

Every Little Step Counts

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These materials are a part of the Compendium of Culturally and Linguistically Tailored Resources for Type 2 Diabetes Prevention, assembled by NORC at the University of Chicago under contract with the Centers for Medicare & Medicaid Services Office of Minority Health.

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Class 1: Getting Started

Session Overview

“Getting Started” is an introductory class. This class will introduce the Every Little Steps Counts (ELSC) program to families and the risk factors for developing type 2 diabetes.

Learning Objectives

At the end of the class, participants will:

1. Identify the purpose and goals of ELSC
2. Define pre-diabetes and identify 1-2 risk factors for developing type 2 diabetes by participating in the group discussion.
3. Evaluate their readiness to make healthy lifestyle changes by discussing positive changes and completing the Assessment/Evaluation.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 minutes prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Introductions

Notes to Educator

SAY: Welcome to the Every Little Step Counts program!

My name is _____. I am so excited to be working with you over the next several months.

DO: Briefly tell the class about your background (repeat for each educator).

Share your title/role in your organization, clinical area in which you work (if applicable), and experience with the Center for Family Wellness.

ACTIVITY: Icebreaker

SAY: Let's get to know each other a little better.

- What is your name and how old are you?
- Who is with you today? Are there any family members that could not be here today?
- Why did you join this program?
- Why is it important for you and your family to be a part of this program?

Tips:

Encourage participation by rephrasing the question and/or providing ideas on what to answer

Participants may respond:

- My doctor referred me
- I want to improve my health
- We don't want to get diabetes

SAY: Thank you for sharing. We will get to know each other very well over the coming weeks.

Food Experience

SAY: At the beginning of each class, we will have a food experience. This activity provides an opportunity to try and learn about a new food or a new way to prepare a food item that we may not normally try on our own.

ASK: Can anyone guess how many times you have to try a new food before you learn to like it?

ANSWER: It can take up to 15 times or more before we learn to like unfamiliar foods¹

It is okay to not like the food item but remember it takes time to warm up to unfamiliar foods. At home, try to present and eat these foods at multiple meals overtime.

Before we start, there are some rules that we will follow during this activity:

1. Try it at least once (three bites would be ideal)
2. Avoid making faces or saying negative phrases like “ewe” or “gross”
3. After trying we will practice describing the food item (texture, taste, color, etc.).

ACTIVITY: Food Experience

SAY: Today’s food experience is _____.

DO: Pass out food experience. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let’s spend a few minutes describing the food

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: The way we talk about food has an impact on developing healthy eating habits. It is important to describe the foods using texture, taste, color, etc. This helps us understand our food preferences and expand our palate. We will continue to practice at each class.

Objectives

SAY: During this first session, we will introduce the Every Little Step Counts (ELSC) program, review the risks for developing type 2 diabetes and take the first step in making positive lifestyle changes. We’ll talk about:

Notes to Educator:

Food Experience:

It’s important to try foods cooked/prepared differently as we may like it one way but not another.

Tips: Prepare and present in different ways. Ex: cooked tomatoes, vs raw tomatoes

Examples:

Taste: sweet, bitter, sour, spicy, salty etc.

Texture: crunchy, soft, crispy, hard, etc.

Discourage vague descriptions like good, bad, ewe, etc.

Example:

*What is it that you don’t like about it?
Is it too crunchy? What changes would you make?*

1. The purpose and goals of the program
2. What is pre-diabetes is and the risk factors for developing type 2 diabetes
3. Evaluate your readiness to make healthy lifestyle changes

Lastly, you will get our first homework assignment to practice at home.

Program Overview

SAY: Let's start with an overview of the program. The Every Little Step Counts (ELSC) was designed to improve the health of youth and their families to prevent type 2 diabetes.

More and more young children and teens today are developing type 2 diabetes, some as young as 10 years old.

During the classes, you will learn:

- The skills to make lifestyle changes to promote a long and healthy life
- How to overcome challenges and apply healthy habits daily

Changes can be difficult but remember, Every Little Step Counts. Small changes can have a great impact on our health and quality of life.

What is Pre-diabetes?

SAY: Now, let's talk a little more about what prediabetes and type 2 diabetes is, the risk factors, and how to lower our risk.

SAY: Prediabetes means our blood sugars are higher than normal but not enough to be diabetes. These higher levels of sugar put us at higher risk for developing type 2 diabetes and other health problems.

Diabetes is a disease that affects how the body uses glucose, the main type of sugar in the blood.

When you eat, your body breaks down food into sugar (glucose). Using a hormone called insulin our body is able to use this sugar

(glucose) for energy. In people with type 2 diabetes, the body doesn't make or use insulin well. As a result, the sugar in the blood can get higher than normal.

Notes to Educator:

SAY: You are more likely to get type 2 diabetes if you:

- Have a parent or sibling with type 2 diabetes
- Are not at a healthy weight (weight is not appropriate for height and age)
- Not being physically active
- Being Hispanic or other minorities
- Abnormal Labs

DO: Show participants image "Acanthosis Nigricans" to discuss physical signs of insulin resistance.

SAY: Acanthosis Nigricans is a darkening around the neck, under arms, knuckles, knees, elbows, and groin areas. This dark coloration is NOT dirt and cannot be washed off. It is a sign that the body is not using insulin well. Weight loss can help reduce the dark coloration.

What to Expect?

SAY: Let's review program expectation. By participating in our program, you can expect:

- 12 Nutrition Education classes
- Physical activity classes 3 times a week with a YMCA trainer
- 2 Lab evaluations for child/youth
- Improvements in health, reducing your risk for developing health problems
- Free YMCA Membership

To fully benefit from the program, we ask that you:

- Attend all of the classes
- Go to lab appointments

Making Changes

SAY: Now let's evaluate how ready we are to make the positive changes, including:

- Eating well
- Being active
- Lifestyle
- Behavioral

ACTIVITY: Readiness to Change

SAY: Please look at the "Assessment/Evaluación Form".

DO: Read (or ask a volunteer to read) the Readiness Assessment Form.

SAY: Using the scale on the handout (1 = Not Ready to 10 = Very Ready), circle the number that reflects your readiness to change.

Now let's go around the room and share how ready you are.

ASK: What number did you choose? What was the reason you chose this number?

SAY: Thank you for sharing. Not everyone starts ready to change and that's OKAY! Throughout the program you will learn how to start making positive lifestyle changes and increase your confidence in applying this to your daily lives.

Remember, changes will not happen overnight. Every Little Step Counts!

ACTIVITY: Agreement

DO: Handout "Agreement/Contrato". Read (or ask a volunteer to read) the program agreement.

SAY: This agreement represents you and your family's commitment to making healthy lifestyles changes. Please sign and we will collect at the end of class.

ACTIVITY: Personal Goals

DO: Handout “Personal Goals”.

Notes to Educator:

SAY: Please review the goals and place a checkmark next to at least 2-3 of the goals you and your family would like to work on each week for the next 6 classes. Fill in the blanks where appropriate.

DO: Allow participants a few minutes to write down their goal. Go around the room and assist participants as needed.

ASK: Would someone like to share one of the goals you would like to achieve work on?

SAY: Thank you for sharing. As you work on your goals during the program think of some positive choices that you’re going to make to help you accomplish the goals you set today.

During our next class we will discuss how things went with your goal.

Homework

SAY: During the next week, write down any positive changes you make in your notebook.

Remember to work together as a family to make positive lifestyle changes. Be ready to share your experience at the next class.

DO: Allow participants a few minutes to write down the homework.

During our next class we will discuss how things went with your homework.

Summary and Closing

DO: Prior to closing, handout “Classes” and “Schedule for Classes”.

SAY: We have come to the end of the class. Today we talked about:

- The purpose and goals of ELSC
- What pre-diabetes is and what puts us at risk for developing type 2 diabetes

Congratulations! You have completed your first class.

DISCUSS: Do you have questions about anything we talked about today?

SAY: At the next session, we'll review your homework. We'll also talk about _.

Between now and the next session, please work on your homework.

Thank you for coming and don't forget to bring your notebook to our next sessions!

Class adjourned.

Class 2: Health Awareness

Session Overview

During “Health Awareness”, families will use their child’s health evaluation results to get a better understanding of their health and body composition. We will identify and define the measures used to assess their risk for developing type 2 diabetes and other health problems.

Learning Objectives

At the end of the class, participants will:

1. Demonstrate their understanding of health and body composition by discussing 3 types of cholesterol, triglycerides, blood glucose and BMI
2. Identify 1-2 lab measures used to assess their risk for developing diabetes and other health problems
3. Define 1-2 standards for diagnosis of type 2 diabetes by reviewing them with the instructor and participating in the group discussion

Materials Needed

Pens/Pencils

Nametags

Blank SMART Goals Log

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
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Welcome and Review

SAY: Welcome back, everyone!

Today we are going to talk about ____

Before we start, let's review what we discussed last time.

DO: Briefly summarize previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

Reflection

ACTIVITY: Reflection

SAY: What positive lifestyle change did you and your family make this past week?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today we will:

1. Review your child's health evaluation results and what they tell us.
2. Begin to understand their health and body composition
3. Identify 1-2 lab measures used to assess risk for developing type 2 diabetes and other health problems
4. Define 1-2 standards for diagnosis of type 2 diabetes

Finally, you will get a chance to set a goal that we can practice until our next class.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

Notes to Educator:

ASK: Does anyone remember the rules when we do this activity? Begin to understand their health and body composition

ANSWER: Remember the rules during this activity:

1. Try it at least once (three bites would be ideal).
2. Avoid making faces or saying negative phrases like "ewe" or "gross".
3. After tasting we will practice describing the food item (texture, taste, color, etc.).

