

# SESSION 1

## Vegetables AND Fruit AND YOU!



50+

# What It's All About

This session allows women to share their experiences with vegetables and fruit. Participants will

- ▶ talk about which vegetables and fruit they like and dislike
- ▶ share ideas for preparing and eating vegetables and fruit, and
- ▶ describe how family members influence how much they eat vegetables and fruit.

All of these activities are designed to help women in the group get to know each other and helps the group to come together. The relaxed, fun nature of this session will set the tone for all six sessions. Women are more likely to return if the program offers social support. Hearing ideas from other group members is an important way to help women make changes.

Vegetables and fruit are an essential part of a healthy diet. Eating 7 servings a day has many short-term and long-term benefits. Health benefits are an important motivator for women over the age of 50. This session will introduce participants to these benefits.

This session will also allow participants to explore and challenge what they believe, what their opinions are, and how often they eat vegetables and fruit. Sometimes, peoples' beliefs prevent them from changing their eating habits. Challenging beliefs and providing reasons for making a change helps participants move from thinking about change to actively making a change. This session introduces personal goal setting, self-monitoring and incentives, which will be used to help participants make changes.

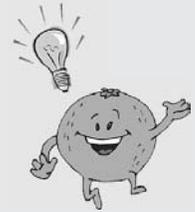
## Objectives

By the end of this session, participants will be able to:

- 1) Identify their personal experiences with and memories of vegetables and fruit.
- 2) Identify the short-term and long-term benefits of eating vegetables and fruit.
- 3) Set a personal goal about eating more vegetables and fruit.
- 4) Keep a record of how many servings of vegetables and fruit they eat.

### SESSION 1

# FOOD FOR Thought



#### Reinforce your message...

- Put up posters, pictures or banners that promote vegetables and fruit.
- Create a vegetable and fruit display. Include information on the benefits of vegetables and fruit and examples of what Food Guide Servings look like. Your local health department may be able to lend you a display.
- Make healthy cookbooks and recipes available. Create a cookbook lending library for participants.

# Getting Ready For Session One

To prepare for the session:

- ▶ Read the following sections of the leader's guide:
  - Getting Started
  - Being a Successful Leader
  - Helping People Make Changes
  - Key Program Messages
- ▶ Buy enough binders for the number of participants you expect.
- ▶ Copy and put into the binders:
  - *Vegetables and Fruit A-Z*
  - *Vegetable and Fruit Recipes*.
- ▶ Copy overheads onto overhead transparencies or prepare PowerPoint slides (on enclosed CD-ROM or contact the Nutrition Resource Centre).
- ▶ Make arrangements to use a projector for overheads or PowerPoint slides.
- ▶ Copy all handouts you will need. Punch holes in handouts so participants can add them to their binders.
- ▶ Prepare vegetable or fruit model cards or pictures. You may decide to copy these onto cardstock and laminate them so they can be used many times.
- ▶ If you wish to conduct a short written evaluation about today's session, prepare an evaluation form. Make copies.
- ▶ Select and prepare a recipe from the recipe section of the leader's guide. If you choose to ask participants to help prepare the snack for future sessions, bring the Veggie Fruit Snack Break Sign-Up Sheet to the group.
- ▶ Gather all the materials you will need.
  - Name tags
  - Binders for participants
  - Registration and attendance forms
  - Vegetable and Fruit Model cards or pictures. Include a variety of common, widely accepted vegetables and fruit (i.e. tomato, banana, strawberries) as well as unusual, less common or less accepted choices (i.e. eggplant, asparagus, mango)

## SESSION 1

*Vegetables and Fruit A to Z* is a guide to a wide variety of vegetables and fruit. It includes nutrition information, selection and storage guidelines and preparation ideas. This guide will be referred to throughout the program. Encourage participants to look through it. The master copy of this guide is found in the leader's guide.



*Vegetable and Fruit Recipes* is a package of recipes for each participant. Choose recipes for the Veggie Fruit Snack breaks from this package. Also, some activities throughout the program will refer to these recipes. Be sure to take some time to look through them. The master copy of this guide is found in the leader's guide.

