A nutrition curriculum to help you decrease your risk of heart disease, cancer and diabetes by the preparation of healthy “soul food” and other family favorites.

DEVELOPED BY JOYCE M. WOODSON, M.S., R.D.
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July 2000
FOOD FOR HEALTH AND SOUL

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Developed by Joyce M. Woodson, M. S., R. D. and Millicent Braxton-Calhoun, M. S.

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FOOD FOR HEALTH AND SOUL

INTRODUCTION

BACKGROUND INFORMATION

Research indicates that African Americans suffer a disproportionately high incidence of chronic disease. Hypertension, stroke, heart disease, cancer and diabetes are among the ten leading causes of death (heart disease is number one, followed by cancer as number two). According to “Healthy People 2010,” the incidence of heart disease is more than 40 percent higher for African Americans than for whites. In addition, in 1995, the age-adjusted death rate for heart disease was 42 percent higher in African American males than in white males and 65 percent higher in African American females than in white females. The incidence of hypertension is nearly 40 percent higher in African Americans than in whites and the effects of hypertension are more frequent and severe in this population. Age adjusted data show the incidence of stroke to be 80 percent higher in African Americans than in whites. The incidence of all cancers is 30 percent higher for African Americans than for whites. More African Americans die of cancer than any other ethnic group. African Americans die of cancer at a rate 34 four percent higher than that of whites and more than twice the rate of Asian/Pacific Islanders, Native Americans and Hispanics. “Healthy People” further states disparities in the rate of diabetes and its complications. The incidence of diabetes is five times higher in minority populations than in the white population. Death from diabetes is twice as high in African Americans as in whites and two and a half times that in Hispanics.

Family history, smoking, lack of physical exercise, obesity, diet and stress are risk factors for chronic disease. We cannot change family history, but we can change lifestyle behaviors to lessen risk. Diet is a major risk factor associated with hypertension, stroke, heart disease, cancer and diabetes. For example, one-third of all cancers and two-thirds of all heart disease (coronary heart disease) are related to eating habits. Food choices and food preparation methods can be modified to lower the risk of these diseases.
In 1998, USDA’s Center for Nutrition Policy and Promotion released Healthy Eating Index: 1994-1996. The results revealed that the food choices of most Americans need improvement. Shirley R. Watkins, Under Secretary for Food, Nutrition and Consumer Services, said, “We have a lot of work to do, to help all Americans eat a healthful diet.” The report revealed that the quality of the diets of African Americans lagged behind that of other ethnic groups.

The practice of using salt and foods high in salt and/or sodium has been associated with an increased risk of hypertension (high blood pressure) in some people. The DASH diet (Dietary Approaches to Stop Hypertension) has been found to be effective in lowering high blood pressure, especially in African Americans. The research supporting the DASH diet found that the inclusion of low fat dairy products, along with a high intake of fruits and vegetables and grain products, lowered blood pressure. In the DASH regimen meat intake is no more than 6 ounces per day and fat and cholesterol are kept low. High salt, high fat snacks and high sugar, high fat sweets are replaced with fruits.

Traditionally, African American cuisine has been high in fat, salt and sodium. Fat was used to flavor and enhance the taste of food. Frying and boiling were the primary methods of cooking. Fat (lard) was used in frying and added to vegetables. Smoked and cured meats added to “season” vegetables or stock, were high in salt and fat. Other meats were often preserved in salt. Salt was also used to season foods.

Fiber, through the years, has decreased in the diets of many Americans due to the processing of food ingredients. “Light” bread or white breads have become preferred over whole wheat and “dark” breads. In addition, fast foods and convenience foods have become foods of choice, rather than home prepared food. Typically these foods are low in fiber.

According to food historian Jessica Harris, the African American sweet tooth is legendary; one has only to sample the difference between the traditional baking of African Americans and other groups. A lesson on sugar is included, not because sugar is related to health problems, but to address the use of sugar as the only sweetener in food preparation. An excess of any food including sugar, fat and protein, can lead to obesity and subsequent health problems. In addition an excess of sweets can displace more nutritious foods from the diet.
Traditional African American foods; peaches, watermelon, black-eyed peas, mustard greens, turnip greens, collards, cabbage, sweet potatoes, tomatoes, kale, dried beans, peas and lima beans are high in vitamins, minerals, fiber and chemical substances that fight heart disease and cancer. Ideally, these foods should be eaten more often, but prepared with less sugar, fat, salt and sodium. The method of food preparation, more often than the food choices may need to be altered. Family recipes that invoke family history and tradition and reinforce cultural identity may be used on special occasions. On these occasions (1-2 times per year) recipes may be prepared in the traditional way as handed down through the generations.

The goal of the curriculum, “Food for Health and Soul” is to decrease risk for chronic disease by encouraging families to modify their favorite recipes by decreasing sugar, fat, salt and sodium and increasing fiber-rich foods during preparation.

METHODS AND MATERIALS

The “Food for Health and Soul” curriculum is designed to be delivered through predominately African American churches by trained health coordinators, who have been appointed by their pastor, minister or priest. Ideally, health or nutrition professionals train health coordinators or volunteers. The training should include the relationship of health and nutrition, incidence of chronic diseases and risk factors, basic nutrition and procedures for teaching the curriculum.

Historically, the church has been the initiator of many activities and programs that have benefited the African American community. These programs have included health related activities that address risk factors associated with chronic disease. To be successful, it is important that health professionals, collaborating with the African American church, assure the clergy and congregation that the health project will be on-going. Usually, pastors or ministers will not involve their congregations in short-term projects. There must be a willingness to offer the same program several times in order to reach as many members of the congregation and community as possible.

Although this curriculum was designed to be taught through predominately African American churches, health or nutrition professionals can present it in other settings. The curriculum may also be modified to be culturally sensitive to other ethnic groups and cultures.
The curriculum consists of six lessons. The first lesson sets the stage for healthy eating, food choices and serving sizes using food labels. The next lessons use interactive exercises and discussions to teach ways to increase fiber and lower fat, sodium and sugar. Recipe preparation is included in three of the lessons, “Make it Naturally Sweet,” “Eat Your Fiber Like Grandma Says,” and “Spice Is Nice, Herbs too.” Participants are taught to use spices and herbs to flavor and season foods. Spices and herbs are also used in place of fats, salt, sodium and sugar in recipes.

The activities included in the lessons are designed to reinforce learning. In the latter, participants are encouraged to bring family recipes to the group meetings and discuss ways of modifying these family favorite recipes. At the end of each meeting, participants are asked how they plan to use the information.

The final lesson, “Buffet of Food for Health and Soul” is an opportunity for participants to share how they have modified family favorites. The participants and program sponsors (Cooperative Extension or others) contribute foods to sample. Certificates may be presented at the conclusion of the class to recognize participants’ efforts.

EVALUATION

This curriculum reflects the Stages of Change model (a transtheoretical model) including change in food preparation methods and awareness of a need to change. The Stages of Change Model looks at readiness to change a health behavior. The stages are:

- Precontemplation (no intention of changing within the next 6 months)
- Contemplation (intent to change)
- Preparation (planning to change within the next month)
- Action (changing behavior)
- Maintaining (continuing changed behavior for 6 months)

To assess participant’s change as a result of this program, users may want to consider administering pre and posttests. In addition, we have found it helpful to re-administer the test as a post-post-test several months after conclusion to assess movement along the stages and maintenance.
One possible instrument may be the Eating Style Questionnaire (ESQ) developed by Margaret K. Hargeaves and other researchers at Meharry Medical College. The ESQ was found to be useful in working with African American women. The ESQ can be used to assess if the participants have modified food preparation methods to lower fat, sodium and sugar, and to increase fiber.

The pre-survey may identify where the group or individual is at the beginning of the series. It may also provide the trainer with information on points to emphasize as participants move through the series. By the conclusion of the class, the post survey will indicate if the group or individual has moved forward, remained the same or regressed.

ACKNOWLEDGEMENTS:

This curriculum was developed over a period of 18 months. Feedback and suggestions obtained from health coordinators and participants from the faith community in Las Vegas, Nevada, were extremely beneficial throughout the process. Extension nutrition specialists from different parts of the country participated in a peer review of the curriculum. The completed curriculum was tested with participants at two faith community sites in Las Vegas. We appreciate the assistance of all of the above in completing this project.
OVERVIEW

The Food Label is a very useful resource to help make healthy food choices and to select healthy food preparation methods.

a. Food Labels

The food label may describe a food as low fat, fat free, reduced fat or high in fiber. The ingredient list on the food label will give ingredients in descending order by weight, the main ingredient is listed first and the smallest ingredient is listed last. We may see salt, sodium-containing ingredients, sugars, fats and oils in this list.

The Nutrition Facts panel will give information such as serving size and number of servings in the package. The panel also lists amounts of nutrients in one serving such as fat, cholesterol, sodium and fiber, as well as vitamins and minerals.
Lesson 1: Teaching Guide

Objectives

Participant will:

1. Be able to use the food label to look for sugar, fat, salt and sodium in the product.

2. Be able to use “Nutrition Facts” to check for the amount of sugar, fat, salt, sodium and fiber in a product.

Key Points to Cover When Teaching the Lesson:

1. The Food Label gives important descriptive information on the product or food such as low fat, fat free, reduced fat or high in fiber.

2. The ingredient list on the food label gives ingredients in descending order by weight. The main ingredient is listed first and the ingredient in least amount is listed last. Salt, sugar and fat may be seen on this list.

