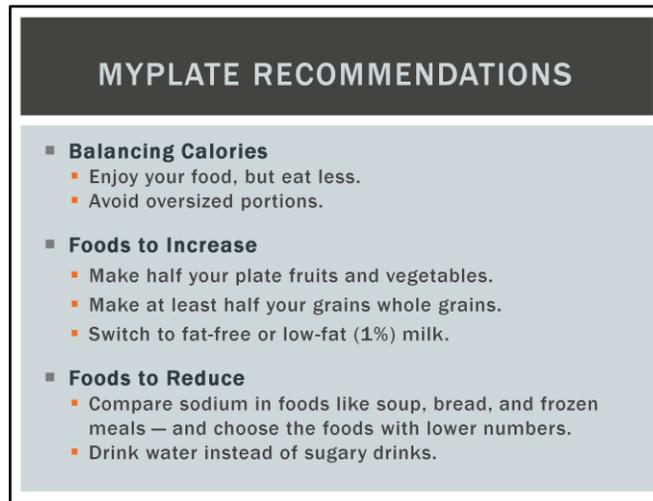
Read from the slide.



USDA's MyPlate icon is a new take on a familiar mealtime symbol; it serves as a **cue** to help consumers make healthy choices. Unlike the pyramid, it is a reminder and a cue for healthy eating and not necessarily a teaching tool.

As you can see, the plate is divided up into four equal parts, with fruits and vegetables making up half of the plate while lean protein and whole grains makes up the opposite half. The plate is then balanced out with lowfat milk on the top right-hand corner.

ChooseMyPlate.gov is a great resource for nutrition education materials, interactive learning games for the children, as well as for customizing an individualized plate to guide healthy food choices.



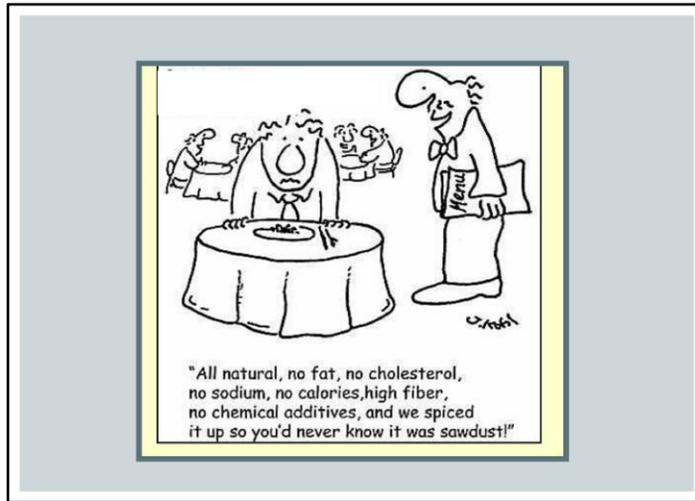
MYPLATE RECOMMENDATIONS

- **Balancing Calories**
 - Enjoy your food, but eat less.
 - Avoid oversized portions.
- **Foods to Increase**
 - Make half your plate fruits and vegetables.
 - Make at least half your grains whole grains.
 - Switch to fat-free or low-fat (1%) milk.
- **Foods to Reduce**
 - Compare sodium in foods like soup, bread, and frozen meals — and choose the foods with lower numbers.
 - Drink water instead of sugary drinks.

MyPlate seeks to provide simple guidance for healthy lifestyle choices.

Read from slide.

If asked: The USDA says MyPyramid may be used and is applicable, as the content is still correct.



Read the cartoon and allow time for laughter.

Although we often hear people say that they don't eat certain foods because they have the perceived notion that "healthier foods" all taste like cardboard, by making just a few minor adjustments to how we prepare our foods can make consuming lower sodium foods rather enjoyable!

WHAT TO ENCOURAGE



- Fruits
- Vegetables
- Whole-grains
- Fat-free or low-fat milk

- Vitamins/Minerals
- Fiber
- Calcium
- Potassium
- Physical Activity!



The Dietary Guidelines encourage:

- Fruits, vegetables, whole grains, fat-free or low-fat milk
- Vitamins/minerals, fiber, calcium, potassium
- And physical activity!

NUTRIENTS TO LIMIT

- Saturated & *trans* fat
- Cholesterol
- Added sugar
- Sodium



*** Calories in = Calories out ***

The Dietary Guidelines recommend limiting:

- Saturated & *trans* fat
- Cholesterol
- Added Sugar, and
- Sodium

Another key message for a healthier lifestyle is the simple balancing act between caloric intake and caloric output (Calories in = Calories out).

In this class, we are going to focus on ways to limit sodium.

