

Session 2

Healthy Eating

Getting Ready for Classroom Presentations and Food Demonstrations

Training Objectives

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

- Explain Eating Well with Canada's Food Guide to peers.
- Classify a variety of foods into the food groups in Eating Well with Canada's Food Guide.
- Identify Food Guide Serving sizes for a variety of foods in Eating Well with Canada's Food Guide.
- Apply effective techniques when delivering presentations and demonstrations

Training Outline

| Topic / Activity | Suggested Time |
|--|----------------|
| 1. Check in and Review | 10 minutes |
| 2. Warm up: What Is Healthy Eating? | 20 minutes |
| 3. Eating Well with Canada's Food Guide | 30 minutes |
| 4. One Food Guide Fits All | 15 minutes |
| 5. Break | 15 minutes |
| 6. Getting Ready for Classroom Presentations and Food Demonstrations | 20 minutes |
| 7. Mini Practice – Presentations and Demonstrations | 30 minutes |
| 8. Wrap up | 10 minutes |

Advance Preparation

- Photocopy/gather workbook materials for this session:
 - Healthy Eating Presentation Notes
 - Eating Well with Canada's Food Guide
 - Eating Well with Canada's Food Guide, First Nations, Inuit and Métis
 - Eating Well with Canada's Food Guide – A Resource for Educators and Communicators
 - Getting Ready for Your Classroom Presentation
 - Guidelines for Giving and Receiving Feedback
 - Presentation Feedback Checklist
 - Additional Activities and Reading List
 - One Day Food Record
 - How Foods Fit into Eating Well with Canada's Food Guide Activity Sheet
- Post the CFA Training Program Schedule for participants to sign up for presentations and food demonstrations.
- Prepare snack for the break

Supplies and Equipment

- name tags
- data projector with computer
- flip chart, paper and markers
- extra pens, pencils, paper, masking tape
- food models (optional)
- extra copies of handouts and worksheets included in the workbook

Background Information

- Health Canada Food Guide website
www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html
- My Food Guide www.myfoodguide.ca
- Canada's Food Guide PowerPoint presentations for intermediaries
http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/presentation_e.html

Resource Binder Reference

- Section 1 - Introduction to the Community Food Advisor Program
- Section 2 - Healthy Eating and Active Living

Detailed Outline of Training Session

1. Check in and Review (10 minutes)

- Welcome the participants and remind them to use their name tag.
- Review the Home Activity from Session 1

Home Activity from Session 1

- Ask participants to share one item from their *Window of Work* home activity. Discuss how their interests and skills can fit into the Community Food Advisor Program
- Collect and keep the *Window of Work* activity sheets for reference as you coordinate community placements for participants.

- Distribute workbook materials for Session 2.

2. Warm up: What is Healthy Eating? (10 minutes)

- Ask participants what the term 'healthy eating' means to them. Write the participants responses on a flip chart.

3. Eating Well with Canada's Food Guide (30 minutes)

Introduction

- Use the *Healthy Eating* presentation (slides 1 - 4) to discuss healthy eating and the guidelines/messages promoted in *Eating Well with Canada's Food Guide*. Encourage participants to become involved in the discussion by asking them questions:
 - How does your concept of what healthy eating means compare to the guidelines/messages in the Food Guide? (refer to the list generated from the warm-up)
 - What are the benefits of following the Food Guide's guidelines/messages?
 - How can the guidelines/messages help you in your work as Community Food Advisors?
- Explain that the Food Guide provides the basis of the training program and of the messages that Community Food Advisors communicate to the public.

Follow the Rainbow

- Continue with the *Healthy Eating* presentation (slides 5-17) to discuss details of *Eating Well with Canada's Food Guide*.
- Ask participants to look at the copy of *Eating Well with Canada's Food Guide* in their workbook.

- The key points to cover are:
 - The name;
 - The rainbow design;
 - The names of the food groups;
 - The key nutrients provided by each food group;
 - The recommended numbers and sizes of Food Guide servings (food models can be used to demonstrate serving sizes);
 - The directional statements (make each Food Guide Serving count);
 - The need for a small amount of fats and oils
 - The importance of drinking water and,
 - The need to be active.

