

SESSION 6

More Vegetables and Fruit are Only Minutes Away!



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What It's All About

This session continues with the theme of session five. It addresses two more barriers that keep people from eating more vegetables and fruit: preparation and storage. Activities and discussions will

- challenge women's beliefs that it is difficult and time-consuming to prepare vegetables and fruit, and
- address the belief that vegetables and fruit spoil quickly.

Participants will

- discuss how to store and use fresh produce and
- explore alternatives to fresh produce.

Participants will learn about convenient and affordable ways to store and prepare vegetables and fruit. These skills will continue to heighten participants' self-efficacy and ability to eat the recommended 7 to 8 Food Guide Servings of vegetables and fruit each day.

Session six is the final session of the program. Participants will have the chance to talk about the progress they have made over the past six weeks. In addition, they will be encouraged to explore ways to continue and/or maintain progress. They will be encouraged to connect with community programs that promote vegetables and fruit and support healthy eating.

Objectives

By the end of Session 6, participants will be able to:

- 1) Identify and use ideas for quickly and easily preparing vegetables and fruit.
- 2) Know how to store a variety of vegetables and fruits.
- 3) Identify community resources that promote vegetables and fruit and support healthy eating.

Getting Ready For Session Six

To prepare for the session:

- ▶ Read the following sections of the leader's guide:
 - There are simple solutions to storing vegetables and fruit
 - Community Supports and Resources
- ▶ Prepare a list of programs and activities in your community that promote vegetables and fruit and healthy eating. Gather program information, flyers, contact names and numbers to give to participants. (Refer to the list of Community Supports and Resources in Appendix 2.)
- ▶ 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.
- ▶ 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.
- ▶ Gather all the materials you will need.
 - Name tags
 - Attendance forms
 - Colour It Up menu planning cards
 - Vegetable and Fruit 5 Minute ideas worksheets
 - 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)
 - Pens and pencils for participants
 - Dishes, utensils and other supplies you will need for serving the snack
 - Evaluation forms
 - 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 6

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



Prepare a kit for Session 6 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

- Agenda
- ▶ Welcome participants and thank them for attending.
 - ▶ Give them an incentive.
 - ▶ Review the agenda for today's session.

Attendance Sheet
Name tags
Incentive

Warm-Up 10 minutes

Support Materials

- Check-in: shopping
- ▶ Follow up on the take-home activity from last session.
 - ▶ Ask participants:
 - Did you add anything new to your shopping list this week?
 - Did you buy vegetables and fruit in a variety of different forms (fresh, frozen, canned, dried, juice)?
 - Did you buy more vegetables and fruit than you usually would?
 - ▶ If participants bought extra vegetables and fruit, ask whether they spent more money than usual on groceries.
 - ▶ Encourage participants to talk about how their shopping list may have changed (e.g. More vegetables and fruit, less 'junk' food, less meat).

- Check-in: Self-reflection
- ▶ Ask participants to refer to the other activity from the last session (How am I Doing?). Ask women to describe the successes and difficulties they have had in trying to meet their personal goals. Ask if they have they made any further progress.

Overhead 1:
Today's Agenda:
More Vegetables
and Fruit are Only
Minutes Away!

Refer to:
Does your
shopping list need
a vegetable and
fruit makeover?

Refer to:
How Am
I Doing?

Colour It Up Menu Planning 15 minutes

Support Materials

- ▶ Give each participant one or two Menu Planning Cards. (You should hand out 7 to 8 cards.) For groups larger than 8, ask participants to work in pairs.

Colour It Up
Menu Planning
Cards

FOOD for Thought



The Colour It Up Menu Planning activity could be done using a flipchart instead of the overhead. Write the menu shown on Overhead 2 on a piece of flipchart paper. Ask participants to tape their menu planning cards onto the menu. If you use masking tape, vegetable and fruit cards can be easily moved around.