- All handouts for this session
  - Eating well with Canada's Food Guide
  - All overheads for this session, plus an overhead projector and pens
  - Pens and pencils for participants
  - Dishes, utensils and other supplies for serving the snack
  - Evaluation form (optional)
  - Incentives.
- ▶ Set up the room.
- Arrange tables and chairs to create an inviting and informal atmosphere. Women will feel part of a group if they are sitting around a table or if the chairs are set up in a circle or horseshoe.
  - Choose a serving area for the snack.

## **SESSION 1**

Prepare a kit for Session 1 that includes all the materials you will need. The next time you run the program you will have everything together.

# Session Outline

Getting Started *15 minutes*

Support Materials

- ▶ Greet participants.
  - ▶ Ask them to fill in a Registration Form. Help women fill in the form, if needed.
- Registration**
- ▶ Collect the registration forms.
- Introductions**
- ▶ Welcome participants to the program.
  - ▶ Introduce yourself (and any other program leaders).
  - ▶ Ask women to introduce themselves and say one benefit of eating more vegetables and fruit. Encourage participants to talk about their health beliefs.
- Binders**
- ▶ Hand out binders.
  - ▶ Tell women that you will refer to both items in the binder throughout the six sessions. Tell them you will also give them more handouts to add. The binder will help them keep all of the materials together.
  - ▶ Tell women they can take the binders home with them. It will include activities and recipes they might like to try at home. Ask women to remember to bring the binder with them to each session.
  - ▶ Briefly go through the materials in the binder. Tell women
    - the snack for each session will be taken from the recipes
    - the A-Z listing is a guide to many vegetables and fruit. It includes nutrition information, how to choose and store various produce, and ideas for preparing the different vegetables and fruit.

Registration Forms  
Attendance Sheet  
Name tags

Binders, which include:

- ▶ Vegetable and Fruit Recipes
- ▶ Vegetables and Fruit A-Z



## ADVICE from the Behaviour Bean

Be honest. Tell participants that Colour It Up is designed to help women change what they do. The program gives information about vegetables and fruit, and helps women to eat more of them. The aim of the program is to help women eat more vegetables and fruit.

Explain that the social aspect of the group is important. Sharing ideas and hearing how others do things can help women make changes. Encourage women to participate in discussions.

Participants need to agree with (or “buy into”) the goals and benefits of the program. If participants feel the program is important to them, they will be more likely to return to future sessions. Encourage participants to say what they expect to get out of the program. Explain how the program will meet these expectations.

- Introduction to Colour It Up** ▶ Briefly talk about **Colour It Up**. Here is one way you could describe it:
- “Colour It Up....Go for More Vegetables and Fruit for women 50+ is a program that encourages women and their families to eat healthy food. Colour It Up will help you choose more vegetables and fruit. The program will help you to follow Eating Well with Canada’s Food Guide, which recommends 7 servings of vegetables and fruit each day for women in your age group.”
- ▶ Ask women to talk about what they hope to get out of the program. Use what women say to review goals and benefits of the program. The goals and benefits are listed on the overhead.
- ▶ Tell participants that they will learn more about vegetables and fruit. Even better, the program will actually help them make changes towards eating more vegetables and fruit.
- ▶ Ask participants how they feel about making changes to their eating habits
- ▶ Ask participants:
- Why is making changes important?
  - Is it harder for women over the age of 50 to make changes?
- Making Changes** ▶ Ask participants to think of other changes they may have made in their lives. (For example, quitting smoking, starting an exercise program, retiring).
- How did they make these changes?
  - What worked well?
- ▶ Some of the strategies they used to make other changes may be used as strategies to eat more vegetables and fruit. This program will explore many of these strategies.
- Attendance** ▶ Remind participants how important it is to come to all six sessions.
- Incentives** ▶ Tell them about the incentives you will be giving them for attending regularly.
- Agenda** ▶ Review the agenda for today’s session.

*Overhead 1:*  
**Colour It Up:**  
 What’s it all about?

For incentive ideas, see the Leader’s Guide.

