



Time	Topics	Workbook Reference
5 min.	Welcome and Introduction » Students learn about today's workshop.	
10 min.	Taste Test SMART Goal Check-in, record on Goal Tracker	p. 6
10 min.	Make These Meals Healthier » Students apply their knowledge to make healthy improvements.	p. 20
15 min.	<i>Pick one of the following activities:</i> Anatomy of a Grocery Store/Outsmarting the Grocery Store » Students connect food prices, location, and advertising strategies. Creating a Meal Plan and Grocery List » Students combine budgeting, meal planning, and grocery shopping. Activity Charades » Students identify a variety of ways to be active. Thinking About Being Active » Students can explain why exercise is part of a healthy life. » Students can identify ways to increase their amount of exercise. » Students can identify things that make exercise difficult.	p. 48-49 p. 50
10 min.	Healthy Changes » Students apply their knowledge to make healthy improvements.	p. 57
30 min.	Recipe Demonstration or Activity (see EatFresh.org for ideas)	
10 min.	Post-workshop Questionnaire Closing Question: <i>What is one new thing that you will practice after attending this program?</i>	

Notes:

Materials

- » workbook page 6
- » simple whole foods, cut or portioned into bite sizes; link to workshop recipe or theme if possible. Cut seasonal fruits or vegetables, unsalted nuts or seeds, plain tofu or yogurt are all good options.

Desired Outcomes

- » Students explore whole foods with their senses.

The aim of the taste test is multifold: to expose workshop participants to foods they may not have tried before, to raise awareness of the benefits and pleasure of eating seasonal fruits and vegetables, and to raise curiosity and interest in the abundant diversity of food. To this end, the taste test is meant to be an interactive and fun start to the class.

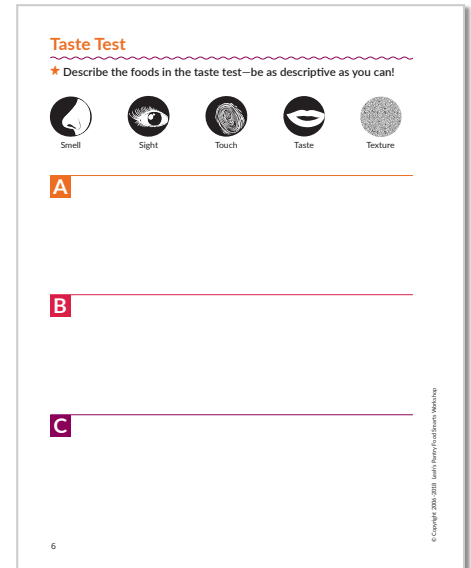
You may find it helpful to coordinate the taste tests with the recipe for each week; for example, if you are making hummus & veggie wraps for a class at the end of summer, you might provide a taste test of different kinds of tomatoes—different colors, heirloom varieties, etc.—and you can then use those same kinds of tomatoes for the recipe, bringing the class full circle.

Directions

1. At the beginning of class, provide bite-sized sample portions of your taste test item.
2. Ask participants eat slowly and not comment on the food immediately, but rather observe it using their senses:
 - Sight:** What color is the food? Does it look appealing? Can you tell what it is?
 - Smell:** What does it smell like?
 - Touch:** What is the temperature like? Is the food soft or hard? Wet or dry?
 - Sound:** Does it make a sound when you eat it?
 - Taste:** Does it remind you of any other foods? How would you describe the taste? Does the taste change as it's in your mouth?
3. Once everyone has had a chance to try the item, invite students to share their observations.

Additional Information:

- » **Spring:** greens: spinach, chard, dandelion, different varieties of lettuce, asparagus
- » **Summer:** berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries
- » **Fall:** pumpkin, squashes, apples, pears, grapes
- » **Winter:** citrus fruits: clementines, mandarins, satsumas, persimmons: fuyu and ripe hachiya, pomegranates, berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries
- » **Year-round:** milks: skim, low-fat, whole, soy, rice, and almond beverages, nuts: raw almonds, cashews



Taste Test (CONTINUED)

■ EatFresh.org Recipe & Taste Test Combination Suggestions

Berries, Fruits	Fruit and Yogurt Parfaits
Tomatoes	Hummus & Veggie Wraps
Vegetables	Pita Pizzas
Tomatoes	Tabbouleh
Persimmons	Spinach & Persimmon Salad
Apples	Curried Waldorf Salad; Spicy Sweet Potato & Apple Soup
Avocados	Avocado & Orange Soup
Beans, Vegetables	Black Bean Soup
Tomatoes, Mangoes	Salsa Two Ways
Fruits, Grains	Oat Bran Banana Muffins
Berries, Tofu, Soy Milks	Tofu Berry Smoothie

Taste Test

★ Describe the foods in the taste test—be as descriptive as you can!



