

Salt: A Whole Lotta Shakin' Goin' On

Target Audience:

Adults

Topics:

Eating Less Salt

The participants will:

- taste food before adding salt
- use herbs and spices, like rosemary, bay leaves, garlic, onion, basil, ginger and parsley in place of salt to flavor foods.
- read labels to select products with less salt.
- choose canned or frozen vegetables that are low in salt or have no added salt.
- choose lower salt snacks like fruits and vegetables, cereal and unsalted popcorn.

Audience Alert

Activity 3, “Salt Attack”, requires basic math skills. Review the activity in detail to make sure it matches your class’ skill level.

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Purpose:

This lesson helps participants improve their diets by lowering their daily salt intake.

What The Nutrition Educator Needs To Know So That Participants’ Questions Can Be Answered:

What Is The Difference Between Sodium And Salt?

Many people have a hard time telling sodium and salt apart. Sodium occurs in food naturally, and may be added when food is packaged or canned. Salt is what is added at the table or while cooking.

You need sodium to live. Your nerves and muscles need sodium to work right. Sodium can cause your blood pressure to increase or decrease. It controls the amount of water that stays in and leaves your body.

Sodium can be used to preserve foods. This means that it is added to foods to keep them from spoiling. It is found in many canned foods like soups or vegetables, instant soup

mixes or noodle meals, and packaged frozen dinners. It can also be found in medicines like aspirin.

Salt is a mixture of sodium and another mineral called chloride. Salt is the most common form of sodium we eat. Salt is added to flavor foods:

- when they are prepared or processed, like bagged snack foods such as chips and pretzels;
- from the shaker at the table; and
- in salty sauces, such as soy sauce or relish.

In this lesson, we use the word “salt” to refer to sodium chloride and all other sodium mixtures that are used in food. The word “sodium” will only be used when we look at the “Nutrition Facts” label.

Sea Salt versus Table Salt versus Kosher Salt

Sea Salt and table salt are both made up of sodium and chloride. There is not really any difference in the amount of sodium chloride in table salt and sea salt. Sea salt is made by evaporating seawater. Regular table salt is mined from underground salt deposits. Because sea salt comes from seawater rather than from underground salt deposits, it may have very small amounts of some trace minerals, but the amounts are very, very small.

Table salt usually goes through more processing and has something added to it to keep it from caking. It also can be iodized which means that iodine is added to it. Sea Salt only has a very little bit of iodine.

The biggest difference between sea salt and regular salt is the taste. This is due to the very small amounts of trace minerals that are found in sea salt. This can vary depending on which body of water the salt comes from.

Kosher salt is just a coarse grain salt. Since it has a coarse grain there is a little bit less salt in a teaspoon and so it has slightly less sodium, but not really that much less.

Everyone should be sure to have less than 2300mg of any kind of salt, and even less if they have been told to limit their salt intake by their health care professional.

What Happens If I Eat Too Much Salt?

Adults should eat less than 2300 mg (milligrams) of salt per day. This is about one teaspoon of salt. The DGAs 2015-2020 tell us that most Americans 2 years and older have about 3400 mg per day. That is 1 ½ times more than is suggested. If you add salt to

your foods over a long period, it may not taste as strong. Over time you may need to keep adding more salt to taste the same amount of flavor.

High Blood Pressure (Hypertension)

If you eat too much salt over a long period, you will increase your risk for getting hypertension. Hypertension is another name for high blood pressure. The kidneys play a big role in controlling blood pressure. If you eat too much salt, the kidneys cause the blood to store the salt. The salt in your blood pulls water into your blood.¹ With all this extra salt and water in your blood, there is less room for the blood to flow. Blood flows from your heart to the rest of your body through small tubes called arteries. Extra blood and salt in your arteries creates a lot of pressure. When the pressure of the blood flowing inside your arteries is too high, you have high blood pressure.