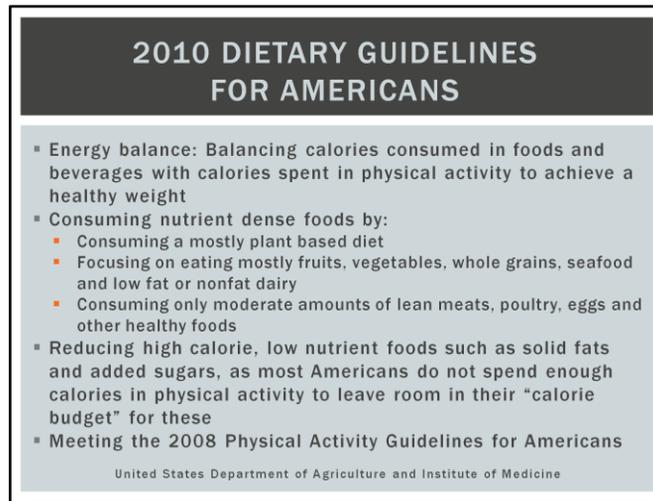
BALANCED DIET = LOW IN FAT AND SODIUM

- Emphasis on fruits, vegetables, whole grains, low fat dairy, seafood, and lean protein sources
- Energy balance
- Reduced solid fats, added sugars and sodium



Eating too much fat, saturated fat, *trans* fat, cholesterol, or sodium may increase the risk of certain chronic diseases, like heart disease, some cancers, type II diabetes, or high blood pressure.

Health experts recommend keeping the intake of saturated fat, *trans* fat and cholesterol as low as possible as part of a nutritionally balanced diet emphasizing fruits, vegetables, whole grains, low fat or nonfat dairy and seafood, a variety of lean meats (beef, poultry, pork), eggs and very limited amounts of solid fats, added sugars and salt/sodium.



The new Dietary Guidelines apply to all age groups. They are for educators, nutrition professionals and the children we serve, not only in the cafeteria but also in the classroom, the gymnasium, before and after school and in our interaction with parents, families and our surrounding community.

Dietary guidelines are reviewed and published every 5 years by a team of nutrition and exercise professionals, and derived from peer reviewed/evidence based research.

Please guide the participants to the Dietary Guidelines handout included in their participant booklet.

**2010 DIETARY GUIDELINES
FOR AMERICANS**

Reduce daily sodium intake to less than 2,300 milligrams (mg) and further reduce intake to 1,500 mg among persons who are 51 and older and those of any age who are African American or have hypertension, diabetes, or chronic kidney disease.



Reference: United States Department of Agriculture and Institute of Medicine

Since the beginning, the U.S. Dietary Guidelines have always included at least a statement regarding sodium/salt, but it's only been within the last two DG's that there has been a specific limit included.

- 1980: "Avoid Too Much Sodium"
- 1985: "Avoid Too Much Sodium"
- 1990: "Use Salt and Sodium in Moderation"
- 1995: "Choose a Diet Moderate in Salt and Sodium"
- 2000: "Choose and Prepare Foods with Less Salt"
- 2005: "Consume Less than 2,300 mg of Sodium per Day"
- 2010: *Read from slide.*

HISTORY OF SALT

- Was once traded by the ounce; considered worth its weight in gold.
- Involved in historic events such as building the Erie Canal, the French Revolution, and drive for India's independence from British rule
- The word "salary" is derived from the Latin term "salarium",
- During the Civil War 225,000 tons of salt were produced in the US by 3,000 workers. Today, ~6,000 workers produce more than 100x that amount of salt.



Salar de Uyuni Salt Flat - Bolivia

Reference: Salt Institute. www.saltinstitute.org

Salt has influenced human existence since the beginning of time.

Read a few of these facts straight from the slide. Emphasize that salt has multiple purpose and has been the topic of some significant historic events.

WHY IS TOO MUCH SODIUM A PROBLEM?

- Habitual use of high sodium foods can contribute to developing high blood pressure, even in children.
- This can lead to strokes and heart attacks.



Read from slide.

Making positive impacts on the health habits of our youth today are stepping stones towards their path to a healthy tomorrow!

SODIUM FUNCTIONS & NEEDS

- Regulator of blood volume, blood pressure, and our body's pH
- Balances fluids within our body
- Facilitates nerve impulse transmission
- Influencer of contraction and relaxation of muscles
- Our bodies only "need" ~ 500mg

Sodium is an essential (one our bodies can not produce) nutrient that our bodies need in order to function properly. However, we require much less than what is being consumed by the majority of Americans today.

Read from slide.

SODIUM RECOMMENDATIONS



Other sources for recommendations

- Dietary Reference Intake (DRI's)
= 2.3 gms/day (2,300 mg)
- American Heart Association
= < 1,500 mg/day

Read from slide.

SODIUM INTAKE

- According to the CDC, the average sodium intake in the U.S is 3,436 mg (ages 2 and up).
- 75% of the sodium we consume comes from packaged or prepared foods.
- Food company's & restaurants have made some improvements.



Read from slide.



Read from slide.

- 1 tsp = 2300 mg
- ¾ tsp = 1725 mg
- ½ tsp = 1150 mg
- ¼ tsp = 575 mg

As you can see, even the ever so famous phrase in cooking, “just a pinch of salt...” truly adds up in the long run.

