

# SESSION 2

## Talk Yourself *INTO* Eating Vegetables *AND* Fruit!



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RESOURCE  
CENTRE  
CENTRE DE  
RESSOURCES  
EN NUTRITION



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# What It's All About

This session continues to challenge what women believe, what their attitudes are and how they behave. Activities will dispel common myths and misconceptions about vegetables and fruit. Helping participants to see vegetables and fruit in a different way will bring them closer to eating differently. Participants will learn the general principles of healthy eating recommended by Eating Well with Canada's Food Guide. A variety of strategies will reinforce the recommended 7 servings of vegetables and fruit a day for women over the age of 50.

This session also allows participants to explore what keeps them from eating more vegetables and fruit, and to discover strategies to overcome these barriers. Women over the age of 50 have unique barriers to healthy eating. Many women over the age of 50 must adapt from cooking for a large family to cooking for one or two. Physical limitations such as arthritis or impaired vision can make grocery shopping and food preparation a challenge. After a lifetime of caring for others, many women over the age of 50 find it difficult to care for themselves or they simply may not want to change lifelong eating patterns.

This session will help women discover strategies to overcome these barriers. The things that participants learn will help them believe that they can change and will strengthen their ability to change. A person's belief that she is able to deal with the challenges involved in making a change is called self-efficacy.

This session builds on previously set personal goals, and continues to use self-monitoring and incentives as tools to help participants change their behaviour.

## Objectives

By the end of Session 2, participants will be able to:

- 1) Identify the truths behind common myths and misconceptions about vegetables and fruit.
- 2) Identify the general principles behind Eating Well with Canada's Food Guide.
- 3) Identify the number of servings of vegetables and fruit recommended by Eating Well with Canada's Food Guide and give examples of serving sizes.
- 4) Identify negative ways of thinking that keep people from making a change. Identify and put in place positive ways of thinking that help people make changes.

### SESSION 2

## ADVICE from the Behaviour Bean



Self-efficacy is a person's strong belief in her ability to make changes in her life and about herself. It is how well someone feels they can do new things.

The more skills and knowledge a person has to cope with challenges, the greater her self-efficacy. When she sees that these new skills work, her self-efficacy is further increased. She will continue to work towards a change even when faced with obstacles.

# Getting Ready For Session Two

To prepare for the session:

- ▶ Read the following sections of the leader's guide:
  - Vegetables and Fruit are Safe to Eat
  - Self-Efficacy
- ▶ Copy the overheads onto overhead transparencies or prepare PowerPoint slides (on enclosed CD-ROM or contact the Nutrition Resource Centre).
- ▶ Make arrangements to use a flip chart.
- ▶ Make arrangements to use a projector for overheads or PowerPoint slides.
- ▶ Prepare food models or Food Model Cards.
- ▶ Copy all handouts you will need. Punch holes in handouts so participants can add them to their binders.
- ▶ 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. (Veggie Fruit Snack Break Sign-Up Sheet)
- ▶ Gather all the materials you will need.
  - Name tags
  - Attendance forms
  - Eating Well with Canada's Food Guide
  - All handouts for this session
  - All overheads for this session, plus an overhead projector and pens
  - Flip chart and markers
  - Food Models or Food Model Cards (include a variety of foods, especially vegetables and fruit)
  - 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 2**

Order Food Model Cards from Dairy Farmers of Ontario. Ordering information is in the resource section of the leader's guide.



Prepare a kit for Session 2 that includes all the materials you will need. The next time you run the program you will have everything together.



To order Eating Well with Canada's Food Guide, refer to the resource section of the leader's guide.

# Session Outline

## Getting Started 10 minutes

## Support Materials

- Vegetable and Fruit Checklist**
- ▶ Welcome participants and thank them for attending.
  - ▶ Give them an incentive.
  - ▶ Ask participants to share any things they noticed as a result of keeping a Vegetable and Fruit Checklist. Tell women that recording the vegetables and fruit they eat helps them see how many they are eating. It may also help them to choose more vegetables and fruit. Encourage them to continue the checklist for two to three days each week for the next two weeks.
- Agenda**
- ▶ Review the agenda for today's session.