4. One Food Guide Fits All (15 minutes)

- Continue with the *Healthy Eating* presentation (slides 18-21) to explain how the Food Guide is designed to meet the needs of different people.
- Encourage discussion by asking participants to identify:
 - why people need different amounts of food;
 - what types of people would need the lower number of servings; and
 - the upper number of servings.
- Reinforce that the 2007 Food Guide is appropriate for children over the age of 2 years.
- Continue with the *Healthy Eating* presentation (slide 22) to explain how *Eating Well with Canada's Food Guide* is applied to young children.

5. Break (15 minutes)

6. Getting Ready for Classroom Presentations and Food Demonstrations (20 minutes)

- Remind participants that they will be working in small groups to plan and deliver a **30-minute presentation** and a **15-minute food demonstration** on selected topics during weeks 4 to 10 of the training program.
- Review the requirements of this assignment. Ask participants to refer to "*Getting Ready for Your Classroom Presentation and Food Demonstration*" in their workbooks for further details.
- Ask participants to sign up for a presentation and a food demonstration on the posted sign-up sheet at the end of this session.
- Remind participants that they will be provided with constructive feedback, not criticism on this assignment.
- Suggest that those who are more comfortable with public speaking to sign up to do their presentation and food demonstration earlier in the training program. Provide extra support to those who are intimidated by this assignment

Note: If the training group is small (less than 14), some participants will need to work independently. For training groups larger than 14, some participants will work in groups of three or more.

How to Give Feedback

- Explain that throughout the training program there will be many opportunities to give and receive feedback. Conduct a brief discussion on why it is important to give and receive feedback. Why are we reluctant to tell someone they did something incorrectly? What happens when we choose to say nothing?
- Review the handout *Guidelines for Giving and Receiving Feedback* found in the workbook.
- Explain that each participant will be required to provide peer feedback on all the classroom presentations and food demonstrations.
- Ask participants to refer to the feedback form *Presentation Feedback Checklist* in their workbook. Explain how the form is to be completed.
- Ask participants to practice giving feedback by commenting on how this session could be improved. Ask them to refer to the feedback form to help guide their comments.

7. Mini Practice Presentations (30 minutes)

- Continue with the *Healthy Eating* presentation (slide 23)
- Divide participants into 3 or 4 small groups. Have each group take an object from the grab bag. These could be food-related items such as measuring equipment, a garlic press or food labels or models. Allow the groups 5 to 10 minutes to prepare a one minute talk about the object. They must organize the presentation into three parts: introduction, body and conclusion. Encourage them to review the concepts and record their ideas on the activity sheet, *Mini Practice Presentation* found in the workbook.
- Ask the groups to assign three people to deliver the presentation – one person to deliver the introduction, one person to deliver the body, and one person to deliver the conclusion. Groups must stick to the one minute time limit. They will be asked to move directly to the conclusion when you give a time up signal (e.g. hand signal or index card). Encourage participants to speak without using their notes.
- Provide feedback on the organization and style of each mini presentation. Ask the presenters to share their thoughts. Encourage other participants to offer feedback.

8. Wrap up (10 minutes)

- Recap the objectives covered in this session.
- Remind participants to sign up for a presentation and food demonstration
- Assign Home Activities.
- Identify the topic for the next session, “Focus on the Four Food Groups.” Encourage participants to read section three in the Resource Binder.

Home Activities

- Ask participants to complete the *One Day Food Record* activity sheet in their workbook. Answer any questions participants may have about completing this activity.
- Ask participants to complete '*How Foods Fit*' Into Canada's *Food Guide* activity sheet.
- Encourage participants to review the on-line resources and readings for this session.



