

Setting the Stage for Healthy Choices // WEEK 1



Time	Topics	Workbook Reference
10 min.	Introductions Pre-Workshop Survey (when applicable); Attendance Welcome Question: <i>What do you want to learn from this class?</i>	
10 min.	Exploring Our Food History Feeding Our Families » Students identify the challenges of providing healthy meals for themselves and their families. » Students integrate the idea of healthy nutrition into other areas of their family's lives.	p. 6 p. 7
10 min.	Your Nutrition Goals » Students identify a SMART nutrition goal. » Students create one to two SMART nutrition goals for themselves or their family. (Use one Goal Tracker per individual.)	p. 9-10
30 min.	Recipe with Review of Kitchen Safety Closing Question: <i>What is on a healthy plate?</i>	p. 24

Notes:

Exploring Our Food History

Materials

- » workbook page 6

Desired Outcomes

- » Students relax and talk about food and its connection to other parts of their lives.
- » Students begin the workshop by sharing, instead of listening to a presentation.

Directions


Break the students up into groups of two or three and have them discuss the questions on the slide. Walk around during the discussions and listen to what others are saying. Only comment if a group is having trouble getting started. Consider suggesting questions if you feel members of your group might be uncomfortable talking about their past.

End the activity by summarizing what you've heard, or asking students to comment.

Exploring Our Food History

■ Consider these questions on your own or in a group.

1. Which foods do you associate with your childhood?
-Are these foods everyday meals or meals served on special occasions?
-Do you make any of these meals for yourself now?
2. Who taught you about cooking, diet, and nutrition? Who have you taught about cooking, diet, and nutrition?
3. What are your comfort foods? What foods do you crave when you are tired, cold, or sick?
4. What are your favorite foods to eat?
5. What are some reasons people eat?
6. Why do you eat? Have these reasons changed over the course of your lifetime?
7. Do you know where your food comes from?
8. Do you trust grocery stores, restaurants, and advertisements with regard to the information they give you about food?
9. What information would you like to learn from this class?



6

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9. What information would you like to learn from this class?



Feeding Our Families

Materials

- » workbook page 7

Desired Outcomes

- » Students identify the challenges of providing healthy meals for their family.
- » Students integrate healthy nutrition into other areas of their family's lives.

Directions

The first goal of this discussion is to identify the challenges families encounter when trying to provide healthy meals for their family. Paying close attention to this information, and asking appropriate follow up questions, will help you understand how best to present information throughout the course. Also, hearing other families voice similar concerns will make each participant feel more comfortable at expressing challenges in future discussions.

Second, families are encouraged to link the quality of their nutrition to other aspects of their lives. These aspects include (but are not necessarily limited to) sleep patterns, ability to concentrate during the day, energy levels, stress, ability to learn, ability to cooperate with each other, ability to overcome challenges, etc.

By positioning nutrition as a central role in these factors, and then providing families with straightforward and practical suggestions at improving their nutrition, we empower families to make healthy changes with far-reaching consequences.

Lastly, beginning the class with this discussion shows the participants that you are interested in what they have to say and are not making assumptions. Developing a rapport is essential in encouraging change.

You may want to break the group up into pairs and have them answer questions on their own. Discussion questions are found in the Adult Workbook.

Discussion Questions

Open-ended questions

- » What are/have been/will be the most challenging aspects of feeding your family healthy meals?
- » What are the biggest concerns about your children's eating habits?
- » Who taught you about nutrition and cooking?
- » In what ways do you notice that what you eat affects how you feel during the day? How your children act during the day?



Feeding Our Families (CONTINUED)

Specific questions

Note: some of these questions may or may not be appropriate/applicable for your participants.

Family Meals

- » Describe how your family eats. Do you eat together? How frequently? Are there regular meal times? Do people watch TV or use phones during meals?
- » What are things that prevent your family from eating together?

Meal Planning

- » Does your family plan meals out in advance? Who does the planning?
- » How frequently do you eat take-out or fast foods? Home-cooked meals?
- » Does your family have any weekly dinner routines, such as eating the same type of meal on a specific day every week?

Kids and Food

- » What words would you use to describe your children's eating habits: picky, adventurous, limited, etc.?
- » Do you prohibit your children from eating certain foods?
- » How do you encourage your children to eat? Bribes, punishments, nagging, setting a good example, etc.
- » Do you find feeding your children stressful?

Eating and Energy, Concentration, and Sleep

- » Do certain foods give you more energy?
- » What foods are your "comfort foods?"
- » What is your typical breakfast?
- » Do you have trouble concentrating or staying awake during the day?

Feeding Our Families

■ Do you provide meals for your family?

Discuss these questions in pairs or groups.

1. What are the most challenging aspects of feeding your family healthy meals?
2. What are the biggest concerns about your children's eating habits?
3. What are your mealtime rituals?
4. What prevents your family from eating together?
5. Does your family plan meals out in advance? Who does the planning?
6. How frequently do you eat take-out or fast food? Home-cooked meals?
7. Do you prohibit your children from eating certain foods?
8. How do you encourage your children to eat?
9. Do certain foods give you more energy?
10. What foods are your "comfort foods"?



