

Appendix C

Nutrition Class Series – Food Behavior Checklist IOE FFY15

Lesson DG Topics	FBC Ques.	Behavioral Objectives Participants will be able to:	Primary Handouts	Primary Group Activities	Food Demo	Homework*
<p>Build a Healthy Plate</p> <p><u>Dietary Guidelines:</u></p> <ul style="list-style-type: none"> • Enjoy your food but eat less • Avoid oversized portions • Make half your plate f/v • Switch to fat-free or low-fat milk • Make half your grains whole • Compare sodium in foods • Drink water instead of sugary drinks <p>(Session 1)</p>	<p>1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21</p>	<p>1) Name at least 2 food assistance programs that can help families obtain additional food.</p> <p>2) Describe MyPlate and the 5 food groups.</p> <p>3) Modify a meal to reflect the MyPlate guidelines.</p> <p>4) State 2 ways to include physical activity every day.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Contact food assistance programs. • Fill half a dinner plate with vegetables and/or fruits. 	<p>USDA: <i>What's on Your Plate?</i> <i>Let's Eat for the Health of It</i> "10 Tips" tip sheet <i>Be Active Adults</i> (new)</p> <p>NEOP: <i>Everyday Healthy Meals</i> cookbook <i>How to Get Food Help in OC (CNAP)</i></p> <p>WIC/USDA: (2-sided) <i>Mealtime: Who Decides What?</i> (WIC) <i>Enjoying the Family Meal</i> (USDA <i>Nibbles for Health</i>)</p>	<p>Use the meal cards to modify meals to reflect the MyPlate guidelines.</p> <p>Identify common family mealtime problems and discuss ways to address the issues.</p> <p>Discuss the benefits of physical activity and tips to be more physically active.</p>	<p>Corn & Green Chili Salad <u>or</u> Vegetable Quesadillas from <i>Everyday Healthy Meals</i> cookbook</p>	<p>Prepare one recipe from the <i>Everyday Healthy Meals</i> cookbook.</p> <p>Save receipts from food purchases for one week to determine the weekly cost of food.</p> <p>Find on the Web: ChooseMyPlate.gov</p> <p>Post as a prompt: MyPlate symbol</p>
<p>Planning Healthy Meals</p> <p><u>Dietary Guidelines:</u></p> <ul style="list-style-type: none"> • Make half your plate f/v • Make half your grains whole • Switch to fat-free or low-fat milk <p>(Session 2)</p>	<p>1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21</p>	<p>1) Plan 2 days of healthy, budget-friendly meals and snacks.</p> <p>2) Describe at least 3 ways to include more f/v in meals and snacks.</p> <p>3) State one way to overcome a challenge to planning healthy meals.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use the NEOP cookbook to plan meals and snacks. • Calculate the amount of 100% juice and ground meat to purchase for a family of four. 	<p>USDA: <i>Cost of Food</i> <i>What's on Your Plate?</i> <i>Create a Grocery Plan</i> <i>Weekly Calendar</i> (new)</p> <p>NEOP: <i>Everyday Healthy Meals</i> cookbook <i>Eat Better-Use the Web</i> (NEOP-approved; new) <i>The Shape of Yoga</i> <i>Power Up in 10</i></p>	<p>Determine the weekly cost of food for a female adult and a 4-5 yo child and the monthly cost to feed the participant's family.</p> <p>Use the <i>Weekly Calendar</i> worksheet to plan 2 days of meals using MyPlate guidelines.</p> <p>Discuss solutions for challenges to meal planning.</p>		<p>Use the <i>Weekly Calendar</i> worksheet to plan meals for one week.</p> <p>Try 2 activities in the <i>Shape of Yoga</i> or <i>Power Up in 10</i> booklets.</p> <p>Find on the Web: Go to the MyPlate, Champions for Change or EatFresh website to find 2 recipes and 2 physical activity tips.</p> <p>Post as a prompt: Weekly meal plan</p>