Presentations and Demonstrations Sign-Up

| Session/ Date | Presentation Topic* (30 minutes) | Presenters | Demonstration Recipe** (15 minutes) | Demonstrators |
|--|---|----------------|--|----------------|
| #4 Label Reading Apr 25 | Healthy Eating the Lower Sodium Way | 1. 2. 3. | Lower sodium stir-fry | 1. 2. 3. |
| #5 Food Safety May 2 | Healthy Eating with Whole Grains | 1. 2. 3. | Recipe with a unique grain such as quinoa or bulgur | 1. 2. 3. |
| | Healthy Eating with Milk Alternatives | 1. 2. 3. | Quick and Healthy Snacks for Young Children | 1. 2. 3. |
| #6 Budgeting and Menu Planning May 9 | Healthy Eating with Less Fats on the Menu | 1. 2. 3. | Modification of a high fat recipe | 1. 2. 3. |
| #7 Quick and Easy Meals May 16 | Healthy Eating with More Fibre | 1. 2. 3. | Increase the fibre in a recipe | 1. 2. 3. |
| #8 Healthy Eating for Children May 23 | Healthy Eating with Vegetables and Fruit | 1. 2. 3. | Fruit smoothies | 1. 2. 3. |
| #9 Organizing Cooking Programs May 30 | Healthy Eating Out | 1. 2. 3. | Home-made alternatives to take-out or restaurant fare | 1. 2. 3. |

| Session/ Date | Presentation Topic* (30 minutes) | Presenters | Demonstration Recipe** (15 minutes) | Demonstrators |
|--------------------------------------|---|----------------|---|----------------|
| #10 Workplace Health June 6 | Healthy Eating: Choose Less Sugar | 1. 2. 3. | Packing healthy school lunches | 1. 2. 3. |
| | Healthy Eating with More Legumes | 1. 2. 3. | One Pot Meals | 1. 2. 3. |

*Refer to the Healthy Eating Manual for complete lesson plans

**Recipes are included in CFA Resource Binder

Workbook

Session 2

Community Food Advisor Program

Healthy Eating



Workbook Materials

- Healthy Eating Presentation Notes
- Eating Well with Canada's Food Guide, Health Canada
- Eating Well with Canada's Food Guide, First Nations, Inuit and Métis, Health Canada
- Eating Well with Canada's Food Guide: A Resource for Communicators and Educators, Health Canada
- Getting Ready for Your Presentation and Demonstration
- Guidelines for Giving and Receiving Feedback
- Presentation/Demonstration Feedback Checklist
- Mini Practice Presentation Activity Sheet
- Additional Activities and Resources
- One Day Food Record
- 'How Foods Fit' into Eating Well with Canada's Food Guide Activity Sheet
- Eating Well with Canada's Food Guide: Frequently Asked Questions
- Presentations and Demonstrations Sign-Up Sheet

Getting Ready for Your Presentation and Demonstration

As part of the requirements of the Community Food Advisor Training Program, you will be responsible for delivering a 30-minute in-class presentation on an assigned topic and 15-minute food demonstration. Depending on the size of the training group, you will work independently, in pairs or in small groups.

You will be evaluated on your presentation and demonstration. Your evaluation will include feedback from your trainer and from your peers. Your peers will complete the *Presentation Feedback Checklist* during your presentation/demonstration. The completed checklists will be provided to you at the end of your presentation for you to review.

When planning for your presentation/demonstration, consider the following important information:

1. Your presentation must include the following:
 - Logical and organized presentation and discussion on the topic
 - Appropriate use of audio-visual aids (i.e., PowerPoint, flip chart, displays, etc.)
 - Opportunity for questions or interaction from the audience
2. Your demonstration must include the following:
 - Logical sequence of demonstrating the steps in preparing the recipe
 - Appropriate use of equipment and food handling practices
 - Opportunity for questions/interaction from the audience
3. Follow the **Program Planning Cycle** presented in session 1 as you develop your presentation/demonstration:
 - Analyze the situation
 - Know purpose
 - List objectives
 - Check resources
 - Plan details
 - Do it
 - Evaluate it

You can read about the Program Planning Cycle in the Resource Binder - Section 10: Program Planning and Delivery

4. Organize your presentation/demonstration into three parts:
 - Introduction
 - Body
 - Conclusion

Guidelines for Giving and Receiving Feedback

Guidelines for Group Work

1. We will respect our differences and will not discount ideas of others.
2. We will be supportive rather than judgmental.
3. We will give feedback directly and openly and in a timely fashion. Feedback will be sensitive to the individual.
4. We will all contribute and share our knowledge and resources to enhance the group discussion and decision-making.
5. We will focus on the task and avoid sidetracking and personal agendas.

