

Healthful Whole Grains!



Kansas State University
Agricultural Experiment
Station and Cooperative
Extension Service

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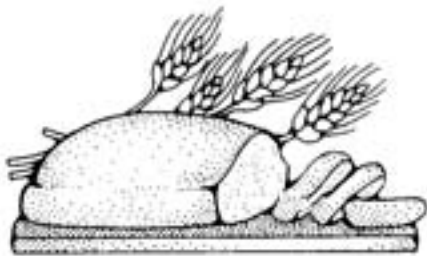


Leader's Guide

Suggested Introduction to Solicit 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 “choose a variety of grains daily, especially whole grains.”

Whole grain foods contain all three parts of the grain — the bran, endosperm and germ — providing bountiful nutrients beneficial to good health. But, consumption of whole grain foods is low. Only 11 percent of men and 5 percent of women eat the recommended three or more servings of whole grains each day. More than half eat less than one serving of whole grain foods per day. 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 Materials

1. For each participant:
 - a. copy of *Healthful Whole Grains*, MF-2560.
 - b. 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:
 - a. the words “*whole grain*” in large letters.
 - b. a whole grain health claim (refer to page 3 of the fact sheet).
 - c. the words “*whole wheat*” named first on the ingredient list.

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4. Gather packages from refined grain packages that have the words: “100% wheat,” “multigrain,” “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:
 - a. whole grain ready-to-eat breakfast cereals
 - b. whole grain ready-to-cook breakfast cereals
 - c. whole grain cereal bars
 - d. whole grain breads
 - e. whole grain tortillas
 - f. whole grain bagels
 - g. whole grain pita pockets
 - h. whole grain rolls
 - i. whole grain cornbread
 - j. whole grain muffins
 - k. whole grain lowfat crackers
 - l. popcorn
 - m. baked, whole grain tortilla chips
 - n. brown rice cakes
 - o. whole grain barley
 - p. brown rice
 - q. whole grain flours
 - r. whole grain pasta, such as macaroni, spaghetti, noodles

- s. whole grain pancakes or waffles
- t. whole grain cold salad
6. If feasible, prepare taste tests of ready-to-eat whole grain foods and one or two whole grain recipes.

Suggested Program Presentation Guide

1. Before the lesson, gather the materials needed. Review this leader’s guide, the accompanying fact sheet, MF-2560 *Healthful Whole Grains*, and visit the Web site: www.oznet.ksu.edu/humannutrition/wholegrains.htm
2. Introduce yourself. Give each participant a copy of the fact sheet and ask them 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 2 which suggestions they try. 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 something like, “*What whole grain foods do you or your family enjoy for breakfast?...for lunch...? for*

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supper...? for snacks...?” Record a short version of their responses on the writing board or ask a volunteer to do so. 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, if possible, display a portioned serving size for different foods. Many people are surprised at how small one serving really is.

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 8.
 - a. Emphasize the concept that whole grains have many, not just one or two, nutritious components.
 - b. Read aloud the dietary fiber content per serving from one or two of the food labels. Pass to each participant a package to hold

and ask them to stand in a line according to the fiber content of their product, from most to least.

- c. Review the chronic diseases that participants can reduce their risk of developing by eating whole grain foods.
7. Taste test the foods you prepared.
8. Read each question of the participant survey aloud as they record their answers. Collect the surveys and mail them to the address shown.
9. Thank the audience for their participation. If desired, schedule a meeting to plan one or more of the suggested community service activities listed below.

Ideas for Community Service Activities

- Present this program to already-established community groups.
- Sponsor a recipe contest to highlight foods recommended in the lesson, and then distribute winning recipes throughout the community.
- Work with a local grocery store, coffee shop, and 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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