

Creating Health & Nutrition Fact Sheets

for the StrongWomen™ Program

Introduction

Good nutrition and physical activity are vital for good health and overall well-being. Specific diseases and conditions linked to a poor diet and lack of physical activity include osteoporosis, heart disease, hypertension, obesity, diabetes, and some types of cancer. It is important to make wise food choices to obtain essential nutrients needed for good health.

Regular physical activity is key for overall good health. People with higher levels of fitness are at lower risk of developing chronic disease. Strengthening muscles and bones improves balance and flexibility, reducing the risk of unintentional falls and bone fractures in older adults.

These lesson fact sheets inform participants about the nutrients and exercise that research shows help to maintain good bone and overall health.

Leader Guide

Program Goal

The goal of the StrongWomen™ program is to improve the health and well-being of middle-aged and older women (and men) throughout Pennsylvania by increasing access to structured, safe, and effective strength-training programs with a strong nutrition component. Programs improve participants' muscle strength and reduce the risk of an osteoporosis-related fracture.

This guide is written to assist the StrongWomen™ site leader with implementation of the nutrition and health component of the program. This series of 30 fact sheets provides information on topics regarding exercise, health, and reducing the risk of osteoporosis.

Target Audience

The lessons focus on people who are concerned about improving their health and the health of family members. The target group is primarily women (men secondarily) over 40 years.

Educational Objectives

As a result of participating in the StrongWomen™ classes and reviewing the fact sheets, participants will improve their ability to make healthy food choices that include whole grains, fruits and vegetables, calcium, vitamin D, and fiber; increase their knowledge and skill in how to reduce the risk of osteoporosis and other chronic diseases by applying healthy food practices when selecting, preparing, and serving

foods; and recognize the importance of a healthy lifestyle to maintain health by applying food-related and recommended health program principles.

Lesson Content

Use the Creating Health and Nutrition Fact Sheets in your StrongWomen™ classes as a basis for the nutrition/health component of your program. Some are highly recommended for use with this program. Including the suggested fact sheets will help keep the program uniform and make the evaluation process more consistent. There are also additional fact sheets that can be selected based on the interests and needs of participants.

Before your class, review the recommended fact sheet for information and note points to emphasize. Be careful to present the lesson within the hour time frame of the program. **Note:** You may want to provide USDA's MyPyramid worksheets for 1,600 and 1,800 calories, which are available for download

and printing from http://www.mypyramid.gov/downloads/worksheets/Worksheet_1600_18.pdf and http://www.mypyramid.gov/downloads/worksheets/Worksheet_1800_18.pdf.

Most women ages 40 to 50 need 1,800 calories for weight maintenance and 1,600 calories for slow weight loss. Most women over age 50 need 1,600 calories for weight maintenance and 1,200 calories for weight loss. Direct them to MyTracker at <http://www.mypyramidtracker.gov/> to assess their individual calorie intake and physical activity and to a registered dietitian for more information. Recommended fact sheets are shown in the table at right.

Additional Fact Sheets

Benefits of Walking
Lactose Intolerance
Motivators to Reach Your Health and Fitness Goals
Omega Fatty Acids
Overcoming Obstacles to a Healthy Change
Size Up Your Portions
Soy Protein and Soy Isoflavones
Sweeteners
Sugar Substitutes
Tips for Making Healthy Behavior Changes Last
Weight Management
What Are Trans Fatty Acids?

Suggested Plan for Program Implementation

Lesson Number	Topic/Fact Sheet Title
1	FITNESS ASSESSMENT
2	LEARN EXERCISES <i>Water, Water Everywhere</i> <i>Strength Training versus Aerobic Training: Which Is Better for My Health?</i>
3	<i>Are You at Risk for Osteoporosis?</i>
4	<i>Bone Density Measurement: What Do the Numbers Mean?</i>
5	<i>Calcium-Rich Eating</i>
6	<i>Nondairy Foods with Calcium</i>
7	<i>Vitamin D</i>
8	<i>Calcium Supplements</i>
9	<i>Medications to Lower the Risk of and Treat Osteoporosis</i>
10	MYPYRAMID WORKSHEETS
11	<i>The Nutrition Facts Panel</i>
12	<i>Fantastic Fruits</i> <i>Vegetables: The Cornerstone of a Healthy Diet</i>
13	<i>Fiber: Something to Chew On!</i> <i>Whole Grains: Worth the Effort</i>
14	<i>Other Nutrients That Contribute to Bone Health</i>
15	<i>Nutrition Fact or Fiction?</i>
16	<i>Physical Activity for Best Bone Health</i>
17	<i>Maintaining Balance and Preventing Falls</i>
18	
19	
20	
21	
22	
23	
24	FITNESS ASSESSMENT AND EVALUATION

Suggestions for Integrating Information into Your Program

There are many ways to include nutrition and healthy lifestyle information in your Strong-Women™ sessions. The time available often depends on the group and their ability to learn to do the exercises safely and with good form. Your first priority is the safety and well-being of the participants. When the participants have learned the exercises, begin to introduce the nutrition and lifestyle information, reviewing key points from the fact sheets. Encourage the group to ask questions and exchange information. Below are examples of ways to work this into your program:

- Introduce the topic a class ahead and encourage participants to bring samples, thoughts, and questions for discussion.
- Hand out the fact sheet before the class starts, allowing time for participants to review and then contribute to the discussion.
- Provide the lesson during the warm-up and cool-down parts of the program.
- Weave topic information into the class during the one-minute

rest period between sets of exercises.

