

SESSION 3

What's in the Way OF MORE Vegetables and Fruit Every Day?



What It's All About

This session helps participants identify the advantages and disadvantages (or, pros and cons) of eating more vegetables and fruit. As participants begin to move from thinking about change to actually eating more vegetables and fruit, the pros will begin to outweigh the cons. Participants will be motivated to choose more vegetables and fruit.

This session also helps participants identify situations that make it easier and more difficult to eat vegetables and fruit. Participants will discuss effective ways to manage or avoid difficult situations. The skills and strategies developed in this session will help participants feel that they can change their eating patterns and eat more vegetables and fruit each day. Continuing to set goals, to monitor what they eat and to receive incentives will help reinforce changes in their eating patterns.

Objectives

By the end of Session 3, participants will be able to:

- 1) Identify their own personal advantages and disadvantages of eating more vegetables and fruit.
- 2) Identify situations that make it easier and more difficult to eat vegetables and fruit.
- 3) Identify and use strategies to manage or avoid situations that make it difficult to eat vegetables and fruit.

Getting Ready For Session Three

To prepare for the session:

- ▶ Read the following sections of the leader's guide:
 - Helping People Make Changes
 - Self-Efficacy
- ▶ Copy the overheads onto overhead transparencies or prepare PowerPoint slides (on enclosed CD Rom).
- ▶ 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 the Vegetables and Fruit situation cards. Copy on to cardstock and laminate so you can use them 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 a sign-up sheet.
- ▶ Purchase some uncommon vegetables and fruit for the warm-up activity. Have one for each participant. Put them in a paper bag.
- ▶ Gather all the materials you will need.
 - Name tags
 - Attendance forms
 - Uncommon vegetables and fruit (or a selection of uncommon vegetable and fruit food model cards)
 - Bag for vegetables and fruit (or large envelope for cards)
 - Fruit Situation Cards
 - Eating Well with Canada's Food Guide
 - All handouts for this session
 - All overheads for this session, plus an overhead projector and pens
 - Flipchart and markers (optional)

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Note: Keep the original "Vegetable and Fruit Situation Cards" in the manual, and make copies for your groups to work with. Copy the originals onto heavy paper, like cardstock. Get them laminated so they can be used over and over again.

- Dishes, utensils and other supplies for serving the snack
 - Evaluation form (optional)
 - Incentives
 - Pens and pencils for participants
 - Veggie Fruit Snack Break Sign-Up Sheet
- ▶ 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.

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Prepare a kit for Session 3 that includes all the materials you will need. The next time you run the program you will have everything together.

Session Outline

Getting Started 10 minutes

Support Materials

- ▶ Welcome participants and thank them for attending.
- ▶ Give them an incentive.
- Vegetable and Fruit Checklist** ▶ Ask women what they have noticed from keeping the Checklist.
- ▶ Remind participants that the checklist is a way to keep track of what they are doing. When we are aware of how many servings of vegetables and fruit we are eating, it is easier to eat more.
- ▶ Encourage women to keep using the checklist for another week.
- Agenda** ▶ Review the agenda for today's session.

Attendance Sheet
Name tags
Incentive
Refer to:
Vegetable and fruit check list
Overhead 1:
Today's Agenda:
What's In The Way of More Vegetables and Fruit Every Day?

Warm-Up 10 minutes

Support Materials

- Check-in** ▶ Ask participants to refer to the take-home activity from session 2: "Talking Myself into Eating Vegetables and Fruit".
- ▶ Allow time for participants to complete the sheet if they have not already done so.
- ▶ Ask women to talk about the change they wanted to make, and how they talked themselves into or out of making this change. How often were they able to talk themselves into or out of making the change? How often did they make the change they said they would?
- ▶ You may wish to call on one or two volunteers to share their completed worksheet.

Handout from previous session:
Talking Myself Into Eating Vegetables and Fruit

The Pros and Cons of Eating More Vegetables and Fruit 30 minutes

Support Materials

- Advantages (pros)** ▶ Building on the discussion from the warm-up activity, explain that people are most successful at talking themselves into making changes when they believe the change will have a positive impact on them. Draw on participants' responses during the warm-up as examples.
- ▶ If participants do not provide suitable examples, here is one you could use:

Handout from previous session:
Talking Myself Into Eating Vegetables and Fruit

“A person may talk herself into having a healthy snack when she gets home from a busy day because she believes she will feel better if she chooses something healthy. She may say to herself, “I’ll get fewer calories and fat if I choose a piece of fruit rather than a cookie” or “The vitamin C from this orange will be good for me” or “My kids will be more likely to eat fruit after school if they see me eating some.”