Smell



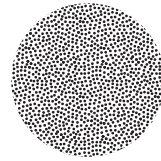
Sight



Touch



Taste



Texture

A

B

C

Designing SMART Goals & Goal Tracker



Designing SMART Goals

★ How can you help your family be healthy? Set goals that are 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 drink water with my lunch at school this week.
- I will ride my bike on Saturday for half an hour.
- I will help cook a meal with my family one time this week.

Your Family’s Goals

Write down several things you would like to change about your family’s food choices or lifestyle. After you’ve finished, circle the three things that are most important to you.

In this box, rewrite the ideas you circled above as SMART goals.

- 1.
- 2.
- 3.

See also Goal Tracker Handout.

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Goal Tracker

★ Make a SMART Goal that you can work on for a few weeks.

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

To track your progress each week, ask yourself:

- Did I meet my goal this past week? Why or why not?
- What was hard about my goal?
- What was easy?
- Should I stay with this goal or create a new one? If so, what is it?

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

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Materials

- » workbook pages 8 and 9

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.

Adapting for Younger Kids

Younger kids may not understand abstract differences between vague goals and specific ones, and they don’t have much control over food that is offered to them. Instead, consider setting a group goal that can be accomplished in the context of the class. For example:

- » I will drink a cup of water every afternoon with my snack.
- » I will try one new food today.



Designing SMART Goals

★ How can you help your family be healthy? Set goals that are 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 drink water with my lunch at school this week.
- » I will ride my bike on Saturday for half an hour.
- » I will help cook a meal with my family one time this week.

Your Family’s Goals

<p>Write down several things you would like to change about your family’s food choices or lifestyle. After you’ve finished, circle the three things that are most important to you.</p>	
<p>In this box, rewrite the ideas you circled above as SMART goals.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

See also Goal Tracker Handout.

Goal Tracker

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(action) (how often)

To track your progress each week, ask yourself:

- » Did I meet my goal this past week? Why or why not?
- » What was hard about my goal?
- » What was easy?
- » Should I stay with this goal or create a new one? If so, what is it?



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

Make These Meals Healthier

Materials

- » workbook page 20
- » paper and pencils

Desired Outcomes

- » Students identify ways to improve meals by increasing whole foods.

Directions


Work together to improve the meals listed on the workbook page. Then, once students have “improved” the meals listed in the original activity, have everyone write down what they ate for dinner last night (or a recent meal) on a piece of paper.

Have your students get into small groups, and then shuffle the meals around and give each group a few meals to “improve” by adding whole grains, more veggies or by substituting with less expensive ingredients. Invite students to brainstorm ways to prepare the meal more quickly or for multiple uses (such as freezing soups), or ways in which the meal could be varied by changing a few key ingredients. Then, invite each group to share their ideas with the whole class.

Make These Meals Healthier

★ How would you make the following meals healthier? Use the guidelines of MyPlate or Healthy Eating Plate to help. Include more vegetables, whole grains, legumes, fruits, and dairy...and use your imagination!

Meal 1	Meal 2	Meal 3	Meal 4	Meal 5
Fried chicken White rice Salad with lettuce and cucumbers Whole milk	Hamburger on white bun French fries Milk shake	Pasta Tomato sauce Garlic bread with butter Soda	Instant Ramen Chips Juice	Stir-fry with beef and white rice



