

FINAL LESSON PLAN

<b>Title: Reducing/modifying sodium in the diet</b>	<b>Methods Used: Circular response, illustrated instruction, illustration</b>
<b>Target Audience: MI or bypass surgery patients</b>	
<b>Number in Class: 6</b>	

<b>Terminal Objective: The patients will be able to read and identify whether or not a food is high in sodium, and apply this to choosing low-sodium foods. They will be able to state tips in reducing sodium when preparing meals and make a commitment to start incorporating these foods into their diet.</b>		<b>Terminal Concept: A low-sodium diet can be achieved by reading foods labels, being aware of common high-sodium containing foods, and by increasing the amount of potassium in the diet.</b>
<b>Domain</b> Cognitive, Affective, Psychomotor	<b>Taxonomic Level</b> Application, Responding	

**References: The Complete Food and Nutrition Guide, Duyff; Nutrition 100 book; American Heart Association ; <http://www.youtube.com/watch?v=IUhRw90wmnU> "The Importance of a Low-Salt Diet" (stop at 5:50)**

**Preparation: Food Labels; Food and Food models; basket; Cuties; Post-it notes; pencils; handout**

<p><b>Pre-assessment</b></p> <p><b>Raise your hand if using the saltshaker at the table is a common occurrence for you.</b></p> <p><b>Raise your hand if you commonly add salt to your dish while cooking.</b></p> <p><b>Do you know of any common high-sodium containing foods?</b></p> <p><b>Time (if in class): 4 min.</b></p>	<p><b>Introduction</b></p> <p>Introduce ourselves and go around the room having everyone introduce themselves.</p> <p><b>Time: 3 min</b></p>
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<b>Supporting Objectives</b>	<b>Content Outline</b>	<b>Time</b>	<b>Learning Experiences</b>
Patients will be able to identify and discuss the emotions and effects their health conditions had on themselves and their family.		7 min	<p><b>Circular Response/Group Discussion:</b> Give every learner a Cutie (or another type of fruit that needs to be peeled). Ask the learners how their heart attack or surgery affected themselves and their family.</p> <p>Go around the room and give every learner an opportunity to express their thoughts and feelings. However, only allow them to talk</p>