DO: Pass out food experience. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Review of Lab Results

SAY: Different measures are used by medical providers to evaluate our risk for developing type 2 diabetes and other health problems.

ACTIVITY: Review of Lab Results

DO: Pass out the Lab Evaluation sheet and lab results for each participant (if available).

SAY: Please look at the Lab Evaluation sheet that we just passed out. Our lab results can help us understand a little more about our health.

OPTIONAL: If lab results are not available can move on to reviewing what the labs mean.

SAY: Using the lab results begin to fill out “My Labs” on the Lab Evaluation sheet. Let’s go through the first one together.

Notes to Educator:

The first lab we need to look for is Total Cholesterol. Look for Total Cholesterol on your lab results you received. Once you have found it, write that number on the Lab Evaluation Sheet under My Labs next to Total Cholesterol.

ASK: After you have filled in your sheet we will discuss what each lab value tells us about our health. Are there any questions?

DO: Allow participants a few minutes to look for and write down the remaining lab results. Go around the room and assist participants as needed.

SAY: Now let’s talk about what each of these labs mean, starting with total cholesterol.

Cholesterol is a type of fat made and used by our bodies. Our bodies use cholesterol to help our bodies function normally.

Too much cholesterol can lead to clogged arteries making it difficult for blood to move freely. This increases our risk for a stroke or heart disease.

In general, we want to keep our total cholesterol less than 170.

SAY: There are two types of cholesterol, LDL and HDL. One is often called the good cholesterol and the other is the bad cholesterol.

ASK: Between LDL and HDL, can anyone guess which is the bad and which is the good?

ANSWER:

LDL is the bad or “lousy” cholesterol. This can lead to the clogged arteries we mentioned earlier. We want this value less than 110.

HDL is the good cholesterol. You can think H for “healthy”. It helps get rid of LDL and protects our heart. We want this value equal to or more than 45.

Notes to Educator:

SAY: Another type of fat found in the blood is called Triglycerides. When we eat more than we need, the extra calories are turned into triglycerides and can provide our body with energy when needed. A healthy range is less than 150.

ASK: What might increase our risk for high cholesterol?

Participants may say:

- Genetics – it can sometime run in the family
- Age – as we get older are levels can rise
- Lack of activity – exercise can help increase healthy cholesterol
- Eating in excess – especially high amounts of fats we should limit
- Smoking

SAY: Some of these we have more control over. It is important that we focus on making healthy lifestyle changes.

Action step 1: Start by including food rich in fiber such as vegetables, fruits and choosing whole grains. Limit foods high in added sugars and high in saturated and trans-fat.

SAY: Now, let’s take a look at the last two labs on our sheet glucose (blood sugar) and 2-hour OGTT glucose. Both measure sugar in the blood.

Blood sugar or glucose is our primary source of energy and comes from the foods we eat. When we eat more calories or energy than we use, our body stores it as fat and can lead to unhealthy weight gain.

The goal is to practice healthy eating habits and learning how to get the energy we need. We will learn more about this throughout the program.

Blood sugar can be used to determine our risk for developing type 2 diabetes. Two labs measuring blood sugar were taken, fasting blood sugar and 2-hour OGTT. Fasting means not having anything to eat or drink for at least 8 hours before the test. The OGTT is a two-hour test that checks your blood sugar two hours after you drink a special sweet drink.

Notes to Educator:

Let's review what our results mean.

- Normal
 - Fasting blood sugar is less than 100 mg/dl
 - Random blood sugar (2-hour OGTT) is less than 140 mg/dl
- Prediabetes is when our blood sugar is higher than normal but not yet diabetes and can be defined as:
 - Fasting blood sugar of 100 – 125 mg/dl
 - Random blood sugar of 140 – 199 mg/dl
- Diabetes is diagnosed when blood sugar is,
 - Fasting is greater than or equal to 126 and/or
 - Random blood sugar greater than or equal to 200

SAY: Other potential health concerns include our blood pressure, thyroid levels, sleep apnea, low self-esteem, anger and/or depression.

ASK: Are there any questions before we move on?

Body Composition

SAY: For children and teens weight is evaluated differently than in adults because they are still growing. It's normal for weight to change as they go through growth spurts.

In adults, body mass index or BMI is used to evaluate weight and our risk for health problems. It is calculated using weight and height.

In children and teens, growth is evaluated using BMI percentiles which are calculated using BMI, age, and gender.

BMI percentiles compare their BMI with other boys or girls of the same age.

Notes to Educator:

ACTIVITY: Body Composition

DO: Pass out the growth chart for each participant.

SAY: Please look at the growth chart we just passed out. Find the dot, which represents your child's weight, on the growth chart and follow the line to the right to determine the percentile.

Growth charts are used to evaluate if they are growing as expected or if there are changes in their growth that need attention. On the chart you can find the percentile to address body size and growth and to monitor growth over time. A percentile equal to or greater than the 85th percentile indicates that their weight is high for his or her age and height.

DO: Allow participants a few minutes to review their growth chart. Go around the room and assist participants as needed.

SAY: Making healthy lifestyle changes can help reduce our risk for developing type 2 diabetes and other health problems while supporting a healthy weight.

Start by working towards:

- Action step 1 (discussed above)
- Action step 2
 - Increase exercise and/or play up to 30 to 60 minutes daily.
 - Stay hydrated! Drink water.
 - Remember to care for yourself
 - Avoid smoking, 2nd hand smoke and other substances
 - Stay positive

SAY: Now, let's take some time to review the homework.

Homework

Notes to Educator:

ASK: In your notebook, write the following statement:

- I am _____ and deserve good things, because _____ and I am loveable.

During the next week, fill in the blanks and write down any changes you make.

Remember to work together as a family to make positive lifestyle changes. Be ready to share your experience at the next class.

DO: Allow participants a few minutes to write down the homework.

During our next class we will discuss how things went with your homework.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about our health evaluation results.

1. Identified lab measures used to assess their risk for developing type 2 diabetes and other health problems
2. We reviewed how body composition is evaluated

DISCUSS: Do you have questions about anything we talked about today?

At the next session, we'll review your homework. We'll also talk about _.

SAY: Between now and the next session, please work on your homework.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 3: Roles and Responsibilities

Session Overview

“Roles and Responsibilities” helps parents and children distinguish how they contribute to making choices about food and eating in their family. This class provides guidance and tips on how to help their family make positive lifestyle changes while identifying the challenges to changing old habits.

Learning Objectives

At the end of the class, participants will:

1. Identify the roles and responsibilities that parent(s) and children have when it comes to food and eating by discussing their separate responsibilities and providing examples, guidelines, and tips to follow for instilling these responsibilities and roles at home.
2. Identify challenges and solutions to overcome barriers to making healthy food choices by discussing challenges faced when taking on their individual roles in eating and determining possible solutions.
3. Practice roles and responsibilities by working together as a team to plan and build a low cost meal for the family following *The Plate Method* guidelines.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
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- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
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Welcome and Review

Notes to Educator:

SAY: Welcome back, everyone!

Today we are going to talk about ____.

Before we start, let's talk about how you have been doing this past week.

DISCUSS: What positive lifestyle changes did you & your family make this past week?

SAY: Remember making changes is hard, we are here to help and support each other; every little step counts!

DISCUSS: How did you fill out the blanks for last week's statement?

I am _____ and deserve good things, because _____ and I am loveable.

SAY: Thank you for sharing.

Reflection

ACTIVITY: Reflection

ASK: What positive lifestyle changes did you and your family make this past week?

DO: Allow participant time to respond

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today we will talk about the roles and responsibilities that we each have when making decisions about food and eating. We will discuss:

1. Parents roles and responsibilities
2. Children roles and responsibilities

We will explore the different challenges that arise during mealtimes and discuss solutions. You will also get a chance to practice planning a meal for the family that is affordable and delicious.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Feeding Children

ASK: What are some negative effects of eating poorly?

Participants may say...

- Feeling tired
- Decreased attention span
- Irritability
- Less sociable
- Behavior problems
- Difficulty learning

SAY: Good nutrition is as important as eating the right amounts of food. This can help promote:

- Healthy growth
- Strong immune system
- Healthy weight
- Reduce risk for health problems

Eating healthy has many advantages for our health and wellness. As parents we do not have to force our kids to eat or control how much they eat.

Children know when they are hungry, and they also know when they are full. Division of responsibility is important when feeding our children/youth.

Notes to Educator:

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like "ewe" or "gross"

After tasting we will practice describing the food item (texture, taste, color, etc.)

Before we start let's review some ground rules to put into practice during mealtimes.

Notes to Educator:

Rules About Food and Eating

SAY: It is important to set some rules when it comes to mealtimes. These rules can help us make mealtimes more pleasant.

1. Feed children when hungry, this way we avoid the moodiness that can come with an empty stomach.
2. Take into account your children's taste preferences when planning meals.
3. Make eating an enjoyable activity; limit the table topics to small chatter and save the punishments for another time.
4. Avoid emotional eating; pay attention to the reason for eating. Are you hungry? Are you nervous? What is the reason for eating?
5. Be conscious of how food choices affect health. It is important to take into account our kids preferences but we also know choosing to eat pizza every day is not the healthiest.

Now, let's talk about our roles and responsibilities as parents and children.

Roles and Responsibilities

SAY: Parent and child both have different roles and responsibilities when it comes to food.

ASK: Parents what do you believe are your roles and responsibilities in feeding your family?

ANSWER: Parents first role is to provide a variety of foods such as fruits, vegetables, meats, nuts, beans, dairy, grains, fats, vitamins, minerals and water.

Remember there is no one perfect food. We need a variety of foods to get the vitamins and minerals needed to grow and stay healthy.

