Pennsylvania Healthy Food Pantry Toolkit

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Pennsylvania
Healthy Food Pantry
Toolkit

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About this Toolkit

The goal of this toolkit is to provide Supplemental Nutrition Assistance Program–Education (SNAP–Ed) Nutrition Educators with the tools to inspire and support food pantries to create a healthy pantry environment. The pantry environment includes: procurement of food items, organization of food items and availability of information on healthy food choices and recipes. A healthy pantry environment has the potential to improve the health of individuals accessing emergency food assistance services.

Additionally, this toolkit aims to support Policy, Systems, and Environmental (PSE) changes in food pantries. PSE changes are the best way for food pantries to make sustainable and lasting transformations.

This toolkit utilizes a train-the-trainer model to guide nutrition educators to support pantry staff and volunteers to adopt healthy food pantry practices. Training pantry staff on foundational concepts such as basic nutrition along with passive nutrition education strategies like "Nudges" (e.g., posting signs that encourage pantry clients to make healthy choices) can help ensure that the healthy choice is the easy choice.

Taking time to carefully understand the individual circumstances and priorities of the pantry, pantry staff, volunteers and clients, the nutrition educator can truly become a valued partner and promote a long-term positive impact.

In short, the goal of this toolkit is to help nutrition educators help pantries make the healthy choice, the easy choice!
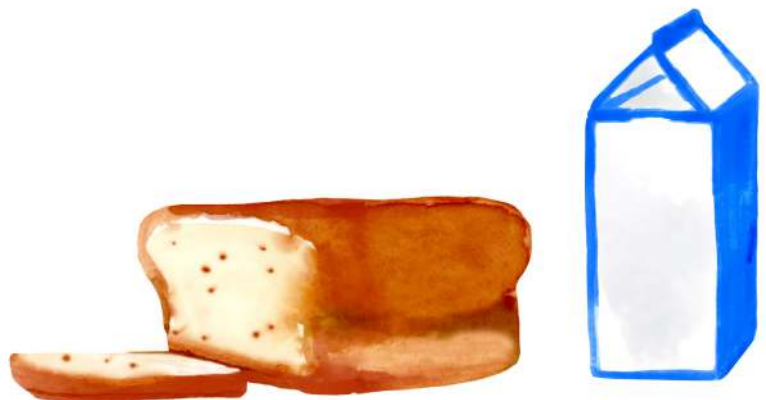
Message to SNAP Nutrition Educators

Listen, learn and collaborate with food pantry staff and volunteers and the community it serves.

Understand the pantry you work in:
• How does it operate?
• What are the priorities and challenges?
• Who are the people the pantry serves?
• What are the currently or frequently available foods in the food pantry?

Provide nutrition education to:

• Pantry staff and volunteers to inspire and empower them to be champions of positive, consistent and accurate nutrition information.

Help food pantries identify:

• Opportunities for providing healthier foods.

Help food pantries implement:

• Strategies that encourage pantry clients to choose healthy options that align with individual cultural backgrounds, health needs and taste preferences.

• In non-choice pantries, help pantry staff select and provide food to clients that best meets their needs and preferences.

Opportunities Abound

Food pantry surveys and national food and health assessments demonstrate the need and interest in nutrition education.

- The 2015 Montgomery County Food Pantry Client Survey reported that 64% [of pantry clients] are interested in nutrition education and 68% are interested in receiving only healthy food.[1]

- The 2017 Montgomery County Food Pantry Client Survey reported that 35% of pantry clients reported having diabetes and 54% reported having high blood pressure.[2] National surveys mirror these numbers. In Feeding America's 2014 Hunger in America Report, more than half (58%) of client households indicated that at least one member has high blood pressure. In 33% of client households, at least one member has diabetes. Among households with seniors, the rates of high blood pressure (77%) and diabetes (47%) are notably higher.[3]

The 2017 Food and Health Survey by IFIC reports[4]:

- Consumers might be {making flawed decisions . . . about nutrition} because of non-health factors—or mental shortcuts—that drastically alter our perception of what is healthful. For example, even with nutritionally identical products, consumers are almost five times as likely to believe a fresh product is healthier than canned and four times as likely to believe a fresh product is healthier than frozen.

- Low income Americans ages 50 to 80 report lower use and familiarity with nutrition education tools like USDA's MyPlate graphic.

- Older adults are more likely to adopt and maintain healthy eating behaviors. More than eight in ten (84%) Americans over the age of 50 try to eat more fruits and vegetables, while only three-quarters (76%) of younger Americans do the same.

References:
[1] 2015 Pantry Client Survey Full Report Catholic Social Services Conducted: 3/23/15-5/14/15
[2] The 2017 Montgomery County Emergency Food Pantry Client Survey Report
[3] Hunger in America 2014 Executive Summary
[4] IFIC Foundation 12th Annual Food and Health Survey — 2017Food & Health Survey/Foodinsight.org/Fhs

Cultural Fluency Backgrounder[1]

"Culture is:
- the knowledge, traditions, beliefs and values that are developed, learned, and shared by members of a society;

- a communal group that views the world in the same way;

- passed down generation to generation."

"Cultural fluency/competence or cultural intelligence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural fluency continuum."

When it comes to food, culture can influence:

- What is a food and what is not a food

- How food is prepared and by whom

- Who eats the food and with whom

- How often and when foods are eaten

- What is considered a meal or a snack

- Taste preferences

- Special meaning of food and communal eating

"Cultural practices, attitudes, and beliefs influence everything from the importance of education for children, to what 'healthy' means."

Culture can influence when someone seeks help for a health condition as well as prevention and self-treatment. It can influence their perception of time and problem solving.

One of the ways to begin the process of becoming culturally fluent is to use open ended inquiries. Below are some examples:

- Tell me about . . . ?

- What do you think . . . ?

- How did you . . . ?

- What happened when . . . ?

- What else can you do with . . . ?

- What would happen with . . . ?

- How might you use . . . ?

- I wonder if . . . ?

"Cultural competence is a set of congruent behaviors, attitudes, and policies that are present in a system, agency, or individual to enable that system, agency, or individual to function effectively in interactions with people from a variety of cultural backgrounds. It is the ability of human beings to authentically relate to one another with acknowledgement, appreciation, and respect."

Other things you can do to become more culturally fluent:

READ	VISIT	ASK and LISTEN
Read books about different cultures.	Visit neighborhood markets, community and religious leaders.	"Most people do not listen with the intent to understand; they listen with the intent to reply." —Steven Covey [2]

Dig Deeper on cultural competence, cultural fluency and bias with these additional resources:

1. PANEN Webinar	2. Food Fact Sheets
Cultural Fluency is a Journey by Janet Schwartz (Framingham University) December 2017 http://panen.org/pa-nen-webinar-archives	https://www.framingham.edu/academics/colleges/science-technology-engineering-and-mathematics/food-and-nutrition/student-work/sw-culture-list

3. Georgetown University National Center for Cultural Competence	4. Conscious & Unconscious Biases in Health Care
https://nccc.georgetown.edu/	An online curriculum with 4 modules that can be accessed at: https://nccc.georgetown.edu/bias/index.php. (The 4 modules are: 1-Defining Bias, 2-Impact of Bias, 3- Bias & Well-Meaning People, 4-AddressingBias)

Introduction to Train-the-Trainer

The following modules are "Train-the-Trainer" sessions for Nutrition Educators to use in partnership with food pantry staff and volunteers. The objective is to support Policy, Systems, and Environmental (PSE) changes in food pantries. PSE changes in food pantries are the best way for food pantries to make a sustainable and lasting impact on the health of pantry clients.