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Adapting for Younger Kids

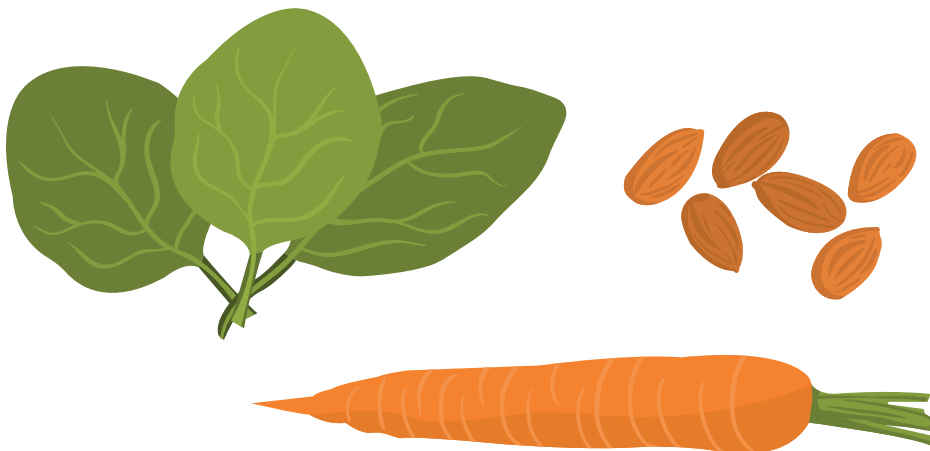
- » Read aloud one of the meal examples and have kids draw it.
- » Ask them to look at the meal and figure out which MyPlate food groups are represented. Which are missing?
- » Then have kids identify which rainbow colors of fruits and vegetables are represented. Which are missing?
- » Have kids work with partners or groups to improve the meal by drawing in more food groups and/or colorful fruits and vegetables.



Make These Meals Healthier

★ How would you make the following meals healthier? Use the guidelines of MyPlate or Healthy Eating Plate to help. Include more vegetables, whole grains, legumes, fruits, and dairy...and use your imagination!

Meal 1	Meal 2	Meal 3	Meal 4	Meal 5
Fried chicken White rice Salad with lettuce and cucumbers Whole milk	Hamburger on white bun French fries Milk shake	Pasta Tomato sauce Garlic bread with butter Soda	Instant Ramen Chips Juice	Stir-fry with beef and white rice



Anatomy of a Grocery Store/Outsmarting the Grocery Store

Materials

Pick and choose depending on the variation:

- » workbook page 48
- » paper and pen
- » magazines
- » food, food models or food cards

Desired Outcomes

- » Students are able to label different sections of a grocery store.
- » Students are able to describe three “marketing tricks” of grocery stores.

Directions

Option One—Creating a Grocery Store Map

Using the blank paper, markers and magazines, have the students label the different parts of the grocery store and paste pictures of appropriate foods on their map. The main idea with this activity is that students are aware of where the whole foods are (usually on the perimeter) and where the processed foods are (usually in the aisles).

This activity is appropriate when there isn't enough space or there are too many students to do Option Two.

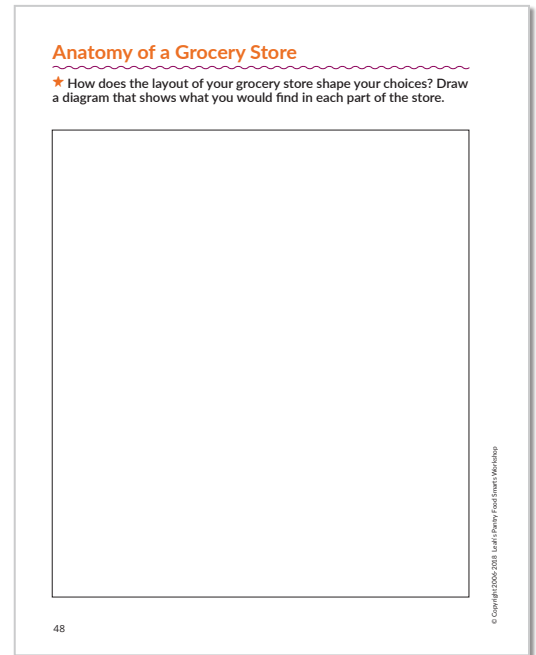
Knowledge of the local grocery stores is important here—try to visit the store most of the participants frequent.

Option Two—Creating a Grocery Store in the Classroom

This option works well if you have a limited number of students and a dedicated space for class with chairs and tables that can be moved around. Set up the classroom to be a “grocery store” and lay out ingredients used in the weekly recipe and/or food cards. Take the students on a “tour” of the grocery store, highlighting the perimeter vs. the aisles. Have them shop for their recipe. Introduce some of the tricks of the grocer detailed on the next page.