SAY: Parents second role is to eat with your children, in other words, have family meals. Eating together helps:

- Build communication skills
- Provides a safe environment
- Allows an opportunity to be a role model
- Learn to eat different foods together

Notes to Educator:

By dedicating the time to eating you are acknowledging that mealtime is important.

It may not be possible to have mealtime together every day but do it whenever possible, even if it is once a week.

SAY: Parents third role at mealtimes is to decide what, when, and where...

- **What to eat**
 - Plan nutritionally balanced meals for you and your family.
 - Plan for acceptable foods – this does not mean avoiding foods like vegetables because your kid does not like them. It means acknowledging their preferences and taking them into account; including a vegetable they like, even if it is the same one. They're learning!
 - Plan to include new foods with ones they like. Don't provide a complete new meal, they may choose to not eat it.
- **When**
 - Have a schedule with specific times for meals and snacks.
 - Discourage grazing, this may cause them to not eat because they do not feel hungry as they have been grazing.
- **Where**

You decide where the meal is going to be served and eaten. For example:

 - Home: at the table
 - Not in front of the TV
 - Restaurant
 - School
 - Fast food
 - Picnic

Discourage distractions during mealtimes.

ASK: Children, what do you believe are your roles and responsibilities when eating?

ANSWER: Children's first role is to decide how much to eat. This allows them to develop the ability to know when they are hungry and when they are full.

This means avoiding saying "eat until your plate is clean." Allow them to start paying attention to their hunger cues and depend on how their body feels instead of external cues and believing "I am full when my plate is clean."

SAY: Children's second role is to decide what to eat.

You do not have to eat what parents decide to provide however, this does not mean you get to eat something else.

If you decide not to eat you will have to wait for the next scheduled meal or snack. Choose what to eat from what was served, even if all you eat is the pasta or the meat. Parents do not have to provide substitutions or be "short order cooks."

SAY: Children's third role – serve yourself.

Allowing children to serve themselves allows them to build communication skills as they can ask for help. They build decision making skills as they learn what and how much to serve themselves. With the guidance of parents, they can learn about portion control, and together learn to include vegetables. Even if we start with only a small portion we can learn to eat more and different kinds of vegetables. Having to use the spoon and coordinate the movements to serve allows for the development of fine and gross motor skills.

SAY: Children's fourth role, help parents with meals regularly.

Help in the planning and development of the menu for the week, this way parents can consider their preferences and include foods they enjoy along with foods that are nutritious.

Do the grocery shopping together, this can expose kids to different ingredients and increase their curiosity. Helping to prepare meals gives them life skills, so they learn how to cook meals they enjoy that are packed with nutrition.

Notes to Educator:

Lastly, help with the cleanup, it is the least favorite part but necessary for the house to be tidy. It helps to understand the full circle of eating.

Struggles for Control

SAY: It is important to set limits, following the roles and responsibilities that we have discussed.

Don't try to force them to eat all their vegetables, eliminate snacks, clean off their whole plate, or bribe with dessert.

Being too controlling does not usually work.

This should not be confused with setting limits and providing structure. Parents are not providing this if they allow their children to:

- Eat and drink whenever and whatever they want.
- Misbehave and act as "short order cooks" to prepare whatever they want.
- Eat anywhere they want and do not set or enforce consequences appropriate for the child's behavior and age.

SAY: Now let's practice using the roles and responsibilities.

Meal Planning

SAY: Today we are going to plan a balanced meal for the family following the plate method. Before we begin,

ASK: Does anyone remember what should be included on our plate?

ANSWER: Remember, the plate is divided into three groups.

- ½ your plate with non-starchy vegetables
- ¼ carbohydrate foods
- ¼ protein foods

You can also add a serving of fruit or a serving of dairy or both if you would like at each meal.

Notes to Educator:

SAY: Now, let's review how to play.

The object of the game is to build a meal following the plate method for a family of 4. Today we will be planning a dinner. In the end, the family with the most affordable, but still delicious, meal wins!

Please take a look at the *Healthy on a Budget* Handout in your packets. As a family you will come up with a meal to serve for dinner. When you are ready, write your meal in the section "What are we cooking?"

DO: Allow a moment for families to write down the meal they chose.

SAY: For the purpose of the game you will only need to purchase ingredients required for 1 meal for a family of 4. Let's look at an example.

Families should assume that they have all the spices and seasonings needed.

Example 1:

I will be making sandwiches for dinner for my family of 4. Each member needs 2 slices of bread which is a total of 8. This means that I will only need to purchase half of a loaf. A full loaf is \$2 and half would be \$1. I will list half a loaf and the cost of \$ on my ingredients list.

Example 2:

I will be grilling chicken breast for dinner for my family of 4. In general, each member needs 3-4oz of protein per meal. To keep it simple, I will purchase 4oz for each member which is a total of 16oz or 1lb. I will list 1lb of chicken and the cost for 1lb on my ingredients list.

SAY: Using grocery ads you will find the ingredients you will need to prepare your meal.

You will list each ingredient (food item), the portion of each item you will need and the price of each ingredient in the section "What do we need?" on the *Healthy on a Budget* Handout.

At the bottom, you will add up all of the items for the total cost of your meal.

DO: Pass out grocery ads and calculators.

SAY: Remember you only need to purchase what is needed for this meal and it must follow the plate method. Assume you already have food items used to prepare meals such as seasoning (salt, pepper, spices, etc.).

ASK: Are there any questions before we begin?

DO: Allow families the remaining time left in this section to complete the activity. Have families share their complete meals and final cost with the group. As participants share, confirm that all criteria for the plate method are met.

ASK: What did we learn?

ANSWER: Nutritious meals don't have to be expensive.

SAY: Congratulations on building a cost effective and balanced meal for the family.

As you plan your meals moving forward, keep the following in mind:

- Use the plate method as a guide to build balanced meals wherever you are. The meals combinations are endless!
- Involve the whole family by making food decisions together.
- Listen to your hunger cues. Eat until you are satisfied not until you are stuffed.
- Remember to practice the roles and responsibilities.

Now, let's review this weeks' homework.

Homework

SAY: Children, during the next week, go to the grocery store with your parent/guardian and choose a fruit or a vegetable you would like to prepare for your family. Try to make it fun by choosing a new vegetable. Write the experience in your notebook.

Notes to Educator:

Try to split grocery ads up evenly between groups.

Parents, your homework will be to choose one of the following to practice at home with your family:

Notes to Educator:

- Sit down to eat with the family
- Turn off the TV during meals
- Let children help with meal preparation

DO: Allow participants a few minutes to write down the homework in their notebook.

SAY: Be ready to share your experience at the next class. During our next class we will discuss how things went with your homework.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about the roles and responsibilities that we each have when making decisions about food and eating. We discussed:

1. Parents roles and responsibilities
2. Children roles and responsibilities

DISCUSS: Do you have questions about anything we talked about today?

At the next session, we'll review your homework. We'll also talk about _____.

SAY: Between now and the next session, please work on your homework.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 4: Keep it Moving

Session Overview

“Keep it Moving” helps participants understand the importance of incorporating daily physical activity to help prevent health problems such as diabetes and heart disease in the future. In conjunction with physical activity classes, participants will be motivated to keep a physical activity log to help make physical activity part of their daily lives.

Learning Objectives

At the end of the class, participants will:

- Identify different types of physical activities
- State the health benefits of regular physical activity
- Utilize an activity log to monitor physical activity over the next 7 days

Materials Needed

Pens/Pencils

Nametags or Name Tents

Class binder for each participant

Class handouts

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food experience (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Review previous session assignments
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder to the next class

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with participants that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator

SAY: Welcome back, everyone!

Today we are going to talk about physical activity.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: What fruit or vegetable did you shop for and prepare last week? Were there any challenges that you faced on completing this assignment? Allow both parents and children to share.

Does anyone have any questions about what we talked about last time?

Objectives

SAY: Today, we will talk about:

- The benefits of physical activity
- Different types of physical activity
- How to incorporate physical activity with your family and friends

Finally, we will review the homework assignment for the week.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Physical Activity

SAY: Physical activity simply means movement of the body that uses energy. Walking, walking the dog, going up and down the stairs, or playing a sport you enjoy.

Physical activity should be a part of your overall lifestyle to decrease the risk of developing chronic diseases like type 2 diabetes. Exercising also helps keep your bones healthy!

SAY: Regular physical activity can help you:

- Feel better
- Focus in school
- Sleep better at night
- Reduce your chances of getting sick or having a chronic illness

Benefits of Physical Activity

ASK: What do you think are some benefits that physical activity can provide to our bodies?

ANSWER: Exercising can provide many benefits to our bodies, they can include:

- Maintain a healthy weight
- Strong bones and muscles
- More energy
- Strength and endurance
- Improves cholesterol levels
- Positive self esteem

SAY: Now let's talk about calories. Calories are units of energy. When you hear that something contains 100 calories, that is a way of describing how much energy your body can get from eating or drinking that item. That means that we should also consider the balance between what you eat and drink (IN) and what you burn through physical activity (OUT).

- More IN than OUT over time leads to weight gain.

The right portions of food help obtain a healthy weight.

Energy OUT

Notes to Educator

SAY: The number of calories needed depends on the lifestyle of each person:

- Sedentary or Not Active – Sits most of the time like a desk job or watches TV or video games all day
- Moderately or Somewhat Active – Active about 3 times per week
- Very Active – a person that is active every day of the week

People who are more physically active burn more calories than those who are not and may need more energy.

DO: Provide participants general recommendations for calories IN.

SAY: This table can give you a general guidance on calories needed based on age, gender and lifestyle for each person.

ASK: Please look for your recommended calorie intake. First find your gender and then lifestyle. Lastly follow the column down until you reach your age.

DO: Assist participants in finding their calorie recommendations.

Physical Activity Recommendations

SAY: Whenever you start a new exercise program or become more involved with physical activity, there are certain things you should keep in mind to ensure your safety.