Your Nutrition Goals & Goal Tracker



Your Nutrition Goals

■ Have you ever set a health goal and achieved it? How?
 Try this approach: Dream Big

First, sit quietly for a moment with your eyes closed. Imagine yourself one year from now, living a healthier life. Let yourself dream big even if you don't know how to achieve your dream! How is your dream life different from your life now? Where are you? Who are you with? What words or pictures come to mind? Make notes here.

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9

Your Nutrition Goals CONTINUED

Then: Start Small
 Now try to think of one small goal for this week to move towards your dream. Your goal should be SMART:

- » **Specific**—Avoid words like “more,” “less” or “better.”
- » **Measurable**—Will you know when you’ve achieved it?
- » **Action Based**—Not everything is in your control; choose goals that relate to your actions.
- » **Realistic**—Choose goals you’re likely to accomplish. Start small.
- » **Time Frame**—Set a goal to achieve this week.

■ Some examples

- » I will switch from white rice to brown rice twice this week.
- » I will eat a piece of fruit with my breakfast every morning this week.
- » I will cook a hot dinner three times this week.
- » I will try two new foods this week.

■ How could the following goals be improved?

1. I will lose weight.
2. I will eat less saturated fat and more fiber.
3. I will never eat fast food again.

TRY IT! Fill in the blanks to create two SMART Goals you might set for the coming week. Then choose one to track using the following page.

I will _____ this week.
(action) (how often)

I will _____ this week.
(action) (how often)

10


Goal Tracker

■ What keeps you motivated?
 Choose a SMART goal from page 10 to work on for a few weeks. Then, each week, reflect on your goal and your progress.

I will _____ this week.
(action) (how often)

To gauge your progress, ask yourself:

- » Did I achieve my goal this past week? Why or why not?
- » What was challenging about my goal?
- » What was easy?
- » Should I continue working on this goal or create a new one? If so, what is it?



Week (end of)	My Progress
1	
2	
3	
4	
5	
6	

11

Materials

- » workbook pages 9-11

Desired Outcomes

- » Students create three SMART goals.
- » Students identify SMART goals, and improve vague goals.

Directions

Have students follow directions to imagine their healthy futures. They can make notes in the workbook. Then:

- » Explain “SMART” goals and work with the class to find some examples.
- » Help each individual create at least one SMART goal they will try to achieve during the course of the workshop. See the back of the goal tracker for examples.
- » Record each student’s goal on the goal tracking worksheet and follow up each week.

Your Nutrition Goals

■ Have you ever set a health goal and achieved it? How?

Try this approach: *Dream Big*

First, sit quietly for a moment with your eyes closed. Imagine yourself one year from now, living a healthier life. Let yourself dream big even if you don't know how to achieve your dream! How is your dream life different from your life now? Where are you? Who are you with? What words or pictures come to mind? Make notes here.

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Your Nutrition Goals (CONTINUED)

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Kitchen Safety Review

■ Why is it important to practice good food safety?

Follow these tips to create a safer kitchen.

1. Keep food preparation surfaces (cutting boards, counters, etc.) clean, since these are breeding grounds for bacteria.
 - » If you use a cutting board and knife to cut raw meat, fish or poultry, be sure to clean and sanitize the surface before using it again. Some people keep two cutting boards: one for raw foods and one for ready-to-eat foods.
2. Cook foods thoroughly.
 - » When meat is exposed to air, bacteria immediately begins to develop. For that reason, hamburgers must always be cooked through, while a steak is safe to eat medium rare.
 - » To be safe, invest in a meat thermometer and test the meat for doneness.
3. Store raw meat and uncooked food on a lower shelf of your refrigerator.
 - » Also, keep eggs off the door and near the back where temperatures remain the coldest.
 - » Your refrigerator should be kept at 40° F or less.
4. Refrigerate prepared foods within two hours of cooking or buying them.
 - » Properly refrigerated food can be eaten for 3-5 days. When in doubt, throw it out!
5. There are four ways to safely defrost foods:
 - » Overnight in the refrigerator.
 - » In a bowl of cold water, with the water changed every 30 minutes.
 - » In the microwave.
 - » During cooking.

Note: It is NEVER safe to leave frozen meat out on the counter top to defrost.

6. To ensure you have clean hands, wash them in hot, soapy water for at least 20 seconds. When teaching kids, have them sing the ABCs while washing.
7. When you wash dishes, either use an automatic dishwasher or wash them in the sink and allow to air dry.
 - » Damp dish towels can harbor bacteria.

Food Demonstration Planning Template

Recipe Title: _____

EQUIPMENT/MATERIALS	INGREDIENTS

Recipe Modifications to Suggest:

Healthy Nutrition Message to Highlight:

Culinary Skill to Demonstrate:

Food Bank-Friendly Items to Show:

Ingredients to Prep Ahead of Time (if any):