*Overhead 2:*  
**Today’s Agenda:**  
 Vegetables and Fruit and You!



## ADVICE from the Behaviour Bean

Incentives provide positive reinforcement. Participants are rewarded for attending the sessions, for completing activities and, ultimately, for eating more vegetables and fruit. The reward can be a prize or gift. It may be as simple as giving praise. As participants begin to make changes and eat more vegetables and fruit, the positive reinforcements may come from feeling better or from a sense of accomplishment. Refer to the incentives section of the leader's guide for incentive ideas.

### Warm-Up 10 minutes

### Support Materials

#### Check In

- ▶ Explain that each session will begin with a warm-up. The warm-up will involve a “check in” question or activity based on what participants have learned or practiced during the previous week.
- ▶ This week, as participants begin the program, the check in will be a question about current vegetable and fruit eating habits.
- ▶ One at a time, ask participants to share their best vegetable and fruit eating habit. To stimulate ideas, ask participants to think of the situations that help them eat vegetables and fruit more often. For example:
  - Do you include vegetables and fruit at breakfast?
  - Do you offer vegetables and fruit to company or bring them to potluck meals?
  - Do you plan them into your supper menus?
  - Do you keep them handy in your fridge or on the counter?

### Vegetable and Fruit Experiences 20 minutes

### Support Materials

- ▶ Pass around vegetable and fruit model cards or pictures. Ask participants to take one card.
- ▶ Ask participants to think of memories, feelings and experiences about the vegetable or fruit they have chosen. Use the questions on the overhead to help women focus their thoughts.

Vegetable and Fruit Model Cards or Pictures

Overhead 3: Vegetable and Fruit Experiences

- Reflection**
- ▶ Ask participants to show the group the vegetable or fruit they have chosen and share their answers to the questions. Help women explore the reasons behind their answers. Allow them to reflect on influences, experiences and beliefs and attitudes. Encourage all women in the group to take part in the discussion. Here are some questions to help with the discussion:
    - What makes you like or dislike this vegetable or fruit?
    - What are the reasons you buy or don't buy this vegetable or fruit?
    - What are the most tasty and easy ways to prepare it?
    - How does eating it make you feel?
    - Do family members influence how often you eat this vegetable or fruit?

**The Benefits of Vegetables and Fruit 25 minutes**

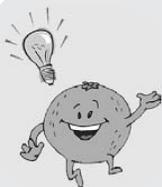
- Health Beliefs**
- ▶ Ask the group how important they feel vegetables and fruit are to health. Ask participants to raise their hand if they believe eating 7 servings of vegetables and fruit a day is:
    - not important to health
    - somewhat important to health
    - very important to health
  - ▶ Tell participants that by the end of this discussion you hope they will all see that vegetables and fruit are very important to health.
- Benefits**
- ▶ Distribute the handout.
  - ▶ Ask participants to check off the benefits they believe are related to eating vegetables and fruit. Give them a few minutes. If needed, help women fill in the form.
  - ▶ Ask participants to count how many boxes they chose.
    - Did anyone check off 5 benefits?
    - Did anyone check off 6 benefits, 7, 8, or 9?
  - ▶ Tell women that, in fact, all 10 benefits are linked with eating vegetables and fruit.
  - ▶ Use the overhead to talk about each benefit in more detail. If you wish, hand out copies of "The Many Benefits of Vegetables and Fruit".
  - ▶ Encourage women to share the information on the benefits of vegetables and fruit with their family.

*Handout:*  
Discover the Benefits of Vegetables and Fruit

*Overhead 4:*  
Discover the Benefits of Vegetables and Fruit

*Handout (optional):*  
The Many Benefits of Vegetables and Fruit

## FOOD for Thought



Link this program with the *Fruits and Veggies – Mix it up!*™ campaign.

Ask participants if they have seen promotional materials or used the website. Mention the website address: [www.fruitsandveggies.ca](http://www.fruitsandveggies.ca) and/or distribute selected brochures or factsheets. Ordering and downloading information is included in the resource section of the Leader's Guide.



