

SESSION 1

Vegetables AND Fruit AND YOU!



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
- ▶ recall memories, and
- ▶ describe how members of their family feel about 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 they have a pleasant experience at this session.

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.

A healthy diet rich in vegetables and fruit has many short-term and long-term benefits. Sometimes, peoples' beliefs prevent them from changing their eating habits. Challenging beliefs and providing reasons for making a change help 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).
- ▶ 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 thing about themselves (their family, job or hobbies).
- 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.

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 is a program that encourages women and their families to eat healthy food. Colour It Up will help you choose more vegetables and fruit. During the six sessions, you will discover many ways to make it easier to eat vegetables and fruit. The program will help you to follow *Eating Well with Canada's Food Guide*, which recommends 7 to 8 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.
- Making Changes** ▶ Ask participants to think of other changes they may have made in their lives. (For example, quitting smoking, starting an exercise program, breaking up with a boyfriend.)
- 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.

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.

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 practised 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 bring them to work or when you go out?
 - Do you plan them into your supper menus?
 - Do you keep them handy in your fridge or on the counter?

Reflection

- ▶ Distribute the handout.
- ▶ Ask participants to think of a vegetable and fruit that fits each experience. Allow a few minutes for participants to complete this activity.
- ▶ Pass around vegetable and fruit food model cards or pictures to help participants think of memories, feelings and experiences.
- ▶ Encourage participants to share their answers. Record a few answers to each question on the overhead.
- ▶ Help women explore the reasons behind their answers. Allow them to reflect on the influences and experiences that led to their beliefs and attitudes. Ask if they feel that their attitudes have an influence on their family. Here are some questions to help with the discussion:
 - What makes you love one vegetable or fruit?
 - What makes you dislike one vegetable or fruit?
 - Can you think of a memory related to the vegetable or fruit you loved as a child?
 - What do you remember about the vegetable or fruit you did not like as a child?

Handout:
My Experiences with Vegetables and Fruit

Vegetable or Fruit Model Cards or Pictures

Overhead 3:
My Experiences with Vegetable and Fruit

Children's activities

- What has prevented you from tasting certain vegetables and fruit? As an adult? As a child?
 - How do you respond to your family's likes and dislikes of certain vegetables and fruit?
 - How does being pressured to eat a food you dislike make you feel about that food?
 - What are the reasons you buy certain vegetables or fruit? What are the reasons why you don't buy certain vegetables and fruit?
- ▶ Hand out copies of the Children's Activity sheet. Encourage participants to give this activity page to their children. It is most suitable for children aged 6 – 12. Talk about the benefits of each activity. Parents can also help children with these activities.
- The Vegetable and Fruit Scavenger Hunt is a good way for parents to explore their children's feelings and attitudes towards vegetables and fruit.
 - The other activities include identifying mystery vegetables and fruit and completing a Word Search.

Handout:
"Just For Kids..."
Vegetable and Fruit
Activity Page

The Benefits of Vegetables and Fruit *20 minutes*

Support Materials

- ▶ 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.

Handout:
Discover the
Benefits of
Vegetables
and Fruit

FOOD for Thought



Link this program with the **5 to 10 a day for better health** campaign. Ask participants if they have seen promotional materials or used the website.

Mention the website address: www.5to10aday.com

and/or distribute selected brochures or factsheets.

Ordering and downloading information is included in the resource section of the Leader's Guide.

For more information on the benefits of 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.

- ▶ 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”.

Overhead 4:
Discover the Benefits of Vegetables and Fruit

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

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.

Handout:
Vegetable and Fruit Checklist

Overhead 5:
Vegetable and Fruit Checklist

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.

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.
- ▶ 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:

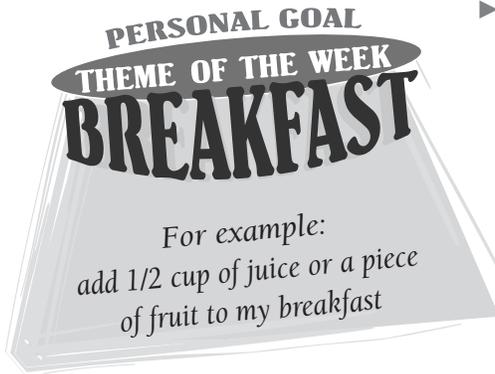
- ▶ For the next week I will eat a banana on my cereal at breakfast. When I reach my goal I will treat myself to a movie.

Examples of Rewards:

- ▶ rent or go to a movie
- ▶ 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”

- ▶ 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 to talk more about vegetables and fruit. Encourage women to share
 - ideas for shopping, storing and preparing
 - tips and ideas for increasing the number of servings they and their family eat.
- ▶ You could ask participants to help prepare snacks for future sessions.
 - 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.

- | | |
|------------|--|
| Reminders | <ul style="list-style-type: none"> ▶ Remind participants to: <ul style="list-style-type: none"> ■ share the Just For Kids activity with their children ■ 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 | <ul style="list-style-type: none"> ▶ You may wish to conduct a short evaluation about today's session. Prepare a short evaluation form or simply ask a few questions: <ul style="list-style-type: none"> ■ 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 | <ul style="list-style-type: none"> ▶ Thank women for attending, and give them an incentive. |

Lending Library:
cookbooks and recipes

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