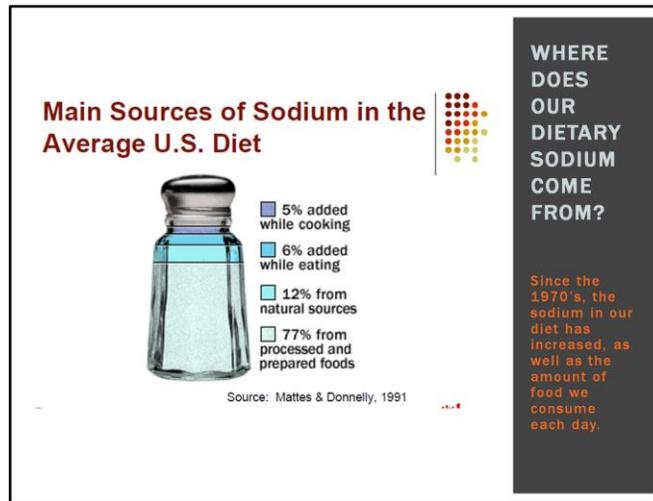
SODIUM: OTHERWISE KNOWN AS...

- Salt/Sodium Chloride
- Disodium Phosphate
- Monosodium glutamate (MSG)
- Sodium Alginate
- Baking Soda
- Sodium Nitrate/Nitrite
- Sodium Benzoate



The diagram illustrates the chemical symbols for Sodium (Na) and Chlorine (Cl). Sodium is shown in a red box with the symbol 'Na', the name 'Sodium', atomic number 11, and atomic mass 22.99. Chlorine is shown in a blue box with the symbol 'Cl', the name 'Chlorine', atomic number 17, and atomic mass 35.45. A plus sign is placed between the two boxes, representing the combination of these elements to form sodium chloride.

Many times, salt won't be listed in the ingredient list as "sodium" or "salt", but the nutrition label will still show sodium in the product. Sodium can also be listed as any of these terms listed within this slide.



Although this slide is derived from the 1991 research of Mattes & Donnelly and the percentages may not be as accurate today, the take home message is the same: Most of the sodium within the average U.S diet comes from processed and prepared foods.

WHERE DO WE FIND SODIUM?

- Naturally occurring in foods
- Added in processing
- Added in recipes
- Added at the table



Read from slide.



Activity 2: Matching Game

Supplies:

1. *Matching game worksheet in participant booklet*
2. *Pencils/pens*

Procedure:

1. *Allow participants approximately 5 minutes to match the condiments to the correct amount of sodium.*
2. *Review the answers with participants.*

Answer Key:

| | | | |
|-------------------------------|---------------|---------------------------|---------------|
| <i>Ketchup (2 tbsp)</i> | <i>320 mg</i> | <i>Ranch (2 tbsp)</i> | <i>328 mg</i> |
| <i>Pickles (1 dill spear)</i> | <i>833 mg</i> | <i>Vinegar (1 tsp)</i> | <i>0 mg</i> |
| <i>Salsa (2 tbsp)</i> | <i>390 mg</i> | <i>Mustard (1 tbsp)</i> | <i>55 mg</i> |
| <i>Soy Sauce (1 tbsp)</i> | <i>920 mg</i> | <i>BBQ sauce (2 tbsp)</i> | <i>290 mg</i> |

3. *If time allows, allow participants to discuss good alternatives to the high sodium items used in this game.*

Estimated Time:

15 minutes

PROCESSED FOODS HIGH IN SODIUM

- Lunch meats, hot dogs, sausages
- Ketchup, salad dressings, soy sauce, BBQ sauce
- Most cheeses



Let's talk about processed foods that are high in sodium.

Read from the next two slides.

PROCESSED FOODS HIGH IN SODIUM

- Pickles, olives
- Salted snacks, nuts, chips, pretzels
- Pizza sauce, spaghetti sauce
- Canned soups and vegetables



Continue to talk about processed foods high in sodium.

TEST YOUR KNOWLEDGE

- Identify at least 3 sources of sodium.
- Name at least two simple procedures to reduce sodium in recipes and school meals.



Activity 3: Test Your Knowledge

Supplies:

1. *Test Your Knowledge worksheet in participant booklet*
2. *Pencils/pens*

Procedure:

1. *Allow participants approximately 5 minutes to answer the two questions on the slide.*
2. *Ask each participant to stand up and do a simple physical activity and then share their answers. Activity could be bicep curl, toe touch, march in place, arm circle, etc. Do not require the physical activity-it is optional!*

Estimated Time:

15 minutes

HOW TO REDUCE SODIUM IN FOODS

- Buy more fresh, unprocessed foods
- Buy reduced sodium or “no added salt” versions of processed foods
- Reduce salt and add other flavors in cooking
- Avoid adding salt at the table



Read from slide and then ask participants: What other ideas were just identified in the activity we just completed? Do you have any other ideas to share?



If budget permits, purchase more fresh foods and fewer processed foods. Most fresh fruits and vegetables are naturally low in sodium and have little to no fat. Choose baby carrots, raw broccoli and fresh greens for your school cafeteria!