This is a difficult activity to attempt with a large number of students or if you have a limited amount of space.

(See additional directions on next page.)



Anatomy of a Grocery Store/ Outsmarting the Grocery Store (CONTINUED)

■ Discussion Questions

Discuss these questions as a whole group or in pairs.

Where are the healthiest foods located?

- » Around the perimeter of the store: dairy, produce and fresh meat.
- » The processed foods located in the aisles are often filled with sugar, fat, and preservatives.

Are products displayed at the ends of aisles on sale?

- » Not usually - and they're often products that don't match the products in the aisles. They're often designed to be bought on impulse.

Is there usually a difference in price between name brand and generic products? What about quality?

- » Generic products are usually cheaper, although always watch for sales!
- » Quality is often the same, but exceptions apply.

Why are candy and magazines always near the register?

- » impulse purchases
- » high margin items

Where are most expensive products located on the shelves? What about cereals marketed to kids?

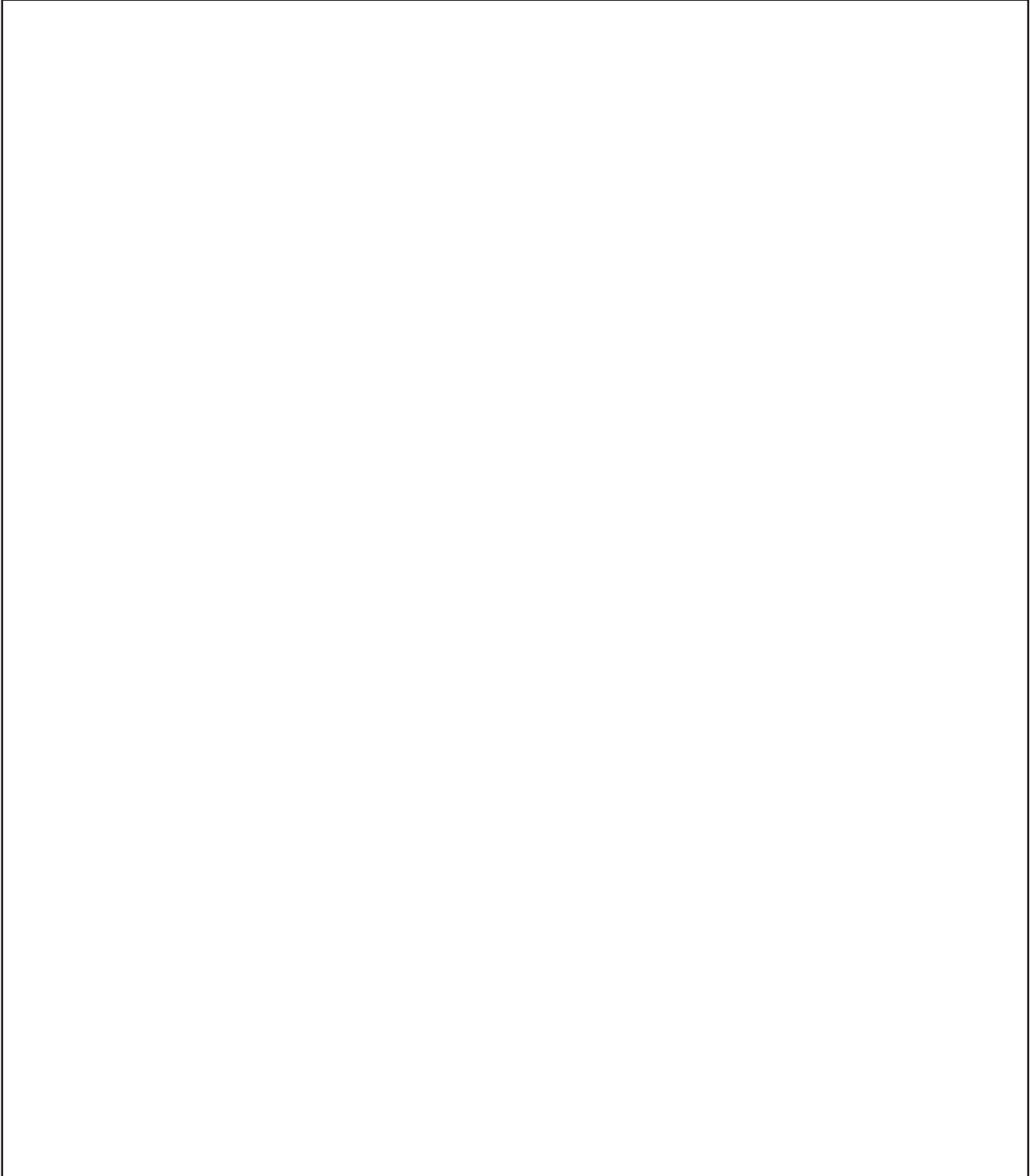
- » most expensive products are at eye-level, cheaper products are higher and lower
- » kids cereals are the most expensive at kids' eye-level