Attendance Sheet  
Name tags  
Incentive  
*Refer to handout:*  
Vegetable and Fruit Checklist  
*Overhead 1:*  
Today's agenda: Talk yourself into eating vegetables and fruit

## Warm Up 10 minutes

## Support Materials

- Check-in**
- ▶ Ask participants to talk about whether they or their family are eating any differently since the first session.
  - ▶ Are you eating more vegetables and fruit?
  - ▶ How have family members reacted to any changes?
  - ▶ Do negative reactions make it difficult for you to continue these changes?
  - ▶ If participants feel comfortable, encourage them to share their personal goal from the previous session. Ask them to talk about whether or not they were able to achieve it. Praise success but be sensitive to those who were not successful. Help participants explore reasons why they did or did not achieve their goal. Here are some questions that could help:
    - Was the goal SMART: Specific, measurable, achievable, rewarded, with a time limit?
    - What stood in your way?
    - Did you believe this goal would help improve your health.
    - Did your family support this goal?



### ADVICE from the Behaviour Bean

Praise the women who completed the Vegetable and Fruit Checklist. But try not to make those who did not complete it feel guilty. If participants enjoy their experience, they will be more likely to return to future sessions.

## FOOD for Thought



Participants may raise difficult questions. Avoid answering questions that you are not sure about. Tell participants you will find out the answer for the next session. You can also direct participants to appropriate resources such as a Registered Dietitian, website or book. Another credible resource is EatRight Ontario where consumers call toll free to speak to a Registered Dietitian. Refer to the resource section of the leader's guide.

- ▶ Begin this activity with a brief recap: “We all know that vegetables and fruit are good for us. Now we have a better understanding of why they are good for us. But even with this knowledge, many of us still don’t eat enough vegetables and fruit.”
- ▶ Ask participants to suggest reasons that stop them from eating more vegetables and fruit. For example,
  - some people think it costs too much to eat more vegetables and fruit
  - some people don’t eat vegetables and fruit because their husbands or partners don’t like them.

**Barriers to change**

- ▶ Identify these reasons as barriers to change. Some barriers are real and others are perceived. Explain that we often talk ourselves out of eating more vegetables and fruit. We create barriers that are unnecessary or that have simple solutions. To change our eating habits we need to look at these barriers and learn to talk ourselves into eating vegetables and fruit. We need to stop talking ourselves out of it.
- ▶ Use Overhead 2a or 2b to present an example of someone with many barriers to change. (Choose the story that best represents your group). Ask participants to identify this person’s barriers. Discuss how this person might use these barriers to talk herself out of eating more vegetables and fruit. Use Overhead 3a or 3b to review this discussion.

Discuss how this person might find solutions to these barriers to talk herself into eating more vegetables and fruit. Use Overhead 4a or 4b to review this discussion.

**Finding Solutions**

- ▶ Ask women to discuss their own personal barriers that prevent them from eating more vegetables and fruit. Ask them how they use these barriers to talk themselves out of eating vegetables and fruit. Record these barriers on the flip chart. Here are some common barriers to healthy eating for women over the age of 50:

*Overhead 2a or 2b:*

Sandra’s Story;  
Joanne’s Story

*Overhead 3a or 3b:*

How Sandra/  
Joanne talked herself out of change

*Overhead 4a or 4b:*

How Sandra/  
Joanne talked herself into of change



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

The activity “Talking Yourself Into Eating Vegetables and Fruit” helps participants identify the automatic thoughts they have when they have to make a change. These thoughts are often negative and may even be irrational. When participants are encouraged to think in a positive way about change, they are more likely to talk themselves into making a change. Finding solutions to barriers is an important way to begin positive self talk.

- Cooking for one or two
- Tight budget
- Hard to get to the grocery store
- Physical limitations that make it hard to shop for and prepare food (i.e. arthritis, impaired vision, weakness)
- Dietary restrictions
- Husband or partner does not like vegetables and fruit
- Hard to change lifelong eating habits
- Don't know how to prepare vegetables and fruit

Choose three or four of the most common barriers on this list. Divide the group into small groups or pairs. Assign one barrier to each group and give them a sheet of flip chart paper and a marker. Ask the group to discuss solutions to this barrier (ways to talk yourself into eating vegetables and fruit). Ask one person in the group to record the ideas on the flip chart paper. Allow a few minutes for this activity. Visit each group and help as needed.