<p>The patients will be able to read and identify whether or not a food is high in sodium.</p>	<p><a href="http://www.youtube.com/watch?v=IUhRw90wmnU">http://www.youtube.com/watch?v=IUhRw90wmnU</a>          (“The Importance of a Low-Salt Diet”)</p> <p><b>Sodium-Containing Ingredients</b></p> <ul style="list-style-type: none"> <li>• Salt</li> <li>• Monosodium Glutamate (MSG)</li> <li>• Baking soda and Baking Powder (Calcium Carbonate)</li> <li>• Any compound that has “sodium” or “Na” in its name              --Sodium Bicarbonate, Sodium Hydroxide, Sodium Phosphate</li> </ul> <p><b>Common Grocery Foods Containing Sodium</b></p> <ul style="list-style-type: none"> <li>• Frozen foods</li> <li>• Soups</li> <li>• Processed foods</li> <li>• Soy sauce</li> <li>• Cheese</li> <li>• Lunch meats and hotdogs</li> <li>• Bread</li> <li>• Meals in a box</li> <li>• Sauces and gravies</li> <li>• Chips or pretzels</li> <li>• Canned foods (vegetables, meat, tomato</li> </ul>	<p>6 min</p> <p>5 min</p> <p>5 min</p>	<p>for the amount of time it takes to peel their Cutie.</p> <p>Afterwards, tell them that this class will help them so they can live a longer, better life.</p> <p>Show YouTube clip and stop it at 5:50.</p> <p>Now we are going to discuss important topics from the video. First, remind the patients that the goal of a heart patient is to restrict their sodium intake.</p> <p>Tell the learners we are going to discuss multiple things to be aware of when shopping for a low-sodium diet. Start listing ingredients that contain sodium that one needs to be aware of. Ask the learners of the ones they already know, and add any they forget. While they are listing them off, write their answers on the chalkboard.</p> <p>Next, go over some common foods that contain high amounts of sodium. Ask participants to shout out foods that they can think of. Inform the participants that these foods can still be enjoyed because there are products that market “low sodium” or “reduced sodium” labels. The label “low sodium” means that the product contains &lt;140 mg of sodium per serving. When shopping for foods look marketed labels that inform you that there sodium is low in the product. The goal is to consume ≤2000 mg of</p>
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	<p>sauce)</p> <ul style="list-style-type: none"> <li>• Condiments</li> <li>• Smoked fish</li> <li>• Pre-breaded meat</li> <li>• Canned juices</li> <li>• Buttermilk</li> </ul> <p><b>Identifying Parts of a Food Label</b></p> <ul style="list-style-type: none"> <li>• Sodium in mg</li> <li>• Serving size</li> <li>• Ingredients</li> </ul>	5 min	<p>sodium per day.</p> <p>Now, we are going to look over Nutrition Labels to help you identify if a food product is high in sodium or not. Tell the learners to pair up. Distribute a nutrition label binder* and a vis-à-vis marker to each pair (have a master label binder for you to refer to). Instruct the learners to look at the first page of the binder.</p> <p>*Each binder will consist of each food label given and put back to back in plastic protection covers. They will be able write and circle directly onto the covers.</p> <p>Direct the learners to sodium content in the product that is label mg. Tell them that a food that is considered low in sodium has &lt;140 mg.</p> <p>Direct learners to serving size. Tell them to be aware of how much they eat. For instance, a serving size of Wheat Thins is 15, but often times we eat more. We must take this into consideration.</p>
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<p>Learners will be able to apply this knowledge on low-sodium foods to their grocery list and daily life.</p>	<p><b>Sodium Substitutes</b></p> <ul style="list-style-type: none"> <li>• Black Pepper</li> <li>• Fresh Herbs</li> <li>• Spices</li> <li>• Mrs. Dash</li> </ul> <p><b>Foods on the Table</b></p> <ul style="list-style-type: none"> <li>• Grains Bread, cereal, tortilla, rice, pasta, crackers, pretzels</li> <li>• Dairy Milk, cottage cheese, cheddar cheese, yogurt</li> </ul>	<p>7 min</p> <p>4 min.</p> <p>1 min.</p> <p>2 min.</p> <p>12 min</p>	<p>Direct learners to the list of ingredients.</p> <p><b>ACTIVITY:</b> Paired participants will work together through the binder, getting as much done as time allots. Tell them to look over each label and circle the ingredients that contain sodium. Then have them determine whether or not this would be a smart buy.</p> <p>After giving them ample time, discuss each food label as a class.</p> <p>Empathize with the learners by letting them know you understand this is a hard dietary change, and remind them that they cannot give up but that it often takes up to 2 months before your taste buds adjust to the low-sodium foods.</p> <p>However, there are ways we can help add flavor to your food in cooking, without using salt. List off the sodium substitutes and then ask the learners of ways they could implement these substitutes into their cooking.</p> <p>*Choose a couple of food options from each group including both high sodium and low sodium foods. It is acceptable to have food models or pictures of food if necessary.</p> <p>Set out multiple foods out on a table and provide a basket.</p>
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- Protein  
Smoked salmon, canned tuna, ground beef, chicken, ham, sausage, deli meat, chicken nuggets
- Fruit & Vegetables  
Apples, oranges, broccoli, carrots, spinach, lettuce, tomatoes, potatoes, yams, grapes, French fries, canned green beans, canned corn (low sodium)
- Ready preaped food  
Cream of chicken, stuffing, hamburger helper, lasagna, macaroni and cheese
- Salt Substitutes  
Mrs. Dash, cilantro, rosemary, parsley, pepper, oregano, allspice, soy sauce, ketchup, Worcestershire sauce

Now that we have identified what types of foods to be aware of, what to look for, and tips on cooking, we are going to ask a couple of you to “go shopping.” Volunteers will select food items they would like to eat for a meal, place it in their basket, and then describe the meal they plan to make.

As a class, discuss the food options that the volunteer selected.

- Is this a good low sodium food option?
- If not, what are better selections?

**Assessment** Pass out a notecard and a pencil to each learner and ask them to write down 1 or 2 goals they could start working on this week to help them reduce sodium in their diet.

**Closure** Reducing sodium is a lifestyle change, and it will take some time to master. Be patient with yourself. We understand it is difficult, but if you utilize the tools we talked about today, they can help ease the process. Give us a call or send us an email if you have any questions or concerns. We would love to help in any way.