When should you put refrigerated and frozen foods in your cart? Why?

- » Frozen and refrigerated goods should be placed in the cart at the end of your shopping trip, so as to limit the amount of time they are out of the refrigerator or freezer.

Anatomy of a Grocery Store

★ How does the layout of your grocery store shape your choices? Draw a diagram that shows what you would find in each part of the store.



Outsmarting the Grocery Store

★ Now discuss your store map with classmates.

★ *Do you know?*

- » Where are the healthiest foods located?
- » Why are candy and magazines always near the register?
- » Where are the most expensive products? What about cereals for kids? Why?

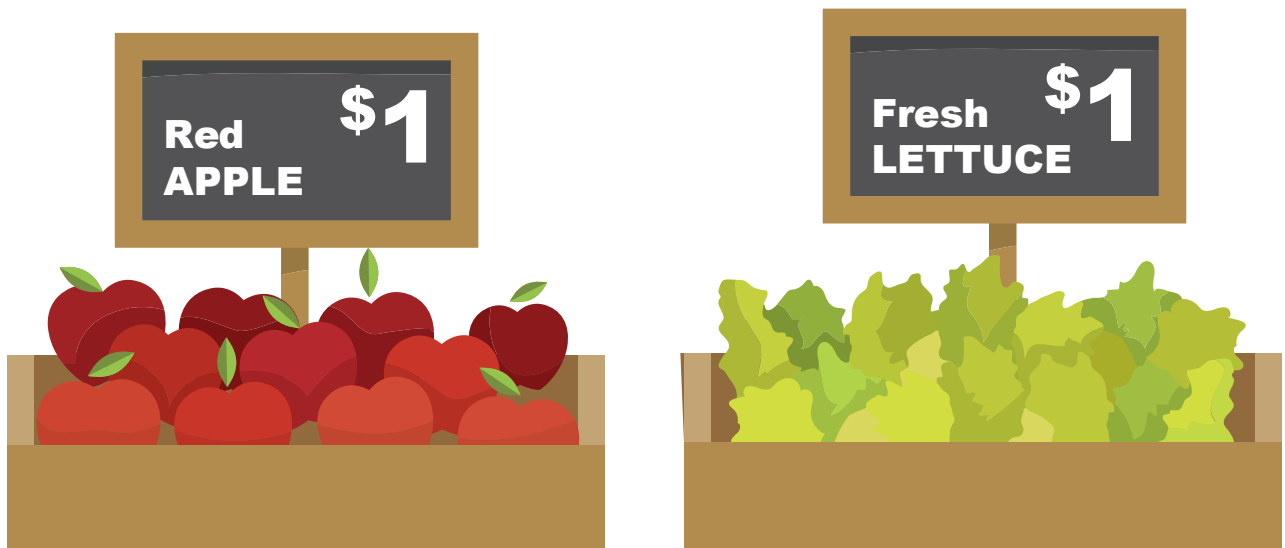
★ *A few tips:*

- » **Unit prices** allow you to compare the price of two packages that may contain a different amount of food.
- | 32 OZ LF YOGURT | | 6 OZ LF YOGURT | |
|------------------|--------------|------------------|--------------|
| UNIT PRICE | RETAIL PRICE | UNIT PRICE | RETAIL PRICE |
| \$0.05
per oz | \$1.62 | \$0.12
per oz | \$0.72 |
- » **Larger packages** often have lower unit prices; however, decide if you'll be able to eat the entire amount before it goes bad. Find stores that carry **bulk foods**.
 - » **Generic products** are often identical to name brand products in everything but price.