Guidelines for Giving Feedback

1. Identify a specific example and the reason for the feedback (e.g., reinforce a helpful technique or identify an area that needs modification). Always include your reason for giving feedback.
2. The best time to give feedback is usually immediately after the event so that your observations are fresh in your mind. However, if you are observing behavior change, if the presenter is distressed or if time is short it may be appropriate to delay giving feedback until a more appropriate time (i.e. the presenter is more receptive or there has been time for a behavior change to have occurred).
3. Plan what you are going to say before you say it. Be very sensitive to people's feelings. Focus on factual observations. It may be necessary to save some comments for a private moment.
4. Limit negative comments to those that the presenter can change. It is often appreciated if negative comments are sandwiched between two positive comments.
5. Describe your observations; don't make judgments.
6. Provide specific examples so that the receiver can comprehend the information more completely.

Guidelines for Receiving Feedback

1. Look at the person providing feedback. Establish eye contact. Focus and concentrate your attention on the person. Make appropriate responses, such as nods or "uh-huh".
2. Receivers should seek clarification by asking for specific examples if they are not provided. Do not judge the information or become defensive.

Paraphrase the feedback to demonstrate you were listening and the feedback was understood. Check to see if you heard correctly.

Presentation/Demonstration Feedback Checklist

Peer evaluation should be done in a constructive and supportive way. Complete the following checklist for the presenters. Add comments where appropriate.

Name of Presenters/Demonstrators:

Topic/Recipe:

Date:

Delivery

Physical Presence:

- Did the speakers maintain eye contact?
- Did they establish a rapport with the audience?
- Were gestures natural and effective?
- Did they speak naturally, without relying too much on note cards?

Vocal Delivery:

- Were the speakers enthusiastic about their topic?
- Were their voices clear and loud enough?

Audio Visuals

- Were audio visual materials neat and easy-to read?
- Did the audio visual materials help reinforce the messages in the presentation?
- Did the presenters seem comfortable using the audio-visual materials?
- Not applicable

Design and Content

- Did the introduction interest you?
- Did the presentation flow easily and logically?
- Was the conclusion strong and memorable?
- Did the presentation stay within the time limits?

Food Demonstrations

- Did the demonstration follow a logical sequence of showing the steps in preparing the recipe?
- Was there appropriate use of equipment?
- Were safe food handling practices employed?
- Was the demonstration organized?

Your Comments... What was the most outstanding part of the presentation/demonstration? What changes do you recommend?

Mini Practice Presentation

THE TASK: To design and deliver an effective two minutes presentation

When you have found a group to work with, choose an object to talk about. Your group will have a short time to prepare a 2-minute talk about the object. You will then be asked to deliver the presentation to the class.

ORGANIZE YOUR PRESENTATION:

Effective presentations are organized into three parts:

Introduction: Captures attention and provides an outline of the presentation. By asking questions, you can learn what the audience already knows about the topic.

Body: Present two or three key points about the topic. Use creative ways to illustrate your points.

Conclusion: Summarize the main points. Provide an interesting wrap-up.

Write down ideas for how you will organize your presentation:

Introduction:

Body:

Conclusion:

DELIVERING YOUR PRESENTATION:

- Choose three people in your group to deliver the presentation – one person to deliver the introduction, one person to deliver the body, and one person to deliver the conclusion.
- Be sure to stick to the one minute time limit.
- Try to speak without using your notes. Speak clearly and naturally. Maintain eye contact with your audience. Be yourself.