- ▶ Some of the positive results of eating more vegetables and fruit are:
 - feeling good
 - better health
 - healthier for children

These are the PROS

Disadvantages (cons)

- ▶ It is also true that people talk themselves out of making changes when they think the change will have a negative impact on them. Use the following as an example:

“A person may talk herself out of having a healthy snack when she gets home from a busy day because she believes she will be missing out on something. She may say to herself, “It’s too much work to peel an orange” or “I would much rather have a cookie to satisfy my craving for chocolate”, or “My kids really want cookies, I’ll eat some too.”
- ▶ Some of the things that keep people from eating more vegetables and fruit are:
 - too much preparation time
 - giving up favourite foods
 - unhappy family members

These are the CONS.

FOOD for Thought

Show participants that it really doesn’t cost a lot to eat vegetables and fruit. Not only that, vegetables and fruit are healthier than ‘junk’ foods.



For example: Chocolate bar \$1.00	Banana \$0.30
230 calories	100 calories
15 grams of fat	1 gram of fat

For visual impact, bring in a chocolate bar and a banana. Write the above information on two cards. Put the cards and foods on display.

- Case Study**
- ▶ Distribute the handout. Read the story to the group.
 - ▶ Use the overhead. Review the facts of the story. Ask participants to suggest what Melanie might see as the PROS and CONS of eating more vegetables and fruit.
 - ▶ Use Overhead 3 to go over Melanie’s PROS and CONS. Ask participants if they have other ideas to add to the lists.
 - ▶ Explain that when people believe that the advantages of making a change outweigh the disadvantages, they will be able to make the change.
 - ▶ Ask participants
 - Do you believe Melanie’s PROS outweigh her CONS?
 - Do you think she will be successful in eating more vegetables and fruit?
- Re-framing**
- ▶ Talk about how disadvantages can be turned into advantages. For example,
 - ‘Throwing out vegetables and fruit wastes money’ could be reframed into ‘Finding ways to use up vegetables and fruit saves money’
 - ▶ Ask participants to think about their own PROS and CONS related to eating more vegetables and fruit.
 - ▶ Distribute the handout. Allow a few minutes for women to complete the activity.
- Self-reflection on PROS and CONS**
- ▶ Ask participants to share their PROS and CONS. If you choose, record their responses on a flipchart.

Handout:
Melanie’s Story

Overhead 2:
Melanie’s Story

Overhead 3:
Melanie’s
Vegetable and Fruit
Pros and Cons

Handout:
The PROS
and CONS of
Eating More
Vegetables
and Fruit



ADVICE from the Behaviour Bean

What’s in the way of more vegetables and fruit every day? The next activity challenges participants to think about what situations make it easier and more difficult to eat vegetables and fruit. Encourage participants to discover ways to avoid or overcome difficult or ‘high risk’ situations. When participants can think ahead and are prepared for difficult situations, they will be more likely to experience success.

“What’s in the Way of More Vegetables and Fruit Every Day?” is a self-efficacy scale. It measures how confident participants are in their ability to eat more vegetables and fruit, even when faced with difficult situations. The more sure participants feel that they can eat vegetables and fruit in difficult situations, the more likely they will experience success.

- ▶ Ask participants to talk about situations that make it easy to eat vegetables and fruit and situations that make it difficult. For example:
 - eating at a fast food restaurant may make it difficult for some people to eat vegetables and fruit.
 - cooking a family meal may make it easier for some people to eat vegetables and fruit.
- Situations**
- ▶ Ask participants to break into pairs. Distribute one or two Vegetable and Fruit Situation cards to each pair. Ask women to discuss whether they think the situation would make it easier or more difficult for them to eat vegetables and fruit and why. Encourage participants to come up with ways to overcome difficult situations.
 - ▶ Ask partners to share their ideas with the rest of the group.
 - ▶ Distribute the handout. This questionnaire helps participants rate how they would deal with a variety of different situations.
- Self-reflection**
- ▶ Use Overhead 4 to show participants how to complete this questionnaire.
 - ▶ Refer to the Vegetable and Fruit Situation cards to provide examples for some of the questions. For example, question one, 'when eating alone' is similar to situation #11, 'you are alone at home one evening feeling a little lonely and blue'. Ask participants to rate on a scale from 1 to 5 how difficult or easy it would be for them to eat enough vegetables in a situation when they are alone.
 - ▶ Give participants time to complete the questionnaire for both vegetables and fruit.
- ▶ Encourage participants to share their answers if they wish to.
 - ▶ **Note:** If there is not enough time, this handout may also be used as a take home activity.