Make sure to start slowly – well have our own pace.

- Stretch before and after activities.
- Most importantly, Be Patient! – It can take 8 to 12 weeks before you may notice improvements in your fitness level.
- Gradually increase the amount of exercise you do.

SAY: It is recommended that children and adolescents exercise a minimum of 60 minutes per day, 7 days a week. Adults should obtain a minimum of 150 minutes per week, or 30 minutes 5 days a week.

DISCUSS: There are two different ways to be active, informal and formal.

ASK: Can anyone name some activities that would be considered informal?

ANSWER: Playing outside, playing tag or ball, playing hide and seek, running during play, riding a bike, taking the stairs, household chores (ex. Vacuuming, mopping, gardening, yard work, shopping)

SAY: Correct. Informal activities include those that are part of our normal day to day routine.

ASK: Can anyone name some activities that would be considered formal?

ANSWER: Planned 30 minutes a day of activity, going to the gym, P.E. class in school, routine walking, dance class, participating in sports at school or local league.

SAY: Correct. Formal activities include those that are planned times for being physically active.

How to Start a Formal Exercise Plan

SAY: There are a few steps you want to consider when starting an exercise plan.

1. Choose an exercise you want to try or enjoy.
2. Make a plan: What? When? Where? How?
3. Start slowly. Gradually increase the amount of exercise you do over time.
4. Stretch and warm up.
5. Get your heart rate up.
6. Cool down and stretch.
7. Drink plenty of water.
8. Be PATIENT, it can take 8-12 weeks before you notice improvements in your fitness level.

SAY: There are different parts of a formal exercise plan that should be considered.

- Stretching
 - Warming up and cooling down

- Improving muscle and joint range of motion (flexibility)
- Aerobic exercise
 - Conditions your internal muscles: heart, lungs, and blood vessels
 - Burns Calories
- Muscle-strengthening activities
 - Improves strength and muscle endurance
 - Improves bone health

ASK: What are the benefits of stretching?

ANSWER: Elongates muscles, protects against injury, allows for maximum range of motion, improves flexibility, reduces stress, promotes a greater sense of well-being.

SAY: Stretching should be done before and after you exercise. This could also include activities such as yoga or T'ai chi.

ASK: What are the benefits of aerobic activities?

ANSWER: Gets your inner organ muscles working (heart and lungs), strengthens your heart, improves healthy cholesterol levels (HDL).

SAY: Aerobic activities include those with a “low impact” on your bones such as walking at a fast pace or swimming and “high impact” on your bones such as running, tennis, dance.

ASK: What are the benefits of muscle-strengthening activities?

ANSWER: Builds strength, muscles, and bones; burns calories, may lower bad cholesterol (LDL), increases your metabolism.

SAY: Muscle-strengthening includes activities for resistance training such as lifting weights or using resistance bands.

SAY: Drinking water is important during any activities. Staying hydrated will help you exercise to optimal capacity and give your best performance. Try to hydrate before, during, and after exercise.

Homework

DO: Provide participants with the homework assignment for the next session.

SAY: Please make a list of activities you will do and keep a log of the activities you complete in an activity log or notebook. Also select a favorite sweet or snack and bring the Nutrition Facts Label to the next session.

DO: Allow participants a few minutes to write down the homework in their notebook.

SAY: Be ready to share your experience at the next class. During our next class we will discuss how things went with your homework.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about physical activity and discussed:

- The benefits of physical activity
- Different types of physical activity
- How to incorporate physical activity with your family and friends

DISCUSS: Do you have questions about anything we talked about today?

At the next session, we'll review your activity logs and get a chance to look at the Nutrition Facts Labels. We'll also talk about _____.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 5: How Sweet Are You?

Session Overview

High sugar intake has been linked to weight gain, which can increase our risk for type 2 diabetes and other health conditions. In “How Sweet Are You?”, participants will learn how to limit sugar intake.

Learning Objectives

At the end of the class, participants will:

1. Identify different forms of sugar by discussing foods that contain sugar (added vs. natural) and additional “names” for sugar.
2. Identify the benefits of sugar and ways to limit sugar intake by completing handouts and participating in discussions regarding how much sugar different foods contain.
3. Locate sugar and other nutrition content by reviewing example Nutrition Facts Labels and identifying serving size, total calories, and sugar content in order to make healthier food choices.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

1. Ensure they understand what their homework is
2. Remind them of their next class date
3. Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator:

SAY: Welcome back, everyone!

Today we are going to talk about ____.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

SAY: Now, let's spend a few minutes going over the homework from last class.

DISCUSS: What went well? What didn't go so well? Did you face any challenges?

Reflection

ACTIVITY: Reflection

ASK: What sweets did you eat less of last week? What sugary drinks did you drink less of, or stop drinking last week?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today we will talk about:

1. The different forms of sugar
2. Learn how to limit sugar intake
3. Use the Nutrition Facts Label to locate sugar content

Finally, we will review the homework assignment for the week.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Notes to Educator:

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like "ewe" or "gross"

After tasting we will practice describing the food item (texture, taste, color, etc.)

High Sugar Foods

ASK: What foods are high in sugar?

DO: Write the foods listed by the participants on a flip chart or board.

DISCUSS: Which foods listed are high in sugar with little to no nutrients, and which have sugar but are higher in nutrients?

The Truth About Sugar

ASK: Why do we like sugar?

Participants may respond:

- Enhances the flavor and/or taste
- Makes food tender
- Gives texture to food
- Adds smell
- Gives us a feeling of fullness
- Gives us energy

SAY: These are all reasons we enjoy sugar. The sugar in foods is broken down and used for energy by our body, regardless of the type.

Sugar is a type of carbohydrate that is found naturally in foods or added to foods and drinks to add flavor and texture.

Notes to Educator:

ASK: What foods contain sugar naturally?

Participants may say:

- Fruits
- Grains
- Dairy products

SAY: These foods do not contain added sugar.

ASK: What foods contain added sugar?

Participants may say:

- Sweetened beverages
 - Soda
 - Juice
 - “Aguas Frescas”
- Refined grains
 - Cereal and cereal bars
 - Pastries
- Desserts
 - Ice cream
 - Candy

SAY: Many foods and beverages with added sugar add extra calories and often offer little to no nutrition.

Eating foods high in added sugar in excess has been linked to:

- Unhealthy weight gain
- Dental cavities
- Poor growth
- Increased risk for type 2 diabetes and other health problems

There are many names for sugar some you may be familiar with.

DO: Pass out “The Many Names of Sugar” handout and review briefly.

Notes to Educator:

Amount of Sugar

ACTIVITY: Amount of Sugar

DO: Pass out “Amount of Sugar” handouts. Next, demonstrate a teaspoon to participants.

SAY: Using the “Amount of Sugar” handout write down how many teaspoons of sugar you think each item listed contains.

DO: Allow participants a few minutes to write down their answers. Go around the room and assist participants as needed. After, review the answers together. **OPTIONAL:** Show families some of the sugar test tubes that demonstrate the amount of sugar in related food items.

ASK: Were you surprised by any of the answers?

Action Steps

SAY: The first step to reducing your intake of added sugars is limiting sugary beverages, such as:

- Kool Aid
- Gatorade
- Tampico
- Sunny delight
- “Aguas Frescas”
- Sodas
- Juices

Instead, choose:

- Low calorie flavored waters
- Diet soda or other drinks
- And, drink more water

ASK: What are some of the benefits of drinking water?

Participants may respond:

- Carries nutrients in the body
- Keeps the blood clean
- Regulates body temperature
- Lubricates joints

Notes to Educator:

SAY: Things to consider about water:

- It is the best choice when thirsty
- Thirst can be mistaken for hunger
- Drink water often throughout the day during:
 - Playtime or physical activities
 - Before, during, and after mealtimes or snacks

SAY: The next step, limit food items high in added sugars, such as:

- Candy
- Cookies
- Cakes/pastries
- Sweet bread

Instead, choose:

- Fruits, nature's dessert

SAY: Reasons to choose fruits include:

- Packed with minerals, vitamins, and fiber
- Low in fat
- Helps to keep you strong and healthy
- You can eat
 - Fresh
 - Frozen
 - Canned – juice or water packed

Nutritional Facts Label

SAY: Food labels help us make better food choices and keep us healthy.

DO: Pass out the cereal box nutrition facts labels. Make sure participants follow along using the food label sample provided.

SAY: Each one of you was given a different food packet. Please follow along as we highlight important information on the nutrition labels.

Notes to Educator:

DO: Go around the room and assist participants as needed.

SAY: Start with Serving Size. This is the size of one serving, all the other facts on the label are based on this amount.

Now, look at the Total Calories. This shows how many calories is in one serving. Below calories, the label also lists the amount of fat, cholesterol, sodium, protein and some vitamins and minerals.

Next, on the right of the label you can find Percent Daily Values (DV). We can use these as a guide to evaluate how a particular food fits into our meal plans. If the DV is 5 percent or less this means that this food is low in the nutrient. If it is 20 percent or more it is high.

When possible, we want to choose foods that are low in added sugars and high in dietary fiber.

You will find both under Total Carbohydrates. As we mentioned sugar is a type of carbohydrate and our foods and beverages can have naturally occurring sugar and added sugar.

ASK: Do you see Added Sugars listed on the label? Is your food item low or high in added sugar? Did you find dietary fiber? Is your food item low or high in fiber?

DO: Allow participants to share.

SAY: When shopping, compare labels and if possible, choose options that don't use added sugars. Foods can be sweetened naturally with fruit for example. You can also aim for low percentage of Daily Values (DV) found on the right of the label.