## ADVICE from the Behaviour Bean

For women to change their behaviour they must believe there will be benefits. For women over the age of 50, health benefits are perhaps the most important motivator for changing eating behaviours. To help women believe that eating 7 servings of vegetables and fruit each day can improve health, discuss the health benefits of vegetables and fruit in detail. Encourage participants to identify the benefits that are particularly important to them.

### Vegetable and Fruit Checklist 15 minutes

Support Materials

How to use the checklist

- ▶ Introduce checklists as one way to see how many vegetables and fruit women eat. Tell participants that the checklist will also help them see any changes they make in their eating habits.
- ▶ Hand out copies of the checklist. Encourage participants to complete the checklist for two or three days each week, over the next three weeks.
- ▶ Using the overhead, show participants how to complete the checklist. Ask women to list some vegetables and fruit they have eaten recently. Record their examples on the overhead. Discuss Food Guide Serving sizes for different vegetables and fruit.

What is a serving

- ▶ Refer participants to the A-Z guide in their binders. Point out the serving size for several items. Tell women that this guide can help them find out what counts as a serving.

How did I feel today?

- ▶ Explain the “How did I feel today?” column on the checklist. Encourage participants to record how they felt each day. Did they feel tired, healthy, energized, etc. This can help them see the link between eating 7 servings of vegetables and fruit a day and improved health and well-being.

*Handout:*  
Vegetable and Fruit Checklist

*Overhead 5:*  
Vegetable and Fruit Checklist

*Refer to:*  
*Vegetables & Fruit A to Z*

## ADVICE from the Behaviour Bean



### Vegetable and Fruit Checklist

When participants keep a record of how many vegetables and fruits they eat, they begin to see their current eating habits. The act of checking off what is eaten may even lead to healthier food choices. However, it is important not to overburden participants with this activity. Encourage women to complete the vegetable and fruit checklist for only 2 or 3 days over the next week. Let them know that they will only have to complete this activity for three weeks.

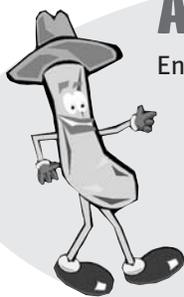
- ▶ Talk about how setting goals can help people change their eating habits. Suggest that each week participants set one small, achievable goal for themselves that will help them eat more vegetables and fruit. Ask participants to think of their goal as something specific they want to accomplish.
- ▶ Explain that rewards can help people meet their goals. Give examples of rewards that they can use to recognize when they achieve their goal.
- ▶ Explain that in addition to rewards it is important to have internal reasons to work towards a goal. For many women, this reason is a belief that the change will improve health. Goal setting should also include a reflection on how the change can improve health.
- ▶ Use the overhead to show participants how to set SMART goals (Overhead 6). Show the complete example (Overhead 7).
- ▶ Ask the group for another example of a SMART goal and record it on the blank goal sheet (Overhead 8).

*Overhead 6:*  
How To Set SMART Goals

*Overhead 7:*  
Personal Goal Sheet, Example 1

*Overhead 8:*  
Personal Goal Sheet, Example 2

*Handout:*  
How To Set SMART Goals



## **ADVICE** from the **Behaviour Bean**

Encourage participants to set SMART GOALS.

### A SMART GOAL

- is **S**pecific — S
- is **M**easurable — M
- can be **A**chieved — A
- is **R**ewarded — R
- has a **T**ime Limit — T

Here is an example of a SMART GOAL:

- ▶ For the next week I will eat a banana on my cereal at breakfast.  
When I reach my goal I will treat myself to a trip to the hair salon.

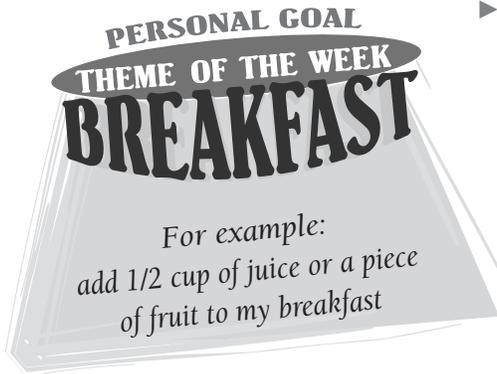
Examples of Rewards:

- ▶ visit to hair salon or spa
- ▶ go to a show
- ▶ give yourself a sticker or a checkmark on the calendar
- ▶ plan a special outing
- ▶ ask your family for praise when you achieve your goal

Choose rewards that are meaningful and motivating. Almost anything can be a reward, but it is best not to use 'junk food' as a reward.