Blood pressure can be raised by eating too much salt. It also can be raised by:

- living with too much stress;
- drinking more than two alcoholic drinks per day;
- smoking cigarettes;
- being obese;
- getting too little physical activity;
- having a family history of this disease—You are more likely to develop high blood pressure if your parents, grandparents or other family members have or had this disease.
- aging—The risk goes up with age.
- being from an ethnic group at higher risk for this disease – More than 40% of African Americans have hypertension.²

High blood pressure can cause strokes, heart attacks, heart failure and kidney failure.³ Over time, this can damage arteries by causing them to harden in the body. If the arteries in the kidneys are damaged, they may stop doing their job of getting rid of salt, water, wastes and other fluids from the blood. The extra salt and fluids may raise blood pressure even more or cause bloating.⁴

You could have high blood pressure and not even know it. **See your doctor if you think you are at risk.** You can lower your risk of high blood pressure by:

¹ “Sodium” Health Brochures/Facts Sheets A-Z, Office of the Vice President of Student Affairs, Rutgers University. 7/27/2006. Available at: <http://health.rutgers.edu/factsheets/sodium.htm>. Accessed 4/14/09.

² “A Special Message for African Americans.” American Heart Association. 15 January 2008
<http://www.americanheart.org/presenter.jhtml?identifier=2150>

³ “High Blood Pressure and Kidney Failure.” National Institute of Diabetes, Digestive and Kidney Diseases, NIH. Available at: <http://kidney.niddk.nih.gov/kudiseases/pubs/highblood/>. Accessed 4/10/09.

⁴ Ibid..

- eating less than 2300 mg of salt or less than 1 teaspoon of salt per day or
- eating even less if you are have hypertension, are at risk for hypertension or heart disease, diabetes or chronic kidney disease.
- keeping a healthy body weight.
- limiting alcohol intake to no more than 2 drinks per day.
- avoiding cigarette smoking.
- planning activities that you enjoy to help you relieve stress.
- exercising for 30 minutes at least 3 times a week.⁵
- eating a diet low in saturated fat and cholesterol and total fat.
- eating a diet high in fruits and vegetables and low-fat dairy foods.⁶

Water Retention And Bloating

Salt helps keep the right amount of water and other fluids you need in your body. Too much salt may cause your body to hold on to too much water. When this happens, your stomach, ankles or another body part may feel bloated. When you are bloated, your skin may swell. A ring that usually fits on your finger may feel tight. To avoid water retention and bloating, eat less than 2300 mg of salt per day or less if you have hypertension, diabetes or chronic kidney disease.

Other Risk Factors

Some studies have shown there may be a relation between eating too much salt and an increased risk of getting osteoporosis and kidney stones.^{7,8} More studies will need to be done to clarify this link.

How Can I Tell How Much Salt Is In A Food?

Check the nutrition label to compare the salt content in foods. It is given as a number in milligrams. Keep in mind that you should eat less than 2300 mg of salt per day.

Can I Stop My Salt Cravings?

It is never too late to re-train your taste buds. If you slowly cut back on how much salt you eat, you will crave less of it.⁹ The less salt you eat, the less you will want.

⁵ Ask the Experts, American Heart Association. Available at:

<http://www.americanheart.org/presenter.jhtml?identifier=3044502>. Accessed 4/10/09.

⁶Your High Blood Pressure Questions Answered — Low-Carb Diets.” American Heart Association. Available at: <http://www.americanheart.org/presenter.jhtml?identifier=3025173>. Accessed 4/10/09

⁷R. Wood, 2003. Osteoporosis. In: Mattila-Sandholm T., Saarela M., editors. Functional Dairy Products. Cambridge, England: Woodhead Publishing Ltd. p. 94-107.

⁸ Orson W, Kidney stones: pathophysiology and medical management, The Lancet (British edition) 367(2006):333

What Can I Use Instead Of Salt To Flavor My Food?

If you add salt to foods while cooking or at the table, you can cut back on how much salt you eat if you make small changes in your food choices.

Seasonings

Use seasonings that have no salt or less salt. This is best for adding flavor to foods.

- Try using spices like bay leaves, garlic, pepper, ginger, paprika, onion, rosemary, basil, lemon juice or parsley in place of salt.
- Check labels on seasonings. Some seasonings have salt in them.
- Replace salt with salt-free or salt-free seasonings like Mrs. Dash®. Mrs. Dash® is a mix of vegetables and spices including carrots, onions, pepper, oregano and garlic.
- If you use ready-made seasonings like celery salt, garlic salt remember these have a lot of salt. That is why they are called garlic salt and celery salt. Soy sauce, seasoned salt onion salt, lemon pepper, herb chicken seasoning, meat tenderizer or fajita seasoning all have high amounts of salt in them.¹⁰ Use only small amounts.
- Use low-sodium soy sauce and other low-sodium or low-salt sauces in place of full-salt sauce choices.