There are 5 modules to help Nutrition Educators partner with food pantries as they move toward making the healthy choice the easy choice.

1. Stocking a Healthy Food Pantry

2. Foods to Encourage (F2E) and "Nudges"

3. Nutrition 101 - MyPlate & The Food Label

4. Be Food Safe

5. Cooking Demonstrations in the Food Pantry

Nutrition Educators, along with the pantry staff will determine a pantry's readiness for change along with the specific priorities, needs, and wishes of each pantry.

Adult Learning Principles and Guidelines[1]

Remember to use the RISE principles when you provide these module trainings to pantry staff and volunteers.

R – Respect – Acknowledge and draw on the values, experiences, and knowledge adults bring to the session.

I – Immediate Usefulness (Relevance) – Adults usually focus on the practical application of learning –"How can I use this NOW?"

S – Safety – Adults tend to avoid trying something new if they feel vulnerable physically or emotionally. The best learning experiences balance safety and challenge.

E – Engagement – Adults learn well when they are actively involved in learning and get to practice or rehearse using new content.

> Nutrition Educators are the key! Nutrition Educators are the food pantries' link to a deeper understanding of how foods in the pantry can play a role in the health of individuals and their community. Thank you for taking the time to learn about the individual needs and priorities of each pantry you support and for your role in making lasting healthy changes.

Resources:
[1] Joye Norris – SNAP, Crackle, and Leaner-Centered Education

Module: Foods to Encourage (F2E) & Nudges

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Session Objective: Foods to Encourage (F2E)
Increase the knowledge and utilization of F2E guidelines to assess, procure and promote foods in the food pantry.

Overview: This lesson reviews criteria for F2E (or what foods to nudge).

Participant will be able to:	Materials:
• Name the 4 food categories of F2E. • Name one guideline for each of the 4 food categories.	• None.

BASICS & KEY INFO

Food manufacturers, retailers, and nutrition experts have a long history of differing ideas about what is considered "nutritious". Feeding America convened a group of health and nutrition experts in 2012 to define what is nutritious in regards to the community and population served by food banks nationwide.

Foods to Encourage (F2E) is Feeding America's approach to estimate the nutritional contributions of food categories in food bank inventories. It is based on emphasizing food groups recommended through the U.S. Dietary Guidelines as the most health-promoting, including fruits, vegetables, low-fat dairy, lean proteins and whole grains.[1]

The next page outlines foods that meet the National F2E Recommendations (i.e., the way we decide if a food is considered nutritious).

Activity #1:
1. Tell me some things you know or have heard about Healthy Food. (What is healthy food?)
2. Review each category of the Foods to Encourage (F2E) Framework.
3. Show pantry items that meet the criteria from each of the four F2E food categories.

1. Fruits and Vegetables

- Fresh with nothing added
- 100% Fruit or Vegetable Juice
- Canned, dried, frozen, with no partially hydrogenated oil that meet the criteria:
  - ✔ Sodium: ≤ 230mg
  - ✔ Total Sugar: Fruit in lite syrup or 100% Juice ≤ 12g
  - ✔ Saturated Fat: ≤ 2g |TransFat:0g

2. Grains

- 100% whole grain (Rolled Oats, Barley, Brown Rice)
- Bread and Pasta with "WHOLE GRAIN" listed as the first ingredient & > 10% DVfiber or ≥ 2.5g of dietary fiber
- Cereal with "WHOLE GRAIN" listed as first ingredient & > 3g of dietary fiber
- Bread, Pasta & Cereal that meet the criteria:
  - ✔ Sodium: ≤230mg
  - ✔ Total Sugar: Bread/Pasta ≤ 10g; Cereal ≤ 12g
  - ✔ Saturated Fat: ≤ 2g|Trans Fat:0g

3. Protein

- Eggs
- Nuts, Seeds, Beans, Lentils
- Beans, Meat, Poultry, and Seafood that meet the criteria:
  - ✔ Sodium: ≤ 480mg
  - ✔ Saturated Fat: 2g
  - ✔ Trans Fat: 0g
- Nuts/Seeds and corresponding spreads that meet the criteria:
  - ✔ Sodium: ≤ 230mg
  - ✔ Total Sugar: <4g per 2T or 1oz
  - ✔ Trans Fat: 0g

4. Dairy

- Flavored/sweetened and unflavored/unsweetened skim/non-fat milk or yogurt
- Unsweetened milk substitutes
- Cheese that meets the criteria:
  - ✔ Sodium: ≤ 480mg
  - ✔ Saturated Fat: ≤ 2g Trans Fat:0g

Flavored milk, milk substitutes and yogurt that meet the criteria:
  - ✔ Sodium: ≤ 480mg
  - ✔ Total Sugar: ≤ 22g (milk); ≤30g(yogurt)
  - ✔ Saturated Fat: 3g | Trans Fat: 0g

Activity #2:

1. Mix up samples, allow participants to match product to food group category and provide examples of how items meet the Detailed Foods to Encourage criteria.

POTENTIAL ACTION STEPS

- **Talk to pantry clients about what foods are F2Es and why.**

References:
[1] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America

Module: Foods to Encourage (F2E) & Nudges

2 of 2 Sessions – F2E | Time: 15 minutes

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Session Objective: Nudges
Increase the adoption of 6 Nudge strategies to increase the likelihood that pantry clients choose and consume the identified F2E. Review F2E Module first.

Overview: This lesson reviews Nudges.

Participant will be able to:	Materials:
• Name the 6 types of Nudges. • Describe an example of each Nudge strategy.	• Sample of currently available pantry items.

BASICS & KEY INFO

Nudges are a way to prompt consumers to choose F2E without specific direction. These strategies are best implemented in a choice pantry.

There are 6 type of Nudges that are best for food pantries:

1. Expose to F2Es in **Multiple Locations**
2. Post **Signage**
3. **Prime clients** to choose F2Es
4. **Order**
5. Make choosing F2Es **Convenient**
6. **Display** change

"a Nudge is defined as a subtle environment change in a food distribution setting, designed to make healthy choices, the easy choice. Whether it be displaying cabbage in an attractive bin, making whole wheat bread visible at multiple points throughout the food pantry line or adding a shelf tag that explains the health benefits of oatmeal, subtle changes to a food pantry environment have been shown to encourage clients to make healthful choices."