3. The Nutrition Facts panel in the food label will give information on the serving size and number of servings in the package, as well as nutrient content.
Materials and Supplies:

1. Handouts – “Label Reading for Better Eating”
3. Overhead or poster of “Nutrition Facts.”
4. Food labels from a variety of packaged products.
5. Binders for participants.
6. Copies of the pretest and pencils or pens.
7. Name tags.

Before Teaching the Lesson

1. Review information on food labels, lesson overview and all handouts.
2. Gather all materials and supplies.

Warm Up:

1. Introduction of all participants, church representatives and Cooperative Extension staff and faculty.
2. Ask participants what they expect to gain from the series. Take notes of responses for future planning.
3. Review lesson dates, times and topics.

4. Administer the pretest. Tell the group that there are no right or wrong answers. Collect pretests. Explain the importance of the pretest and posttest in the learning process.

5. Distribute participant notebooks and explain how notebooks are organized. Stress the importance of bringing the notebook to each session.

Procedure for Teaching the Lesson:

1. Distribute food labels. Identify salt and sodium in the ingredient list. Review the Nutrition Facts panel; point out the different sections of the panel. See instructions for activity.

2. Remind the group of the topic, time and location of the next lesson.
Activity: Reading Food Labels

Instructions:

1. Distribute handout “Label Reading for Better Eating.” Discuss information on food labels and call attention to the sections on the Nutrition Facts panel:
   - Serving sizes
   - Fat, cholesterol and sodium
   - Vitamins and minerals
   - Daily values
   - Ingredients

2. On the back of handout, allow participants to complete the exercise comparing the labels.

3. Hand out various food labels to participants. Point out serving sizes and amount of calories, fat, fiber and sodium. Question participants regarding the effect of eating in excess of serving size.
Lesson 2   LOOKOUT FOR SALT and SODIUM

OVERVIEW

Salt

Salt has been used as a food preservative, especially for meat and fish, for over 200 years. Vegetables and fruits have also been preserved using salt. Today, salt and sodium-containing ingredients are used in food preparation and processing. Salt is also used to bring out the natural flavor of food.

Salt is 40 percent sodium and 60 percent chloride. Of the two minerals, sodium is the one linked to serious health problems.

Salt and sodium have been linked to high blood pressure (also known as hypertension). The incidence of hypertension is high in the African American population, making this an important lesson.

The ingredient list may show salt and three or four sodium-containing ingredients. The “Nutrition Facts” panel will show the amount of sodium in one serving of the product. Food labels should be carefully inspected for salt and sodium. The recommended amount is no more than 2,400 milligrams per day. However, one serving of a product may have over 1,000 milligrams of sodium.

Convenience packaged foods and processed frozen foods are high in sodium and frequently used to save time in food preparation. Rinsing canned vegetables will reduce the sodium content. However, there will be a loss of water-soluble Vitamin C and B vitamins (Thiamin, Riboflavin, Niacin, B12 and Folic Acid).

Lowering salt and sodium is possible. Low-salt and no-salt food items are appearing in supermarkets in increasing numbers.
Lesson 2: Teaching Guide:

Objectives

Participant will:

1. Recognize that salt and sodium are linked to high blood pressure.

2. Know how to use the food labels to limit use of salt and sodium.

3. Know that cured meats and processed foods are high in sodium.

Key Points to Cover When Teaching the Lesson on Salt:

1. Salt has been associated with hypertension.

2. Convenience packaged foods and processed frozen foods are usually high in sodium.

3. The ingredient list and the “Nutrition Facts” panel on the food label will give information regarding the presence of salt and sodium in a product and the amount contained in a serving.

Materials and Supplies:

1. Salt and sodium overheads or flipcharts.

2. Samples of a variety of food labels.

3. Handout – “Better Health with Less Salt and Sodium”
   “Smoked Turkey/Smoked Hocks”

4. Name tags.
Ingredients for recipe (macaroni and cheese or potato salad). Utensils for tasting, including small plates, napkins, forks, spoons and table cover.

Before Teaching the Lesson:

1. Select overheads or flipcharts and review them.

2. Gather materials and supplies.

3. Review lesson overview.

Procedure for Teaching the Lesson:

1. As participants arrive, they should pick up nametags.

2. Ask if there are questions about the last lesson. Question participants about how they used information from the last lesson.

3. Discuss selected recipe and start recipe preparation. Lesson can be presented as food cooks.

4. Present information on the role of salt and sodium in food preparation (overhead #1). Ask participants: Why do we use salt in food preparation? Show overhead #2.

5. Explain that salt is composed of sodium and chloride (overhead 3).

6. Mention the fact that salt and sodium have been linked to high blood pressure, also known as hypertension (overhead #s 4 and 5). Tell participants about our daily-recommended amounts of sodium. Show overhead #6.

7. Ask participants to name foods high in salt and sodium. Share information regarding sources of high sodium in our food supply using overheads or flipchart (overheads #s 6, 7, 8, 9, 10, 11 and 12).

8. Ask if any participant has limited the amount of salt or sodium in meal preparation and how. Ask participants to "Smoked
Turkey/Smoked Hocks” handout. Compare sodium in each. Review “Better Health with Less Salt & Sodium.”

9. Distribute food labels. Have participants sit in groups and discuss the sodium found on ingredients listed on food labels and the amount of sodium in one serving of the product.

10. Continue presentation discuss lowering sodium and using low-salt foods (overhead #s 13, 14, 15, 16 and 17).

11. Prepare table for recipe tasting. Ask participants to share the recipes they brought to class. Discuss changing recipes to lower salt and sodium content.

12. Ask participants how they plan to use the information from this lesson.

Explain to the group that the lesson “Spice Is Nice, Herbs too” will focus on uses of spices and herbs in place of salt in food preparation. Two recipes will be prepared during the lesson.
LESSON 3: SPICE IS NICE, HERBS TOO

OVERVIEW

Spices and herbs are great to use in flavoring, enhancing the taste of, and in seasoning food. Spices come from the bark, buds, fruits, roots, seeds or stems of plants and trees. Spices are usually dried; the exceptions are garlic and ginger root. Herbs are the fragrant leaves of plants. In using spices and herbs it is good to know which is best with specific foods. It is also fun to experiment. We can cater to our individual taste and that of our family. The increased use of spices and herbs is occurring as they are used to replace salt and fat in food preparation.
Lesson 3: Teaching Guide:

Objectives

Participants will:

1. Know how to select spices and herbs for use in food preparation.
2. Modify a recipe using spices or herbs.

Key Points to Cover when Teaching this Lesson:

1. Spices and herbs can be used to replace and reduce salt and fat in food preparation.
2. When using spices and herbs we need to know which spice or herb is best to enhance the flavor of a particular food.
3. Experiment with different spices and herbs, with awareness of personal and family taste.

Materials and Supplies:

1. Samples of spices and herbs.
2. Handout – “Instead of Salt Use Spices and Herbs”
   “Spices and Herbs with Vegetables”
4. Ingredients for recipe.
5. Zip lock bags.
Before Teaching the Lesson:

1. Review overview, handouts and all recipes.

2. Gather materials and supplies.

Warm Up:

1. Ask if there are questions about salt or sodium. Question participants about how they used information from the last lesson.

2. Ask participants to name a spice or herb. As one person names a spice or herb, the next person will name the same spice or herb plus another.

Procedure for Teaching the Lesson:

11. Discuss handouts on spices and herbs.

12. Divide the group into smaller groups for recipe preparation. Review seasoning recipes.

13. Make sure the serving area is clean. Cover clean table with a clean cloth. Place jars of seasoning and zip lock bags on table. Group will prepare seasoning packets.

14. Encourage group to try out their sample before the next class.
Lesson 4  LOOKOUT FOR FAT

OVERVIEW

Fat

Research shows that fat is associated with chronic disease such as heart disease, obesity and some types of cancer. Cutting back on the amount of fat that we eat each day may protect us from these diseases. Fat adds taste and smell to foods. Health professionals recommend that we eat no more than 30% of our calories per day from fat. Many of us have a daily intake of fat higher than the recommended amount.

There are three main kinds of fats; saturated, polyunsaturated and monounsaturated fat. It is important that we limit all fats and especially saturated fats. Saturated fats are found in animal food sources and in plant sources as tropical oils (palm, palm kernel and coconut).

The food label is a good resource for finding fat in packaged foods. The “Nutrition Facts” panel will give the amount of each type of fat in one serving of the food product.

It is possible to reduce the amount of fat used in recipes and in the preparation of foods. Careful attention to this effort will give us foods we can enjoy.
Lesson 4: Teaching Guide

Objectives

Participant will:

1. Know how to determine the presence and amount of fat in packaged foods.

2. Learn methods of decreasing fat in recipes and in food preparation.

Key Points to Cover When Teaching the Lesson on Fat:

1. Research shows that fat is associated with chronic diseases such as heart disease, obesity and some types of cancer.

2. It is important that we limit all fats especially saturated fats (animal fats).

3. “Nutrition Facts” panel of the food label gives information on the types of fat and the amount in a serving of a product.

Materials and Supplies:

1. Overheads or flipcharts.

2. Samples of food labels.

3. Name tags.

4. Ingredients for recipe (mixed greens or potato salad).

5. Handouts, “Eat Less Fat”
   “Comparison of Fatty Acid Percentages”
   “Heart Healthy Substitutions”
   “Smoked Turkey/Smoked Hocks”
Before Teaching the Lesson:

1. Review lesson overview.

2. Select overheads or flipcharts.

3. Gather materials and supplies.

Procedure for Teaching the Lesson:

1. As participants arrive they should pick up nametags. Discuss selected recipe and start recipe preparation. Lesson can be presented as food cooks.