What Else Can I Do To Reduce The Salt In My Diet?

Snack Foods

Many snack foods are full of salt. Use these “salt-smart” ideas when you get a craving for a snack to try to reduce salt in your diet.

- Enjoy fruits, vegetables and cereals.
- Try unsalted or low-salt crackers, nuts, popcorn or pretzels, or mix these in with your full-salt choices.
- Eat smaller amounts of potato chips, crackers, popcorn, French fries, pretzels, sodas, salted nuts and, seeds, or eat them less often.
- Read the “Nutrition Facts” label to learn how much salt is in a food or drink. Check the serving size on the label to be sure you know how much salt is in the amount of snack that you eat.

⁹ “Shaking the Salt Habit.” American Dietetic Association. 25 February 2005
http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_4374_ENU_HTML.htm

¹⁰ “Hidden Salt Can Add Up.” American Dietetic Association. 4 May 2005
http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_4308_ENU_HTML.htm

Processed Foods

Adding salt at the table is not the only way that you get salt from foods. Salt is added to give flavor and to preserve foods when they are packaged or canned. Be sure to read package labels when food shopping and use these tips to try to reduce salt in your diet.

- Choose fresh or frozen vegetables instead of canned, or try low salt or low sodium canned choices.
- Look for low-sodium or low-salt canned vegetables and sauces.
- Compare the amount of sodium listed on the nutrition labels of cans and freezer packages, including frozen meals and side dishes, to see which items are low-salt or low-sodium choices.
- Look for salt-free or low-salt or low-sodium soups. Regular canned soups and dry soups like ramen noodles are very high in salt.
- Eat less processed or canned beef, fish, poultry and less peanut butter and cheeses. Try low-salt versions of these foods.
- Drain and rinse canned beans and vegetables to remove a lot of the salt.¹¹
- Taste foods before adding salt.
- Limit salt when cooking if you or your family likes to add salt to foods at the table. For example, do not put salt in the cooking water when you make pasta or rice.
- Be clear about how you want your food made when dining out. Ask for your dish to be made without salt or with less salt.

For Additional Reading:

Dietary Guidelines for Americans 2010, Chapter3, “Foods and Food Components to Reduce.” US Department of Agriculture and US Department of Health and Human Services. available at:

<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/Chapter3.pdf>

“American Dietetic Association Complete Food and Nutrition Guide. 3rd Edition. 2006. John Wiley & Sons, Inc. Hoboken, NJ.

¹¹ Duyff, R.L., Mount, J.R. Jones, J.B., Sodium Reduction in Canned Beans After Draining, Rinsing, Journal of Culinary Science & Technology, Volume 9(2) 2011, pages 106-112

Salt: A Whole Lotta Shakin' Goin' On

Main Themes:

Nutrition & Diet

Cooking & Food Storage

Shopping


Budgeting

Safety & Sanitation

Materials Needed:

Activity 1

Food pictures

Flimsy 9-inch paper plates  or Ready-made meal plates (Pg. 8)

Clear plastic wrap

Salt shaker with salt

3 clear small, plastic snack bags that seal (6½" x 3¼")

500 mg of salt in a resealable plastic snack bag

1500mg salt in a resalable plastic snack bag

2300 mg of salt in a resealable plastic snack bag

3400 mg of salt in a resealable plastic snack bag

Handout

Salt Substitutes—1 per person

Activity 2

Pens or pencils—1 per person

Handout

What's Your Salt IQ?—1 per person

Activity 3

Two sample empty snack packages, bags, boxes or labels, from high-salt foods, like potato chips, salted pretzels, nacho chips and tortilla chips.

* You may wish to laminate the labels to make them last longer.

Two sample empty food packages, cans, plastic wrappers or labels from high-salt foods, like canned soups and ramen noodles.

* You may wish to laminate the labels to make them last longer.

4, 3" x 5" note cards

Pens or pencils—1 per person
Calculator with big keys

Preparation Needed Prior To Lesson:

Ready-Made Meal Plates

Flimsy paper plates

Food pictures (For example, The Dairy Council Food Models for General Audiences)

Order toll free 1-800-426-8271 or write:

Dairy Management, Inc.