Lesson DG Topics	FBC Ques.	Behavioral Objectives Participants will be able to:	Primary Handouts	Primary Group Activities	Food Demo	Homework*
<p>Shopping on a Budget</p> <p><u>Dietary Guidelines:</u></p> <ul style="list-style-type: none"> • Make half your plate f/v • Drink water instead of sugary drinks <p>(Session 2)</p>	<p>1, 2, 3, 6, 7, 8, 9, 12, 13, 15, 16, 17, 21</p>	<p>1) List 3 shopping tips that help families buy more nutritious foods for less money.</p> <p>2) Name 2 benefits of using a grocery store circular.</p> <p>3) Describe how to effectively use foods that are less expensive when purchased in bulk quantities.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use the meal plan to write a shopping list. • Use unit price to compare prices of two items at the grocery store. 	<p>USDA: <i>Eating Better on a Budget</i> (new) <i>Create a Grocery Game Plan Grocery List</i> (new)</p> <p>WIC: <i>Be a Smart Shopper-Use Unit Price</i></p>	<p>Use a store circular and MyPlate to create a dinner for a family of 4 that costs less than \$10.00.</p> <p>Compare the cost of homemade versus prepared foods and beverages.</p> <p>Give examples of how bulk quantities of carrots, bread and canned fruit can be prepared in different ways.</p>	<p>Breakfast Fruit Cup <i>or</i> Zucchini Sauté from <i>Everyday Healthy Meals</i> cookbook</p>	<p>Use a store circular to find f/v on sale & one other healthy item that is a bargain.</p> <p>Find on the Web: Go to the MyPlate, Champions for Change or EatFresh websites to find a new recipe for f/v on sale.</p>
<p>What's on a Label?</p> <p><u>Dietary Guidelines:</u></p> <ul style="list-style-type: none"> • Make half your grains whole • Compare sodium in foods • Avoid oversized portions <p>(Session 3)</p>	<p>14, 16, 18, 21</p>	<p>1) Name 3 items listed on the Nutrition Facts label.</p> <p>2) State at least 2 reasons it is important to read the food label when shopping for food.</p> <p>3) Use the food label to choose a cereal that is high in fiber and a snack food low in sodium</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read serving size, servings per container, calories, sodium, fiber & sugar on a label. • Use the ingredient list to determine if a food has added sugar or is a whole grain. 	<p>USDA: Team Nutrition <i>Read It</i> mini poster "10 Tips" 3 tip sheets: <i>Salt and Sodium</i> <i>Make Half Your Grains Whole</i> <i>Cut Back on Your Kid's Sweet Treats</i></p> <p>NEOP: <i>Flavors of My Kitchen</i> cookbook (optional)</p>	<p>Use the food label to compare foods and determine the healthier choices.</p> <p>Discussion questions: - What items on the food label are most helpful to you? - What food label are you going to read before you buy the item next time?</p>		<p>Read 2 cereal and 2 snack food labels during next trip to the store.</p> <p>Find on the Web: Google "Eat for a healthy heart FDA consumer update video" for more information on label reading</p>
<p>Rethink Your Drink</p> <p><u>Dietary Guidelines:</u></p> <ul style="list-style-type: none"> • Switch to fat-free or low-fat milk • Drink water instead of sugary drinks • Avoid oversized portions <p>(Session 3)</p>	<p>2, 3, 4, 5 10, 14, 16, 20</p>	<p>1) Use the food label to choose a healthy beverage.</p> <p>2) Calculate the number of teaspoons of sugar in a beverage.</p> <p>3) Choose an appropriate cup size for beverages typically consumed.</p> <p>4) Name 2 healthy drink options and the benefits of each.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Calculate the number of teaspoons of sugar in a beverage. • Identify an 8 oz (1 cup) serving size. 	<p>NEOP: <i>Beverages: Make Every Sip Count</i></p> <p>USDA: "10 Tips" 2 tip sheets: <i>Make Better Beverage Choices</i> <i>Got Your Dairy Today?</i></p> <p>WIC: <i>How Much Sugar is in Your Drink?</i> (small version of NEOP-approved poster)</p>	<p>Review beverage containers/labels and calculate the number of teaspoons in the entire container.</p> <p>Discuss serving sizes of healthier drink alternatives and the benefits of each.</p> <p>Select 2 healthy beverages to drink more often and 2 sweetened beverages to drink less often.</p>	<p>Whole milk vs. 1% milk taste test or Tropical Eye Opener from <i>Everyday Healthy Meals</i> cookbook</p>	<p>Ask participants to use the milk glass on the <i>Beverages: Make Every Sip Count</i> handout to compare their cups at home with an 8-ounce portion.</p> <p>Use all handouts as a reference in the future.</p> <p>Post as a prompt: Photo of 8-oz cup</p>

* The homework assignments will be completed individually and discussed at the beginning of the next class.