- Teach the lesson for 10 to 15 minutes at the beginning or the end of the class (this will extend the time of the class).
- Collect samples representative of the topic for a more visual effect for each lesson. Examples include food labels, food models, pictures from food clipped from grocery store advertisements or magazines, and empty food containers. Ask participants to bring in food labels of their own.
- Ask participants to answer an introductory question about the topic; write it on the board before class so they have a chance to form an answer.
- Relate a story that illustrates the topic of the day.
- Collect news articles, cartoons, or stories about the topics. Begin by reading a piece

Tip
Always be confidential when speaking with individuals about their personal concerns.

- of the article, or pass around the cartoon and ask for comments.
- If the affiliated organization has a newsletter, include information from handouts in the newsletter or send copies of the handout with the newsletter.
- Ask a guest speaker to join the group for a day to discuss the topic.
- Ask participants to think how this concept was dealt with years ago and how it is addressed now.
- Team teach the class—have one person lead the exercises and the other do the nutrition/lifestyle presentation.
- Just distribute the handout without additional discussion (least recommended).

Key Questions for Group Discussion

At the end of many fact sheets, there are sections titled “Examine Your Choices” and “My Goal.” Ask participants to consider setting a goal for the next class.

At the next class, ask participants if anyone made a goal from the fact sheet. What worked well for them? What, if any, challenges did they face? Discuss and summarize any key points participants make. Emphasize that making healthy goals

Tip
Keep a notebook handy during the class to write questions or thoughts to refer to later.

is a good place to start. Refer participants who may be struggling to make healthy goals and behavior changes to the fact sheets *Overcoming Obstacles to Changing Health Behaviors and Motivators to Reach Health and Fitness Goals*.

Occasionally, a participant may ask a question that you cannot answer. Contact a reliable source to assist you and follow up at the next class with an answer. Reliable sources include extension family living educators and registered dietitians (see *Nutrition Fact or Fiction* fact sheet for more information). Keep in mind that you need to be offering accurate information. There will also be times when participants offer inaccurate information to the class. At these occasions, you need to speak up and say that you are not sure that is correct and that you will find out more information about that topic.

As you move forward through these nutrition lessons and strength-training sessions, remember that your goal is to provide safe, structured strength training that includes a strong nutritional component. By providing this training, you will not only help elevate your participants to better health and well-being but ultimately the Commonwealth of Pennsylvania. Your influence through this series can have a lasting effect on the quality of many lives now and in the future. We at Penn State Cooperative Extension value your commitment and dedication to this worthy program.

POW 13 Indicators and StrongWomen™ Program Evaluation

Educators, please code the following StrongWomen™ program evaluation question summary responses under the following POW 13 (Diet, Nutrition, and Health) Indicators:

Indicator: Number of participants who indicate two strategies to decrease health risk

SW evaluation question applies:

What are two changes you have made in your lifestyle to decrease your risk of a chronic disease such as osteoporosis or arthritis since beginning the StrongWomen™ program?

Indicator: Number of participants reported making recommended lifestyle changes

SW Evaluation questions 4 and 7 apply:

4. Have you increased your general physical activity level?

7. What are two changes you have made in your lifestyle to decrease your risk of a chronic disease such as osteoporosis or arthritis since beginning the StrongWomen™ program?

Indicator: Number of cooperators reporting "student or participant" improvements in recommended food choices

Indicator: Number of participants reporting increased healthful food choices

SW Evaluation question 4 applies to both indicators 3 and 4 if they answer positively to increasing any:

Have you increased selection of healthy foods (fruits and vegetables, calcium-rich foods, whole grains, fiber, lower fat)?

Indicator: Number of participants reporting improved food practices

SW Evaluation question 4 applies:

Have you improved your eating habits (practices)?

Indicator: Number of participants (from extension programs and trained cooperators) reporting improved health indicators (e.g., lab test results, BMI, increased physical activity)

SW Evaluation questions 4, 8, and 9 apply:

4. Have you increased your general physical activity level?

8. Since beginning the Strong Women™ program, have you had the opportunity to have any chronic disease screening done such as cholesterol, bone density, blood pressure, weight, or glucose levels to assess your health risk? If you have had screening done, did the report show improvement since the last test?

9. Have you decreased your medications for a chronic disease such as cholesterol, osteoporosis, blood pressure, or glucose control since beginning the StrongWomen™ program?

Acknowledgments

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