10255 West Higgins Road, Suite 900

Rosemont, IL 60018-5616

or you can make your own using clip art

Clear plastic wrap

1. Look at your participants' diet recalls and see which foods they eat often.
2. Pull pictures of the foods listed most often. If you do not already have pictures of these foods, you can print out your own from clipart. Or you can use pictures from the Dairy Council.
3. Group the foods into meals that you think your participants would eat.
4. Place the meals on the flimsy paper plates.
5. Cover the plates loosely with clear plastic wrap.

Time The Activities Are Expected To Take:

Before You Begin: 2 - 5 minutes

Activity 1: 20 - 25 minutes

Activity 2: 10 minutes

Activity 3: 15 - 20 minutes

Next Week's Goals: 5 minutes

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Lesson Plan:

Before You Begin: (2 - 5 minutes)

1. Ask the participants if they worked on their goals from the last lesson. Ask them which goals they worked on and how or what they did to work on them. Try to get people to tell the class what they did. If they did not work on the goals, ask them to work on them before the next class.
2. Tell the participants what the objectives are for today's lesson.

Activity 1: "A Lot Of Shakin' Goin' On" (10 - 15 minutes)

Food choices for this activity can be made in one of two ways based on the amount of time you have. You can have participants choose foods to make up a meal from food choices you give them. Or to save time, you can have ready-made meal choices for them.

If Participants Are Choosing Individual Foods:

1. Place the food pictures on a desk or table at the front of the room.
2. Ask for two volunteers who salt their food before eating. If possible, involve more participants by asking for two groups of two.
3. Give each volunteer a plate. Have one participant or group choose food pictures to make up a meal that they often eat for lunch. Have the second participant or group pick a meal that they often eat for dinner. Have all the participants tell the class what foods they chose.
4. Loosely cover each plate of food pictures with clear plastic wrap. Allow the plastic to dip slightly in the center of the plate. **Skip to Step 5.**

If Participants Are Using Ready-Made Meal Plates:

1. Place the plates of ready-made meals on a desk or table at the front of the room.

2. Ask for two volunteers who salt their food before eating. If possible, involve more of the class by asking for two groups of two.
3. Have one volunteer or group select a meal that is like something they would eat for lunch. Have the second volunteer or group pick a meal that is like something they would eat for dinner. Have the volunteers share with the class what foods they chose.
Skip to step 5.

The Rest Of The Steps Apply To Both Groups:

5. Hand the saltshaker to one volunteer. Ask the participant to salt his or her foods like he or she would at a meal. The salt should collect in the center of the plastic.
6. Have the second volunteer or group salt his or her food.
7. Fold the first volunteer's plate in half, being careful not to let the salt fall off of the plate. Pour the salt into an empty cup. From the cup, pour the salt into a teaspoon-measuring spoon. Show the participants how much salt there is. Be sure to say how much you measure.
8. Empty the salt into a plastic snack bag. If there is more than one teaspoon of salt in the cup, measure teaspoons of salt and add them to the bag until the cup is empty. Each time you put salt in the bag, tell participants how much you are adding.
9. Repeat steps 7 and 8 with the second volunteer's plate.
10. **Explain that sprinkling salt on food at the table adds to the salt that already may be in the food from cooking and or processing.** The actual amount of salt the participant ate in that meal is most likely much higher. Tell the participants to remember that the amount in the bag is only the amount of salt sprinkled on for ONE MEAL.
11. Combine the bags of salt from each volunteer or group in one snack bag. Tell the class that this is the total amount of salt added at the table for lunch and dinner for one day. But this amount of salt in the bag is only from two meals. This amount does not include the salt added to foods eaten for breakfast and snacks. These other meals would add more salt to the bag. The amount of salt in the bag also does not include the amount of salt already in the foods, if they were processed. Tell the class that some people eat more than their maximum daily amount of sodium after only their first or second meal of the day.