Goal sheet

- ▶ Distribute the handout.



- ▶ Ask participants to record a personal goal for the week. If they are having trouble setting a goal, suggest they set a goal around the theme for this week (breakfast).
- ▶ To help participants set measurable goals, review examples of Food Guide Serving sizes for common breakfast foods. For example, 1/2 cup juice, 1/2 grapefruit, 1 medium banana, 1/4 cup dried fruit.

- ▶ Distribute copies of the “Rise and Shine” handout. It may help give some women ideas for personal goals.
- ▶ Some participants may not be ready to make changes. Reassure them. It is okay not to set a personal goal.

*Handout:*  
Personal Goal Sheet

*Handout:*  
“Rise & Shine – It’s Breakfast Time”

**Veggie Fruit Snack Break 15 minutes**

Learning from each other

- ▶ Offer a healthy vegetable or fruit snack.
- ▶ Show participants where they can find the recipe in their binder. Encourage women to suggest recipes they would like to try.
- ▶ Use the break as an opportunity for women to share ideas and learn from each other. Hearing about and seeing what others do with vegetables and fruit can help inspire changes.

Topic

- ▶ Encourage women to talk about ‘favourite vegetables and fruit’ as the topic for this snack break. Ask women to talk about
  - favourite vegetables and fruit
  - favourite ways to prepare and eat vegetables and fruit
  - their family’s favourite vegetables and fruit
- ▶ You could ask participant to help prepare snacks for future session.
  - Women (individually or in pairs) could sign up for the date they would like to help. They would have to arrive early on that date, and prepare the snack before the session started.
  - The whole group could help make the snack. To allow time for cooking, each session would have to be longer. You may choose to offer a meal.

*Snack*  
from the  
recipes in the  
binder

**Note:** not  
all recipes  
will be  
appropriate  
for the  
space and  
time you  
have  
available.

Veggie  
Fruit Snack  
Break  
Sign-up  
Sheet

- ▶ There are different ways to have the Veggie Fruit Snack Break. Choose the approach that best suits the needs of your group and facility:
  - Have the snack break and informal discussion at the end of the session.
  - Serve the snack at the beginning of the session. As participants arrive, they can enjoy the snack and talk informally.
  - Have the snack break at the mid point of the session, between activities.

**Wrap-Up 5 minutes**

**Reminders**

- ▶ Remind participants to:
  - share the benefits of vegetables and fruit with their family members
  - use the checklist to keep track of how many vegetables and fruit they ate
  - try to meet their personal goal
- ▶ Allow participants to look at and/or borrow cookbooks and recipes from the lending library.

**Evaluation**

- ▶ You may wish to conduct a short evaluation about today's session. Prepare a short evaluation form or simply ask a few questions:
  - What did you like today?
  - What didn't you like today?
  - What could we do better?
  - What vegetables and fruit would you like to try next time?

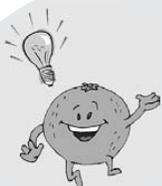
**Thanks**

- ▶ Thank women for attending, and give them an incentive.

*Lending Library:*  
cookbooks and recipes

Incentive  
For incentive ideas, see the Leader's Guide.

**FOOD** for Thought



Grapefruit can interact with some prescription drugs such as the 'statin' cholesterol-lowering drugs, some high blood pressure drugs, and some tranquilizers. A compound in grapefruit alters the enzymes that help break down these drugs. The result is a higher amount of the drug in the blood stream. This can cause side effects or serious reactions.

If participants are taking prescription drugs and wish to add grapefruit juice or grapefruit to their diet, remind them to check with doctor or pharmacist.