Vegetable and Fruit Situation Cards

Handout:
What's in the Way of More Vegetables and Fruit Every Day?

Overhead 4:
What's in the Way of More Vegetables and Fruit Every Day?

Uncommon Vegetables and Fruit

- ▶ Ask each woman to reach into the bag and pick out one piece of produce.
 - Ask them to identify what it is
 - If they are unsure what it is, ask the rest of the group.
- ▶ Encourage discussion about buying, preparing and storing each item. Tell participants what a Food Guide Serving would be.
- ▶ Suggest that participants bring vegetables and fruit that are uncommon or unique to their cultural group to future sessions.
- ▶ Look up several items in the A – Z guide. Remind participants that the guide is a wealth of information on unusual vegetables and fruit.
- ▶ Keep the vegetables and fruit to try during the snack break. Make sure you wash the produce well before it is served.
- ▶ *Alternative Activity:* If uncommon foods are not available in your community, show participants a variety of home canned or blanched and frozen vegetables and fruit. Offer taste testing. This activity also serves to expose participants to a wider variety of vegetables and fruit.

Uncommon vegetables and fruit (in a bag)
Vegetables and Fruit A-Z

Note: You will need to budget a little extra money to purchase uncommon vegetables and fruits. If you are unable to purchase these foods, you could use a selection of vegetable and fruit food model cards.

FOOD for Thought

Uncommon Vegetables and Fruit



For this activity, try to include vegetables and fruit that are uncommon in your community. For some, kiwifruit may be unfamiliar. For others, it may be a persimmon. Choose vegetables and fruit that are available at the grocery store. Participants will be more likely to try them at home if they can find them.

Suggestions for uncommon vegetables and fruit:

Avocado	Kiwifruit	Squash	Sweet Potato
Mango	Papaya	Star Fruit	Okra
Persimmon	Lychee	Plantain	Fennel

Use canned varieties if fresh are not available.

Be sure to ripen fresh fruits in advance. For example, avocados, mangoes, persimmons and plantains should be served very ripe.

Refer to the guide: Vegetables and Fruit A-Z for more information on uncommon vegetables and fruit.

Veggie Fruit Snack Break *10 minutes*

Support Materials

- Uncommon Vegetables and Fruit
- ▶ If you brought vegetables and fruit for the uncommon vegetables and fruit activity, cut up these items and have a taste test.
 - ▶ If you were unable to bring in uncommon vegetables and fruit for the optional activity, choose a recipe that uses uncommon vegetables or fruit. Show participants where they can find the recipe in the *Vegetable and Fruit Recipes*.
 - ▶ You may wish to use this break time to encourage participants to share their ideas about shopping, storage and preparation.
 - ▶ **Note:** not all recipes will be appropriate for the space and time you have available.

Snack
– prepare the produce used in the uncommon vegetables and fruit activity
– from the recipes in the binder
Veggie Fruit Snack Break Sign-Up Sheet

Wrap-Up *10 minutes*

Support Materials

- Setting a goal
- ▶ Distribute the handouts.
 - ▶ Ask participants to set a small, achievable goal this week and record it on the handout. Encourage women to reward themselves.
 - ▶ If participants are having trouble setting a goal, suggest they set a goal around the theme for this week (supper).
- Reminders
- ▶ Remind participants to:
 - Complete the activity “What’s in the Way of More Vegetables and Fruit Every Day”
 - Keep using the checklist for two or three days in the coming week.
 - ▶ 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.

Handouts:
Personal Goal Setting and It’s Time to Make Your Supper Super

Lending Library:
cookbooks and recipes

**PERSONAL GOAL
THEME OF THE WEEK**
**TRY SOMETHING NEW
AT SUPPER!**
Example:
Buy a vegetable or fruit that I have not tried before. Eat it at supper.