Ask a participant from each group to share their solutions with the large group. (If participants are uncomfortable speaking, read the list of solutions for them). Post the flip chart lists on a wall. Encourage the group to talk about the solutions and suggest others.

Activity to  
take home

- ▶ Distribute the handout. Ask participants to write down three solutions they would like to try. Suggest that the solutions be related to a personal barrier that prevents them from eating more vegetables and fruit. Ask them to try the solutions over the next week.

Flip chart

Markers

*Handout:*

Talking Myself Into  
Eating Vegetables  
and Fruit



## FOOD for Thought

Depending on group size and dynamics, you may choose to complete this activity as a large group discussion. Ask for ideas from the large group and record them on the flip chart.

## The Truth About Vegetables and Fruit *25 minutes*

- ▶ Distribute the handout. Ask participants to complete the quiz.
- ▶ Use the overhead to review each question and discuss the answers. Use the answers handout to help you dispel myths and misconceptions. If you wish, hand out copies of “Answers to the Truth about Vegetables and Fruit”.

If you need more information on organic foods, pesticides, wax coatings, canned foods and other topics covered in “The Truth About Vegetables and Fruit”, refer to the Recommended Resources section of the Leader’s Guide. You may wish to provide some of these references to participants who are seeking additional information.

*Handouts:*  
The Truth About Vegetables and Fruit

Answers to The Truth About Vegetables and Fruit (optional)

*Overhead 5:*  
The Truth About Vegetables and Fruit

## Eating Well with Canada’s Food Guide *20 minutes*

Support Materials

- ▶ Present Eating Well with Canada’s Food Guide to the group. Distribute the Food Guide to participants.
- ▶ Explain that Eating Well with Canada’s Food Guide describes what amount of food people need and what type of food is part of a healthy eating pattern. The Food Guide is designed for Canadians ages 2 and over. Canada’s Food Guide recommends how many Food Guide Servings people should eat from each of the four food groups based on their age and gender.

*Handout:* Eating Well with Canada’s Food Guide

*Overhead 6:*  
Eating Well with Canada’s Food Guide

### **FOOD** for Thought



Point out that the Vegetables and Fruit food group is the most prominent arc in the rainbow on Canada’s Food Guide. The number of Food Guide Servings recommended each day is higher than any other food group. Vegetables and fruit are low in fat, high in fibre and have many health benefits. This food group should make up a large part of the diet.

However, for a healthy eating pattern, people should eat the recommended number of servings from each of the four food groups, plus a small amount of added oils and fats. For more information on the Food Guide, be sure to read “Eating Well with Canada’s Food Guide. A Resource for Educators and Communicators”. See the Recommended Resources section for ordering or downloading information.

- ▶ Explain that the eating pattern in Canada's Food Guide includes a variety of foods from each of the four food groups:

- Vegetables and Fruit
- Grain Products
- Milk and Alternatives
- Meat and Alternatives

Plus a small amount of unsaturated oils and fats.

- ▶ Review the types of foods included in each food group and the recommended number of Food Guide Servings for females ages 50+. Highlight the recommendations for each food group. Pay special attention to the recommendations for the Vegetable and Fruit food group:
  - Eat at least one dark green and one orange vegetable each day.
  - Choose vegetables and fruit prepared with little or no added fat, sugar or salt.
  - Have vegetables and fruit more often than juice.

Use the foods shown in the Food Guide to reinforce the recommendations. For example, point out the broccoli and sweet potato as examples of dark green and orange vegetables.

- ▶ Point out the food guide's advice for women over 50 regarding the increased need for vitamin D. In addition to following Canada's Food Guide, women over the age of 50 should take a daily vitamin D supplement of 10 micrograms (400IU).

Food models or  
Food Model  
Cards

*Overhead 7:*  
Recommended  
Number of Food  
Guide Servings per  
Day

*Overhead 8:*  
An Easy Way to  
Estimate Serving  
Sizes

*Handout: An  
Easy Way to  
Estimate  
Serving Sizes*

*Refer to:*  
Vegetables  
and  
Fruit A-Z

## FOOD for Thought



Canada's Food Guide shows a healthy eating pattern for children ages two and older. For participants with children, direct them to reliable nutrition information available at your local health department or by calling EatRight Ontario, a toll free phone line where consumers and health professionals can call to speak to a Registered Dietitian. Refer to the resource section of the leader's guide.