Learning to read food labels is a great tool to have when making healthy food choices. Consider:

- Choosing foods and beverages with limited sugar
- Watch your portion sizes
- Paying attention to the list of other names for sugar (honey, corn syrup, dextrose, fructose, fruit juice concentrates, maple syrup)

Notes to Educator:

In the next few classes, we will take another look at the Nutrition label.

Homework

SAY: During the next week, try the following:

- Decrease the number of sweets you eat
- Drink less sweetened beverages

DO: Allow participants a few minutes to write down the homework in their notebook.

SAY: Be ready to share your experience at the next class. During our next class we will discuss how it went.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about sugar.

- Understand the different forms of sugar
- Learn how to limit sugar intake
- Use the Nutrition Facts Label to locate sugar content

DISCUSS: Do you have questions about anything we talked about today?

SAY: At the next session, we'll review your homework. We'll also talk about _____.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 6: Champions in Eating

Session Overview

In “Champions in Eating”, participants learn and practice how to use The Plate Method to build balanced meals. Emphasis is placed on the importance and benefits of including a variety of foods at each meal.

Learning Objectives

At the end of the class, participants will:

1. Identify the different food groups by discussing *The Plate Method*, provide examples of foods from each food group, and name the nutrition benefits of each group with the class.
2. Demonstrate the ability to use *The Plate Method* to build balanced meals with different food groups and portion sizes by discussing breakfast examples provided during class.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator

SAY: Welcome back, everyone!

Today we are going to talk about ____

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

SAY: Now, let's spend a few minutes going over the homework from last class.

DISCUSS: What went well? What didn't go so well? Did you face any challenges?

Reflection

ACTIVITY: Reflection

ASK: What sweets did you eat less of last week? What sugary drinks did you drink less of or stop drinking last week?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today, we will talk about:

1. How to use The Plate Method to build balanced meals
2. How to identify the different food groups
3. The benefits of including each food group at every meal

You will also get to make a new SMART goal.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Using the Plate Method

ACTIVITY: Using the Plate Method

DO: Hand out "The Plate Method"

SAY: Knowing what to eat can be confusing, it's important to find the right balance that works for you.

Eating healthy is eating a variety of foods including protein, vegetables, and carbohydrates. This also means limiting high sugar, fat, and salty foods in our diet. By eating this way we can ensure we are getting enough nutrition for daily function and recovery.

Today we will review the Plate Method and how you can use it as a guide at mealtimes wherever you are. This is a simple and easy way to:

- Pay attention to your portions
- Eat a variety of foods
- Enjoy your favorite foods

SAY: Follow along using The Plate Method handout. As we review each section write down some of the foods that you eat or would like to try that fit into each group.

The Plate Method uses a 9-inch plate to help guide your portions. The plate is divided into three groups:

Notes to Educator:

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like "ewe" or "gross"

After tasting we will practice describing the food item (texture, taste, color, etc.)

- ½ your plate with non-starchy vegetables
- ¼ carbohydrate foods
- ¼ protein foods

Let's explore the different groups on our plate and their benefits.

Vegetables

DISCUSS: What are some examples of non-starchy vegetables?

Participants may say:

- Broccoli
- Spinach
- Peppers
- Mushrooms
- Cauliflower
- Onion
- Tomatoes
- Carrots

SAY: Each vegetable contains different nutrients, so it's important to include a variety of vegetables on a regular basis. Choose those that are vibrant in color like dark green, red and orange.

ASK: Are canned and frozen vegetables as nutritious as fresh?

ANSWER: Fresh, frozen, or canned vegetables are all good choices.

SAY: Vegetables are usually canned or frozen at peak freshness ensuring the best flavor and preserving many nutrients.

Benefits of canned and frozen:

- Convenient, time saving
- Affordable in price
- Reduce waste

In some cases, canned and frozen have more vitamins and minerals compared to fresh because fresh foods lose vitamins and minerals over time.

When buying canned look for “no salt added” and “reduced sodium”. You can also rinse vegetables to reduce the sodium content.

When buying frozen choose plain vegetables without any added sauces. Season at home instead.

If you prefer fresh, have a plan on how you will use them during the week to prevent them from going to waste. Buy fruits and vegetables that are in season to reduce costs.

There is no wrong answer here. The more vegetables we eat the better. Practice serving them at every meal. This will give your family an opportunity to explore tastes and textures.

Let’s move onto the other half of our plate.

Protein

SAY: Protein is found in both animal and plant sources. As you can see on the handout, protein should make up ¼ of our plate.

DISCUSS: What are some protein foods that belong in this section?

Participants may say:

- Chicken, turkey
- Beef, pork
- Cheese and eggs
- Tofu, all types of nuts, quinoa, chickpeas, among others

SAY: Protein supports growth, repairs muscles and other body tissues.

Choose lean (low in fat) sources such as low-fat dairy products, skinless poultry, fish, beans, lentils, and soy foods like tofu more often.¹ Look for “loin” and “shoulder” for leaner cuts of beef and pork.

ASK: Are there any questions before we move on?

SAY: Now, let’s take a look at the last section of our plate, carbohydrates.

Carbohydrates

ASK: What types of foods belong to the carbohydrate section on the plate?

Participants may say:

- Potatoes
- Oatmeal
- Rice
- Beans
- Pasta
- Bread
- Tortillas
- Sweets, among others.

SAY: Carbohydrates are the body's main source of fuel and offer a variety of vitamins, minerals and other nutrients.²

Choose whole grains as they are higher in fiber. Starchy vegetables are also a good source of fiber. Try to limit to ¼ of our plate.

Fruit, milk and yogurt are also examples of foods that fit into the carbohydrate section. It’s important to recognize that both have natural sugars called fructose (in fruit) and lactose (in milk). They are both great sources of vitamins and nutrients.

It’s recommended that we get 2-3 servings of fruits per day. Choose a variety of whole fruits.

ASK: Are canned and frozen fruit as nutritious as fresh?

SAY: Yes! Remember, fresh, canned, and frozen are all good choices.

When buying canned fruit, pick varieties that are canned in water, or that say 100 percent juice.

Lastly, it's recommended that we have 2-3 cups of dairy per day. Choose between fat-free, 1% or 2% when choosing your milk, yogurt, and cheeses.

Milk is a good source of protein and essential nutrients including vitamin D and potassium.

What about alternatives to milk? Plant-based milks such as almond milk are not recommended as a replacement for a serving from the dairy group.

Unsweetened soymilk is the exception as it is a good source of protein. Look for soymilk that is fortified with calcium and vitamin D. Medical reasons or dietary preferences may be a reason to use other plant-based milks.

ASK: We have mentioned fiber a couple of times today. Dietary Fiber is a part of plant foods that our body can't digest. Fiber is found in vegetables, fruit and whole grain products.

Can anyone tell me what some of the benefits of fiber are?

Participants may say:

- Helps you feel full and satisfied after eating
- Heart health, can help lower cholesterol
- Digestive health, helps keep you regular

If you are not used to eating foods high in fiber, make sure to drink plenty of water and increase your fiber intake gradually to give your body time to adjust.

Fuel Up with Breakfast

SAY: Eating breakfast can be the most important choice you make in the morning.

ASK: What are some of the benefits of eating breakfast?

Participants may say:

- Fuel for growing bodies and mind
- Get the nutrients you need to stay healthy
 - Vitamins and minerals
 - Fiber
 - Protein
- More alert
- Sets the trend for the rest of day
- More energy for physical activity

SAY: A well-balanced breakfast can help you perform better at school, at work and socially.

Other benefits can include:

- Able to concentrate
- Improved test scores
- Solve problems more easily
- Better memory
- More productive
- Less behavior problems
- Less likely to be tardy or absent

When we skip meals, including breakfast it can make it more difficult to have the energy needed to get through your day. Here are some tips to start to include a nutritious breakfast.

- Plan breakfast ideas with kids/youth
- Stock up on healthy breakfast foods
- Let kids/youth help prepare meals the night before
- Try starting your day 10 minutes earlier
- Let kids/youth help prepare breakfast
- Grab and go options

DO: Hand out “Breakfast Ideas”

SAY: Now let’s practice building a healthy breakfast using the plate method.

Plan a Breakfast

Activity: Plan a Breakfast

DO: Handout one envelope to each family.

SAY: Each envelope contains a breakfast idea.

DO: Go around the room and have each family read the breakfast idea. Discuss the following before moving on to the next idea.

DISCUSS:

- Would you change anything about the breakfast?
- Where does each food item in the breakfast idea fit on the plate?
- Why is this a healthy breakfast?
- Can you make this a breakfast choice?

Homework

DO: Handout the Breakfast Contract.

SAY: Using the handout, choose the number of times you will try to eat breakfast this week. Next, choose how many times you will try to use the plate method a day and sign.

DO: Allow participants a few minutes to write down the statement and the number they chose in their notebook. Collect the Breakfast Contract and keep in the child's chart.

SAY: Be ready to share your experience. Also, select your favorite fried food or snack and bring the nutrition facts label to the next class.

During our next class we will discuss how things went with your homework.

Summary and Closing

SAY: Today we talked about how to use the Plate Method to build balanced meals. This guide can be helpful in making changes to what and how much you eat. It's simple and can be used at home or eating out.

Between now and the next session, please work on your homework.

Notes to Educator:

SAY: We have come to the end of the class. Today we talked about:

1. How to use The Plate Method to build balanced meals
2. The different food groups and their benefits

DISCUSS: Do you have questions about anything we talked about today?

At the next session, we'll review your homework. We'll also talk about _____.

SAY: Between now and the next session, please work on your homework.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 7: Slim the Fat

Session Overview

Some fats can offer health protective benefits in addition to helping us feel satisfied. In “Slim the Fat”, participants will learn to choose moderate amounts of healthy fats while limiting the unhealthy ones.

