

Suggested Introduction to Attract Program Participants

You probably already know that whole grains are healthful and good for you. But do you know why? Get up-to-date information on nutritious whole grains. Find out the many reasons why Americans are urged to “consume at least half of their grains as whole grains.”

For everyone age 9 and up, this means eating 3 to 5 servings or more of whole grains every day.

Whole-grain foods contain all three parts of the grain — bran, endosperm and germ — providing a wide variety of nutrients beneficial to good health. Many Americans are choosing whole grains — intake increased by 50 percent across all age groups from 2003 to 2013. Consumers are selecting whole grains because of their many health benefits, their increased availability, and their great taste. This program describes how to identify whole-grain foods when shopping and suggests simple ways to eat more of them.

Educational Goals

As a result of participating in this program the participant should be able to:

1. Identify whole-grain foods when shopping.
2. Make food choices that include whole-grain foods.
3. Describe health benefits of eating whole grains.
4. Verbalize their current practices and future plans to consume whole-grain foods.

Suggested Program Presentation Guide

1. Before the lesson, gather the materials needed. Review this leader's guide, the accompanying fact sheet, MF2560, Healthful Whole Grains, and visit the website: <http://www.ksre.k-state.edu/humannutrition/nutrition-topics/healthywhole-grains.html>
2. Introduce yourself. Give each participant a copy of the fact sheet and ask him or her to look it over. Allow time for them to glance through each page.
3. Ask participants to think about any favorite grain food and/or a whole grain that they have tried. Allow time for them to think. Then ask them to describe the food they thought of to a person sitting nearby. Allow about 3 minutes for them to talk. Ask for two or three volunteers to share their answers with the whole group.
4. Discuss the information on pages 1 and 2 of the fact sheet. Allow time for the group to mark on page 5 which suggestions they try.

Suggested Program Materials

1. For each participant:
 - » copy of Healthful Whole Grains, MF2560.
 - » pen or pencil and paper.
2. Measuring cups, a poster board or other writing board, markers, and scissors.
3. Food packages from whole grain products with:
 - » the words “whole grain” in large letters.
 - » a whole grain health claim (refer to page 3 of the fact sheet).
 - » the words “whole wheat” named first on the ingredient list.
4. Gather labels from refined grain packages that have the words: “100% wheat,” “multi-grain,” “stone ground,” and “pumpernickel.”
5. If feasible, gather many different types of whole-grain food products (refer to the lists on page 1 of the fact sheet) in a variety of food types, such as:

whole-grain ready-to-eat breakfast cereals

whole-grain ready-to-cook breakfast cereals

whole-grain cereal bars

whole-grain breads

whole-grain tortillas

whole-grain bagels

whole-grain pita pockets

whole-grain rolls

whole-grain corn-bread

whole-grain muffins

whole-grain low-fat crackers

popcorn

baked, whole-grain tortilla chips

brown rice cakes

whole grain barley

brown rice

whole-grain flours

whole-grain pasta, such as macaroni, spaghetti, noodles

whole-grain pancakes or waffles

whole-grain cold salad

cooked quinoa

6. If feasible, prepare taste tests of ready-to-eat whole-grain foods and one or two whole-grain recipes.

Lead a discussion of those suggestions and others they may have already tried. Pose questions to the group about their experiences eating whole-grain foods. Ask participants, “What whole grain foods do you or your family enjoy for breakfast? . . . for lunch . . . ? for supper . . . ? for snacks . . . ?” Record a short version of responses on the writing board or ask a volunteer to assist you. The idea is to make a list of whole-grain food choices that have worked well for members of the group. Encourage them to write ideas on their fact sheet. Provide them with paper as needed.

Review serving sizes and the term “ounce equivalent.” If possible, display a portioned ounce equivalent for different whole-grain foods.

5. Discuss the information on pages 3 and 4 of the fact sheet. Show the audience the food products and package labels that you brought. Allow time for everyone to examine the products and package labels and find the whole grain terms on the packages.
6. Present the rest of the lesson, pages 5 to 6.
 - Emphasize the concept that whole grains have many, not just one or two, nutritious components.
 - Read aloud the dietary fiber content per serving from one or two of the food labels. Pass a package for each participant to hold and ask them to stand in a line according to the fiber content per serving of their product, from most to least.
 - Review chronic diseases that participants may reduce their risk of developing by eating whole grain foods.

7. Taste test the foods you prepared.
8. Thank the audience for their participation. If desired, follow up the lesson with one or more of the suggested community service activities listed below.

Ideas for Community Service Activities

- Present this program to already-established community groups as part of a nutrition series.
- Identify recipe books or books at the local library featuring whole-grain foods to highlight recommendations in the lesson and help consumers learn more about the subject.
- Work with a local grocery store, coffee shop, or restaurant staff to feature point-of-purchase information about whole-grain foods.
- Sponsor a display at a community event to inform the public of health benefits of whole grain foods. If resources permit, provide samples for visitors to taste test whole-grain food products.

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Kansas State University Agricultural Experiment Station and Cooperative Extension Service

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