THINK ABOUT IT

Which foods are furthest from the front door? Why do you think so?

Why do you think canned and boxed foods are placed in the middle aisles?



Creating a Meal Plan and Grocery List



Materials

- » paper and pencils
- » basic grocery item price list
- » grocery store circulars
- » workbook page 50

Desired Outcomes

- » Students link meal planning with saving money at the grocery store.
- » Students create a weekly grocery list and estimate the cost.

Directions

1. On a piece of paper, have students write down everything they need to buy to feed their family for a week. Estimate how much this would cost.
 - » Which are the most expensive items?
 - » Which items are must-haves?
 - » Which items could be substituted for less expensive items?
 - » Which items are the most/least nutritious?
 - » What kinds of things do you have to think about in order to make this list?
2. Next question: how does planning meals in advance save money and time?
 - » ingredients (esp. produce items) can be used in multiple recipes, which eliminates waste
 - » food purchased is consumed during the week
 - » last minute shopping at higher priced convenience stores is eliminated
 - » less time and energy is spent wondering what's for dinner!
 - » kids can help with the planning, making them more likely to eat the meals that are prepared
3. Using the worksheet, plan two dinners for your family. Then, create a grocery list from those dishes. Try to reuse ingredients wherever possible or consider items you already have on hand.

Creating a Meal Plan & Grocery List

* Think of a meal you would like to make. (Find recipes on your own or choose from EatFresh.org) Then make a plan.

* **How do I do it?**

- 1 Using your recipes, make a grocery list that includes all of the ingredients for each recipe. Make sure to check your kitchen for staples such as olive oil, salt and pepper. You probably don't need to buy everything.
- 2 Sort your grocery list according to type of food: produce, meat, dairy and dry goods. Try to guess how much of each thing you need to buy.

Meal Plan & Grocery List EXAMPLE: 1 head garlic

Meals	Grocery list
E.g. Hearty Egg Burritos <small>(eatfresh.org/recipes/main-dish/hearty-egg-burritos)</small>	Produce
	Meat
	Dairy EXAMPLE: 1 package whole wheat tortillas
	Dry, Canned, or boxed

50

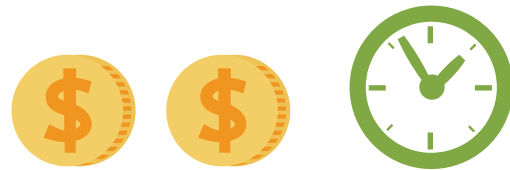
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Creating a Meal Plan & Grocery List

★ Think of a meal you would like to make. (Find recipes on your own or choose from EatFresh.org) Then make a plan.

★ *How do I do it?*

- 1 Using your recipes, make a grocery list that includes all of the ingredients for each recipe. Make sure to check your kitchen for staples such as olive oil, salt and pepper. You probably don't need to buy everything.
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★ Meal Plan & Grocery List

EXAMPLE: 1 head garlic

Meals	Grocery list	
E.g. Hearty Egg Burritos (eatfresh.org/recipe/main-dish/hearty-egg-burritos)	Produce	
	Meat	
	Dairy	EXAMPLE: 1 package whole wheat tortillas
	Dry, Canned, or Boxed	

- 3 Grocery shop! Save the receipt to help create a budget for the future.
- 4 Review your receipt afterwards. Do you see anything surprising?

Activity Charades

Materials

- » paper and pen
- » stopwatch, clock, or wristwatch

Desired Outcomes

- » Students identify a variety of ways to be active.
- » Students identify physical activity with activities other than exercise or working out.
- » Students identify factors that make exercise difficult to fit in, and then potential solutions.