PURCHASE LOW-SODIUM FOODS

| | |
|--|---|
| Specify low-sodium canned foods <ul style="list-style-type: none">▪ Soups▪ Tomato sauce & paste▪ Vegetables▪ Beans | Use low-sodium condiments <ul style="list-style-type: none">▪ Catsup▪ Relish▪ Soy-sauce▪ Salad dressing |
|--|---|

Purchase unsalted snacks when able:

- Pretzels
- Crackers
- Trail mix w/ unsalted nuts



Use smaller amounts of high sodium foods or use reduced sodium versions whenever possible.

REDUCE SODIUM DURING COOKING

| | |
|--|---|
| <p>NO</p> <ul style="list-style-type: none"> ▪ Salt in cooking water ▪ Baking soda when cooking vegetables <p>LESS</p> <ul style="list-style-type: none"> ▪ Cured meats-deli meats, sausages, ham ▪ Salt-based seasonings and flavor enhancers-MSG, garlic salt, seasoned salt | <p>Try Instead</p> <ul style="list-style-type: none"> ▪ Lemon juice in cooking water ▪ Herb/Spice blends ▪ Flavored vinegar ▪ Garlic <p>Create New Flavors</p> <ul style="list-style-type: none"> ▪ Cinnamon ▪ Pepper ▪ Cumin ▪ Cayenne |
|--|---|

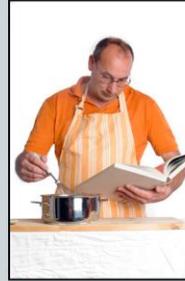


When reducing salt and sodium, add flavor to foods with herbs and spices, which contain no sodium or calories.

The National Food Service Management Institute has an informative guide to seasoning foods that you will find in the Participant Booklet. *Ask participants to turn to the guide and review with them as time allows.*

USDA STANDARDIZED RECIPES

- Sodium content is already reduced
- Tested and tried for best results
- Use correct portion sizes



Use standardized recipes - **DO NOT** add more salt than what is stated in the recipe. Control the portion sizes and use the correct portioning tools according to the standardized recipe.

MODIFY RECIPES TO BE LOW IN SODIUM

- Reduce salt in recipe by 1/4 to 1/3
- Use low-sodium products
 - Soy sauce
 - BBQ sauce
 - Condiments
- Replace the flavor of salt with lemon, garlic, herbs and spices, and salt free blends.



Read from slide and then ask participants: What are some other ways you can make modifications to recipes to reduce sodium?



Herbs, spices, vinegars, and even certain citrus fruits can add an amazing burst of flavor to any dish you are preparing. Although dried herbs and spices are more convenient, it can be more cost effective to purchase fresh herbs. One great activity to get the children more familiar with herbs, is to challenge the different grades to raise their own herb garden.

Please review the Spice/Herbs handout, from Nebraska Extension, in the Participant Booklet with the participants.



Activity 4: Grow a Herb Garden

Supplies:

1. *Styrofoam cup, 1 per participant*
2. *Potting soil, ½ cup per participant*
3. *Seed packets with different herbs (4 to 6 different herbs)*
4. *Optional: Bring herbs to show to the class*
5. *Marker, 1 any color*

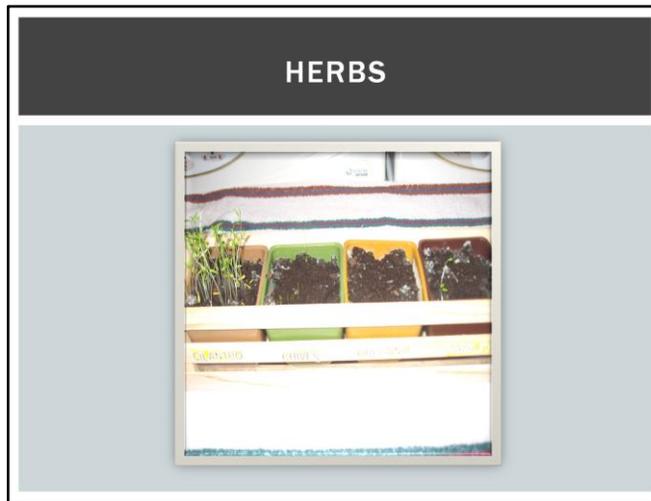
Procedure:

1. *Give each participant a cup.*
2. *Have the participants take turns putting ½ cup potting soil in their cup.*
3. *Show the participants the seed packets and read about the herbs from the packets.*
4. *Ask each participant to plant a few seeds in their soil.*
5. *Have the participants write their name with a marker on their cup as well as the names of the herb seeds they planted.*

Refer participants to the participant booklet for a lesson plan they can use at their school or with their children/grandchildren at home.

Estimated Time:

15 minutes



Let's learn about some of the herbs you planted. They really are easy to grow and make food taste great!

Basil (Genovese) – An annual herb (must be planted new each year) that has a large leaf. It originated in Italy where it was selected for its flavor and for making pesto. These productive plants belong in every herb garden. They are easy to grow. Use the leaves fresh or dry for seasoning.

Oregano – A perennial herb (comes up each year-does not have to be planted new on an annual basis), this bushy plant produces leaves that are an essential ingredient in Italian and Spanish dishes. Also used in salads, stews, stuffing, egg and cheese dishes and with fish. Oregano will thrive as a potted plant. Encourage foliage by removing flowers as they appear. For drying, cut just before flowers open.