Learning Objectives

At the end of the class, participants will:

1. Identify the different types of fats found in food by discussing foods that contain fat.
2. Identify the benefits of fat, consequences of eating it in excess, and ways to limit fat intake by completing handouts and participating in discussions regarding how much fat different foods contain.
3. Locate fat content by reviewing example Nutrition Facts Labels and identifying serving size, total calories, and types of fat to make healthier food choices.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

1. Ensure they understand what their homework is
2. Remind them of their next class date
3. Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator:

SAY: Welcome back, everyone!

Today we are going to talk about _____.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

SAY: Now, let's spend a few minutes going over the homework from last class.

DISCUSS: What went well? What didn't go so well? Did you face any challenges?

Reflection

ACTIVITY: Reflection

ASK: How many times did you eat breakfast this past week?
How many times did you use the plate method?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today we will:

1. Identify the different types of fat found in food.
2. Learn how to limit fat intake.
3. Use the Nutrition Facts Label to locate fat content.

Finally, we will review the homework assignment for the week.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Fats

ACTIVITY: Fats

ASK: What foods are high in fat?

DO: Write the foods listed by the participants on a flip chart or board.

DISCUSS: Which foods listed are high in healthier fat and which have fats that are not as healthy for us?

The Truth About Fat

ASK: Why do we like fat?

Participants may respond:

- Enhances the flavor and/or taste
- Makes food tender
- Gives texture to food
- Adds smell
- Gives us a feeling of fullness
- Gives us energy
- Helps absorb certain vitamins (fat soluble: A, E, D, and K)

SAY: These are all reasons we enjoy fat. The impact on our health can vary depending on the fat. Some have been shown to have beneficial effects on our health.

Regardless of the type, fat is high in calories. In excess it can cause unhealthy weight and increase our risk for heart disease.

Notes to Educator:

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like "ewe" or "gross".

After tasting we will practice describing the food item (texture, taste, color, etc.)

Fats can be part of a healthy eating pattern by choosing healthy fats more often and eating all fats in moderation.

Notes to Educator:

Let's look at the different types of fat.

Types of fats

SAY: It is important to note that not all fats are bad for our body, but also to know that fat is fat, and it must be eaten in moderation; especially when we talk about fats that we cook with (i.e., oil, butter, etc.).

DO: Pass out "Fats" handouts.

SAY: The different type of fats we find in foods are:

- Artificial Transaturated fat, Hydrogenated Oils and Tropical Oils
- Saturated
- Unsaturated (Poly and Mono)

DO: Read (or ask a volunteer to read) each section of the handout.

ASK: Which healthy fats do we already use at home and which could we include more often?

Participants may respond:

- Oils: olive, canola
- Nuts: any type
- Avocados
- Peanut butter
- Seeds: Flaxseed, chia, hemp
- Fatty fish

SAY: Remember these fats have been shown to have heart health benefits. Try replacing foods higher in saturated fat with foods higher in unsaturated fats.

Types of fats

Notes to Educator:

Activity: Guess How Much Fat

DO: Pass out *Fat Amount Handout*. Next, demonstrate a teaspoon to participants.

SAY: One teaspoon is equal to five grams of fat. Using the “*Fat Amount*” handout write down how many teaspoons of sugar you think each item listed contains.

DO: Allow participants a few minutes to write down their answers. Go around the room and assist participants as needed. After, review the answers together.

ASK: Where you surprised by any of the answers?

SAY: Eating healthy does not mean that we need to cut out fat. It is important to pay attention to how much and the types of fat we choose to include in our meals. In general, remember to practice moderation when eating foods high in saturated fat. For example:

- Frying – using any oil or lard
- Cheese sauces
- Sour cream and cream cheese
- Butter
- Ice cream
- Bacon, sausage, chorizo
- Fried foods
- Fatty meats and meat skin
- Chips
- Pastries and donuts

If possible, replace them with healthier fats.

Action Steps

SAY: We can start taking small steps towards limiting how much fat we consume.

Start by choosing lower fat milk, like skim or 1%

- It has the same amount of nutrients as regular or 2% milk, but with less fat.

- The extra fat in whole milk is no longer needed after the age of two.

Notes to Educator:

You can also pay closer attention to:

- Portion size, choose small and avoid eating out of the package.
- Be careful with dressings, creams, spreads, and dips, they tend to add flavor to food and therefore are easy to overeat.
- Foods naturally high in saturated fat such as bacon, sausage, chorizo.

Lastly, decrease the amount of fat you use by:

- Using smaller portions when cooking/frying; remember even though olive oil has heart health benefits oil is oil.
- Try different ways of cooking such as:
 - Baking
 - Broiling
 - Sauteing
 - Stir frying
 - Grilling

Remember, it is not about taking out fat completely, but eating in smaller portions and less often.

Nutrition Facts Label

ACTIVITY: Nutrition Facts Label

SAY: Food labels help us make better food choices and keep us healthy.

DO: Pass out food samples with nutrition facts labels. Make sure participants follow along using the food label sample provided.

SAY: Each one of you was given a different food sample with a nutrition facts label. Please follow along as we highlight important information on the nutrition labels. Previously we learned how to find the amount of added sugar and dietary fiber on the food label. Today we will focus on Total Fat.

DO: Go around the room and assist participants as needed.

Notes to Educator:

ASK: Does anyone remember what we should look at first?

ANSWER: Start with Serving Size. This is the size of one serving, all the other facts on the label are based on this amount.

Now, look at the Total Calories. This shows how many calories is in one serving. The label will also tell you how much of the Total Calories comes from fat.

Now go down to Total Fat. We want to aim for foods low in Saturated Fat and Trans Fat.

ASK: How can we tell if a food is low in these?

ANSWER: Remember to use the Percent Daily Values (DV). We can use these as a guide to evaluate how a particular food fits into our meal plans. If the DV is 5 percent or less this means that this food is low in the nutrient. If it is 20 percent or more it is high.

ASK: What fast do you see listed on the label? Is your food item low or high in Saturated Fat and Trans Fat? Did you find any heart healthy fats?

DO: Allow participants to share.

SAY: When shopping, compare labels and if possible, choose options low in the Saturated Fats and Trans Fat.

Homework

DO: Hand back notebooks to participants.

SAY: During the next week, try the following:

- Choose one or two high fat foods that you will eat less of.
- Prepare one to two meals with less fat.

Write down what you did in your notebook.

DO: Allow participants a few minutes to write down the homework in their notebook.

SAY: Be ready to share your experience at the next class.
During our next class we will discuss how it went.

Notes to Educator:

Summary and Closing

SAY: We have come to the end of the class. Today we talked about fats found in food and their impact on our body. We also:

- Identified the different types of fat found in food.
- Learned how to limit fat intake and the benefits.
- Used the Nutrition Facts Label to locate fat content.

DISCUSS: Do you have questions about anything we talked about today?

SAY: At the next session, we'll review your homework. We'll also talk about ____.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 8: Fast Food

Session Overview

Fast food meals tend to be high in calories, fat, sugar, sodium and low in fiber, vitamin and minerals important for healthy growth. In “Fast Food” participants will practice making healthier choices when deciding to eat out.

Learning Objectives

At the end of the class, participants will:

1. List typical fast-food restaurants
2. Identify fast foods that are high in fat and/or sugar and low in nutrients
3. Identify healthier fast-food alternatives when eating fast foods
4. Explain why excess fast food (with high fat, sugar, salt), can contribute to potential health issues

Materials Needed

Pens/Pencils

Nametags

Blank SMART Goals Log

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator

SAY: Welcome back, everyone!

Today we are going to talk about ____.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

Reflection

ACTIVITY: Reflection

SAY: What high fat foods did you eat less of last week?

DO: Allow participant time to respond.

ASK: What changes did you and your family make to lower the fat in the foods you ate?

DO: Allow participant time to respond.

Objectives

SAY: Today we will do the following:

1. List typical fast-food restaurants.
2. Identify fast foods that are high in fat and/or sugar and low in nutrients.
3. Identify healthier fast-food alternatives when eating fast foods.
4. Explain why excess fast food (with high fat, sugar, salt), can contribute to potential health issues.

Finally, you will get a chance to set a goal that we can practice until our next class.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Fast Foods

ASK: Can you name fast foods we normally eat?

DO: Allow participants to list the fast foods they are aware of and write them on a flipchart or white board. Go through the fast-food list and ask participants to state if food is:

1. A better choice for healthy eating? Or
2. A poor choice?

SAY: High calories from fat and/or sugar have poor nutrient content. Empty nutrients result in potential poor health and increase weight gain. Eating fast foods regularly may not be the best for our health. Many fast foods are high in fat, sugar, and salt.

Fast foods are called "empty calories" because they have very few vitamins and minerals. They also tend to be large in portion sizes.

SAY: Fast foods are constantly in our environment, easily accessible, and are tempting. Commercials and advertisements focus on young people, for example, through popular TV shows, sports, sponsored events and famous spokes-persons.

Fast food is also seen as affordable. For example, almost every fast-food chain has value menus and offers coupons and discounts.

Notes to Educator:

Remember the rules during this activity:

Try it at least once (three bites would be ideal).

Avoid making faces or saying negative phrases like "ewe" or "gross".

After tasting we will practice describing the food item (texture, taste, color, etc.).

Over time you may develop a taste for salt, sugar, and fat.
The more you eat the more you crave it!

Notes to Educator:

Lastly, fast food has become very easy to obtain and convenient to eat. You can get your food through a drive-thru, carry out, and delivered to your home. It is also served in disposable containers and utensils.

What's on The Menu?

ACTIVITY: What's on the menu?