Colour It Up Menu Planning (continued)

- ▶ Use Overhead 2. Tell participants that this is a balanced menu based on Canada's Food Guide. However, the menu is missing the vegetables and fruit.
- ▶ Ask participants to think about how the item on their card could fit into this menu. Remind them that:
 - the item can be in any form (e.g. fresh, frozen, canned, dried, juice)
 - their idea can involve any cooking method they choose (e.g. raw, baked, microwaved). Encourage them to choose preparation methods that are lower in fat, sugar and salt.
 - their idea should consider cost and availability
 - their idea should be easy to prepare
- ▶ Allow a few minutes for participants to decide how their vegetable or fruit might fit.
- ▶ One at a time, ask participants to state where they would like their vegetable or fruit to fit on the menu. Write the food and its form (i.e. *canned* peaches, *steamed* broccoli) under the appropriate meal or snack on the overhead. Participants whose turn is near the end may need to revise their original plan as the menu fills up. Provide assistance as necessary.
- ▶ Encourage discussion throughout this activity. Reinforce ideas that are cost-effective, convenient and offer variety.
- ▶ When all the vegetables and fruit have been added to the menu, ask participants to count the number of servings. See how easy it is to eat 7 to 8 Food Guide Servings a day?

Overhead 2:
Colour It Up Menu
Planning

FOOD for Thought **More Vegetables and Fruit Are Only Minutes Away!**

Choose two vegetables and two fruits that are appropriate to your community, both culturally and regionally. Use these to begin a discussion on quick and easy preparation methods. For ideas on how to prepare the following vegetables and fruit, look in the handout

25 Five Minute Vegetable And Fruit Ideas:



Cabbage	Cauliflower	Corn	Green beans	Avocados
Mixed vegetables	Spinach	Tomatoes	Apples	Grapes
Peaches	Pineapple	Raisins		

This activity works best with pairs or small groups. If you have fewer than 5 participants, you could discuss each worksheet with the entire group.

When participants begin to work in pairs or small groups for this activity, encourage them to be open to everyone's ideas. Remind them that all ideas are good ideas. Although they may not enjoy a food suggestion, others may.

- ▶ Begin by asking:
 - How many of you feel vegetables and fruit are inconvenient or difficult to prepare?
 - ▶ Ask participants to talk about why some people may feel that vegetables and fruit are inconvenient. Encourage women who do not feel this way to share their ideas and examples of how vegetables and fruit can be convenient.
- Inconvenience as a barrier**
- ▶ Remind participants that last session focused on how cost and availability are reasons people often give for not eating enough vegetables and fruit. Explain that inconvenience is another common reason people give. Explain that today's discussion will challenge this belief. It will show that vegetables and fruit can be quick and easy to prepare. In fact, they are nature's original fast food!
- Quick and easy preparation methods**
- ▶ Begin a discussion on quick and easy preparation methods. Choose one vegetable and one fruit that are culturally and regionally appropriate to your community. For ideas, look at the list shown in Food for Thought. Write the names of each item in two columns on a piece of flipchart paper.
 - ▶ Ask participants to suggest quick and easy preparation and recipe ideas for each food. Encourage them to consider various forms of vegetables or fruit (i.e. fresh, frozen, canned, dried, juice). Record responses on the flipchart. To help facilitate this discussion, refer to the handout. Give copies to participants.
- Case studies**
- ▶ Break participants into pairs or small groups. Give each group a worksheet. Ask participants to read the short story and think of preparation and/or recipe ideas which include the vegetables and fruit in the story. Encourage them to think of preparation methods and recipes that are convenient, tasty and family-friendly. Ask one person in each group to record their ideas on the worksheet. When women have completed the activity, ask each group to present their ideas. Encourage discussion.