Chives – Another perennial herb, this hollow, thin leaved plant has a delicate flavoring much like very mild onions. Delicious in salads and for flavoring soups and omelets. Continual harvesting ensures denser growth. If you prefer a mild taste, harvest while in bloom. Excellent for indoor windowsill gardens.

Parsley – A biennial herb (must be planted new every other year) that has a very nice flavor. It is a favorite for fresh use or drying. The dark green leaves are very attractive as a garnish. Easy to grow.

Cilantro is an annual herb (it must be planted each year). The plant is cilantro while the seeds are coriander. The leaves have a distinctive flavor and are used as a garnish in salads and soups. The seed is used in meat and seafood dishes as well as a condiment for flavoring bread, cookies and cakes.

RECIPES FOR SUCCESS

- Generate enthusiasm by involving students in taste testing new foods.
- Everyone eats with their eyes first—use garnishes, bright colors and attractive presentation.
- Create a seasoning bar for students to concoct their own flavor blends.
- Advertise a new spice! Give information and history. Set a sample out for students to investigate.
- Make changes gradually—preferences for foods with less salt take time to develop.

Read from slide.

One of the keys to encouraging kids to consume healthier foods is to create enthusiasm and excitement and thereby increase participation.

1. Attitude of staff, presentation and lay out of food plays a key factor in getting students to accept lower sodium recipes/menus.
2. Tools to engage students are available at Alliance for a Healthier Generation website.
3. Do not be afraid to offer modified versions of recipes/menus at least 8 -10 times to determine if it is an acceptable product.

What other ideas or suggestions do you all have?

Answers could include:

- *Make salt free seasoning blends*
- *Serve pre-packaged condiments to control portions, cost, and lower sodium.*
- *Rinse canned vegetables or replace canned veggies with fresh and/or frozen.*
- *Reduce the amount of cheese in recipes or use reduced sodium cheeses.*
- *Label comparisons of products.*

Refer participants to Low Sodium Checklist found in participant booklet for a reference/tool.

SOCK IT TO SODIUM IN SCHOOL MEALS!

- Review the school menu
- Identify 1-2 foods high in sodium
- Share ideas on how to modify the menus or with group



Activity 5: Sock It to Sodium in School Meals

Supplies:

1. *School Lunch Menu in participant booklet*
2. *Pencils/pens*

Procedure:

1. *Ask participants to turn to the copy of the school breakfast and lunch menu for the week in the Participant Booklet.*
2. *Divide the participants into 5 groups.*
3. *Assign one day's breakfast and lunch menu to each group.*
4. *Ask each group to discuss ways to decrease sodium for a specific day's menu and recipes.*
5. *Use the suggestions from the training for reducing sodium. There are no right or wrong answers because there are a variety of ways to modify recipes and menus.*
6. *Give groups 10 minutes to list as many ways as possible to modify their menu/recipes.*
7. *Ask the groups to designate a reporter to share the number and suggestions his/her group determines.*
8. *Consider awarding prizes for the most creative changes-optional!*

Estimated Time:

15 minutes

| ON TARGET | |  |
|------------------------------|------------------|---|
| <u>Age Group</u> | <u>Breakfast</u> | <u>Lunch</u> |
| ■ Grades K – 5 th | ≤540 | ≤1230 |
| ■ Grades 6-8 th | ≤600 | ≤1360 |
| ■ Grades 9-12 th | ≤640 | ≤1420 |

According to the USDA final rule for Nutrition Standards in the National School Lunch and School Breakfast programs (Jan 2012), sodium targets have been established in three stages. The initial target for breakfast and lunch are seen above.

Read from slide.

The target date for the first phase of intermediate sodium targets to be met is SY 2014-2015.

Refer participants to the Sodium checklist handout found in the participant booklet and review some of the key points with them as time allows.



At this point, do you think you have the tools to sock it to sodium? Well, we all know that knowledge doesn't always promote behavior change. Although most students are aware that too much sodium in the diet is not healthy, that doesn't always influence their immediate food choices.

So, it is up to us to prepare and serve low sodium meals that are delicious **and** appealing to students. We can serve healthy low sodium food to students but if the food doesn't taste good and students don't eat it, what good does that do? None! Which is why it is only appropriate that we head to the kitchen now to learn how to prepare some delicious, low sodium foods.

Today, there will be 4 items prepared in lab, each in 2 forms – regular and low/reduced sodium. You will have the opportunity to taste both the regular and low sodium versions of each of the 4 recipes and evaluate for quality.

THE PURPOSE OF LAB IS...

- To evaluate the differences between high sodium and lower sodium menu items.
- To practice effective, efficient and safe production techniques.



Our goal in lab today is to practice and learn. Although we are focusing on reducing sodium, any lab class is also an opportunity for you to practice effective and efficient techniques and food safety.

In this class, the goal is to teach you how to reduce sodium in school meals. I hope you'll get some ideas from the recipes we're preparing today and it will inspire you to begin the process of modifying recipes at your school.