12. Give the participants an idea of how much salt people eat in a day. Hold up the sealed bags of salt—500 mg, 1500 mg, 2300 mg and 3400 mg. When holding up the 500 mg bag of salt, tell participants that this is the lowest amount of salt a person can eat in ONE DAY and still be healthy. Hold up the 2300 mg bag and tell them that this is the maximum amount of salt that a person should eat in one day. Hold up the 1500 mg bag and tell them that this is the maximum amount of salt that a person who is 51 years or older, African American or who has hypertension, diabetes or chronic kidney disease should eat in one day. When holding up the 3400 mg bag, tell them that this is how much the average person eats in a day.
13. Compare the amount of salt in the bag from the volunteers' lunch and dinner to the 500 mg, 1500 mg, 2300 mg and 3400 mg reference amounts. Be sure to remind the class that these amounts are for a whole day. Again, what they collected from the participants' lunch and dinner is only the amount of added salt for two meals. Tell the class to always taste their food before adding extra salt to avoid using more than they need.
14. Ask the class if they have any questions.
15. Begin a short discussion.
 - Ask the class how many of them have heard that eating a lot of salt is bad for them.

Show of hands

- Ask, “What bad things can too much salt do to people?”

Allow the participants to offer their answers. If these things are not brought up, tell the class that:

- *Salt can cause high blood pressure, a disease also known as hypertension. Arteries carry blood from your heart to the rest of your body. When the pressure of the blood flowing inside your arteries is too high, you have high blood pressure.*
 - *High blood pressure can also lead to other health problems such as strokes, heart attacks, heart failure and kidney failure.*
 - *Eating too much salt can also cause your body to store excess water. When this happens, your stomach may feel bloated. When you are bloated, your skin may swell and your stomach may appear to be bigger than what you are used to.*
- Ask, “What foods do you often eat that are high in salt?”

If the following are not brought up by the class, be sure to tell the class that some commonly eaten foods that are high in salt include:

- *French fries, potato chips, and TV dinners*
- *Canned soups and broths*
- *High-salt or high-sodium, canned or frozen vegetables*
- *Salted snack foods, like pretzels and popcorn*
- *Toppings, like mustard, soy sauce, and pickled foods*

16. Ask the participants if they ever flavor their foods with spices instead of salt. If the answer is yes, ask what they use. If the answer is no, ask them if they would be willing to use other seasonings and spices in place of salt. Explain that spices other than salt can flavor foods.

Salt can be replaced with rosemary, bay leaves, pepper, garlic, onion, basil, ginger and parsley. Other good choices are products like Mrs. Dash®.

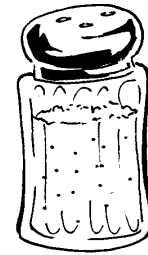
17. Inform participants that many common spices can be bought at local markets and dollar stores at low cost.
18. Pass out the **Salt Substitutes** handout to give participants ideas for using seasonings other than salt. Allow them a minute to review the handout. Ask if there are any questions.

Activity 2: “What’s Your Salt IQ?” (10 - 15 minutes)

1. Pass out the **What’s Your Salt IQ?** handout and a pen or pencil to each participant. Be sure to tell them that this is not a test. They will not be graded.
2. Tell the class that they are going find out how much they know about salt. Tell them that you are going to read several statements aloud and then they will mark true or false on their handouts.
3. Read each statement on the handout aloud to the class. Pause for about 15 seconds after reading each statement to give the participants time to decide if the statement is true or false. Have the participants mark their answers on the handout.
4. After you have read aloud every item on the handout once, tell the class that you are going to take a vote. Reread each statement one by one. After each statement, ask the class “How many people thought this statement was true?” Then ask, “How many people thought this statement was false?” Provide the class with the correct answer after each statement. If needed, use the hints below each statement to explain the answers.

What's Your Salt IQ? Answer Sheet

True or False



1. All the salt that is in foods is not listed on the “Nutrition Facts” labels.
- True False

All salt information is listed on nutrition label as sodium.

2. One way to lower how much salt you eat is to use seasonings such as garlic, rosemary, ginger, or basil in place of salt.
- True False

Seasonings such as garlic, rosemary, ginger or basil make great substitutions for salt.

3. Many prepared and canned foods such as soups and vegetables have salt added to them.
- True False

Prepared and canned foods often have a lot of salt added to them. Salt acts as a preservative. This means the salt keeps the foods fresh for a longer time. However if you drain and rinse canned beans and vegetables before you eat them, you can remove a lot of the salt.

4. Sauces such as soy sauce, mustard, salad dressings, pickles and relish are salt-free.
- True False

Soy sauce, mustard, salad dressings, pickles and relishes are all high in salt.