Session 2

Healthy Eating

Additional Activities and Resources

Additional Activities

- Complete *One Day Food Record*
- Complete *How Foods Fit' into Eating Well with Canada's Food Guide* Activity Sheet

Online Resources

- Dietitians of Canada website – Your Health section: <http://www.dietitians.ca/Your-Health.aspx>
 - assess your food and activity habits using *eaTracker*
 - access tools for planning meals, shopping and cooking
 - find educational handouts in Nutrition A to Z
 - access information and resources for Nutrition Month (organized annually in March)
- Health Canada - Canada's Food Guide website main page <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- Public Health Agency of Canada – Physical Activity <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Readings

- Eating Well with Canada's Food Guide: A Resource for Educators and Communicators, Health Canada
- Eating Well with Canada's Food Guide: Frequently Asked Questions
- CFA Resource Binder:
Section 2: Healthy Eating and Active Living

One Day Food Record

Instructions for Completing your Food Record

Choose one day this week to complete a One Day Food Record.

Write down everything you eat and drink over a 24-hour period on the form, according to each meal/snack heading. As closely as possible, estimate and record the amount consumed for each food/beverage.

Convert the amount of each food/beverage consumed into Food Guide Servings (FGS). Write the number in the corresponding column. To count towards the total, fractions of Food Guide Servings must be at least $\frac{1}{4}$ a Food Guide Serving, **Example:** If you add 15 mL (1 tbsp) of 1% milk to your tea or coffee, do not count this towards your total Food Guide Servings for Milk and Alternatives; however, if you consume 60 mL ($\frac{1}{4}$ cup) of milk in a latte, count this as $\frac{1}{4}$ of a Food Guide Serving of Milk and Alternatives.

At the end of the day, review your record and ensure you have recorded all the foods and/or beverages consumed. Add up the FGS for each food group and record this at the bottom.

When you have completed your One Day Food Record, answer the following questions:

1. Did you meet the recommended number of Food Guide Servings (FGS) for each food group recommended by Canada's Food Guide? If not, from which food group(s) did you consume less than the recommended number of FGS? From which food groups did you consume more than the recommended number of FGS?
2. What changes could be made to your day's food intake to better align with recommendations in CFG?

One Day Food Record

List all foods and beverages consumed in a 24-hour period

Date: _____

| Meal / Snack | Food / Beverage Consumed | Amount Consumed | Food Guide Servings | | | | | |
|--|--------------------------|-----------------|---------------------|----|------|------|-----|-----|
| | | | V&F | GP | Milk | Meat | F&O | FLT |
| Breakfast | | | | | | | | |
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| | | | | | | | | |
| Lunch | | | | | | | | |
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| Dinner | | | | | | | | |
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| | | | | | | | | |
| Legend: F&O = Fats and Oils FLT = Foods/Beverages to Limit | | | Totals | | | | | |

‘How Foods Fit’ into Eating Well with Canada's Food Guide

Indicate with a check mark (✓) which food group(s) each item belongs to.

| Items | Vegetables and Fruit | Grain Products | Milk and Alternatives | Meat and Alternatives | Fats and Oils | Foods to Limit |
|--|----------------------|----------------|-----------------------|-----------------------|---------------|----------------|
| Baby carrots | | | | | | |
| Chocolate soy beverage | | | | | | |
| Couscous with raisins | | | | | | |
| Peanut butter & jelly sandwich | | | | | | |
| Meat lasagna & a glass of wine | | | | | | |
| Vegetable & tofu stir fry on rice | | | | | | |
| Hummus with pita bread | | | | | | |
| Macaroni & cheese | | | | | | |
| Yogurt with fruit | | | | | | |
| Cream cheese | | | | | | |
| Spinach & feta cheese salad with oil & vinegar | | | | | | |

Eating Well with Canada's Food Guide

Frequently Asked Questions

Q: Is fibre-enriched white bread as nutritious as whole wheat bread?