SAY: You will split up into groups for this activity. Each group will receive:

- 1 fast food nutrition information packet
- A meal that has been highlighted in the packet
- Blank sheet of paper
- Calculator

DO:

- Divide the class in groups of two
- Each packet is designated to a fast-food restaurant

SAY: Each group will have need to find the total calories for the highlighted meal

DISCUSS:

1. Who would like to share their meal and calorie content?
2. Are there healthier choices? Are these meals similar to those you would have chosen? Are there changes you can make to the meal you normally choose?
3. How would you choose differently next time you go?

If there is time ask families to find a new calorie total taking into account changes, they would make and share.

DO: Allow youth and parents to respond.

SAY: Thank you for sharing.

Action Steps

SAY: Making healthy lifestyle changes can help reduce our risk for developing type 2 diabetes and other health problems while supporting a healthy weight.

Start by working towards:

- Avoiding fried foods
- Choosing smaller portion sizes
- Adding fruits and/or vegetables
- Skip the sweet foods
- Visit fast food places less often
- Split your meal with others

SAY: Now, let's take some time to review the homework.

Homework

SAY: During the next week, try the following:

- Pick two ways you will improve the fast food you plan to eat next week and write them in a notebook.

DO: Allow participants a few minutes to write down the homework in their notebook.

SAY: Be ready to share your experience at the next class. During our next class we will discuss how it went.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about fast food. We also:

1. Identified fast foods that are high in fat and/or sugar and low in nutrients.
2. Identified fast foods that are better choices for healthy eating.

DISCUSS: Do you have questions about anything we talked about today?

At the next session, we'll review your homework. We'll also talk about _____.

Notes to Educator:

SAY: Between now and the next session, please work on your homework.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 9: Snack Attack

Session Overview

Snacks can be important in refueling between meals and making sure we have a healthy appetite at mealtimes. In “Snack Attack” participants will learn to plan healthy snacks that can help prevent mindless munching and overeating.

Learning Objectives

At the end of the class, participants will:

1. Identify the benefits of tracking what we eat by participating in the class discussion.
2. Identify the reasons for snacking and snack food choices by participating in the class discussion and recalling what they ate yesterday.
3. Learn how to plan nutritious snacks by planning 2 snacks the families will prepare and eat next week while avoiding empty calorie foods.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 minutes prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

SAY: Welcome back, everyone!

Today we are going to talk about ____.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

Reflection

ACTIVITY: Reflection

SAY: What high fat foods did you eat less of last week? How did your family prepare a meal with less fat last week?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today we will:

1. Identify the benefits of tracking what we eat.
2. Identify the reasons for snacking and snack food choices.
3. Plan two healthy snacks to prepare and eat at home in the next week.

Lastly, you will be given a new homework assignment related to today's lesson.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

Remember the rules during this activity:

1. Try it at least once (three bites would be ideal).
2. Avoid making faces or saying negative phrases like “ewe” or “gross”.
3. After tasting we will practice describing the food item (texture, taste, color, etc.).

SAY: Now let’s spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

What did you eat yesterday?

ACTIVITY: What did you eat yesterday?

DO: Pass out the activity handout to each participant.

SAY: Take a moment to write down what you ate yesterday. Please include the time of day and the amount for each food. Next to the food or drink write down why you ate or drank the food. Write down how many times you ate that day and where you were.

DO: Provide an example as needed. Allow participants time to complete activity.

ASK: How does tracking help build awareness?

ANSWER: We realize the types of foods we eat, how much we eat, why we eat, and where we eat.

SAY: By tracking you will discover:

- How many times you eat
- How often you snack
- When you eat most
- How often you are hungry
- How many times you eat without being hungry

SAY: Our food choices are based on:

Notes to Educator:

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like “ewe” or “gross”

After tasting we will practice describing the food item (texture, taste, color, etc.)

- Personality and tastes
- Family
- Cultural and traditions
- Religion
- Lifestyle and habits
- Budget
- Friends

Notes to Educator:

SAY: Certain triggers may also impact your food choices:

- Hunger level
- Mood
- Health
- People
- Events
- Location
- Time spent eating

Steps Towards Healthy Snacking

SAY: Snacking in between meals can cause problems when we eat out of habit and don't pay attention to our hunger cues. As a result, we may take in more calories than we use. This can make it difficult to succeed in reaching our health goals. There are different steps we can take towards eating healthier snacks, especially when we are feeling hungry. The first step is to put away or buy less foods that are:

- High in fat
- High in sugar
- Low in nutrients

SAY: The second step is making small changes. Try decreasing the number of times per week you eat high fat foods, like:

- Chips
- Pizza, hamburgers
- Fries

The same can be done with foods or drinks high in sugar, such as:

- Sodas, fruit punch, sweetened drinks
- Cookies, candy, ice cream
- Juice

Notes to Educator:

SAY: The third step is to use less. Decrease the portions of the foods you eat, especially those foods that are highly processed like high fat cheeses, chips, bread, tortillas, fries, and nuts. Although nuts are healthy for us, and have healthy fats, in excess this can negatively affect our health.

The same can be done with beverages like at high fat milk, juice, sodas, sweetened drinks, and sports drinks.

SAY: The fourth step is to watch your portion sizes by using alternatives that will help decrease those portions like:

- Using a 4oz-8oz glass, it is less than a soda can
- Pick fun size candy
- Choose the small size – don't super-size

SAY: The fifth step is to increase. Increase the number of times per week you:

- Drink water
- Eat fruit
- Eat vegetables
- Eat high fiber foods

SAY: The sixth and final step is, be conscious of when and where you eat:

- Avoid eating in front of the TV, computer, or in your bedroom
- Eat at a table or in the kitchen
- Avoid eating on the run
- Plan what you eat

SAY: Lastly, it is important to mention empty calories which tend to include many of the foods we have talked about today. Empty calories are found in foods that provide no nutritional value, meaning little to no vitamins and nutrients, but are also high in calories.

Snack Make Over

Notes to Educator:

ACTIVITY: Snack Make Over

DO: Pass out the *Snack Make Over* handout and the *Snack Idea* handout. Have participants fill in the blanks with smart choices to make the snack a healthy one.

ANSWER: Example responses may include: whole wheat chips, low-fat cheese, ¼ grilled chicken, and sliced bell peppers.

DISCUSS: Ask youth and parents to share their ideas for healthy snack transformations.

SAY: Now each family will create and write down in their notebook at least 5 snacks they would like to use next week. Make sure to include foods you like and create healthy combinations that will be nutritious and filling like:

- 1 vegetable and protein rich snack
- 1 fruit and protein rich snack
- 1 grain and protein rich snack

Homework

SAY: Your homework this week is:

- Keep a food record for a week in your notebook.
- Think of two snack ideas to share for the next class and write them in your notebook.

Remember to work together as a family to make positive lifestyle changes. Be ready to share your experience at the next class.

DO: Allow participants a few minutes to write down the homework.

During our next class we will discuss how things went with your homework.

Summary and Closing

Notes to Educator:

SAY: We have come to the end of the class. Today we discussed.

1. Identify the benefits of tracking what we eat.
2. Identify the reasons for snacking and snack food choices.
3. Plan two healthy snacks to prepare and eat at home in the next week.

DISCUSS: Do you have questions about anything we talked about today?

At the next session, we'll review your homework. We'll also talk about _.

SAY: Between now and the next session, please work on your homework.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 10: Stay Strong

Session Overview

A solid plan can be the key to your success no matter what your goal is. In “*Stay Strong*” participants focus on the building blocks needed to set goals and maintain them long-term.

Learning Objectives

At the end of the class, participants will:

1. Identify and recognize how to use 4 key building blocks to continue the healthy lifestyle changes they have made in the program by setting a goal using the 4 keys on the Building Blocks handout.

Materials Needed

Pens/Pencils

Nametags

Class binder for each participant

Class handouts

Color paper to be used for name tents (ask participants to bring back at each class)

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

1. Ensure they understand what their homework is
2. Remind them of their next class date
3. Ask them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator:

SAY: Welcome back, everyone!

Today we are going to talk about ____.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

SAY: Now, let's spend a few minutes going over the homework from last class.

DISCUSS: What went well? What didn't go so well? Did you face any challenges?

Reflection

ACTIVITY: Reflection

ASK: What did you learn about your snack habits? What snack ideas did you bring to class today?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today we will:

1. Identify 4 key building blocks to continue the healthy lifestyle changes you have made in this program.
2. Understand how to use your personal building blocks to continue the healthy lifestyle changes you have made in this program.

Finally, we will review the homework assignment for the week.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

Notes to Educator:

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience

SAY: Now let's spend a few minutes describing the food.

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Building Blocks

SAY: So far, we have learned how to take steps towards a healthy lifestyle. Today we will learn how to plan ahead to continue achieving our goals and maintain them long term. Building blocks can help us strategize to achieve any goal we set.

The 4 Building Blocks are:

- Expect it
- Prepare and practice
- Choices
- Celebrate and reset

Let's start with the first building block "Expect It".

Building Block 1 – Expect it

SAY: Set realistic goals. One large goal can be overwhelming. Focus on making smaller goals to achieve the larger goal.

For example, "I want to eat healthy".

ASK: What would be a smaller goal or step that you can take to eat healthy?

Participant may say:

Notes to Educator:

- Eat more vegetables
- Cut out junk food
- Watch my portions

Once you set your goal, expect that you will achieve it and believe in it. This goal should be one you set for yourself and not for someone else. Not for your parents, or friends, not even the program.

If you live your belief everyday it will become a habit. This takes you being real and honest with yourself. Recognize that it will take time, practice, patience, flexibility, acceptance and sometimes even failure.

Building Block 2 – Prepare and Practice

SAY: Start by making small steps towards your goals.

Challenge yourself but do not overwhelm yourself or do too much at one time.

For example:

- If you think you can walk 10 minutes, try for 15 minutes instead.
- If you think you can decrease sugar 3 times per week, try for 4.