2. Show lesson title (overhead #1). Present lesson giving the role of fat in food (overhead #2). Mention that too much fat can place people at risk for diseases (show overhead #3).

3. Discuss the kinds of fats using overheads or flipchart (overhead #s 4, 5, 6, 7 and 8).

4. Ask participants to take out the handout “Comparison of Fatty Acid Percentages.” Discuss the fats and oils shown.

5. Distribute food labels; ask participants to talk about the food label information related to fat.

6. Using overheads or flipchart, discuss the role of low-fat products to decrease fat (overhead #9).

7. Discuss other methods used to decrease fat as suggested on overheads or flipchart (overhead #s 10, 11 and 12). Ask participants to take out the following handouts: “Smoked Turkey/Smoked Hocks,” “Eat Less Fat” and “Heart Healthy Substitutions.” Discuss each handout with the group.

8. Discuss ways of lowering and replacing fat (overhead #s 13, 14, 15, and 16).
9. Prepare table for recipe tasting. Share ideas for modifying fat in recipes using the recipes provided and recipes brought in by the group.

10. As you conclude the lesson, tell the participants that the next lesson is “Eat Your Fiber, Like Grandma Says.” Ask participants to bring recipes to the next class.

11. Discuss recipes to be prepared during the next lesson.

12. Ask participants how they will use the information from this lesson.
Lesson 5: EAT YOUR FIBER, LIKE GRANDMA SAYS

OVERVIEW

Fiber is a complex carbohydrate found in plant foods such as dried beans and peas, fruits, vegetables and grains. Fiber is not digested by the body or absorbed into the bloodstream. It is not a nutrient; it does not contain vitamins, minerals or protein to nourish the body. Although fiber is not a nutrient and provides no energy, it has a very important role in promoting good health. Fiber is found only in plant foods. Most plant foods contain both soluble and insoluble fiber. Soluble fiber has protective benefits and dissolves to become gummy. High levels of soluble fiber can be found in dried beans, oats, barley, some fruits and vegetables. Insoluble fiber adds bulk and softness and aids in digestion. Foods high in insoluble fiber are wheat bran, whole grains, cereals, seeds and the skins of many fruits and vegetables. Dietary Guidelines for Americans, 2000 recommends choosing a variety of grains daily, especially whole grains. Whole grain foods help form the foundation of a nutritious diet.

Most Americans don’t get enough fiber according to the American Dietetic Association. Americans eat about 11-15 grams of fiber a day, while experts recommend 25-35 grams of fiber for most healthy people.

Fiber is listed on the Nutrition Facts panel of food labels. The Food and Drug Administration has recognized and approved fiber’s importance and has approved claims related to fiber intake and lowered risk of heart disease and cancer. Diets low in fat and rich in fiber-containing grain products, fruits and vegetables may reduce the risk of some types of cancers, diabetes, digestive disorders and heart disease.

Often packaged and canned foods loose fiber due to processing of the foods. Foods such as whole grains, fresh fruits, fresh raw vegetables, dried beans and peas, nuts and seeds will contain the most fiber.

When increasing the fiber content of your diet, it is best to do it gradually. Otherwise, cramping, gas, bloating and stomach discomfort may occur. Your stomach and intestines need time to adjust to the change. Drinking water and other fluids is always important for good health. Fluid intake is a must when adding fiber. Water and other fluids will help fiber to do its job of moving waste from the body.
Lesson 5: Teaching Guide

Objectives

Participants will:

1. Understand that fiber is important in promoting good health.

2. Understand that a high fiber diet may lower the risk of heart disease, several types of cancer and other diseases.

3. Be able to name the foods that are high in fiber.

Key Points to Cover When Teaching the Lesson:

1. Fiber is important to good health and may reduce the risk of some types of cancers, digestive disorders, and heart disease and may control diabetes.

2. Fiber is found only in plant foods; most plants contain soluble and insoluble fiber.

3. When increasing fiber intake, do so gradually.

4. It is important to increase intake of water and other fluids when increasing fiber.

Materials and Supplies:

1. Fiber overheads or flipchart.

   “Add More Fiber to Your Diet”
   “What’s Your Fiber Score?”


5. Flipchart for use in warm-up.

6. Name tags with food pictures.

Before Teaching the Lesson:

1. Review the lesson overview.

2. Decide if overheads or flipcharts will be used.

3. Review overheads or flipcharts.

4. Gather all materials and supplies.

5. Prepare vegetables and dried beans for the recipe, as needed, depending upon the facility.

Warm Up:

1. Ask if there are questions about the last lesson. Question participants about how they used the information from the last lesson.

2. Ask participants to give their names and the name of the food on their nametags.

3. Ask them if the food is a good source of fiber.

4. Write the names of the fiber-containing foods mentioned on the flip chart.

Procedure for Teaching the Lesson:

1. Tell participants that this lesson will focus on increasing fiber in meals for better health. Stress that this series is about making our meals and recipes healthier as we enjoy our family and personal favorites.
2. Tell participants that most Americans don’t eat enough fiber and that only 11-15 grams of fiber is eaten daily, when 25-35 grams should be eaten. Use overhead #2 to reinforce.

3. Discussion: What is fiber? Which foods contain fiber? Discuss soluble and insoluble fiber and the purpose they serve using overhead #s 3, 4, 5 and “Fiber Facts” handout.

4. Ask participants to name some ways they can increase fiber in their diets. (Listed below are some possible responses.)

   a. Read Food Labels – almost all food labels will tell you the amount of dietary fiber in each serving.

   b. Use the USDA Food Guide Pyramid as a guide – If you eat 2-4 servings of fruit, 3-5 servings of vegetables and 6-11 servings of cereal and grain foods, you will consume 25 to 30 grams of fiber per day.

   c. Check food labels of cereals for five or more grams of fiber per serving. Add wheat germ, bananas, or berries for extra fiber.

   d. Eat raw vegetables daily. Cooking breaks down some of the fiber content. If you cook vegetables, the best cooking method to use is steaming. If you use water to cook vegetables, use a very small amount of water and don’t overcook.

   e. Avoid peeling fruits and vegetables – the skin contains most of the fiber. Whole fruits and vegetables contain more fiber than juice.

   f. Add fiber to recipes and in preparation of foods such as stews, soups and salads.
g. Eat foods that contain unprocessed grains – whole grain breads, cereals and pasta. Look at ingredients list for whole-wheat flour, rye and multigrain. Also check for 100% whole-wheat flour.

h. Keep fresh fruit and fresh vegetables on hand for snacks.

5. After responses, show fiber overheads 6-12.

6. Ask participants to take out “Add More Fiber to Your Diet” and “What’s Your Fiber Score?” Review these handouts with the group as overhead #13 is shown.

7. Continue with discussion using overheads #14 and #15.

8. Pass out food labels. Ask participants to check ingredient list for whole grains.

9. Ask participants how they plan to use the information from this lesson.

10. Tell the group the topic of the next lesson; ask that they bring in family dessert recipes.

11. Plan the buffet for the final class. Ask for volunteers to bring covered dishes using the recipes they have modified; also copies of recipes, if possible. Ask for volunteers to set up before and clean up afterward.

12. Remember that this will be a tasting celebration to conclude the Food for Health and Soul Series.
Lesson 6: MAKE IT NATURALLY SWEET

OVERVIEW

Sugar has been used as a sweetener and as a preservative over the centuries. Natural sugars occur naturally in foods and are called simple carbohydrates; examples are fructose, maltose and lactose. Fructose is found in fruits, maltose in grain products and lactose in milk.

Refined sugar is separated from the stalk of sugar cane or from the beetroot of sugar beets. After the sugar-containing juice of the plant is extracted, it is processed into dried sugar crystals and sold as white sugar or granulated sugar (table sugar).

As we look at the ingredient list on a food label, we may see several types of sugars. If we see words ending with “ose,” we are looking at other words for sugar such as sucrose, lactose, maltose or fructose. We may see many other forms of sugar or sweeteners, such as:

<table>
<thead>
<tr>
<th>Honey</th>
<th>Corn Syrup</th>
<th>Maple Syrup</th>
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<tbody>
<tr>
<td>Molasses</td>
<td>Cane Sugar</td>
<td>Raw Sugar</td>
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<tr>
<td>High-Fructose Corn Syrup (HFCS)</td>
<td>Malt</td>
<td>Turbinado Sugar</td>
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<td>Corn Sweeteners</td>
<td>Brown Sugar</td>
<td>Confectioner’s Sugar</td>
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<tr>
<td>Dextrin</td>
<td>Inverted Sugar</td>
<td>Crystallized Cane Sugar</td>
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<tr>
<td>Evaporated Cane Juice</td>
<td>Fruit Juice</td>
<td></td>
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</table>

Many of these sweeteners will be found in recipes for cookies, cakes and other desserts.

The calories and nutritive content of sugar are similar regardless of the form.

<table>
<thead>
<tr>
<th>Sugar</th>
<th>1 teaspoon</th>
<th>Calories</th>
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<td></td>
<td>12</td>
</tr>
<tr>
<td>Table Sugar</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Honey</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Molasses</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Maple Syrup</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Jelly</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Health professionals recommend that we limit our intake of sugar. Wise selection of foods and beverages is important in order to limit sugar intake. The “Dietary Guidelines for Americans 2000” states “choose beverages and foods to moderate your intake of sugars.” The major sources of added sugars are soft drinks, cakes, cookies, pies, candy, dairy desserts (such as ice cream) and fruit drinks (such as fruit punch and lemonade). It is wise to secure calories from nutritionally dense foods, which provide us with the vitamins, minerals and proteins we need for good health. High sugar foods are found at the top of the Food Guide Pyramid. These foods provide “empty calories,” with little or no nutritional value and should be used only occasionally.