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Activity #1:

1. Tell me some things you know or have heard about healthy food. (What is healthy food?)

1. Multiple Locations or Exposures

"Multiple exposures" means a client is more likely to choose an item because it is in more than one location throughout the pantry. This method is useful because it dispels the unspoken, "take one and move on" rule in some facilities. F2Es at more than one location may allow clients to feel comfortable taking more than one of a particular item.

2. Signage

Signs and Shelf Tags

• Signs, posters, and shelf tags can be posted throughout the pantry environment. Shelf tags can also be placed near F2Es (ex. Oatmeal fills you longer). It is important to have signs in all languages spoken by clients (ex. English and Spanish).

Recipe cards

• Recipe cards can be posted near unfamiliar foods to help clients learn how to prepare these foods so they are less hesitant to take them in the future. Recipes should be as simple as possible! Use no more than 9 ingredients, utilize common household equipment, have short active cooking time (including any necessary prep work) and include photos of the finished product.
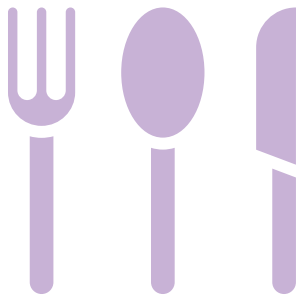
3. Prime Clients

To prime clients, display photos of F2Es in areas where all clients pass. Examples of these areas include waiting rooms and walls visible from slow points in a line. Viewing photos of available F2Es before clients are exposed to the actual food in the pantry or on an order sheet increases the likelihood that they will select the food.

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4. Order

Order refers to the order food is placed in the pantry. Placing F2Es at the front of the pantry may increase the likelihood that a client will take the food. In a study conducted by Cornell University, this Nudge did not have a significant impact but it may still be considered.

5. Convenience

Display F2E at hand and eye level. Adjusting the height of displays by raising and lowering the height of shelves and stacking products differently may allow clients to more easily access F2Es. Removing anything that obstructs the view of products, like container flaps and boxes, make the F2Es more visible and convenient to choose. If your pantry has children who often shop with a parent or guardian, consider keeping some F2Es at a child hand and eye level. We also encourage pantries to bundle F2Es.

3. Display

Present F2Es in a more attractive display. This may make the product look more appealing to the client. Consumers relate the quality of the food to the quality of its container and presentation. Changing cardboard containers to plastic or other attractive containers may increase the likelihood of a client choosing a F2E.

Activity #2:

1. Discuss possible examples for each of the 6 types (multiple locations/exposure, signage, prime clients, order, convenience, display) of Nudges in the food pantry.

How to Get Started

Choice Pantries	Non-Choice Pantries	Serving Line
If your pantry is organized so that consumers are able to walk through the pantry, consider the following options: • Place shelf tags and recipe cards near F2Es, place posters in high traffic areas • Have F2Es available at the entrance and exit of the pantry • Place F2Es at hand- and eye-level, strategically rearrange products on your shelves, bundle foods and provide samples and recipes • Make displays of F2Es look visually appealing including changing from cardboard to plastic containers if possible • Hang posters and photos of F2Es in the pantry entrance	If your pantry is organized so that consumers do not have access to the physical pantry, consider the following options: • Hang posters or photos of F2Es in designated waiting areas • lace shelf tags in the pantry to make volunteers and staff knowledgeable about the different products in the pantry • Place F2Es in the middle of the sheet, at multiple locations on the page, and/or place boxes around/highlight items that you especially want to encourage.	If you utilize a serving line, consider the following options: • Place F2Es at the beginning and end of the line • Hang shelf tags on the tables near the different F2Es

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Activity #3:

1. Participants walk through pantry (non-operating hours) and consider additional Nudge strategies.

POTENTIAL ACTION STEPS

• **Place F2Es that your site has in abundance in multiple locations (when applicable).**

• **Post signs or shelf tags at F2Es.**

• **Include recipe cards near F2Es or in pantry bags.**

• **Prime clients to choose F2Es by putting up posters with photos of F2Es in high traffic areas.**

• **Place F2Es at the front of the pantry and at hand or eye level so clients are more likely to take them.**

• **Upgrade storage with produce stands, fruit baskets, etc. to make produce more appealing.**

• **Make displays with F2Es visually appealing.**

References:
[1] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America

Module: Nutrition 101 — Food Label

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Lesson Objective: Food Label
Increase knowledge and adoption of Food Label key messages that are simple and relevant to the healthy food pantry environment and food pantry patrons.

Overview: This lesson reviews how to read a food label.

Participant will be able to:	Materials:
• Understand label reading	• Food Label Poster for display
• Determine the number of calories in one serving and in the whole container	• Copies of Learning Zone Food Label Handout
• Identify nutrients to "limit"	• Sample items currently available in pantry (for display and for activities)
• Identify nutrients to "get more of"	
• Understand % Daily Value (DV)	
• Understand Quick Guide for %DV (5%, 20%)	

BASICS & KEY INFO

Food labels include information on the nutritional content of packaged food. Food labels can be used to compare food products to make healthy food choices. Learning how to read a food label will allow you to compare and know which food option has more fiber, fat, cholesterol, sodium, sugar, or calories.

Activity #1:

1. Tell me some things you know or have heard about the food label.

2. Review Learning Zone Food Label handout.

Review the following sections on the handout:

• **"Start Here"**: the size of a single serving and how many servings are in one package

• **"Calories"**: the number of calories in one serving

• **"Limit These"**: Nutrients that should be limited in a healthy diet (Too much fat, cholesterol, and sodium contribute to health problems.)

• **"Get More of These"**: Nutrients beneficial to good health (Vitamins A, C, minerals like calcium, iron, and fiber). *Natural sugar is better than added sugar. Milk and fruit contain natural sugars.

• **Quick Guide to % Daily Value**: This tells you the percentage of the recommended amount in a single serving. In other words, the percentages show whether the nutrients in one serving contribute a lot or a little to your total daily intake. 5% or less is "a little" and 20% or more is "a lot."

> • Strive for foods to contribute a little (5% or less) of nutrients we want to limit: fat, cholesterol, sodium

> • Strive for foods to contribute a lot (20% or more) of nutrients we want more of: fiber, vitamins, minerals

Activity #2:

1. Participants look at actual pantry items to:
   a. Determine the number of calories in one serving.

   b. Determine if the food is high (DV 20% or >) in nutrients to get more of (fiber) OR low (DV 5% or <) in nutrients to limit (sodium).

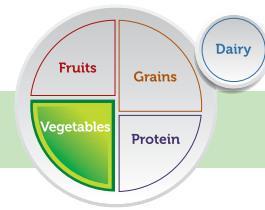## POTENTIAL ACTION STEPS

• **Talk to pantry clients about how to read a food label while they are shopping in the pantry.**

• **Include "how to read a nutrition label" handout in pantry bag.**

Reference:
[1] https://www.choosemyplate.gov/MyPlate

Module: Nutrition 101 — MyPlate: Vegetables

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Lesson Objective: MyPlate: Vegetables
Increase knowledge and adoption of MyPlate key messages that are simple and relevant to the healthy food pantry environment and food pantry clients.