5. You cannot tell how much salt is in a food just by tasting it.
- True False

There is no way to tell how much salt is in a food just by tasting it. You need to check the “Nutrition Facts” label to see how much salt there is.

6. Snacks such as potato chips, pretzels, popcorn, nuts, crackers and some sodas have a lot of salt in them.
- True False

Some potato chips, pretzels, popcorn, nuts, crackers and sodas are high in salt. To eat snacks lower in salt, read the label to see how much salt is in a snack. Look for foods that say low-salt, low-sodium or salt-free.

7. Eating too much salt cannot cause high blood pressure.
 True False

Large amounts of salt in your diet can cause high blood pressure. High blood pressure, or hypertension, increases the pressure of the blood flowing from your heart. This disease can lead to many other health problems, such as stroke, heart attack or kidney failure.

8. It is hard to make recipes taste good without using salt.
 True False

You can make recipes with less or no salt and they will still taste good. You can use spices such as garlic, rosemary, ginger or basil in place of salt in your recipes. You can also use salt substitutes like Mrs. Dash® instead.

9. You should not eat more than one teaspoon of salt per day.
 True False

Adults should eat less than 2300 milligrams of salt per day. This is about one teaspoon of salt. The American Heart Association says that people with high blood pressure or a family history of high blood pressure should eat even less.¹

10. A large order of French fries does not have a lot of salt in them.
 True False

A large order of McDonalds French fries has 290 milligrams of salt.² This does not include the extra salt that you may sprinkle on top.

¹ American Heart Association, "How much sodium should I eat per day." Accessed 6/3/16 at: <http://sodiumbreakup.heart.org/sodium-411/how-much-sodium-do-you-need/>

² McDonalds – "USA Nutrition Facts for Popular Menu Items". Accessed 6/3/16 at: <http://nutrition.mcdonalds.com/getnutrition/nutritionfacts.pdf>

Activity 3: “Salt Attack” (15 - 20 minutes)

1. On the blackboard or flip chart draw a large box that looks like this.

<p style="text-align: center;">Product Name</p> <p>A. mg of sodium per serving</p> <p>B. Number of servings in the package</p> <p>C. Amount of package group commonly eats</p> <p>D. Amount of salt (sodium) in C – the amount in the package group would eat</p> <p>E. Lower salt choices</p>

2. Remind participants that snack foods and soups are high in salt. Tell the class that both of these types of foods can be processed with a lot of salt. You must read labels to know how much salt you will be eating. In this activity, participants will be looking to see how much salt is in snacks and soups.
3. Read out the names of the four high-salt item labels you chose to bring to the class. Have participants think about which item they like best.
4. Re-read the list one item at a time. After each item is read, ask who likes that food. Have one participant who likes that food take the label and form a group with the others who like that food. Repeat this re-reading of the list and handing out labels for each item until you get through all four.
5. Have the groups look at the label of the snack or soup they chose. Point out to the class that the salt content is listed as “mg” (milligrams) of **sodium** on the label. One by one ask each group how much salt is in one serving of the food that they are looking at and how many servings are in the package. If a group is having trouble finding this information on the label, help them.
6. Give each group an index card and a pen or pencil. Ask the groups to write the name of their snack food or soup at the top of the card. Following the example on the board or flip chart, have them write A, B, C, D, E on their cards. Next to the letter A, ask them to write how much salt is in one serving. Next to the letter B, tell the class to write down how many servings are in the package.

Potato Chips

- A. 150 mg
- B. 4 servings

7. Have the group as a whole decide on an amount of the food that one person would commonly eat at one sitting. Next to the letter C, have the groups write this number on the card. For example, if there are four group members, two members may eat $\frac{3}{4}$ of the bag of potato chips at a sitting and two members may eat the whole bag. The group may vote to make the average the whole bag. Write the average amount on the card.

Potato Chips

- A. 150 mg
- B. 4 servings
- C. Whole bag

8. Each group will figure out the amount of salt in the snack food or soup for the amount the average person eats. For example, on the “Nutrition Facts” label for the potato chips, it could say that it is four servings. If the average person eats the whole bag, the group would need to multiply the amount of salt per serving by four to see how much salt the average person gets. Next to the letter D, have the group write this number down. Offer help as needed. If a group is having trouble figuring out the salt amount, help them by using the calculator.