Directions

1. If there are more than 6 students, divide the class into two teams. Otherwise, avoid a competition and just play with the whole group together.
2. If there is at least one student on each team who can read and write, have each team brainstorm different ways to be active (i.e. rock climbing, soccer, ballet, cooking, running). Encourage the students to include activities that are active, but not sports (i.e. cleaning the house, carrying groceries, climbing stairs). Each team should write these ideas on slips of paper and give them to the opposite team.
3. If you are playing with one team, have each student think of idea on his own and act it out. You can assist kids who are having trouble.
4. One player from each team takes a slip of paper and attempts to get his team to guess the activity. Each time a player acts out a phrase, a stopwatch is used to track the time (with a maximum of two minutes for each turn). The team with the least amount of total minutes and seconds wins. For a group of younger students, you may need to whisper ideas into their ears and avoid the stopwatch.
5. Extension: Play again using the question: "What are things that prevent people from exercising every day?" (i.e. TV, being tired, homework, nothing to do, etc.)

Discussion Questions

- » What were some ideas that you hadn't thought of on your own?
- » What are some things that everyone can do every day to be active?
- » Why is being active an important part of a healthy life?
- » Why is being active every day challenging? What gets in the way?

Adapting for Younger Kids

Have the whole group stand in an open area, ideally in a circle if space allows. Choose a familiar activity to act out, such as swimming, dancing, or riding a bicycle. Have kids guess what you are modeling and then imitate you. After a few rounds, invite volunteers to take turns choosing and acting out their own favorite activities for classmates to imitate.



Thinking About Being Active

■ Materials

- » paper, one per group (large pieces ideal, but anything will work)
- » markers

■ Desired Outcomes

- » Students recognize the challenges of being active and provide solutions.

■ Directions

Divide the class into four groups. Hand out manila paper and markers to each group. (If the class is less than eight people, have two groups answer two questions each.) Assign one of the lists below to each group:

- » Things That Make It Easy To Be Active
- » Things That Make It Hard To Be Active
- » Why Being Active Every Day Is Important
- » Easy Ways To Be Active Every Day

Healthy Changes

Materials

- » workbook page 57

Desired Outcomes

- » Students suggest improvements to each person's diet.
- » Students apply information to real life situations

Directions

1. Break the class up into groups of two or three.
2. Have each group read the case studies and make suggestions.
3. Bring the class back together and discuss each group's suggestions.

Discussion Questions

- » Did you identify with any of the people in the case studies?
- » What changes might you make to your habits based on this activity?

Healthy Changes

★ What advice would you give to these kids?

● Jessie hates to get up in the morning! She would rather sleep in than eat breakfast. But by the time she gets to school, she feels hungry and tired. She often falls asleep in class. She eats mostly from the school cafeteria, but usually chooses foods like chips, juice and french fries. After school, she often snacks on soda, cookies and candy. Her mom always comes home and cooks a healthy dinner.

● Tony is an athlete who has practice almost every day after school. He needs to eat a lot and he does! He eats cereal in the morning, lunch in the cafeteria, and a fast food meal every day before practice. His mom makes big dinners like fried chicken and mashed potatoes. Although he's really active, Tony is worried he weighs too much. He's also concerned about having enough energy.

● Jill doesn't eat regular meals. If she's up in time, she eats breakfast but often skips lunch because she doesn't like the food in the cafeteria. She drinks a lot of diet soda but eats mostly fruit, cheese, vegetables and bread. She has a hard time resting at night and often eats around 11 p.m. Her family doesn't eat dinner together every night.

» What problem does each person have?

» What would you suggest these kids do to live healthier lives?

» What other information would you like to know?

» What will be the hardest changes for them to make?

» Can you think of a SMART goal each one could try to achieve?

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Healthy Changes

★ What advice would you give to these kids?

1 Jessie hates to get up in the morning! She would rather sleep in than eat breakfast. But by the time she gets to school, she feels hungry and tired. She often falls asleep in class. She eats mostly from the school cafeteria, but usually chooses foods like chips, juice and french fries. After school, she often snacks on soda, cookies and candy. Her mom always comes home and cooks a healthy dinner.

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3 Jill doesn't eat regular meals. If she's up in time, she eats breakfast but often skips lunch because she doesn't like the food in the cafeteria. She drinks a lot of diet soda but eats mostly fruit, cheese, vegetables and bread. She has a hard time resting at night and often eats around 11 p.m. Her family doesn't eat dinner together every night.

-
- » What problem does each person have?
 - » What would you suggest these kids do to live healthier lives?
 - » What other information would you like to know?
 - » What will be the hardest changes for them to make?
 - » Can you think of a SMART goal each one could try to achieve?
-

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):