Overview: Each lesson reviews one food group.

Participant will be able to:	Materials:
• Identify the foods in the Vegetable food group • Name the key MyPlate message for the Vegetable food group • Know the Vegetable Criteria of Foods to Encourage (F2E) • Know tips for healthy vegetable group food selection and preparation • Connect tips and F2E criteria to foods currently and frequently available in the pantry	• MyPlate poster for display • Copies of Vegetable one-pager • Measuring cups (2 ½ cups) as demonstration props • Sample vegetables currently available in pantry (for display and for activities)

BASICS & KEY INFO

MyPlate is divided into five food groups: Vegetables, Fruits, Grains, Dairy, and Protein. Each food group has a color and portion. The Vegetable group is green and in combination with the Fruit group should make up ½ your plate.

Every food group is part of a healthy diet because no one food or food group can provide all of the nutrients a person needs.

The key MyPlate message for the Vegetable and Fruit group is: **Make Half Your Plate Fruit and Vegetables.**

Activity #1:

1. Tell me some things you know or have heard about MyPlate*.

    a. *Skip to question 2 if already reviewed MyPlate in previous session.

    b. Refer to MyPlate poster

2. Tell me some things you know or have heard about Vegetables.

3. Follow along on Vegetables one-pager.

What counts as a Vegetable[1]:

• Any vegetable or 100% vegetable juice counts as a member of the Vegetable group. Vegetables may be raw or cooked, fresh, frozen, canned, or dried/dehydrated, and may be whole, cut-up, or mashed.

• Vegetables are organized into 5 subgroups:

    1. Dark-green vegetables

    2. Starchy vegetables

    3. Red and orange vegetables

    4. Beans and peas (beans and peas are also in the Protein Group because of their high nutrient content)

    5. Other vegetables

• Vegetables are a good source of vitamins, potassium, and fiber.

• They are naturally low in calories, fat, and sodium.

• Diets high in vegetables may reduce the risk of several types of cancers, heart disease, stroke, type 2 Diabetes, and obesity.

• Healthy adults need about 2 ½ cups of vegetables per day.

Activity #2:

1. Show examples of each vegetable subgroup (preferably pantry samples).

2. Show 2 ½ cup measures.

Foods to Encourage (F2E) Criteria*: (*Feeding America's criteria for "healthy" vegetables.)[2]

Vegetables (and Fruits)

• Fresh with nothing added

• 100% Vegetable juice

• Canned, dried, frozen, with no partially hydrogenated oil that meet the criteria:

   ✔ Sodium: ≤ 230mg
   ✔ Total Sugar: Fruit in lite syrup or 100% Juice ≤ 12g

Activity #3:
1. Participants match F2E criteria with pantry samples.

Tips for Healthy Vegetable Selection and Preparation[3]

Fresh vegetables:

• Rinse vegetables before preparing or eating them. Under clean, running water, rub vegetables briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing.

• Keep vegetables separate from raw meat, poultry and seafood while shopping, preparing, or storing.

• Cook: Steam, Sauté, Microwave

Canned Vegetables:

• Drain and rinse

• Choose varieties labeled: reduced sodium, low sodium, no salt added

• Add to salads, soups, pasta sauces, casseroles

Frozen:

• Choose plain, with no added sauces, gravies, butter, or cream.[4] (Sauces can add calories, saturated fat, and sodium.)

• Add to salads, soups, pasta sauces, casseroles

More Tips for Adding Vegetables:

• Try a main dish salad for lunch. Go light on the salad dressing.

• Include a green salad with your dinner.

• Shred carrots or zucchini into meatloaf, casseroles, quick breads, and muffins.

• Use pureed, cooked vegetables such as potatoes to thicken stews, soups and gravies. These add flavor, nutrients, and texture.

Activity #4:
1. Participants match Healthy Tips to pantry samples of vegetables & practice messaging.

• **Talk to pantry clients about the key MyPlate message for the Vegetable food group –make half your plate fruits and vegetables.**

• **Talk to pantry clients about ways to add vegetables to meals that can be made using common pantry foods.**

• **Include vegetable heavy recipes in the pantry bags.**

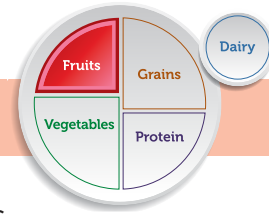**Nutrution 101 — MyPlate: Vegetables**

References:
[1] https://www.choosemyplate.gov/MyPlate
[2] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America
[3] https://www.choosemyplate.gov/ten-tips-add-more-vegetables-to-your-day

3 of 6 sessions | Time: 15 minutes

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Lesson Objective: MyPlate: Fruit
Increase knowledge and adoption of MyPlate key messages that are simple and relevant to the healthy food pantry environment and food pantry patrons.

Overview: Each mini lesson will review one food group.

Participant will be able to:	Materials:
• List the foods in the Fruit food group • Name the key MyPlate nutrition message for the Fruit food group • Know the Fruits Criteria of Foods to Encourage (F2E) • Know tips for healthy fruit group food selection and preparation • Connect tips and F2E criteria to the foods currently and frequently available in the pantry	• MyPlate poster for display • Copies of Fruit one-pager • Measuring cups (2 cups) as demonstration props • Sample fruit(s) currently available in pantry (for display and for concluding activities)

BASICS & KEY INFO

MyPlate is divided into five food groups: Vegetables, Fruits, Grains, Dairy, and Protein. Each food group has a color and portion. The Fruit group is red and in combination with the Vegetable group should make up ½ your plate.

Every food group is part of a healthy diet because no one food or food group can provide all of the nutrients a person needs.

The key MyPlate message for the Fruit and Vegetable group is: **Make Half Your Plate Fruit and Vegetables**.

> **Activity #1:**
> 1. Tell me some things you know or have heard about MyPlate*.
>   a. *Skip to question 2 if already reviewed MyPlate in previous session.
>
>   b. Refer to MyPlate poster.
>
>   2. Tell me some things you know or have heard about Fruit.
>
>   3. Follow along on Fruit one-pager.

What Counts as Fruit[1]:

• Any fruit or 100% fruit juice counts as part of the Fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

• Fruits are sources of many nutrients, including potassium, dietary fiber, vitamin C, and folate (folic acid).

• Diets rich in potassium may help to maintain healthy blood pressure.

• Dietary fiber from fruits, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function.

• Fiber-containing foods such as fruits help provide a feeling of fullness with fewer calories. Whole or cut-up fruits are sources of dietary fiber; fruit juices contain little or no fiber.

• Healthy adults need ~2 cups of fruit /day.

> **Activity #2:**
> 1. Show 2 measuring cups.