Need:

Flipchart paper

Refer to:

Food for Thought

Handout:

25 five minute vegetable and fruit ideas

Handout:

Vegetable and Fruit 5 Minute Idea worksheets

- ▶ Begin by asking participants:
 - Do you have any challenges or frustrations when it comes to storing vegetables and fruit or keeping them fresh?
- Case studies**
- ▶ Use the overheads to discuss storage issues. Each overhead presents a storage dilemma for a specific vegetable or fruit. Encourage participants to suggest the reasons that may have led to the problem. Ask them to describe possible solutions. Use the Discussion Points handout to help you with this discussion. You may wish to distribute copies of this handout.
- Storage guidelines**
- ▶ Use Overhead #8 to summarize refrigerator, freezer and pantry storage guidelines for vegetables and fruit. Distribute the handout: “Storing Vegetables and Fruit”. Refer participants to the A-Z guide for more detailed information on storing specific vegetables and fruit.

Overheads 3 – 7:
Storage Dilemmas

Handout (optional):
Storage Dilemmas and Solutions

Overhead 8:
Storing Vegetables and Fruit

Handout:
Storing Vegetables and Fruit

Refer to:
Vegetables and Fruit A to Z

This activity can also be done in pairs or small groups. Rather than making overheads, copy the storage dilemmas on paper and give one to each group. When groups have completed the activity, ask each group to present their ideas. Encourage discussion.



FOOD for Thought

Refer to Vegetables and Fruit A-Z for information on storing specific vegetables and fruit.

For even more information on storing, freezing, blanching and cooking vegetables and fruit, refer to the Recommended Resources section of the Leader’s Guide. You may choose to provide some of these references to participants who are seeking additional information.

Veggie Fruit Snack Break *15 minutes*

Support Materials

- ▶ Offer a healthy snack. To complement the Warm-Up Activity, you could choose a recipe idea from the handout: “25 Five Minutes Vegetable and Fruit Ideas”. Show participants where they can find the recipe in the *Vegetable and Fruit Recipes*. Encourage women to suggest recipes they would like to try.
- ▶ You may wish to use this break time to encourage participants to share their ideas about shopping, storage and preparation.

Snack

– from the recipes in the binder

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

Wrap-Up *20 minutes*

Support Materials

Community supports

- ▶ Ask participants to suggest community supports that could help them as they continue to try to eat more vegetables and fruit. Write ideas on the flipchart. The following are a few examples of programs, activities and resources that may be available in your community:
 - The Good Food Box
 - community gardens
 - gardening classes
 - community kitchens
 - cooking groups or classes
 - pick-your-own farms
 - Eat Smart: Restaurant Program
 - healthy eating programs at the local Health Department or Community Health Centre
 - EatRight Ontario toll-free phone line
- ▶ Give participants a list of community resources. Have program information, flyers and contact names and numbers available for interested participants.

Community Resource List
Flyers and program information from community agencies

FOOD for Thought



To prepare for this session, make a list of programs and activities in your community that promote healthy eating and vegetables and fruit. Gather program information, flyers, contact names and numbers. The Community Supports and Resources section of the leader’s guide will give you some ideas.

Wrap-Up (continued)

- Self-reflection** ▶ Ask participants to look at the Personal Goal sheets and Vegetable and Fruit Checklists that they have completed over the course of the program. Ask women to identify how their eating patterns have changed since the first session. Encourage participants to share what their successes and challenges have been in trying to go for more vegetables and fruit each day. Ask them if they are eating 7 to 8 Food Guide Servings on most days.
- 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?
- If you choose to conduct a final program evaluation, ask participants to complete the form that you have prepared. You may also choose to ask participants to provide verbal feedback about the program.
- Thanks** ▶ Thank women for attending the program. Give them a final incentive or gift for completing the program.

Refer to:
Personal Goal sheets
Vegetable and Fruit checklists

Evaluation Form (optional)

Incentive



ADVICE from the **Behaviour Bean**

This final discussion helps participants review their progress over the past six weeks. This review gives women a sense of what they need to do next. Some may choose to continue setting goals on their own, others may seek support elsewhere.

This discussion also gives you, the leader, an idea of whether or not the program met participants' needs. Ask for feedback. What did they like about the program? Do they have any suggestions for making the program better?

Refer to the Incentives section of the leader's guide for final incentive or gift ideas.