Potato Chips

- A. 150 mg
- B. 4 servings
- C. Whole bag
- D. 600 mg

9. Remind the participants that they should have less than 2300 mg of salt per day and even less than that if they have hypertension, diabetes or chronic kidney disease.

Eating too much salt can increase their risk for high blood pressure and bloating. Tell the participants that there is a lot of salt in common snack foods.

10. For groups that are working with snack items, have each group think of four snacks that are low in salt that they would eat or already do eat in place of the salty snacks they are looking at. For those groups working with the soup, have them think of four options that are low in salt they would eat or already do eat in place of the high-salt choice. Next to the letter E, ask the groups to write their ideas down on the index cards.

Potato Chips

- A. 150 mg
- B. 4 servings
- C. Whole bag
- D. 600 mg
- E. Low-salt pretzels, unsalted popcorn, fruit, raw vegetables

11. Have each group select a presenter. Go around the room asking each group's presenter to tell the class:
 - the name of the snack or soup his or her group looked at
 - how much of this snack or soup the average person usually eats
 - how much salt was in the snack or soup based on how much the average person eats
 - low-salt options

12. Discuss their ideas and how they can use them in their diets. Ask participants how many of them would be willing to make these changes. Remind the participants that most of the snack foods and soup foods that are available in grocery stores come in low-salt versions. Urge them to look at the nutrition label to see how much salt is in each item. Remind them that they can lower their salt intake by:
 - buying snacks or soup foods that are lower in salt
 - choosing smaller portions of snacks or soup that are high in salt
 - eating salty snacks and soup less often

Some examples of snacks that are low in salt are fruits, vegetables and cereals. Most snacks such as chips, pretzels, popcorn and crackers come in low-salt and salt-free versions as well. Soups also come in low-salt or low-sodium versions.

Next Week's Goals: (5 minutes)

1. Ask the participants to name one thing that they learned in today's class. Make sure that each learning objective is mentioned, and if not, be sure to re-state that objective. Ask them to choose a related goal to work on during the week. Let them know that they will be sharing their personal experiences during the next class.
2. Invite comments, suggestions, or questions.
3. Thank the participants for coming and tell them what the class will be about in the next lesson.

For The Teacher: “What Makes This Lesson Behaviorally Focused?”

- Activity 1 is behaviorally focused because participants choose the foods they usually eat and measure how much salt they normally add. They also are asked to salt their food as they would at a meal. They are asked if they would be willing to taste foods before adding extra salt to them or if they would be willing to try other seasonings in place of salt.
- Activity 2 is not behaviorally focused. The quiz provides an opportunity to see how much participants already know about salt and gives them basic information about salt, like how to find out how much is in a product and what can happen if you eat too much of it.
- Activity 3 is behaviorally focused because participants learn to read the salt content on the “Nutrition Facts” label on snack and soup foods. They are asked to think of foods that they would be willing to eat in place of snacks that are very high in salt.
- In Next Week's Goals, the participants are invited to name one thing that they learned during the class they will use. They choose the behaviors that they will work on during the next week.



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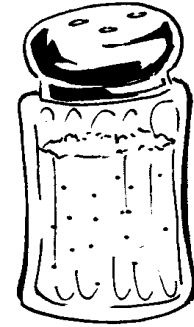
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What's Your Salt IQ?

True or False



1. All the salt that is in foods is not listed on the "Nutrition Facts" labels.
 True False
2. One way to lower how much salt you eat is to use seasonings such as garlic, rosemary, ginger, or basil in place of salt.
 True False
3. Many prepared and canned foods such as soups and vegetables have salt added to them.
 True False
4. Sauces such as soy sauce, mustard, salad dressings, pickles and relish are salt-free.
 True False
5. You cannot tell how much salt is in a food just by tasting it.
 True False
6. Snacks such as potato chips, pretzels, popcorn, nuts, crackers and some sodas have high amounts of salt in them.
 True False
7. Eating too much salt cannot cause high blood pressure.
 True False
8. It is hard to make recipes taste good without using salt.
 True False
9. You should not eat more than one teaspoon of salt per day.
 True False
10. A large order of French fries does not have a lot of salt.
 True False

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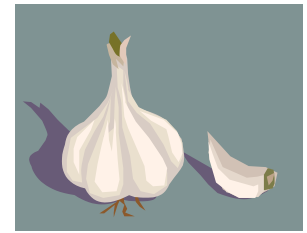
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Salt Substitutes



Be Creative! Cut the Salt.