Foods to Encourage (F2E) Criteria*: (*Feeding America's criteria for "healthy" fruits.)[2]

Fruits (and Vegetables)

• Fresh with nothing added

• 100% Fruit juice

• Canned, dried, frozen, with no partially hydrogenated oil that meet the criteria:

  ✔ Sodium: ≤ 230mg
  ✔ Total Sugar: Fruit in lite syrup or 100% Juice ≤ 12g
  ✔ Saturated Fat: ≤ 2g |
  ✔ Trans Fat: 0g
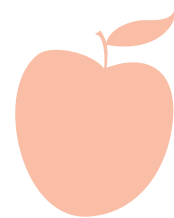
> **Activity #3:**
> 1. Participants match F2E criteria with pantry samples.

Tips for Healthy Fruit Selection and Preparation

Focus on whole fruit:

Fresh, canned, frozen, or dried—instead of juice. The sugar naturally found in fruit does not count as added sugar.[3]

Fresh:

• Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing.

• Keep fruits separate from raw meat, poultry and seafood while shopping, preparing, or storing.

Canned:

• When choosing canned fruits, select fruit canned in 100% fruit juice or water rather than syrup. Rinse all canned fruit to reduce added sugar.

Frozen:

• Choose packaged fruits that do not have added sugars.

Dried:

• ¼ cup equals ½ cup of other fruits.

Meal Suggestions:

• Top cereal with bananas or peaches; add blueberries to pancakes; drink 100% orange or grapefruit juice. Mix fresh fruit with plain fat-free or low-fat yogurt.

• At dinner, add crushed pineapple to coleslaw, or include orange sections or grapes in a tossed salad.

• For dessert, have baked apples, pears, or a fruit salad.

Activity #4:
1. Participants match Healthy Tips to pantry samples of fruit & practice messaging.
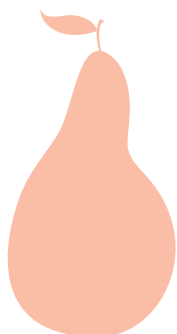
POTENTIAL ACTION STEPS

• Talk to pantry clients about the key MyPlate message for the Fruit food group–make half your plate fruits and vegetables.

• Talk to pantry clients about ways to add fruit to meals that can be made using common pantry foods.

• Include fruit heavy recipes in the pantry bags.

Nutrution 101 — MyPlate: Fruit

References:
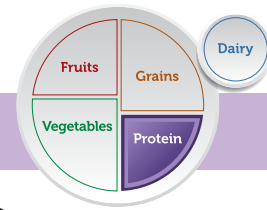[1] https://www.choosemyplate.gov/MyPlate
[2] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America
[3] https://www.choosemyplate.gov/focus-on-fruits

# Module: Nutrition 101 — MyPlate: Protein

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Lesson Objective: MyPlate: Protein
Increase knowledge and adoption of MyPlate key messages that are simple and relevant to the healthy food pantry environment and food pantry patrons.

Overview: Each lesson reviews one food group.
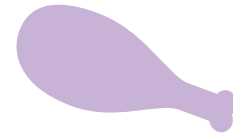
Participant will be able to:
• List the foods in the Protein food group
• Name the key MyPlate nutrition message for the Protein food group
• Know the Protein Criteria of Foods to Encourage (F2E)
• Know tips for healthy Protein group food selection and preparation
• Connect information to the foods currently and frequently available in the pantry

Materials:
• MyPlate poster for display
• Copies of Protein one-pager
• 5 ½ ounce equivalents of protein foods for demonstration props
• Sample Protein foods currently available in pantry (for display and for activities)

BASICS & KEY INFO

MyPlate is divided into five food groups: Vegetables, Fruits, Grains, Dairy, and Protein. Each food group has a color and portion. The Protein group is purple. Protein foods should make up about ¼ of your plate.

Every food group is part of a healthy diet because no one food or food group can provide all of the nutrients a person needs.

The key MyPlate message for the Protein group is: **Vary Your Protein**.

Activity #1:

1. Tell me some things you know or have heard about MyPlate*.
   a. *Skip to question 2 if already reviewed MyPlate in previous session.

   b. Refer to MyPlate poster.

2. Tell me some things you know or have heard about Protein.
3. Follow along on Protein one-pager.

What Counts as Protein[1]:

All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds are considered part of the Protein food group. Beans and peas are also part of the Vegetable group.

• Most Americans eat enough food from this group, but need to make leaner and more varied selections of these foods.

• Healthy adults need about 5 ½ ounces of protein per day.

What Counts as an ounce:

In general, 1 ounce of meat, poultry or fish, ¼ cup cooked beans, 1 egg, 1 tablespoon of peanut butter, or ½ ounce of nuts or seeds can be considered as 1 ounce-equivalent from the Protein foods group.

Activity #2:

1. Show samples or food models of different protein sources (preferably pantry samples).
2. Show food models to demonstrate 5 ½ ounces of protein foods.

Foods to Encourage (F2E) Criteria*: (*Feeding America's criteria for "healthy" protein.)[2]

Protein

• Eggs

• Nuts, Seeds, Beans, Lentils

• Beans, Meat, Poultry, and Seafood that meet the criteria:

   ✔ Sodium: ≤ 480mg
   ✔ Saturated Fat: 2g
   ✔ Trans Fat: 0g

• Nuts/Seeds and corresponding spreads that meet the criteria:

   ✔ Sodium: ≤ 230mg
   ✔ Total Sugar: <4g per 2T or 1oz
   ✔ Trans Fat: 0g
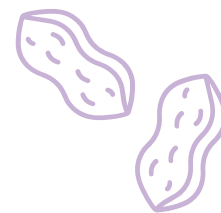
Activity #3:

1. Participants match F2E criteria with pantry samples.

Tips for Healthy Protein Selection and Preparation

Go lean with protein:

• Choose lean ground beef. To be considered "lean," the product has to be at least 92% lean/8% fat.

• Chicken—take off the skin before cooking.

• Boneless skinless chicken breasts and turkey cutlets are the leanest poultry choices.

• Choose lean turkey, roast beef, ham, or low-fat deli meats for sandwiches instead of deli meats with more fat, such as regular bologna or salami.

Vary your protein choices:

• Choose seafood at least twice a week. Canned seafood, such as canned salmon, tuna, or sardines, is quick and easy to use.

• Choose beans, peas, or soy products as a main dish or part of a meal often. Examples include: Chili with kidney or pinto beans, stir-fried tofu, split pea, lentil, minestrone, or white bean soups, baked beans, black bean enchiladas, garbanzo or kidney beans on a chef's salad, rice and beans, veggie burgers, hummus (chickpeas spread) on pita bread.

• Choose unsalted nuts as a snack, on salads, or in main dishes. Use nuts to replace meat or poultry.

• Add slivered almonds to steamed vegetables.

• Add toasted peanuts or cashews to a vegetable stir fry instead of meat.

• Add walnuts or pecans to a green salad instead of cheese or meat.

• One egg a day, on average, doesn't increase risk for heart disease, so make eggs part of your weekly choices.

Activity #4:
1. Participants match Healthy Tips with pantry samples of protein foods and practice messaging.