Will sugar make a person fat? No, but eating too many calories with little physical activity will cause weight gain. The excess calories may come from fat, protein or sugar. Obesity increases our risk of hypertension, heart disease, diabetes and some types of cancer. Sugar does not cause diabetes, as believed by some people. If you are diabetic your body does not use sugar normally, but sugar does not cause diabetes.

This lesson will show you how to reduce or replace sugar in recipes and in food preparation.
Lesson 6: Teaching Guide:

Objectives

Participant will:

1. Understand that sugar contributes calories to the body and has insignificant amounts of vitamins, minerals and protein.

2. Name ways of cutting back, eliminating and replacing sugar in recipes.

3. Modify a recipe to lower sugar content.

Key Points to Cover When Teaching the Lesson:

1. Sugar contributes calories, but the amount of vitamins, minerals and protein it contributes is insignificant.

2. Recipes can be modified to lower sugar content.

3. Choose beverages and foods carefully to moderate your intake of sugars.

Materials and Supplies Needed:

1. Sugar overheads or flipchart.

2. Samples of fruit purees.

3. Handouts: “Label Reading for Better Health”
   “Sugar”

4. Canned fruit packed in light sugar and in its own juice or in heavy syrup.

5. Utensils and serving dishes for tasting.

6. Recipes; fresh fruit ambrosia, fruit and yogurt pie or sweet potato pie.
7. Ingredients for making recipe.
8. Food labels from a variety of food products.

Before Teaching the Lesson:

1. Review the lesson overview.
2. Decide if overheads or flipchart will be used.

3. Review overheads or flipchart material.
4. Gather all needed supplies and materials.
5. Gather items needed for recipe.

Warm Up:

1. Ask if there are any questions about the last lesson. Question participants about how they used information from the last lesson.

2. Introductions – ask participants to name their favorite sweet food or dessert as they give their names.

3. Ask why the particular food is a favorite (e.g., taste, comfort food, family or cultural, etc.).

4. Ask what gives the sweet taste to the food.

5. If sugar is used in the food, ask if they have lowered the sugar content of the food and how.

6. Allow time for all present to respond to the above questions, unless the group is very large. If the group numbers more than 10 people, limit the number of responses.
Procedure for Teaching the Lesson:
Show overhead #1 indicating title of lesson.

1. To stimulate conversation and interest, ask the following question before showing overhead or flipchart #2. Why do we use sugar in food preparation? Allow time for a brief discussion and then show overhead #2 explaining the role of sugar in food preparation. Share added information from lesson overview.

2. Before showing overhead or flipchart #3, ask group the following question: Which forms of sugar do you use? After discussion, show the overhead or flipchart discussing forms of sugar.

3. Show overheads #s 4 and 5 or flipchart, sharing appropriate information from the overview.

4. After showing overhead #5 or flipchart, distribute food labels among group. Discuss with the group the variety of labels and the amount of sugar in each as well as the type of sugar. Refer to handout “Label Reading for Better Health.”

5. Stress that often foods that are high in sugar are also high in fat (like doughnuts, cookies, ice cream, etc.) that they contain many calories and little, if any, nutritional value. Show overhead #6

6. Ask participants to name ways they can reduce, eliminate or replace sugar in recipes and food preparation. Discuss suggestions for each.

7. Show overheads or flipchart #s 6, 7, 8 and 9 related to reducing, eliminating or replacing sugar.

8. Review handout “Sugar” then show overhead #10.

9. Fruit purees – After telling the group that fruit puree may be used in place of sugar, pass jars of puree among the group.

10. Canned fruit – See Activity #1. Place containers of fruit packed in light syrup, its own juice and in heavy syrup on table for tasting. Point out sugar content in each of the containers. Display cans of fruit packed in light syrup its own juice and in heavy syrup. Have participants complete taste test cards.
11. Ask participants to take the recipe they brought in and discuss methods of changing the recipe to lower the sugar content.

12. Select 2 to 3 participants to prepare recipe.

13. As participants taste the recipe, ask how they plan to use the information from this lesson. Tell the group the topic of the next lesson.

Activity #1

Canned Fruit – Place fruit packed in light syrup in a red bowl; fruit in its own juice in a white bowl and fruit packed in heavy syrup in a blue bowl, then place bowls on table for tasting. Set serving bowls and spoons on the table. Give participants the taste test cards. Each participant will place fruit into corresponding bowls, taste it and complete test form.

---

“Food for Health and Soul” Food Taste Test Form

Please rate food from 1 to 5, with 5 being the highest

NAME OF FOOD

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dislike</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

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Lesson 6B: A Buffet for Health and Soul:

1. You will not give a formal lesson at this session.

2. Post-tests should be handed out as participants arrive. Collect post-tests.

3. Ask volunteers to set up the buffet table.

4. Once the buffet is ready, have participants discuss foods they contributed to the buffet. After all have participated, begin tasting.

5. As participants are relaxing, have a discussion about the foods and preparation method to lower fat, sugar, salt and sodium and to increase fiber. Encourage discussion and questions about suggestions given in lessons.

6. Hand out “Certificates of Completion,” copies of “Recipes for Health and Soul” and “How to Modify a Recipe.”
Use these two package labels to answer the following questions.

A. **Nutrition Facts**
   
   **Serving Size**: 1 Cup (25g)
   **Servings Per Container**: 10

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 97</th>
<th>Calories from Fat 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong> 2g</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Saturated Fat</strong> 1g</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Sodium</strong> 231mg</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 18g</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong> 1g</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Sugars</strong> 5g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 4g</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   | Vitamin A 22% | Vitamin C 22% |
   | Calcium 4%    | Iron 22%      |

   *Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

B. **Nutrition Facts**
   
   **Serving Size**: 1 Cup (32g)
   **Servings Per Container**: 10

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 125</th>
<th>Calories from Fat 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong> 1g</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td><strong>Saturated Fat</strong> 0g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Sodium</strong> 227mg</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 26g</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong> 1g</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Sugars</strong> 14g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 3g</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   | Vitamin A 22% | Vitamin C 22% |
   | Calcium 4%    | Iron 22%      |

   *Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

INGREDIENTS: WHOLE OAT FLOUR (INCLUDES THE OAT BRAN), WHEAT STARCH, SUGAR, SALT, CALCIUM CARBONATE (PROVIDES CALCIUM), TRISODIUM PHOSPHATE, VITAMIN C (SODIUM ASCORBATE), IRON (A MINERAL NUTRIENT), A B VITAMIN (NIACIN), VITAMIN A (PALMITATE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), A B VITAMIN (FOLIC ACID) AND VITAMIN D.

INGREDIENTS: SUGAR, CORN FLOUR, MARSHMALLOWS (SUGAR, CORN SYRUP, DEXTROSE, MODIFIED FOOD STARCH, GELATIN, ARTIFICIAL AND NATURAL FLAVOR, ARTIFICIAL COLOR), OAT FLOUR, WHEAT FLOUR, HYDROGENATED COCONUT AND PALM KERNEL OIL, SALT, NATURAL AND ARTIFICIAL FLAVOR (WITH BHA ADDED TO PRESERVE FRESHNESS) AND ARTIFICIAL COLOR (INCLUDING YELLOW 5). BHT IS ADDED TO PACKAGING MATERIAL TO PRESERVE FRESHNESS.

How many servings are in package A?  
How much total fat is in one serving of the food in package A?  
Which food is lower in total fat, the food in package A or the food in package B?  
Which food has more fiber, the food in package A or the food in package B?  

Adapted from "Label Reading for Better Eating" and "Comparing the Labels" in "Stretching Your Food Dollars" from the University of Wisconsin Extension.
Understanding Food Labels

Label Reading for Better Eating

Serving sizes are in common household measurements. Serving sizes are the same for similar products.

These numbers can help you avoid eating too much fat, saturated fat, cholesterol and sodium.

Ingredients are listed in descending order – main ingredient is listed first, smallest ingredient is listed last.

INGREDIENTS: ENRICHED MACARONI (FLOUR, NIACIN, FERROUS SULFATE, THIAMINE MONO-NITRATE, RIBOFLAVIN); CHEESE SAUCE MIX (WHEY, DEHYDRATED CHEESE [GRANULAR AND CHEDDAR MILK, CHEESE CULTURE, SALT, ENZYMES]), WHEY PROTEIN CONCENTRATE, SKIM MILK, BUTTERMILK, SODIUM TRIPOLYPHOSPHATE, SODIUM PHOSPHATE, CITRIC ACID, YELLOW 5 [COLOR], YELLOW 6 [COLOR], LACTIC ACID)

Nutrition Facts

Serving Size 3/4 Cup (170g)
Servings Per Container 4

Amount Per Serving (as prepared)

Calories 289
Calories from Fat 117

% Daily Value*

Total Fat 13g 20%
Saturated Fat 5g 25%
Cholesterol 30mg 10%
Sodium 530mg 22%
Total Carbohydrate 34g 12%
Dietary Fiber 0g 0%
Sugars 5g

Protein 9g

Vitamin A 2%
Vitamin C 2%
Calcium 8%
Iron 10%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

<table>
<thead>
<tr>
<th>Calories</th>
<th>Total Fat</th>
<th>Saturated Fat</th>
<th>Cholesterol</th>
<th>Sodium</th>
<th>Total Carbohydrate</th>
<th>Dietary Fiber</th>
<th>Calories per gram:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,000</td>
<td>Less than 65g</td>
<td>Less than 20g</td>
<td>Less than 300mg</td>
<td>Less than 2,400mg</td>
<td>300g</td>
<td>25g</td>
<td></td>
</tr>
<tr>
<td>2,500</td>
<td>Less than 65g</td>
<td>Less than 20g</td>
<td>Less than 300mg</td>
<td>Less than 2,400mg</td>
<td>375g</td>
<td>32g</td>
<td></td>
</tr>
</tbody>
</table>

% Daily Value shows how a food fits into the overall daily diet.