IN LAB, PLEASE REMEMBER TO...

- Wear a clean apron.
- Wear a hair restraint over all of your hair.
- Limit jewelry.
- Wash hands at handwashing sink.
- Wear gloves when handling ready-to-eat food and to cover open cuts or bandages.
- Do not eat, drink, or chew gum in the kitchen.
- Follow all safety rules.



Review the sanitation rules listed on the slide. Explain that you have extra hairnets if needed and tell them where they are. If you see anyone wearing artificial nails or nail polish, let them know that they will need to wear gloves throughout lab.

IN LAB, PLEASE REMEMBER TO...

- Follow all recipes exactly.
- Use only the ingredients purchased for you.
- Complete the Lab Notes for your recipe(s).
- Observe or help other lab groups if you have extra time.
- Clean your preparation area and equipment.
- Ask for help if needed.



Read the first two instructions from the slide. Explain that it is very important that they use the exact ingredient called for in their recipe unless they are told to do otherwise. Remind them that even in their own school kitchens, they should not add in small amounts of other ingredients because it changes the nutrient content, the total yield, it may alter the consistency or texture of the product, baking times, etc. They should always follow the recipe.

Encourage them to ask questions, observe other groups, try new equipment, etc. Let them know that following lab and taste testing, each group will be asked to give a presentation to the class about their product(s) and lab experience. This will allow everyone to learn from all of the recipes prepared in the class. Make sure and record notes on the lab notes form in the Participant Booklet during lab.

Ask the lab assistant to come to the classroom so that you can introduce him/her to the participants. Explain that he/she will help them find ingredients, use equipment, etc. Be sure to thank him/her for preparing the kitchen for the lab.

Explain that they are all responsible for cleaning up after themselves and that although they should do as much as they can as they go along and prior to taste testing, you'll give them time to go back into the kitchen after the taste testing to finish up.

Let them know that you are there to help and strongly encourage them to make the most of that opportunity during lab. Ask the participants if they have any questions before going to the kitchen.

BEFORE ENTERING THE KITCHEN...

- Find your group members.
- Read through your recipe(s) carefully.
- Assign duties within the group.



Before you go to the kitchen, find your group members and find a place to sit together for a few minutes. Read through your assigned recipe(s) carefully and ask me if you have any questions.

Once you know and understand exactly what you're going to do, you'll need to assign duties within your group. Is one person going to gather ingredients, another weigh the dry ingredients, a third measure the liquids and a fourth do the mixing and cooking, or do you have another plan in mind? It's your choice but think about what is most efficient and make sure that you are all equally involved and learning in the process.

Do you have any questions?

LAB ASSIGNMENTS

Group 1: Tacos

Group 2: Spaghetti w/ Meat sauce

Group 3: Fruit and Oatmeal Bar

Group 4: Fresh Vegetables w/ Ranch Dip

- Products ready in 1 hour!



Divide the participants into four groups by counting them off in 4's. Review their recipe assignments from the slide.

Let them know that they should all aim to have their food ready about 1 hour after starting the lab.



Activity 6: Cooking Laboratory

Supplies:

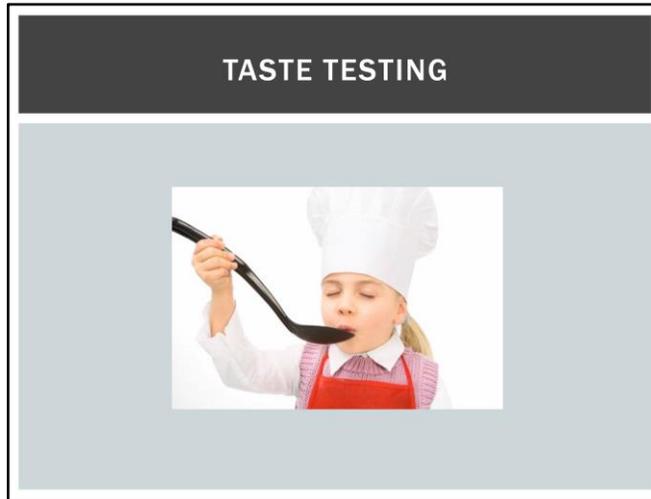
1. Kitchen (with four work spaces)
2. Recipe Booklet
3. Lab Station Labels (see Administration)
4. Lab notes (see Administration)
5. Masking tape
6. Food and equipment (see lists in Administration)
7. Hairnets, aprons and kitchen timers (for those who forget to bring them)

Procedure:

1. Prior to lab, make sure that all required food and equipment is available. Designate four work spaces in the kitchen and label with the signs provided.
2. Instruct the participants to wash their hands and calibrate their thermometers before starting the lab.
3. Give any additional information needed that was not included on the lab notes (for example, what to do with dirty dishes and where to locate leftovers, spices, aprons, hairnets, etc.)
4. Observe production and assist as needed.