POTENTIAL ACTION STEPS

• **Talk to pantry clients about the key MyPlate message for the Protein food group—make ¼ of your plate lean protein and vary it.**

• **Talk to pantry clients about ways to add lean protein to meals that can be made using common pantry foods.**

• **Include recipes in the pantry bags that use a variety of proteins that are commonly available at the pantry.**
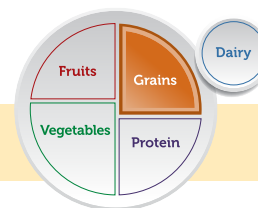
References:
[1] https://www.choosemyplate.gov/MyPlate
[2] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America

Module: Nutrition 101 — MyPlate: Grains

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Lesson Objective: MyPlate: Grains
Increase knowledge and adoption of MyPlate key messages that are simple and relevant to the healthy food pantry environment and food pantry patrons.

Overview: Each lesson will review one food group.

Participant will be able to:	Materials:
• List the foods in the Grain food group • Name the key MyPlate nutrition message for the Grain food group • Know the Grains Criteria of Foods to Encourage (F2E) • Know tips for healthy Grain group food selection and preparation • Connect tips and F2E criteria to foods currently and frequently available in the pantry	• MyPlate poster for display • Copies of Grain one-pager • Measuring cups (1½ cups) as demonstration props • Sample grains currently available in pantry (for display and for activities)

BASICS & KEY INFO

MyPlate is divided into five food groups: Vegetables, Fruits, Grains, Dairy, and Protein. Each food group has a color and portion. The Grain group is brown and should make up ¼ of your plate.

Every food group is part of a healthy diet because no one food or food group can provide all of the nutrients a person needs.

The key MyPlate message for the Grain group is: **Make at least Half Your Grains Whole**.

Activity #1:

1. Tell me some things you know or have heard about MyPlate*.
   a. *Skip to question 2 if already reviewed MyPlate in previous session.
   b. Refer to MyPlate Poster.

2. Tell me some things you know or have heard about Grains.

3. Follow along on Grains one-pager.

What Counts as Grain[1]:

• Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

• Grains are divided into 2 subgroups, Whole Grains and Refined Grains.

• **Whole grains** contain the entire grain kernel — the bran, germ, and endosperm. Examples of whole grains include whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, and brown rice.

• **Refined grains** have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are white flour, de-germed cornmeal, white bread, and white rice.

• Healthy adults need about 6 ounces of grains per day.

What Counts as an Ounce:

• In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, cooked pasta, or cooked cereal can be considered as 1 ounce-equivalent from the Grains group.

Activity #2:

1. Show samples of different grain foods (preferably pantry samples).

2. Show Food model of slice of bread, and a 1 cup and ½ cup measure.

Foods to Encourage (F2E) Criteria*: (*Feeding America's criteria for "healthy" grains.)[2]

Grains

• 100% whole grain (Rolled Oats, Barley, Brown Rice)

• Bread and Pasta with "WHOLE GRAIN" listed as the first ingredient and >10% DV fiber or ≥ 2.5g of dietary fiber per serving

• Cereal with "WHOLE GRAIN" listed as first ingredient and > 3g of dietary fiber per serving

• Bread, Pasta & Cereal that meet the criteria:

✔ Sodium: ≤230mg

✔ Total Sugar: Bread/Pasta ≤10g; Cereal ≤ 12g

✔ Saturated Fat: ≤ 2g|

✔ Trans Fat: 0

Activity #3:
1. Participants match F2E criteria with pantry samples.

Tips for Healthy Grain Selection and Preparation

• To eat more whole grains, substitute a whole grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

• Change up your favorite meal with whole grains. Try brown rice stuffing in baked green peppers or tomatoes, and whole wheat noodles in lasagna, or whole wheat pasta in macaroni and cheese.

• Use whole grains in mixed dishes, such as barley in vegetable soup or stews.

• Use whole grain bread or cracker crumbs in meatloaf.

• Try rolled oats or a crushed, unsweetened whole grain cereal as breading for baked chicken, fish, veal cutlets, or eggplant parmesan.

• Cook extra brown rice or oatmeal when you have time. Refrigerate half and serve later in the week. Cooked brown rice can be refrigerated 3 to 5 days and can be frozen up to 6 months.

Activity #4:
1. Participants match healthy tips to pantry samples of grains & practice messaging.

POTENTIAL ACTION STEPS

• **Talk to pantry clients about the key MyPlate message for the Grain food group—make ¼ of your plate grains and half of them should be whole grains.**

• **Talk to pantry clients about ways to add whole grains to meals that can be made using common pantry foods.**

• **Include recipes in the pantry bags that use a variety of whole grains that are commonly available at the pantry.**
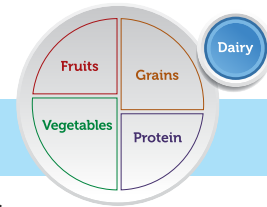
Nutrution 101 — MyPlate: Grains

References:
[1] https://www.choosemyplate.gov/MyPlate
[2] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America

Module: Nutrition 101 — MyPlate: Dairy

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Lesson Objective: MyPlate: Dairy
Increase knowledge and adoption of MyPlate key messages that are simple and relevant to the healthy food pantry environment and food pantry patrons.

Overview: Each lesson reviews one food group.

Participant will be able to:	Materials:
• List the foods in the Dairy food group • Name the key MyPlate nutrition message for the Dairy food group • Know the Dairy Criteria of Foods to Encourage (F2E) • Know tips for healthy Dairy group food selection and preparation • Connect tips and F2E criteria to the foods currently and frequently available in the pantry	• MyPlate Poster for display • Copies of Dairy one-pager • Measuring cups (3 cups) as demonstration props • Sample dairy foods currently available in pantry (for display and for activities)

BASICS & KEY INFO

MyPlate is divided into five food groups: Vegetables, Fruits, Grains, Dairy, and Protein. Each food group has a color and portion. The Dairy group is blue. Dairy foods should be included daily.

Every food group is part of a healthy diet because no one food or food group can provide all of the nutrients a person needs.

The key MyPlate message for the Dairy group is: **Move to Low-Fat or Fat-Free Milk, Yogurt, and Cheese**.

Activity #1:

1. Tell me some things you know or have heard about MyPlate*.
   a. *Skip to question 2 if already reviewed MyPlate in previous session.
   b. *Refer to MyPlate Poster

2. Tell me some things you know or have heard about Dairy foods.
3. Follow along on Dairy one-pager.

What Counts as Dairy[1]:

• All fluid milk products and many foods made from milk are considered part of this food group. Most Dairy group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content are part of the group. Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not.

• Calcium-fortified soymilk (soy beverage) is also part of the Dairy group.

• Older children, teens, and adults need 3 cups a day.

What Counts as a cup:

• In general, 1 cup of milk, yogurt, or soymilk (soy beverage), 1 ½ ounces of natural cheese, or 2 ounces of processed cheese can be considered as 1 cup from the Dairy group.