These numbers can help you avoid eating too much fat, saturated fat, cholesterol and sodium.

These numbers can help you get enough dietary fiber, vitamin A, vitamin C, calcium and iron.

Daily Values are based on recommended nutrient intakes when eating 2,000 calories per day. Daily Values are also listed for persons eating 2,500 calories per day.

Eating Right is Basic (Third Edition), 1995. Michigan State University Extension
Better Health

with

Less Salt and Sodium

Joyce M. Woodson, M.S., R.D.
Area Specialist-Nutrition

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## COMPARISON OF FATTY ACID PERCENTAGES IN FATS AND OILS

<table>
<thead>
<tr>
<th></th>
<th>Saturated Fatty Acids</th>
<th>Monounsaturated Fatty Acids</th>
<th>Polyunsaturated Fatty Acids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canola oil</td>
<td>7%</td>
<td>58%</td>
<td>35%</td>
</tr>
<tr>
<td>Safflower oil</td>
<td>10%</td>
<td>13%</td>
<td>77%</td>
</tr>
<tr>
<td>Sunflower oil</td>
<td>11%</td>
<td>20%</td>
<td>69%</td>
</tr>
<tr>
<td>Corn oil</td>
<td>13%</td>
<td>25%</td>
<td>62%</td>
</tr>
<tr>
<td>Olive oil</td>
<td>14%</td>
<td>24%</td>
<td>77%</td>
</tr>
<tr>
<td>Soybean oil</td>
<td>15%</td>
<td>24%</td>
<td>61%</td>
</tr>
<tr>
<td>Sesame oil</td>
<td>18%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Peanut oil</td>
<td>18%</td>
<td>49%</td>
<td>33%</td>
</tr>
<tr>
<td>Margarine</td>
<td>19%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Cottonseed oil</td>
<td>26%</td>
<td>18%</td>
<td>52%</td>
</tr>
<tr>
<td>Vegetable Shortening</td>
<td>28%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Lard</td>
<td>41%</td>
<td>47%</td>
<td>12%</td>
</tr>
<tr>
<td>Palm oil</td>
<td>49%</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>Butter</td>
<td>66%</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>Palm kernel oil</td>
<td>80%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Coconut oil</td>
<td>87%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

HEART HEALTHY SUBSTITUTIONS

A little creativity in the kitchen can make your best dishes even better. Replace traditional recipe items with those that can boost fiber and cut down the total fat, saturated fat, calories, sodium or sugar. The result will be foods that are more health-promoting for your family.

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortening/lard</td>
<td>Vegetable oils.</td>
</tr>
<tr>
<td>Butter</td>
<td>Margarines (the softer the better), reduced calorie margarines, butter substitutes.</td>
</tr>
<tr>
<td>Butter, margarine, or shortening</td>
<td>For baking, use 1/2 the oil called for in the recipe. Instead of frying in fat use a small amount of water.</td>
</tr>
<tr>
<td>Cream cheese</td>
<td>Part skim milk, ricotta cheese or low-fat cottage cheese beaten until smooth.</td>
</tr>
<tr>
<td>Heavy cream</td>
<td>Evaporated skim milk or equal parts of part skim milk ricotta cheese and nonfat yogurt beaten until smooth.</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td>Plain yogurt or a mixture of yogurt and mayonnaise, or “lite” mayonnaise, or nonfat mayonnaise, nonfat yogurt.</td>
</tr>
<tr>
<td>Oil based marinades</td>
<td>Fat-free dressings</td>
</tr>
<tr>
<td>Sour cream</td>
<td>Low-fat cottage cheese, or equal parts of low-fat cottage cheese and nonfat yogurt; or plain yogurt (in cooking, yogurt can be substituted for sour cream if you add a tablespoon of cornstarch to every cup of yogurt to prevent separating).</td>
</tr>
<tr>
<td>Whipped cream</td>
<td>Whip 1/3 cup of heavy cream until very stiff and fold in 2/3 cup of nonfat yogurt, or whip chilled evaporated skim milk.</td>
</tr>
<tr>
<td>Non dairy creamer</td>
<td>Nonfat powdered milk.</td>
</tr>
<tr>
<td>Salad dressing</td>
<td>Use less oil and more vinegar and water when making dressings. Also try low-fat, commercial dressings or a flavored vinegar.</td>
</tr>
<tr>
<td>Bacon</td>
<td>Canadian bacon, lean ham, smoked turkey.</td>
</tr>
<tr>
<td>American cheese</td>
<td>Fat-free American, “lite” or reduced fat cheese.</td>
</tr>
<tr>
<td>Product</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bulgarian buttermilk</td>
<td>Buttermilk made from skim or 1% milk.</td>
</tr>
<tr>
<td>Cream style cottage cheese</td>
<td>Nonfat cottage cheese.</td>
</tr>
<tr>
<td>Evaporated milk</td>
<td>Substitute an equal amount of evaporated skim milk, (must be partially frozen to whip) or use 1 cup skim milk mixed with 1 cup nonfat dry milk powder.</td>
</tr>
<tr>
<td>Hard cheese</td>
<td>Fat-free cheeses or reduced fat cheeses.</td>
</tr>
<tr>
<td>Mozzarella cheese</td>
<td>Part skim Mozzarella, fat-free Mozzarella.</td>
</tr>
<tr>
<td>Whole milk</td>
<td>Skim milk or nonfat powdered milk (reconstituted), 1% milk.</td>
</tr>
<tr>
<td>Egg noodle</td>
<td>Plain noodles, spaghetti, macaroni with no added fat.</td>
</tr>
<tr>
<td>Hamburger/ground chuck</td>
<td>Healthy choice ground beef, ground turkey breast, ground chicken.</td>
</tr>
<tr>
<td>Pork/beef sausage</td>
<td>Ground turkey sausage, lean ground pork sausage.</td>
</tr>
<tr>
<td>Pork chop</td>
<td>Pork cutlet, pork loin.</td>
</tr>
<tr>
<td>Whole chicken</td>
<td>Chicken breast, skinned.</td>
</tr>
<tr>
<td>Whole eggs</td>
<td>In baking, use 2 egg whites for 1 whole egg. Egg substitutes may be used for baking and making egg dishes such as scrambled eggs.</td>
</tr>
<tr>
<td>Chocolate/cocoa butter</td>
<td>3 tablespoons cocoa plus 1 tablespoon vegetable oil or 3 tablespoons cocoa plus 1 tablespoon margarine.</td>
</tr>
<tr>
<td>Gravy</td>
<td>Chicken or beef granules (low sodium are available - consult your physician) thicken with cornstarch.</td>
</tr>
<tr>
<td>Sugar</td>
<td>For amount stated in recipe, substitute 1/4 to 1/3 less. As a rule use no more that 1/4 cup of sugar or other sweetener per 1 cup of flour. Add a little vanilla or cinnamon to add a sweeter flavor. For diabetics, check the use of your favorite sugar substitute in cooking.</td>
</tr>
</tbody>
</table>

Sources:
1. Eating Right is Basic curriculum: Developed by Michigan State University, EFNEP Cooperative Extension. Distributed by University of Nevada Cooperative Extension.
Developed by Joyce M. Woodson, M. S., R. D.
and
Millicent Braxton-Calhoun, M. S.

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States.
<table>
<thead>
<tr>
<th></th>
<th>Smoked Turkey</th>
<th>Smoked Hocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
<td>3 oz</td>
<td>3 oz</td>
</tr>
<tr>
<td>Calories</td>
<td>120</td>
<td>300</td>
</tr>
<tr>
<td>Fat</td>
<td>5 g</td>
<td>24 g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>1.5 mg</td>
<td>7 g</td>
</tr>
<tr>
<td>Sodium</td>
<td>500 mg</td>
<td>1150 mgs</td>
</tr>
</tbody>
</table>
Instead of Salt……..

USE HERBS & SPICES

Try using spices and herbs to flavor foods instead of salt in recipes or at the table. Use the spices sparingly until you decide the taste level that best suits your family.

Allspice Combines cinnamon, nutmeg and cloves. Use in: pickling, baked apples, puddings, cakes and cookies, meat and fish recipes.

Basil Use in: soups, stews, eggplant, squash, tomatoes, sauces, egg dishes stuffing, tossed salads and potatoes.

Bay Leaves Provides a pungent aroma and flavor. Use in: stews, lentils soups, tomato sauces.

Cayenne Provides a “hot and spicy” flavor. Use in: stews, sauces and salad dressings.

Chili Powder Provides a “hot” flavor. Use in: stews, boiled eggs, chili and other Mexican dishes.

Cinnamon Use in: sweet potatoes, cinnamon toast, French toast, applesauce, pies, pears, peaches, cakes, cookies, and puddings.

Cloves If used whole, remove before serving. Use in: potato soup, pork roast, stews, cookies, cakes, stewed fruits, cooked apples and oranges.