<i>Salt Substitutes</i>	<i>Use with...</i>
BASIL*	egg and tomato dishes, salads, soups and stews, seafood, eggplant, squash, spaghetti
BAY LEAVES*	Pot roast, beef stew, lamb, soups, chowder, fish, meat and tomato dishes
PARSLEY*	meat, pastas, soup, vegetable dishes, poultry, fish, tossed salads, beef broth, meatballs, chicken soup
ROSEMARY*	Spaghetti, barbecue, pizza, lasagna, lamb, pork, green beans, zucchini, stewed tomato, egg, fish, meat, soup, stew and vegetable dishes and potatoes
BLACK PEPPER	casseroles, meats, pastas, salads, soups and vegetables
CAYENNE PEPPER	beans, chicken, chili, collards, stew, tomato sauces , eggs, rice, cream cheese dips, barbecue sauces, salsa, and taco dishes
CHILI POWDER	beans, chili, rice dishes, omelets cheese casseroles, burgers, meatloaf, Sloppy Joe's
GARLIC*	Italian, Mexican foods, tomato dishes, gravies, meat, poultry, fish, potatoes and salad dressings
ONIONS*	casseroles, eggs, fish, meats, salads, soups and vegetable stir-fries
ITALIAN SEASONING (marjoram, basil, oregano and rosemary)	chicken, Italian dishes such as spaghetti and salad dressings



***You can use fresh or dry spices. When using fresh spices, use 3 times as much as you would with dry spices.**

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Salt Substitutes (continued)

<i>Salt Substitutes</i>	<i>Use with...</i>
DRIED CHIVES	Sprinkle over tomato soup, tuna salad, egg salad, macaroni salad, coleslaw, squash and other vegetables
DILL WEED	Chicken, fish, veal, salad dressing, sour cream, eggs, vegetables
GROUND MUSTARD	Canned baked beans, deviled eggs, tomato soup, chicken curry, barbecue sauce, potato salad, ham glaze, tuna salad, egg salad
CURRY POWDER	Hamburgers, meat loaf, meatballs, stir-fry vegetables
PAPRIKA	Eggs, tuna or chicken salad, coleslaw, potato salad
OREGANO LEAVES	Tomatoes, pizza, pasta, stuffing, lamb, chicken, fish, pork
GROUND GINGER	Cakes, cookies, gingerbread, fruit, steam pudding, lamb, pork, veal, and salad dressings
THYME	Green beans, eggplant, carrots, zucchini, spaghetti sauce
NUTMEG	Cakes, eggnog, pudding, meatballs, vegetables, hot spiced drinks, ice cream, pies, desserts, beverages, fruits
MARJORAM	Like oregano, but not as strong. Soups, fish and pizza



***You can use fresh or dry spices. When using fresh spices, use 3 times as much as you would with dry spices.**



Spice Up Your Meals



<i>With this Food..</i>	<i>Use this Spice..</i>
Beef	Bay leaf, garlic, marjoram, nutmeg, onion , pepper, sage, thyme
Lamb	Curry powder, garlic, mint, rosemary
Veal	Bay leaf, curry powder, ginger, marjoram, oregano
Chicken	Ginger, lemon juice, lime juice, marjoram, oregano, paprika, poultry seasoning, rosemary, sage tarragon, thyme
Fish	Curry powder, dill, dry mustard, lemon juice, lime juice, marjoram, paprika, pepper
Carrots	Cinnamon, cloves, marjoram, nutmeg, rosemary, sage
Corn	Cumin, curry powder, onion, paprika, parsley
Green Beans	Curry powder, dill, lemon juice, marjoram, oregano, tarragon, thyme
Leafy Greens	Onion, pepper
Peas	Ginger, marjoram, onion, parsley, sage
Potatoes	Dill, garlic, onion, paprika, parsley, sage
Squash	<i>Summer:</i> cloves, curry powder, marjoram, nutmeg, rosemary, sage <i>Winter:</i> cinnamon, ginger, nutmeg, onion
Tomato	Basil, bay leaf, dill, garlic, marjoram, onion, oregano, parsley, pepper



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