Activity #2:

1. Show sample Dairy foods (preferably from pantry)
2. Show 3 – 1 cup measures (or a variety of equivalents like 1 cup milk + 1 cup yogurt + 1 ½ oz. cheese (use food models to illustrate 3 cup equivalent of Dairy foods)

Foods to Encourage (F2E) Criteria*: (*Feeding America's criteria for "healthy" dairy.)[2]

Dairy

• Flavored/sweetened and unflavored/unsweetened skim/non-fat milk or yogurt

• Unsweetened milk substitutes

• Cheese that meets the criteria:

  ✔ Sodium: ≤ 480mg
  ✔ Saturated Fat: ≤ 2g Trans Fat:0g

• Flavored milk, milk substitutes and yogurt that meet the criteria:

  ✔ Sodium: ≤ 480mg

  ✔ Total Sugar: ≤ 22g (milk); ≤30g (yogurt)

  ✔ Saturated Fat: 3g |

  ✔ Trans Fat: 0g

Activity #3:

1. Participants match F2E criteria with pantry sample.

Tips for Healthy Dairy Selection and Preparation

• Choose fat-free or low-fat milk, yogurt, and cheese.

• If you currently drink whole milk, gradually switch to lower fat versions.

• Use fat-free or low-fat milk on cereal and oatmeal. Top fruit salads and baked potatoes with low-fat yogurt instead of higher fat toppings such as sour cream.

• Switch ingredients when possible. If recipes such as dips call for sour cream, substitute plain yogurt. Use fat-free evaporated milk instead of cream, and try low-fat or fat-free ricotta cheese as a substitute for cream cheese.

• If lactose intolerant, try yogurt, lactose-free milk, or soymilk (soy beverage) to get your calcium. (Make sure non-dairy milks are calcium-fortified).

• Calcium in some leafy greens is well absorbed, but eating several cups each day to meet calcium needs may be unrealistic.

• Non-dairy calcium choices include: kale, Calcium-fortified juices, cereals, breads, rice milk, or almond milk. Canned fish (sardines, salmon with bones) soybeans and some soy products (tofu) some other beans, and some leafy greens (collard and turnip greens, kale, bok choy). The amount of calcium that can be absorbed from these foods varies.

Activity #4:
1. Participants match Healthy Tips to pantry samples of Dairy foods & practice messaging.

POTENTIAL ACTION STEPS

• Talk to pantry clients about the key MyPlate message for the Dairy food group—move to low-fat or fat-free dairy foods.

• Talk to pantry clients about ways to add low-fat and fat-free dairy foods to their day using common pantry foods.

• Include recipes in the pantry bags that use a variety of low-fat and fat-free dairy foods that are commonly available at the pantry.

References:
[1] https://www.choosemyplate.gov/MyPlate
[2] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America

Module: Stocking a Healthy Food Pantry

Time: 15 minutes

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Session Objective: Stocking a Healthy Food Pantry
Increase knowledge and adoption of guidelines and resources for Stocking a Healthy Food Pantry.

Overview: This lesson reviews guidelines and resources for stocking a healthy food pantry.

| Participant will be able to:	Materials:
• Name the general criteria for stocking food that is safe. • Name 2 resources for requesting healthy donations. • Name 2 community resources that could partner with the pantry to increase healthy donations. • Understand the general food category criteria for stocking healthy foods.	• Sample of currently available pantry items that represent healthy foods from different food groups • Handouts: *Sample Donation Letter*, *Healthy Foods Donation List*, *Greater Coalition Against Hunger (GCAH) – Healthy Food Drive Flyer*, *Food Safety Guidelines for Pantry Donations* • Supplemental Handout: *Oregon Food Bank Food Distribution Guide*

BASICS & KEY INFO

Food banks and food pantries provide crucial resources for individuals and families who don't have enough food to meet their basic needs. More than 1.76 million Pennsylvanians - 1 in 7 are at risk of going hungry.[2] It is becoming increasingly important for food pantries to stock nutritious foods to improve the food security, health, and well-being of families. Consider these strategies for stocking a healthy food pantry (see next page).

35

STEPS FOR STOCKING A HEALTHY FOOD PANTRY

1. Know what's healthy
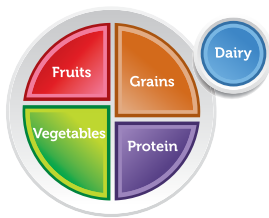
a. MyPlate—The United States Department of Agriculture (USDA) has created the MyPlate icon to help Americans visualize how to build a healthy diet. A balanced diet includes foods from each of the five MyPlate food groups: Fruits, Vegetables, Grains, Protein, and Dairy. A healthy pantry will consist of a variety of food choices from each food group. (*Nutrition 101: MyPlate Module* reviews the 5 food groups and recommendations).

b. Foods to Encourage (F2E)—Feeding America, the nation's largest non-profit in food insecurity, has created specific criteria for identifying healthy food-Foods to Encourage (F2E) for each food group. (F2E Module outlines the specific criteria).

2. Ask for healthier donations

Many food pantries rely heavily on donations. Unfortunately, commonly donated foods are often high in salt, sugar, fat, and calories and low in fiber and key nutrients. In addition to helping food pantry clients understand healthy choices, it's also important to help your donors recognize healthy foods to donate. Making healthy donations a priority in your pantry can help drive major improvements in the quality of foods offered.

3. Team up with a local garden—or start your own

Consider teaming up with community, school, or backyard gardens close to your pantry.

4. Build relationships with local grocers and farmers

Grocery stores often have produce or other foods that they are unable to sell but that are still in good condition. Try developing a relationship with a grocery store manager to see if he or she would be willing to donate these items. Use the Healthy Food Donations handout to encourage healthier donations. Another strategy is to develop a relationship with farmers at a local farmer's market. Ask to collect any unsold produce after the market closes.

5. Know Safety Guidelines for Pantry Donations

When accepting food donations, consider both safety and quality. Use the handout, *Food Safety Guidelines for Pantry Donations* to decide whether foods are unsafe and should not be allowed in your food pantry. For more information, refer to www.foodsafety.gov.

Activity #3:

1. Review Food Safety Guidelines for Pantry Donations.

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6. Use a Food Distribution Guide

This guide was developed by the Oregon Food Bank. It can be used as a resource to help pantries determine the amount and types of food to provide to individuals or families of different sizes.

Activity #4:

1. Review Food Distribution Guide handout if appropriate (if the pantry is seeking guidance for determining amount of food per family size).

2. Review sample pantry items that meet healthy food guidelines.

POTENTIAL ACTION STEPS

• **Use the sample donation request letter to request healthier donations.**

• **Post the Healthy Foods Donation List in the pantry or send it out in your newsletter or mailer.**

• **Contact a local garden or farm for produce donations.**

• **Start your own garden.**

• **Reach out to a local grocer about donations of healthy foods that they can no longer sell.**

References:
[1] Cooking Matters in Your Food Pantry Share Our Strength Facilitator Guide January 2014
[2] https://www.feedingpa.org/

Module: Be Food Safe

Time: 15 minutes

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Session Objective: Be Food Safe
Increase knowledge and adoption of food safety guidelines in the context of a food pantry.