Cream of Tartar Use in: dishes containing beaten eggs whites.

Curry Provides a strong, distinctive flavor. Is a combination of cumin, turmeric, ginger, dill, black pepper, cayenne, mace, coriander and fenugreek. Use in: egg and cheese dishes, meat dishes and in sauces.

Dill Use in: sauces, on potatoes and other vegetables, on salads, in soups/stews.

Onion (powder or flakes) Use in any dish where onion flavor is desired.

Thyme Add carefully; very penetrating. Use in soups, stews, meat loaf, onions, carrots, beets, stuffing and sauces.

Ginger Use in: cakes, cookies, breads, rice, pudding.

Mustard (dry) Contributes a strong flavor. Use in: sauces and salad dressings.

Nutmeg Use in: cakes, puddings, gingerbread and eggnog.

Oregano Use in: tomato sauce dishes, egg dishes and on salads.

Paprika Use in: potato dishes, shellfish and salad dressing.

Parsley Is mild and versatile. Use with: meat, vegetables, soups, eggs, on potatoes.

Pepper Adds strong flavor. Use with: meats, sauces, soups, vegetables and salads.

Source: Eating Right is Basic curriculum: Developed by Michigan State University, EFNEP Cooperative Extension. Distributed by University of Nevada Cooperative Extension.
HERBS AND SPICES FOR VEGETABLES

**Artichoke**: bay leaf, coriander parsley, savory, thyme

**Asparagus**: chives, marjoram, mustard seed, parsley, tarragon, thyme

**Beans, dried**: allspice, bay leaf, celery seed, chili powder, cloves, cumin, mint, mustard seed, oregano, sage, savory, tarragon, thyme.

**Beans, lima**: cumin, dill marjoram, nutmeg, oregano, sage, savory, tarragon, thyme.

**Beans, snap**: basil, caraway seed, dill, marjoram, mustard seed, oregano, sage, savory, tarragon, thyme.

**Beets**: allspice, anise, bay leaf, caraway seed, cinnamon, dill, fennel, ginger, mustard seed, savory, tarragon.

**Broccoli**: caraway seed, dill, mustard seed, oregano, tarragon.

**Brussels sprouts**: basil, caraway seed, dill, mustard seed, sage, thyme.

**Cabbage**: caraway seed, celery seed, cumin, dill fennel, mustard seed, nutmeg, oregano, paprika, savory, tarragon, turmeric.

**Carrots**: allspice, anise, bay leaf, caraway seed, cinnamon, cloves, dill fennel, ginger, mace, marjoram, mint, nutmeg, parsley, rosemary, sage, thyme.

**Cauliflower**: caraway seed, celery seed, coriander, dill, mace, nutmeg, paprika, parsley.

**Corn**: chili powder, chives, oregano, parsley, sage, savory.

**Cucumber**: basil, chives, cinnamon, cloves, dill, mint, parsley, pepper, tarragon.

**Eggplant**: basil, marjoram, oregano, parsley, sage, thyme.

**Greens, dark leafy**: allspice, basil, mace, marjoram, nutmeg, oregano, tarragon.

**Greens, salad**: basil, celery seed, chervil, chives, dill, marjoram, oregano, parsley, pepper, sage, savory, tarragon.

**Mushrooms**: chives, dill, marjoram parsley, tarragon, thyme.

**Onions**: caraway seed, curry powder, mustard seed, nutmeg, oregano, parsley, sage, thyme, turmeric.

**Parsnips**: chervil, dill, marjoram, parsley, rosemary, sage, thyme.

**Pumpkin**: allspice, cardamom, cinnamon, cloves, ginger, mace, nutmeg.

**Squash, summer**: chervil, marjoram, parsley, pepper, savory.

**Squash, winter**: allspice, basil, cardamom, cinnamon, cloves, fennel, ginger, mace, mustard seed, nutmeg, rosemary.

**Squash, zucchini**: marjoram, oregano, parsley.

**Tomatoes**: basil, bay leaf, celery seed, chervil, chili powder, chives, curry powder, dill oregano, parsley, sage, savory, tarragon, thyme.

**Turnips**: allspice, dill, mace, nutmeg, paprika, thyme.

**Vegetable juices**: basil, bay leaf, oregano. parsley, pepper, tarragon.
When will you cut down on fat?

How about starting today!

HERE’S HOW...

1 Cut extra fat from your meat and throw the fat away.

2 Before you eat chicken, take off the skin and throw it away.

3 Use less fat to cook vegetables.
   • Cut a piece of fat meat the size you normally use when you cook vegetables.
   • Then cut this piece in half.
   • Now cut it in half again.
   • Use only one piece of this fat meat to cook your vegetables. You will be using 1/4 the fat you usually use.

4 Cook vegetables with:
   • Fresh turkey parts without skin.
   • Fresh garlic, onions, celery, and bell peppers.
   • Lemon juice.

5 Pour the fat from the frying pan before you make gravy. Throw the fat away.

6 Broil, boil, bake, or pan broil your meat instead of frying it. This is how you pan broil it:
   • Spray nonstick spray in the bottom of a frying pan. Let it get medium hot.
   • Put the meat in the pan. Do not add any more nonstick spray.
   • Turn meat often.
   • Pour the fat from the pan as the meat cooks. Throw the fat away.
To keep from eating too much fat...

- Try not to fry foods.
- When fat cooks out of meat, pour the fat out and throw it away.
- Eat bread with little butter or margarine.
- Use less fat meat.
- Eat fewer of these foods: fat meats, nuts, peanut butter, mayonnaise, sauces, butter or margarine, ice cream, potato chips, donuts, and cakes.

Tips on how to...

EAT LESS FAT

It may lower your chances of getting some kinds of cancer.

NATIONAL INSTITUTES OF HEALTH
National Cancer Institute

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University of Nevada Cooperative Extension

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HEART HEALTHY SUBSTITUTIONS

A little creativity in the kitchen can make your best dishes even better. Replace traditional recipe items with those that can boost fiber and cut down the total fat, saturated fat, calories, sodium or sugar. The result will be foods that are more health-promoting for your family.

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortening/lard</td>
<td>Vegetable oils.</td>
</tr>
<tr>
<td>Butter</td>
<td>Margarines (the softer the better), reduced calorie margarines, butter substitutes.</td>
</tr>
<tr>
<td>Butter, margarine, or shortening</td>
<td>For baking, use 1/2 the oil called for in the recipe. Instead of frying in fat use a small amount of water.</td>
</tr>
<tr>
<td>Cream cheese</td>
<td>Part skim milk, ricotta cheese or low-fat cottage cheese beaten until smooth.</td>
</tr>
<tr>
<td>Heavy cream</td>
<td>Evaporated skim milk or equal parts of part skim milk ricotta cheese and nonfat yogurt beaten until smooth.</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td>Plain yogurt or a mixture of yogurt and mayonnaise, or “lite” mayonnaise, or nonfat mayonnaise, nonfat yogurt.</td>
</tr>
<tr>
<td>Oil based marinades</td>
<td>Fat-free dressings</td>
</tr>
<tr>
<td>Sour cream</td>
<td>Low-fat cottage cheese, or equal parts of low-fat cottage cheese and nonfat yogurt; or plain yogurt (in cooking, yogurt can be substituted for sour cream if you add a tablespoon of cornstarch to every cup of yogurt to prevent separating).</td>
</tr>
<tr>
<td>Whipped cream</td>
<td>Whip 1/3 cup of heavy cream until very stiff and fold in 2/3 cup of nonfat yogurt, or whip chilled evaporated skim milk.</td>
</tr>
<tr>
<td>Non dairy creamer</td>
<td>Nonfat powdered milk.</td>
</tr>
<tr>
<td>Salad dressing</td>
<td>Use less oil and more vinegar and water when making dressings. Also try low-fat, commercial dressings or a flavored vinegar.</td>
</tr>
<tr>
<td>Bacon</td>
<td>Canadian bacon, lean ham, smoked turkey.</td>
</tr>
<tr>
<td>American cheese</td>
<td>Fat-free American, “lite” or reduced fat cheese.</td>
</tr>
<tr>
<td>Bulgarian buttermilk</td>
<td>Buttermilk made from skim or 1% milk.</td>
</tr>
<tr>
<td>Ingredient</td>
<td>Substitute</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Cream style cottage cheese</td>
<td>Nonfat cottage cheese.</td>
</tr>
<tr>
<td>Evaporated milk</td>
<td>Substitute an equal amount of evaporated skim milk, (must be partially frozen to whip) or use 1 cup skim milk mixed with 1 cup nonfat dry milk powder.</td>
</tr>
<tr>
<td>Hard cheese</td>
<td>Fat-free cheeses or reduced fat cheeses.</td>
</tr>
<tr>
<td>Mozzarella cheese</td>
<td>Part skim Mozzarella, fat-free Mozzarella.</td>
</tr>
<tr>
<td>Whole milk</td>
<td>Skim milk or nonfat powdered milk (reconstituted), 1% milk.</td>
</tr>
<tr>
<td>Egg noodle</td>
<td>Plain noodles, spaghetti, macaroni with no added fat.</td>
</tr>
<tr>
<td>Hamburger/ground chuck</td>
<td>Healthy choice ground beef, ground turkey breast, ground chicken.</td>
</tr>
<tr>
<td>Pork/beef sausage</td>
<td>Ground turkey sausage, lean ground pork sausage.</td>
</tr>
<tr>
<td>Pork chop</td>
<td>Pork cutlet, pork loin.</td>
</tr>
<tr>
<td>Whole chicken</td>
<td>Chicken breast, skinned.</td>
</tr>
<tr>
<td>Whole eggs</td>
<td>In baking, use 2 egg whites for 1 whole egg. Egg substitutes may be used for baking and making egg dishes such as scrambled eggs.</td>
</tr>
<tr>
<td>Chocolate/cocoa butter</td>
<td>3 tablespoons cocoa plus 1 tablespoon vegetable oil or 3 tablespoons cocoa plus 1 tablespoon margarine.</td>
</tr>
<tr>
<td>Gravy</td>
<td>Chicken or beef granules (low sodium are available - consult your physician) thicken with cornstarch.</td>
</tr>
<tr>
<td>Sugar</td>
<td>For amount stated in recipe, substitute 1/4 to 1/3 less. As a rule use no more that 1/4 cup of sugar or other sweetener per 1 cup of flour. Add a little vanilla or cinnamon to add a sweeter flavor. For diabetics, check the use of your favorite sugar substitute in cooking.</td>
</tr>
</tbody>
</table>