Estimated Time:

1 hour



Activity 7: Taste Testing

Supplies:

1. Disposable plates (large), bowls, forks, spoons, napkins and cups (1 of each per participant)
2. Lab Product Labels (see Administration)
3. "Lab Products Taste Test Forms" (provided in Participant Booklet)
4. Cafeteria tables or other suitable space in which to eat
5. Service line or tables on which to display the food
6. Serving utensils
7. Pitcher of ice water

Procedure:

1. Instruct the participants to locate the "Individual Evaluation of Lab Products" in their Participant Booklet. Point out that the product name has been filled out and that there is a space for comments on each menu item. Explain that they should complete these evaluations while they sample the lab products. Explain that you will discuss their opinions following lab.
2. Invite the participants, site assistants and site host to eat a portion or sample of each menu item.
3. After they have all had a chance to sample the products and complete the evaluations, ask them to return to lab to finish cleaning their equipment and work station.
4. Ask the participants to return to the classroom when the kitchen is clean.

Estimated Time:

30 minutes (to eat and clean)

LAB REPORTS

Group 1: Spaghetti w/ Meat sauce

Group 2: Tacos

Group 3: Fruit and Oatmeal Bar

Group 4: Fresh Vegetables w/ Ranch Dip



Activity 8: Lab Reports

Supplies:

1. "Lab Notes" (see Administration)
2. Recipe Booklet
3. Product Evaluation Forms (provided in participant booklet)

Procedure:

1. Ask each lab group to stand at the front of the room and to give a report based on their lab notes and product evaluation forms. Ask for clarification or for additional information as desired and time allows. Encourage class members to do the same. As the presentations are given and the discussions take place, encourage all participants to take notes in their recipe booklet.
2. Ask the other class members to share their opinions of the products.

Estimated Time:

15 minutes

| SODIUM CONTENT OF LAB RECIPES | | |
|--------------------------------------|----------------|---------------|
| Recipe | Before | After |
| ▪ Spaghetti & meat sauce | 637 mg | 292 mg |
| ▪ Taco meat | 361 mg | 118 mg |
| ▪ Fruit & Oatmeal Bars | 59 mg | 22 mg |
| ▪ Ranch Dip | <u>167 mg</u> | <u>26 mg</u> |
| Menu Total | 1224 mg | 458 mg |

In the labs today, we made a few simple adjustments to the recipes that resulted in a BIG impact on the reduction of the overall sodium content of our menu.

As you can see in this slide, each recipe had a 50% or greater reduction in sodium without jeopardizing taste or quality of the end product!

Read changes directly from the slide and place emphasis on the menu totals.



Fact Sheet

Be Salt Savvy – Cut Back on Sodium for Healthier School Meals

KEY ISSUES:

- You eat salt and sodium in a lot of foods. Reducing dietary sodium can lower blood pressure, which reduces the risk of heart disease, stroke and kidney disease.
- The 2010 Dietary Guidelines for Americans recommend that both adults and children get less than 2,300 mg of sodium approximately one teaspoon of salt per day. Many students eat every minute of that per day.
- The typical school lunch contains more than 1,000 mg of sodium. More in other school lunches with less than 600 mg of sodium.
- Cutting back on sodium in school meals can help students learn to enjoy foods for their natural tastes. Reducing the salt habit may provide health benefits for a lifetime.

Children's taste for salt is a learned habit. By gradually reducing the salt and sodium in school meals, students' tastes can change. Offer lower sodium versions of popular menu items and recipes at the beginning of a school year. Students may hardly notice the difference. Do "salt savvy" and help students enjoy the taste of the food instead of the salt!

Easy ways to reduce the 2010 Dietary Guidelines for Americans

Recipe for Success

- Read Nutrition Facts labels to compare the sodium content for similar foods. Foods that are low in sodium contain less than 140 mg or 6% Daily Value (DV). Choose products with the lowest amount of sodium per serving.
- Serve more fresh foods and fewer processed foods. Most fresh fruits and vegetables are naturally low in sodium.
- Talk to food vendors that offer low-sodium products. Order lower sodium versions when purchasing popular processed foods.

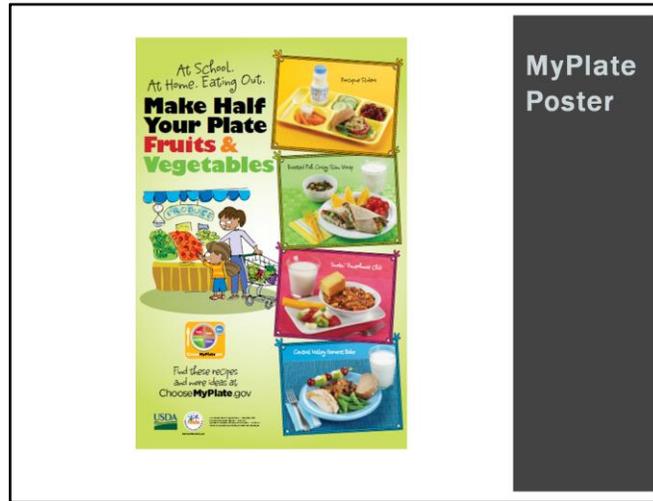
| Nutrition Facts | |
|-----------------------------|--------|
| Serving Size 1/2 cup (125g) | |
| Amount Per Serving | |
| Total Sodium | 140mg |
| | 6% DV |
| <hr/> | |
| Total Fat | 10g |
| | 20% DV |
| Saturated Fat | 5g |
| | 10% DV |
| Cholesterol | 20mg |
| | 4% DV |
| Total Crap | 10g |
| | 20% DV |
| Sodium | 140mg |
| | 6% DV |
| <hr/> | |
| Total Fat | 10g |
| | 20% DV |
| Saturated Fat | 5g |
| | 10% DV |
| Cholesterol | 20mg |
| | 4% DV |
| Total Crap | 10g |
| | 20% DV |

USDA FACT SHEETS

Refer participants to the next three slides for examples of the handouts listed below.