Overview: This lesson reviews criteria for food safety.

Participant will be able to:	Materials:
• Name the 4 steps to keep foods safe — Clean, Separate, Cook, Chill • Name one guideline relevant to food pantries for each of the 4 safety steps.	• Copies of Food Safety Quiz (1 per 2 people) • One-pager: *Be food safe—4 Easy Lessons in Safe Food Handling* • Gather a few sample food pantry items (that have different food safety considerations)

BASICS & KEY INFO

Foodborne illness, often called food poisoning, is a common, costly—yet preventable—public health problem. Each year, about 1 in 6 Americans (or 48 million people) get sick, 128,000 are hospitalized, and 3,000 die of foodborne diseases.[2]

Although foodborne illnesses can affect everyone, there are some people that are more susceptible to foodborne illnesses. These groups include: infants, toddlers, young children, elderly persons, pregnant women, and people with weakened immune systems.

The four steps to prevent foodborne illness are **clean**, **separate**, **cook**, and **chill**.

Activity #1:

1. Tell me some things you know or have heard about food safety (i.e. keeping foods safe).

2. Use Food Safety Quiz as your introduction. (Do not administer the quiz)
   a. In pairs, have participants look at Food Safety Quiz.

   b. Read the 4 questions and answer options and answer options aloud. Ask pairs of people to discuss the possible answers.

   c. Review the correct answers as a group.

3. Follow along on Be Food Safe one-pager.

4 STEPS TO FOOD SAFETY

1. Clean

The first step to food safety is proper cleaning. This includes washing hands with soap and warm water for at least 20 seconds. Be sure to also wash cutting boards, utensils, and counter tops with soapy water after preparing each food item and before you go on to the next food. Proper handwashing signs should be placed at each sink.

2. Separate
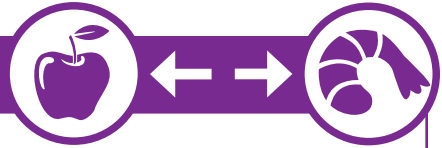
The second step to food safety is proper separation of food. The key message is to not cross contaminate and keep raw meat and poultry apart from ready-to- eat foods like fresh produce, bakery items, and other shelf-stable items.

3. Cook

The third step to food safety is proper cooking of food. This can be accomplished by always using a thermometer and the Safe Cooking Guidelines chart to cook foods to a safe internal temperature. You cannot tell food is cooked just by looking at it! Look at the chart on the side panel of the handout to see the minimum safe, internal temperatures for specific food groups. Note the safe internal temperatures for the following foods:
- Beef, pork, veal, and lamb 145°

- Ground meat 160°

- Poultry 165°

- Reheated leftovers 160°

- Eggs (cook until egg yolks and whites are firm) and egg dishes (160˚)

It is also important to note that the temperature Danger Zone for food is between 40°F and 140°F. Between these temperatures bacteria can multiply at a faster rate.[3]

4. Chill

The fourth step to food safety is proper chilling of food. Refrigerators should be kept at or below 40°F and freezers should be kept at or below 32°F. Refrigerate or freeze perishable, prepared foods and leftovers within two hours of purchase or use. It is also important to separate large quantities of leftovers into shallow containers so that the food can get to a safe temperature in the proper amount of time. Do not over fill the refrigerator. This will not allow foods to get to the necessary temperature in the proper amount of time and stay at that temperature. Refer to the Storage Times for the Refrigerator and Freezer chart to know when to throw food out.

Chill Thawing:
The thawing of food is a critical control point. If food is not thawed properly bacteria can spread and grow to unsafe levels. Food should not be thawed at room temperature. There are three appropriate ways to thaw foods:

1. Thaw in the refrigerator on a plate or pan

2. Thaw in cool, running water if food will be cooked immediately

3. Thaw in the microwave if food will be cooked immediately

It is safe to cook food from a frozen state, but it may take up to 50% longer.

Food Product Dates:
It is important to remember that only the expiration date determines the safety of food. Always remember, when in doubt, throw it out!

Activity #2:
1. Review sample pantry items and ask participants to suggest how to safely store and match it to one or more relevant food safety guideline(s) just reviewed.

POTENTIAL ACTION STEPS

• **Talk to pantry clients about the 4 steps to keep foods safe - Clean, Separate, Cook, Chill.**

• **Train volunteers and staff in the 4 food safety steps and how they apply to the pantry environment.**

References:
[1] Food Bank of Delaware Healthy Pantry Partners Handbook and Feeding America
[2] https://www.foodsafety.gov/blog/2016/04/be-food-safe.html Be Food Safe: Protect Yourself from Food Poisoning
[3] https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/danger-zone-40-f-140-f/ct_index

Module: Cooking Demonstrations in the Food Pantry

Time: 15 minutes

INTRODUCTION

Welcome statement: Introduce yourself, program goal, session objectives.

Goal: The goal of the Pennsylvania Healthy Food Pantry Toolkit is to train SNAP-Ed Nutrition Educators to support food pantry efforts to create and maintain a healthy pantry environment that will potentially improve the health of food-insecure persons and families that access emergency food assistance services.

Session Objective: Cooking Demonstrations in the Food Pantry
Increase knowledge and adoption of guidelines for providing healthy food and cooking demonstrations.

Overview: This lesson reviews guidelines for providing healthy food and cooking demonstrations in the food pantry.

Participant will be able to:	Materials:
• Name the general steps suggested for planning a healthy cooking demonstration. • Be familiar with planning tools and templates for planning a healthy cooking demonstration.	• Sample of currently available pantry items that represent healthy foods from different food groups • Handouts: *Planning a Cooking Demonstration*, *My Demo-Day Plan*, *Sample Demo-Day Plan*

BASICS & KEY INFO

Though more research is needed, a recent review of cooking interventions described consistent improvement in confidence in cooking skills and some improvements in eating behaviors following participation in cooking demonstrations.[2]

It is important to have a clear objective and plan for a safe, meaningful and enjoyable demonstration. Planning is a key first step.

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Activity #1:
1. Tell me some things you know or have heard about giving a healthy food or cooking demonstration.

Activity #2:
1. Review Planning a Cooking Demonstration handout.
  a. Divide participants into pairs.

  b. Break down handout information into small sections and ask pairs to summarize in their own words.

2. Review handout – *My Demo-Day Plan* and *Sample Demo-Day Plan*.

Activity #3:
1. Choose a sample pantry item and plan a mock demonstration.

POTENTIAL ACTION STEPS

• **Identify a volunteer, client or staff member who is passionate about healthy cooking and ask if they want to learn how to lead a healthy cooking demonstration.**

• **Plan and execute a healthy cooking demonstration.**

References:
[1] Cooking Matters in Your Food Pantry Share Our Strength Facilitator Guide January 2014
[2] Journal of Nutrition Education and Behavior • Volume 8 Number 4, 2017 Impact of Cooking and Home Food Preparation Interventions Among Adults: A Systematic Review (2011–2016)