A: Enrichment means 'the addition of nutrients to refined food products'. Fibre-enriched white bread is comparable to whole wheat bread in fibre, iron, thiamin, riboflavin, niacin and folic acid. Whole grain bread contains many more nutrients than enriched white bread. It contains additional micronutrients such as magnesium, zinc, vitamin E, vitamin B6, chromium.

Q: How many servings from each food group do I need?

A: Different people need different amounts of food. Canada's Food Guide is designed to meet the needs of people over the age of two. It recommends a number of Food Guide Servings for each food group. The number of Food Guide Servings you need every day depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. For example, an active teenage male will need to eat more Food Guide Servings than an inactive middle-aged man.

Q: Should I take a multivitamin/mineral supplement?

A: A supplement cannot replace good eating habits. You usually get all the nutrients your body needs by simply choosing a variety of foods from all four food groups. Some people need certain supplements. Women in child-bearing age range need extra folate and pregnant women often need extra iron. Canada's Food Guide recommends that adults over the age of 50 take a daily vitamin D supplement of 10 ug (400 IU). Consulting a doctor or dietitian for more information is recommended.

Q: I follow a vegetarian diet. Is Canada's Food Guide right for me?

A: Eating Well with Canada's Food Guide can be used to plan a vegetarian diet. Like everyone else, vegetarians choose foods from the Food Guide, except their selections from the Meat & Alternatives food group which include tofu, legumes (e.g., kidney beans, chickpeas, lentils), nuts, nut butters and seeds. Lacto-vegetarians consume Milk and Alternatives and eggs. Strict vegetarians (vegans) avoid all animal products however there are calcium and vitamin D fortified soy beverages available as milk alternatives. You can create a personalized vegetarian version of the Food Guide at www.myfoodguide.ca

For additional FAQs about Canada's Food Guide, refer to Health Canada's website: www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/faq-eng.php.

Presentations and Demonstrations Sign-Up

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| 4 Apr 25 | Healthy Eating the Lower Sodium Way* | 1. 2. 3. | Lower sodium stir-fry | 1. 2. 3. |
| 5 May 2 | Healthy Eating with Whole Grains* | 1. 2. 3. | Recipe with a unique grain such as quinoa or bulgur | 1. 2. 3. |
| | Healthy Eating with Milk Alternatives | 1. 2. 3. | Quick, healthy snacks for young children | 1. 2. 3. |
| 6 May 9 | Healthy Eating with Fats on the Menu* | 1. 2. 3. | Modification of a high fat recipe | 1. 2. 3. |
| 7 May 16 | Healthy Eating with More Fibre* | 1. 2. 3. | Increase the fibre in a recipe | 1. 2. 3. |
| 8 May 23 | Healthy Eating with Vegetables and Fruit* | 1. 2. 3. | Fruit smoothies | 1. 2. 3. |
| 9 May 30 | Healthy Eating Out* | 1. 2. 3. | Home-made alternatives to take-out or restaurant fare | 1. 2. 3. |
| 10 June 6 | Healthy Eating: Choose Less Sugar* | 1. 2. 3. | Packing healthy school lunches | 1. 2. 3. |
| | Healthy Eating with Legumes | 1. 2. 3. | One pot meals | 1. 2. 3. |

*Refer to the Healthy Eating Manual for complete lesson plans.

**Recipes are included in the CFA Resource Binder

Presentation / Demonstration Feedback Checklist



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Vocal Delivery:

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- Were their voices clear and loud enough?

Audio Visuals

- Were audio visual materials neat and easy-to read?
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- Not applicable

Design and Content

- Did the introduction interest you?
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- Was the conclusion strong and memorable?
- Did the presentation stay within the time limits?

Food Demonstrations

- Did the demonstration follow a logical sequence of showing the steps in preparing the recipe?
- Was there appropriate use of equipment?
- Were safe food handling practices employed?
- Was the demonstration organized?

Your Comments... What was the most outstanding part of the presentation/demonstration? What changes do you recommend?