**What is a Food Guide Serving?**

- ▶ Explain that a Food Guide Serving is a reference amount to help people understand how much food is recommended every day from each of the food groups. The amount of a food that a person eats in a meal or snack may be more or less than one Food Guide Serving. For example, 1 cup of fruit salad counts as two Food Guide Servings of vegetables and fruit. Use food models or food model cards to illustrate examples of servings from various food groups.
- ▶ Pay special attention to the Vegetable and Fruit food group. Review the variety of foods that fit into this group. Remind women that it includes fresh, frozen, canned and dried vegetables and fruit and 100% juices. Review the recommended number of servings for women. Ask the group to look at the number of servings recommended for each of their family members.
- ▶ Use the food models, food model cards or real foods to demonstrate what 7 Food Guide Servings might look like over the course of a day. Use Overhead 8 to compare everyday objects to serving sizes. Distribute the handout. This provides an easy way for participants to estimate serving sizes at home. Refer participants to the A-Z guide. Show them how to find serving sizes of specific vegetables and fruit.
- ▶ Explain that Canada's Food Guide encourages people to limit foods and beverages high in calories, fat, sugar or salt. Foods such as cakes and cookies, ice cream, French fries, potato chips, alcohol and fruit flavoured drinks are not part of the four food groups.

**Sample menu**

- ▶ Refer to the Sample Menu handout. You may wish to write the menu on a flipchart. Ask participants to add up the number of vegetable and fruit servings in the menu.
- ▶ Ask participants to help you complete the vegetable and fruit checklist on the overhead. Encourage participants to suggest ideas for including more vegetable and fruit servings into this sample menu. (Examples: juice for breakfast, canned fruit with ice cream for dessert, raw vegetables with sandwich for lunch, etc.) Aim for 7 Food Guide Servings each day. There are currently only 4 servings.

**Self-reflection**

- ▶ Encourage participants to look at their own vegetable and fruit checklists. Ask them to discuss what they notice.
  - Did they accurately count the number of vegetable and fruit servings they ate?
  - Did they eat 7 Food Guide Servings each day?
  - Did they choose a variety of vegetables and fruit?
  - Did they make colourful choices?
  - What are some ways they could have included more vegetable and fruit servings into each day?

*Handout:*

**Sample Menu**

*Overhead 9:*

**Vegetable and Fruit Checklist**

*Refer to:*

**Vegetable and Fruit Checklist**

- ▶ Offer a healthy snack.
- ▶ Show participants where they can find the recipe in the vegetables and fruit recipes. 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.

Encourage women to talk about 'vegetable and fruit ideas for one or two' as the topic for this snack break. Ask women to talk about

- Recipe ideas for one or two
- Buying vegetables and fruit in smaller quantities
- Vegetable and fruit convenience foods (i.e. frozen dinners, frozen and canned vegetables and fruit, pre-chopped vegetables, prepared fruit salad)

You can also use the discussion points on the recipe to get people talking.

*Snack* – from the recipes in the binder.

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

- ▶ Distribute the handout.
- Setting a goal** ▶ Ask participants to set a small, achievable goal this week. Ask them to write it on the handout. Encourage participants to set a reward for themselves. Suggest that participants use the same goal for the “Talking Myself Into Eating Vegetables and Fruit” take home activity. If anyone is having trouble setting a goal, suggest they set a goal around the theme for this week (lunch). Distribute the fact sheet: “I have a Hunch – It’s Time For Lunch” to give participants some ideas.
- Reminders** ▶ Remind participants to:
  - Try the solutions for talking yourself into eating vegetables and fruit that they wrote on the “Talking Myself Into Eating Vegetables and Fruit” handout.
  - continue to use the Vegetable and Fruit Checklist for two or three days over the next week.
- ▶ Distribute more copies of the checklist.
- ▶ Allow participants to look at and/or borrow cookbooks and recipes from your 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.



*Handout:*  
Personal Goal Sheet

*Handout:*  
I have a Hunch –  
It’s Time For  
Lunch

*Handout:*  
Vegetable and  
Fruit Checklist

*Lending  
Library:*  
Cookbooks  
and recipes