Sources:
1. Eating Right is Basic curriculum: Developed by Michigan State University, EFNEP Cooperative Extension. Distributed by University of Nevada Cooperative Extension.
<table>
<thead>
<tr>
<th></th>
<th>Saturated Fatty Acids</th>
<th>Monounsaturated Fatty Acids</th>
<th>Polyunsaturated Fatty Acids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canola oil</td>
<td>7%</td>
<td>58%</td>
<td>35%</td>
</tr>
<tr>
<td>Safflower oil</td>
<td>10%</td>
<td>13%</td>
<td>77%</td>
</tr>
<tr>
<td>Sunflower oil</td>
<td>11%</td>
<td>20%</td>
<td>69%</td>
</tr>
<tr>
<td>Corn oil</td>
<td>13%</td>
<td>25%</td>
<td>62%</td>
</tr>
<tr>
<td>Olive oil</td>
<td>14%</td>
<td>25%</td>
<td>77%</td>
</tr>
<tr>
<td>Soybean oil</td>
<td>15%</td>
<td>24%</td>
<td>61%</td>
</tr>
<tr>
<td>Sesame oil</td>
<td>18%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Peanut oil</td>
<td>18%</td>
<td>49%</td>
<td>33%</td>
</tr>
<tr>
<td>Margarine</td>
<td>19%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Cottonseed oil</td>
<td>26%</td>
<td>18%</td>
<td>52%</td>
</tr>
<tr>
<td>Vegetable Shortening</td>
<td>28%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Lard</td>
<td>41%</td>
<td>47%</td>
<td>12%</td>
</tr>
<tr>
<td>Palm oil</td>
<td>49%</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>Butter</td>
<td>66%</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>Palm kernel oil</td>
<td>80%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Coconut oil</td>
<td>87%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

# FIBER FACTS

Fiber is indigestible plant material that passes through the system and is excreted. “Along the way” it has several important effects.

<table>
<thead>
<tr>
<th>TYPES</th>
<th>BENEFITS</th>
<th>FOOD SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water soluble -</td>
<td>may lower blood cholesterol</td>
<td>apple</td>
</tr>
<tr>
<td>dissolves in water</td>
<td>improved control of diabetes</td>
<td>barley</td>
</tr>
<tr>
<td>to become gummy</td>
<td></td>
<td>broccoli</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cabbage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>carrots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cauliflower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dried beans</td>
</tr>
<tr>
<td></td>
<td>decreases risk of:</td>
<td>oat bran</td>
</tr>
<tr>
<td></td>
<td>constipation</td>
<td>peas</td>
</tr>
<tr>
<td></td>
<td>diverticular disease</td>
<td>sweet potatoes</td>
</tr>
<tr>
<td></td>
<td>hemorrhoids</td>
<td>black eye peas</td>
</tr>
<tr>
<td>Water insoluble –</td>
<td></td>
<td>lentils</td>
</tr>
<tr>
<td>adds bulk and softness</td>
<td>decreases risk of:</td>
<td>oranges</td>
</tr>
<tr>
<td></td>
<td>constipation</td>
<td>corn</td>
</tr>
<tr>
<td></td>
<td>diverticular disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hemorrhoids</td>
<td></td>
</tr>
</tbody>
</table>

Research continues to show that fiber may protect against colon cancer. It is recommended that approximately 25 grams of dietary fiber be consumed daily. To increase your fiber intake, consume:

- 2-4 fruits (with edible peels and seeds)
- 3-5 vegetables
- 6-11 servings of grains (whole grains are high in fiber)
- 1 serving of dried beans/peas instead of one meat serving once a day

Fruits, vegetables, grains and dried beans/peas contain no cholesterol and only trace amounts of fat. Increase dietary fiber gradually to prevent gas. Water and other fluids (8 cups per day) will help prevent gas and help fiber to do its job.
Add More Fiber to Your Diet

- Use whole-wheat flour in almost any recipe calling for white flour. Substitute whole-wheat flour for $\frac{1}{4}$ of the white enriched flour.

- In breads, muffins and pancakes substitute even more whole-wheat flour for white. Try substituting whole-wheat for half of the white enriched flour.

- In muffin recipes, substitute bran for $\frac{1}{2}$ of flour.

- Include 3 servings a day of whole-grain products, such as whole-wheat bread, hot oatmeal or other whole-grain cereal.

- Substitute brown rice for white rice.

- You need to drink fluids for dietary fiber to work safely and effectively. Increase the fiber in your diet a little at a time so your body can adjust.

---

Let’s compare different forms of an apple for fiber.

<table>
<thead>
<tr>
<th>Grams of Fiber</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{1}{4}$ cup apple juice</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$\frac{1}{2}$ cup applesauce</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1 medium apple with peel</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

---

Eating Right is Basic

*Adapted from University of Massachusetts Extension*

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WHAT’S YOUR FIBER SCORE?

Most people in the United States do not eat enough fiber for health. To get your fiber score up to 20 or 30 grams of fiber per day, try eating more fresh fruits and vegetables, whole grains, dried beans, split peas, and lentils. Meats and dairy products do not contain fiber. Remember that more than 35 grams of fiber per day is too much for most people.

100% Bran Cereals, 1 ounce
Cooked or Canned Dried Beans (kidney, pinto, garbanzo, navy), 1/2 cup
Vegetarian Baked Beans, 1/2 cup
Baked Potato with Skin, one
Bran Flakes with Raisins, 3/4 cup
Dried Figs or Prunes, 1/4 cup
Fresh Pear, one
Whole Wheat Pasta, 1 cup cooked
Lentils, 1/2 cup cooked
Wheat germ, 1/4 cup
Orange, one
Cooked Oatmeal, 3/4 cup
Apple with Skin, one
Cooked Sweet Potato, 1/2 cup
Cooked Corn or Green Peas, 1/2 cup
Winter Squash, 1/2 cup
Shredded Wheat, 1 biscuit
Sunflower Seeds, 1/4 cup
Raw Carrot, 1 carrot
Regular Spaghetti or Macaroni, 1 cup cooked
Toasted Oat Cereal, 1 cup
Broccoli, 1/2 cup cooked
Green Beans, 1/2 cup cooked
Spinach, 1/2 cup cooked
Strawberries, 1/2 cup fresh
Peanut Butter, 2 Tablespoons
Whole Wheat, Oat or Rye Bread, 1 slice
Banana, 1 medium
Brown Rice, 1/2 cup cooked
Tomato, 1 raw
Cabbage, 1/2 cup raw
Plain Bagel, one
Popcorn, plain, 1 cup
Grapefruit, 1/2
Green Pepper, 1/2 raw pepper
Corn Flakes, 1 cup
Grape juice, 1/2 cup
Romaine Lettuce, 1/2 cup
White Bread, 1 slice
White Rice, 1/2 cup cooked
Orange juice, 3/4 cup
Crispy Rice Cereal, 1 cup
Apple juice, 3/4 cup
Iceberg Lettuce, 1/2 cup
Saltines or Graham Crackers, 2 crackers

Eat up to 20 or 30 grams of fiber each day.
Herbs and Spices for Vegetables

Artichoke: bay leaf, coriander, parsley, savory, thyme

Asparagus: chives, marjoram, mustard seed, parsley, tarragon, thyme

Beans, dried: allspice, bay leaf, celery seed, chili powder, cloves, cumin, mint, mustard seed, oregano, sage, savory, tarragon, turmeric

Beans, lima: cumin, dill, marjoram, nutmeg, oregano, sage, savory, tarragon, thyme

Beans, snap: basil, caraway seed, chili powder, dill, marjoram, mustard seed, oregano, sage, savory, tarragon, thyme

Beets: allspice, anise, bay leaf, caraway seed, cinnamon, dill, fennel, ginger, mustard seed, savory, tarragon, thyme

Broccoli: caraway seed, dill, mustard seed, oregano, tarragon

Brussels sprouts: basil, caraway seed, dill, mustard seed, sage, thyme

Cabbage: caraway seed, celery seed, cumin, dill, fennel, mustard seed, nutmeg, oregano, paprika, savory, tarragon, thyme

Carrots: allspice, anise, bay leaf, caraway seed, cinnamon, cloves, dill fennel, ginger, mace, marjoram, mint, nutmeg, parsley, rosemary, sage, thyme, turmeric

Cauliflower: caraway seed, celery seed, coriander, dill, mace nutmeg, paprika, parsley