Included in your participant booklet is the following handout from USDA. It provides some additional information on how to cut back on sodium in school meals.

Review with participants as time allows and summarize key points.



MyPlate
Poster

Show participants and let them know that they can order these from Team Nutrition.

10 tips
Nutrition
Education Series

salt and sodium
10 tips to help you cut back



It's clear that Americans have a taste for salt, but salt plays a role in high blood pressure. Everyone, including kids, should reduce their sodium intake to less than 2,300 milligrams of sodium a day (about 1 teaspoon of salt). Adults age 51 and older, African-Americans of any age, and individuals with high blood pressure, diabetes, or chronic kidney disease should further reduce their sodium intake to 1,500 mg a day.

- 1 think fresh**
Most of the sodium Americans eat is found in processed foods. Eat highly processed foods less often and in smaller portions—especially cheese foods, such as pizza, cured meats, such as bacon, sausage, hot dogs, and deli/ lunchmeat meats, and ready-to-eat foods, like canned soups, ravioli, and soups. Fresh foods are generally lower in sodium.
- 2 enjoy frozen/prepared foods**
Cook more often at home—where you are in control of what's in your food. Preparing your own foods allows you to limit the amount of salt in them.
- 3 fill up on veggies and fruits—they are naturally low in sodium**
Eat plenty of vegetables and fruits—fresh or frozen. Eat a vegetable or fruit at every meal.
- 4 choose dairy and protein foods that are lower in sodium**
Choose more low-fat or fat-free milk and yogurt in place of cheese, which is higher in sodium. Choose fresh, lean pork, poultry, and seafood. Offer fish twice with salt added. Deli or luncheon meats, sausages, and canned products like corned beef are higher in sodium. Choose unsalted nuts and seeds.
- 5 adjust your table foods**
Cut back on salt little by little—and pay attention to the natural flavors of various foods. Your taste for salt will lessen over time.
- 6 skip the salt**
Don't add salt when cooking. Keep salt off the kitchen counter and the dinner table. Use spices, herbs, garlic, vinegar, or lemon juice to season foods or use no-salt seasoning mixes. Try black or red pepper, basil, curly dill, or rosemary.
- 7 read the label**
Read the Nutrition Facts label and the ingredients statement to help package and canned foods lower in sodium. Look for foods labeled "low sodium," "reduced sodium," or "no salt added."
- 8 ask for low-sodium foods when you eat out**
Restaurants may prepare lower sodium foods at your request and will serve sauces and salad dressings on the side so you can use less.
- 9 pay attention to condiments**
Foods like soy sauce, ketchup, pickles, olives, salad dressings, and seasoning packets are high in sodium. Choose ketchup on top boards and ketchup. Have a carrot or celery stick instead of olives or pickles. Use only a sprinkling of flavoring packets instead of the entire packet.
- 10 boost your potassium intake**
Choose foods with potassium, which may help to lower your blood pressure. Potassium is found in vegetables and fruits, such as potatoes, beet greens, tomato juice and sauce, dried potatoes, beans (white, lima, kidney), and bananas. Other sources of potassium include yogurt, citrus, melon, orange juice, and milk.



United States
Department of Agriculture
Washington, DC 20250
www.usda.gov

Go to www.ChooseMyPlate.gov for more information.

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10 Tips Nutrition Education Series

Review with participants as time allows.

TAKE HOME MESSAGES



- Reduce salt in recipes whenever possible.
- Choose fresh, frozen, or canned items without added salts.
- Incorporate more reduced – sodium or sodium free products into school menu's.
- Replace salt shakers with sodium free alternatives.
- Enhance flavor within recipes using herbs, spices, and sodium free flavorings.
- Choose fresh foods more frequently.

Now let's review some take home messages from this great class you all have just completed.

- Reduce salt from recipes whenever possible.
- Choose fresh, frozen, or canned items without added salts.
- Incorporate more reduced – sodium or sodium free products into school menu's.
- Replace salt shakers with sodium free alternatives. (example: replace salt with salt-free seasoning mix).
- Enhance flavor within recipes using herbs, spices, and sodium free flavorings.
- Choose fresh foods more frequently.

Remember, we are doing this for the health of our school children and ourselves. Education can play a key part in the success of your efforts, so be sure and utilize some of the handouts included in your participant booklet as well as materials from some of the references from this presentation as you sock it to sodium!