

Ohio SNAP-Ed Adult & Teen Programs

Seafood: It's More than Just Fish!

Task Topic: Protein Foods

Task Title: Seafood: It's More than Just Fish!

Teaching Message(s):

- ☒ When consuming meat like beef, pork, chicken, or seafood, choose lean or low fat options.
- ☒ Use MyPlate to make healthy food choices with a limited budget.
- ☒ Make meals using mostly whole ingredients like vegetables, raw meats, rice, etc.

Resources: Adapted from ChooseMyPlate.gov, *Dietary Guidelines*, and Seafood Health Facts (seafoodhealthfacts.org)

Objectives for the Task:

1. Name two health benefits associated with eating fish.
2. Explain the difference between the fats found in fish and those found in other protein foods.

Materials needed for the Task (including Handouts):

- Fact Sheet – 10 Tips Nutrition Education Series: Eat Seafood Twice a Week
- Fact Sheet – Seafood Selections
- Recipe Card – Fish Tacos
- Recipe Card – Salmon Sticks
- Beach ball with barriers labeled on each segment

Food and Equipment for Demonstration and Sampling:

- Recipe ingredients:
 - 1 egg
 - 1 (14.75-oz.) can pink salmon
 - Saltine crackers (1 sleeve)
 - Vegetable oil
 - Non-stick cooking spray
- Single burner (if no stove available at program site)
- Large clear mixing bowl
- Mixing spoon
- Frying pan
- Spatula
- Napkins, paper plates, plastic forks
- Disposable gloves



THE OHIO STATE UNIVERSITY

OHIO SNAP-Ed PROGRAM

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Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:

<http://www.whatscooking.fns.usda.gov/>

General Materials List:

- Flip chart paper
- Thought box
- Highlighters
- VOICE principles
- Post-it notes
- Markers
- Masking tape
- Participant evaluation forms
- Index cards
- Pens
- Name tags

Preparation:

- Write one barrier on each piece of clear packaging/shipping tape and adhere to each segment of an inflated beach ball. Barriers include: cost, smell, taste, don't know how to cook it, family won't eat it, limited variety available in my area
- Set up the food demonstration space for the Salmon Sticks recipe.

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

Transition:

Last time we met, we discussed.... We also Who would like to share an example of ...?

Today, we will turn our attention to fish and seafood. Fish and seafood are excellent protein foods to include in our diets, as they offer a lot of lean protein, as well as healthy fats. There are many varieties of seafood, so there's sure to be one that appeals to you!

Let's begin today's lesson by doing some simple stretching exercises. Stretching regularly improves your flexibility and gives you more freedom of movement for your physical activities and for everyday activities. *Choose 2 stretching exercises from the National Institute on Aging's Exercise and Physical Activity booklet to demonstrate to the class. This resource can be found at: <https://www.nia.nih.gov/health/publication/exercise-physical-activity/introduction>.*

Physical activity guidelines can be found at the following websites:

- Office of Disease Prevention and Health Promotion: www.health.gov/paguidelines/



- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: www.fitness.gov/being-active/physical-activity-guidelines-for-Americans/

Anchor

Just knowing that fish is healthy is usually not enough to make us eat it. What are some reasons a person might give for not eating the recommended 2-3 servings a week of seafood? Call out your answers.

Write down participants' comments on flip chart paper to refer to later in the lesson.

Add

Seafood, which includes all types of fish, shellfish, and other marine life, is a very good source of high-quality protein. The fat in seafood is a source of omega-3 fatty acids, which can protect against heart disease and contributes to brain and eye development in babies. Other nutrients you can find in seafood include Vitamins A and D, B vitamins, iron, selenium, and zinc. That's a lot of nutrition!

The *Dietary Guidelines* recommend people eat seafood at least twice a week to reap these health benefits, but many of us don't. Reasons we have for not doing something are called barriers, and most of the barriers associated with not eating seafood can be overcome if we experiment with new ways to think about and prepare it. One of the most common barriers is **taste**. Some people claim to dislike all seafood. There are many different types of seafood to try that offer the health benefits we have been discussing. Some milder-tasting fish that are good to start out with include tilapia, cod, and haddock – all of which are widely available at grocery stores.

Another potential barrier is **cost**. It is true that fresh seafood often costs more per pound than other meats; however, there are a lot of ways to cut costs. Canned tuna and salmon are shelf-stable, meaning that you can buy several when they are on sale and you can keep them on your shelf for quick meals. Frozen seafood can also be purchased in larger quantities while on sale. Whiting, tilapia, sardines, canned tuna, and some kinds of frozen seafood are usually lower cost options.

Not knowing how to prepare seafood in a healthy manner that still tastes good is also a common barrier. Some people may only eat seafood that has been fried, as this is a common way to cook it. However, this preparation method introduces other types of fats that may offset the healthy benefits of eating seafood. Try grilling, broiling, roasting, or baking; these methods don't add extra fat. Using spices or herbs, such as dill, chili powder, paprika, or cumin, as well as lemon or lime juice, can add flavor without adding salt or fat.

We will prepare a simple seafood recipe for everyone to sample using inexpensive canned salmon and preparing it with one of the healthy cooking methods we just discussed. Along with this, I will share a simple recipe for fish tacos that you can try at home.



Prepare Salmon Sticks recipe from Recipe Cards. Invite participants to help make the recipe. Provide a copy of the Recipe Cards for Salmon Sticks and Fish Tacos to each participant.

Apply

Instruct the participants to push aside tables and chairs or move to a clear area.

I have a beach ball with different kinds of barriers to eating seafood written on each segment of the ball. Let's form a circle. Taking turns, toss the ball to someone across the circle. The person who catches it will read aloud the barrier on the segment of the ball that is closest to their right thumb. Then, as a group, let's come up with some solutions for the specific barrier that was read. I'll write down some of your solutions on the flip chart.

Play the game for 5-10 minutes or until all barriers have been addressed.

Away

Keeping in mind the different solutions to barriers to eating seafood we discussed today, come up with one seafood dish you could serve this week or try for the first time. Consider what form it will be – fresh, frozen or canned – and how you will prepare it.

Pass out a copy of the Fact Sheet: 10 Tips Nutrition Education Series – Eat Seafood Twice a Week to each participant to take home. This does not need to be read aloud in class.

Facilitator's Notes:

Facilitator's Checklist:

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today's lesson?