Cucumber: basil, chives, cinnamon, cloves, dill, mint, parsley, pepper, tarragon

Corn: chili powder, chives, oregano, parsley, sage, savory

Cucumbers: basil, chives, cinnamon, cloves, dill, mint, parsley, pepper, tarragon

Eggplant: basil, marjoram, oregano, parsley, sage, thyme

Greens, dark leafy: allspice, basil, mace, marjoram, nutmeg, oregano, tarragon

Greens, salad: basil, celery seed, chervil, chives, dill, marjoram, oregano, parsley, pepper, sage, savory, tarragon

Mushrooms: chives, dill, marjoram, parsley, rosemary, tarragon, thyme

Onions: caraway seed, curry powder, mustard seed, nutmeg, oregano, parsley, sage, thyme, turmeric

Onions: caraway seed, curry powder, mustard seed, nutmeg, oregano, parsley, sage, thyme, turmeric

Peas: allspice, basil, chervil, chives, dill, marjoram, mint, oregano, poppy seed, rosemary, sage, savory, tarragon, thyme

Parsnips: chervil, dill, marjoram, parsley, rosemary, sage, thyme

Potatoes, sweet: allspice, basil, chervil, chives, dill, marjoram, mint, oregano, poppy seed, rosemary, sage, savory, tarragon, thyme

Potatoes, white: basil, bay leaf, caraway seed, celery seed, chives, dill, mustard seed, oregano, parsley, pepper, poppy seed, rosemary, savory, tarragon, thyme

Pumpkin: allspice, cardamom, cinnamon, cloves, ginger, mace, nutmeg

Squash, summer: chervil, marjoram, parsley, pepper, savory

Squash, winter: allspice, basil, cardamom, cinnamon, cloves, fennel, ginger, mace, mustard seed, nutmeg, rosemary

Squash, zucchini: marjoram, oregano, parsley

Tomatoes: basil, bay leaf, celery seed, chervil, chili powder, chives, curry powder, dill, oregano, parsley, sage, savory, tarragon, thyme

Turnips: allspice, dill, mace, nutmeg, paprika, thyme

Vegetable juices: basil, bay leaf, oregano, parsley, pepper, tarragon
Herbs and Spices for Vegetables

**Artichoke:** bay leaf, coriander, parsley, savory, thyme

**Asparagus:** chives, marjoram, mustard seed, parsley, tarragon, thyme

**Beans, dried:** allspice, bay leaf, celery seed, chili powder, cloves, cumin, mint, mustard seed, oregano, sage, savory, tarragon, turmeric

**Beans, lima:** cumin, dill, marjoram, oregano, sage, savory, tarragon, thyme

**Beans, snap:** basil, caraway seed, chili powder, dill, marjoram, mustard seed, oregano, sage, savory, tarragon, thyme

**Beets:** allspice, anise, bay leaf, caraway seed, cinnamon, dill, fennel, ginger, mustard seed, savory, tarragon, thyme

**Broccoli:** caraway seed, dill, mustard seed, oregano, tarragon

**Brussels sprouts:** basil, caraway seed, dill, mustard seed, sage, thyme

**Cabbage:** caraway seed, celery seed, cumin, dill, fennel, mustard seed, nutmeg, oregano, paprika, savory, tarragon, thyme

**Mushrooms:** chives, dill, marjoram, parsley, tarragon, thyme

**Onions:** caraway seed, curry powder, mustard seed, nutmeg, oregano, parsley, sage, thyme, turmeric

**Parsnips:** chervil, dill, marjoram, parsley, rosemary, sage, thyme

**Cauliflower:** caraway seed, celery seed, coriander, dill, mace nutmeg, paprika, parsley

**Peas:** allspice, basil, chervil, chives, dill, marjoram, mint, oregano, poppy seed, rosemary, sage, savory, tarragon, thyme

**Potatoes, sweet:** allspice, basil, chervil, chives, dill, marjoram, mint, oregano, poppy seed, rosemary, sage, savory, tarragon, thyme

**Potatoes, white:** basil, bay leaf, caraway seed, celery seed, chives, dill, mustard seed, oregano, parsley, pepper, poppy seed, rosemary, savory, tarragon, thyme

**Pumpkin:** allspice, cardamom, cinnamon, cloves, ginger, mace, nutmeg

**Squash, summer:** chervil, marjoram, parsley, pepper, savory

**Squash, winter:** allspice, basil, cardamom, cinnamon, cloves, fennel, ginger, mace, mustard seed, nutmeg, rosemary

**Squash, zucchini:** marjoram, oregano, parsley

**Tomatoes:** basil, bay leaf, celery seed, chervil, chili powder, chives, curry powder, dill, oregano, parsley, sage, savory, tarragon, thyme

**Turnips:** allspice, dill, mace, nutmeg, paprika, thyme

**Vegetable juices:** basil, bay leaf, oregano, parsley, pepper, tarragon


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SUGAR

Reduce Sugar

➢ Reduce sugar in cookies, pie fillings, custard, puddings, and quick breads by as much as 1/3 the amount in the recipe.

➢ Add extra spice for a sweeter taste.
   Cinnamon       Nutmeg
   Allspice

➢ Decrease the amount of sugar you use when freezing fruit.

➢ Use extracts for flavor.
   Vanilla       Orange
   Peppermint    Almond

Eliminate Sugar

➢ Buy fruit packed in its own juice instead of syrup.

➢ Buy fruit packed in white grape juice.

➢ Choose 100% fruit juice instead of fruit punch or drinks.

➢ Choose 100% fruit juice, milk, or water instead of soft drinks.

➢ Choose fruit, cheese, or breads for snacks instead of sweets.

Use low sugar foods

➢ Replace up to 1/3 of the sugar in baked goods with fruit juice or applesauce.

Adapted from Colorado State Cooperative Extension
Distributed by University of Nevada Cooperative Extension
To decrease sugar...

Reduce sugar in baked goods and desserts

Reduce sugar by 1/4 to 1/3 in baked goods and desserts. Cookies, quick breads and cakes can be successfully baked this way. Substitute applesauce for the omitted sugar. (Do not decrease sugar in yeast breads because sugar feeds the yeast.)

Increase the use of some spices for flavor

In addition to reducing the amount of sugar in your recipes, you can increase the use of some spices for flavor. Adding cardamon, cinnamon, nutmeg or vanilla to your recipes will enhance the impression of sweetness.

To increase fiber...

Choose whole grain for part of your ingredients instead of highly refined products.

Use whole wheat flour, oatmeal and whole cornmeal. Whole wheat flour can be substituted for up to 1/2 of all-purpose flour. For example, if a recipe calls for 2 cups of flour, try 1 cup all purpose flour and 1 cup minus 1 tablespoon whole wheat flour.

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How to Modify a Recipe

Adapted from Wanema Flasher
Ohio State University Extension

Just because a recipe calls for a specific ingredient doesn't mean you must use that ingredient. Your favorite recipes can be modified to make them more nutritious or lower in fat by reducing or substituting ingredients that are more acceptable.

This fact sheet will show you a few ways to decrease the amount of fat, calories, sugar and salt in your recipes. It will also tell you how to increase the fiber in your recipes to make your food more nutritious.
Remember that recipes are only guidelines - not rules - for preparing food. Don't be afraid to experiment!

Instead of modifying your existing recipes, you can also find other recipes that are similar to your recipes but have less fat or sugar and more nutritious ingredients. Another way to control the amount of fats you consume is to reduce the amount of food you eat. Remember: fat should be 30% or less of your overall calorie intake.

To decrease your total fat and calories...

**Reduce fat in baked products**
Reduce the amount of fat in baked products by 1/4 to 1/3. For example, if a cookie, quick bread or muffin recipe calls for 1 cup oil, use 2/3 cup instead. (Do not use this method for yeast breads and pie crusts.)

**Use vegetable oil instead of solid fats**
Instead of using solid fats such as shortening, lard and butter, use vegetable oil in your recipes. Types of vegetable oils include corn oil, canola oil and peanut oil. To substitute liquid oil for solid fats, use about 1/4 less than the recipe calls for. For example, if a recipe calls for 1/4 cup shortening or butter (4 tablespoons), use 3 tablespoons oil instead.

**Use plain lowfat or nonfat yogurt instead of sour cream**
In baking, use plain lowfat or nonfat yogurt in the same proportion as sour cream and save on saturated fat calories. You can also substitute buttermilk or blended lowfat cottage cheese.

This method produces savings of 44 grams of fat!
1 cup sour cream=495 calories=48 grams total fat
=30 grams saturated fat
1 cup lowfat yogurt=145 calories=4 grams total fat
=2.3 grams saturated fat

**Use skim or 1% milk instead of whole milk or half-and-half**
Another way to decrease the amount of fat and calories in your recipes is to use skim milk or 1% milk instead of whole milk or half-and-half. For extra richness, try evaporated skim milk. This method produces savings of 25 grams of fat!
1 cup half/half=315 calories=28 grams total fat=17.3 grams saturated fat
1 cup 1% milk=100 calories=3 grams total fat=1.6 grams saturated fat

To decrease sodium...

**Use low sodium or unsalted ingredients**
To decrease the amount of sodium in your foods, use low sodium or unsalted ingredients in your recipes. Sodium intake for adult should be 1,100 - 3,300 mg per day. This equals about 1/2 to 1-1/2 teaspoon salt. (Do not omit salt in yeast breads because it controls the rising action of yeast.)

1 teaspoon salt=2,130 milligrams sodium
1 teaspoon soda=820 milligrams sodium
1 teaspoon baking powder=330 milligrams sodium