Practice consistency. Habits form when we make it a routine.

Practice self-affirmations. Affirmations are positive statements that can help you challenge and overcome negative thoughts. Some ways to do this could be:

- Talking to yourself
- Write it down and read it
- Tell a friend or family – seek support

Practice self-care. Listen and understand what your body needs.

ASK: What are some self-care behaviors we can practice?

Participants may say:

Notes to Educator:

- Hunger/thirst cues
- Soreness/tiredness
- Sleep
- Grooming

Building Block 3 – Positive Choices

SAY: Make choices that will move you in a positive direction.

These choices can be related to food, fitness, and any aspects of our lives. Say it, think it, own it and look for solutions.

For example, you may choose to avoid having junk foods or sugary beverages at home to prevent you from grazing.

Building Block 4 – Celebrate and Accept Changes

SAY: Lastly and most importantly, celebrate your success.

- Small or large
- Moving in the right direction
- Stable in one area and improving in another

Learn to reset. No one is perfect and it will not always be easy. Believe that you will reach your goals and understand that your plan may change.

ASK: We just reviewed the building blocks. How do you think the building blocks can help you?

ANSWER:

- Help you work towards improvements.
- Set you up for future success in any area of your life (school, relationships, work).
- Allow you to look for solutions to barriers.

Now let's practice.

ACTIVITY: Building Blocks

DO: Pass out "Building Blocks" handouts.

SAY: Let's practice using the building blocks. Choose a goal you would like to work on this week. Using the "*Building Blocks*" Handout, fill out each building block.

Notes to Educator:

DO: Allow participants a few minutes to complete. Go around the room and assist participants as needed.

Take some time to allow participants to share their answers.

SAY: Thank you for sharing.

DISCUSS: Are there any barriers or obstacles that you expect that may prevent you from achieving your goal? Have you faced any barriers during the program? What are some solutions we can use to overcome them?

DO: Allow participants to share solutions.

Homework

SAY: During the next week:

- Practice setting goals using the building blocks. Seek solutions to overcoming these barriers.

Write down your experience in your notebook.

DO: Allow participants a few minutes to write down the homework in their notebook.

SAY: Be ready to share your experience at the next class. During our next class we will discuss how it went.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about building blocks. We did the following:

- Identified 4 key building blocks to continue the healthy lifestyle changes you have made in this program.
- Learned how to use your personal building blocks to continue the healthy lifestyle changes you have made in this program.

DISCUSS: Do you have questions about anything we talked about today?

Notes to Educator:

SAY: At the next session, we'll review your homework. We'll also talk about _.

Thank you for coming. Don't forget to bring your notebook to our next class.

Class adjourned.

Class 11: Self-Esteem

Session Overview

Self-esteem is the foundation of everything we build our lives on. “Building Self-Esteem”. Introduces participants to the components that make up healthy self-esteem.

Learning Objectives

At the end of the class, participants will:

1. Describe the concept of a healthy self-esteem
2. List the steps to achieve a healthy self-esteem
3. Identify positive actions involved in building a healthy self-esteem

Materials Needed

Pens/Pencils

Nametags

Blank SMART Goals Log

Class handouts

Hand-held mirror for each participant

Sticky note pads for each participant

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food demo (15 mins prior to class)

As each participant arrives

- Greet participants
- Make sure participants have their class binder
- Instruct participants to display their name tent
- Take attendance

As each participant leaves

- Review that they have made a SMART Goal
- Ensure they understand what their homework is
- Remind them of their next class date
- Remind them to bring their name tent and binder

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hours
 - Update class attendance
 - Follow up with patients that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

SAY: Welcome back, everyone!

Today we are going to learn about _____.

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: Does anyone have any questions about what we talked about last time?

Reflection

ACTIVITY: Reflection

SAY: What barriers did you face while trying to achieve your building blocks? How do you think building blocks give you strength to improve your habits?

DO: Allow participant time to respond.

ASK: Have participants turn in their notebooks.

Objectives

SAY: Today, we will:

- Be introduced to the concept of self-esteem
- Identify low self-esteem and its negative consequences
- Learn the positive ways to build healthy self-esteem
- Practice saying positive self-statements

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food.

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like "ewe" or "gross"

After tasting we will practice describing the food item (texture, taste, color, etc.)

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Self-Esteem

ASK: Can anyone tell me what self-esteem is or means?

ANSWER:

- What you think about yourself
- How you feel
- There is good and bad self-esteem

SAY: Thank you for sharing. These are great examples. Our confidence or how we see ourselves is self-esteem.

Beliefs are also another component of self-esteem.

For example, "I am smart, I am funny."

We all have self-esteem. It's that little inner voice that tells us how we see ourselves.

Always be aware that self-esteem can be both negative and positive, so we need to keep track of our self-talk!

SAY: Take a moment right now and think about how you treat or think about yourself.

ASK: Do you find you gravitate more towards the positive or towards the negative?

Participants may say:

- I'm not as smart as my brother
- I'm funny

SAY: Thank you for sharing. These are all examples of self-esteem that can make us feel happy or sad. Ultimately self-esteem is reflected in our behavior. For example, how outgoing, confident, shy or fearful we act.

What is Low Self-Esteem?

SAY: There may be times where we find ourselves focusing on our mistakes or having negative thoughts about ourselves. This would be a negative or low self-esteem.

SAY: A negative or low self-esteem becomes a problem when you begin to feel unhappy with who you are. Also, when the focus is mainly on the mistakes you have made or things you can't do well.

For example, saying things like "I'm worthless, I can't do anything right, I can't get good grades, why even study..."

ASK: Can anyone tell me what these negative thoughts do to us over time?

Participants may say:

- Make us sad or depressed
- Make us feel unworthy of love
- Make us untrusting

SAY: Thank you for sharing. Right, the more we tend to repeat these things to ourselves, the more likely we are to start believing them.

We run into issues where we become insecure about who we are and no longer believe in ourselves.

Other negative consequences that could arise are:

- Not making decisions because of our insecurities for fear of making mistakes
- Inability to handle anger
- Feel the need for approval from others
- Sense of not being "good enough"
- Chronic sense of depression
- Chronic sense of being different and isolating oneself
- Unable to reward oneself for accomplishments
- Addictive behaviors: alcohol, drugs, food, smoking

Unhealthy Coping Mechanisms

Notes to Educator:

SAY: Individuals tend to develop unhealthy ways of dealing with low self-esteem. Sometimes using food to feel better, like:

- Eating junk food
- Eating when they are not hungry

Other unhealthy ways that some individuals may try to cope with low self-esteem is by getting into things that are not healthy.

For example: Using alcohol, smoking, or acting out in a way that may get them into trouble.

SAY: So, we know that substance abuse and behavioral issues are bad, we don't always think of food as something that can be used in a negative way to cope with low self-esteem, but it is.

When individuals start using food as something other than to fuel our body and help us grow, it can lead to negative outcomes such as gaining weight and poor health. This is because the food we gravitate towards when we are feeling negative about ourselves is not always healthy but rather foods high in salt, sugar, and fat (i.e. fried foods, pastries, sugary drinks, etc.).

We need to remember to use food to nourish and take care of our bodies. It is not good to fill our bodies with unhealthy junk food because we are trying to make ourselves feel better.

SAY: We can work on finding healthy ways to make ourselves feel better.

We can do simple things to accomplish this. For example:

- Ride a bike
- Read a book

ASK: Can anyone tell me what other things we can do or maybe share something that they do that seems to work for them?

Participants may say:

- Go for a walk
- Workout
- Talk to a friend

SAY: Thank you! Those are some great examples.

Positive Self-esteem

SAY: Positive self-esteem is being happy with who we are and accepting ourselves. This does not mean we stop trying to be the best versions of ourselves, but rather we like who we are.

Something else you may want to do is try new things. See if you like them because you never know if you don't try.

You could also focus on what makes you happy and try to experience that happiness.

It's okay to focus on you and spend more time on improving yourself versus worrying about what others think about you. For all we know, they might be too focused on bettering themselves to even think about what's going on with anyone else.

Another is believing in yourself and standing up to peer pressure when you are confronted with it.

ASK: What do you feel positive actions will do to your self-esteem?

Participants may say:

- Make you happy
- You believe in yourself more

SAY: Thank you for sharing. Yes!

Positive actions can help you to feel positive. You'll notice more of the positive aspects of yourself and you'll start to accept the person you are.

Notes to Educator:

Right? Because nobody is perfect. We are all unique and special in our way.

We all make mistakes, and we need to realize that it's part of the process of living and learning to be a better version of ourselves.

So, let's practice saying something nice about ourselves daily and change the way our mind works.

We can re-program our brain by using positive self-talk!

Unrealistic thoughts

SAY: While we may tell you to think positively, sometimes it can be difficult and we'll find self-talk begin to sound negative and we may end up saying things like:

- I'm ugly
- I'm worthless
- I can't do anything right
- I don't matter to anyone
- Why study if I am not going to get a good grade

We tend to make a big deal about things and start to have unrealistic thoughts and tell ourselves lies.

For example

- If I stay short, I will never be beautiful
- I need to lose 20 lbs. or I am a failure

ASK: What do you think this does to our self-esteem?

Participants may say:

- We start feeling bad about ourselves again
- We can start to have negative thoughts

SAY: Yes! We get back into the unhealthy way of dealing with low self-esteem.

And are these truly realistic? Can we really get tall or lose all that weight by just wishing it? No, right?

We need to be realistic and try to focus on the things we can change. Because height or weight doesn't define who we are as a person. It's just a unique characteristic and that uniqueness makes us who we are.

Saying Something Positive

ACTIVITY: Saying Something Positive

SAY: For this activity, I would like for each child to think of something they do well, and the group will acknowledge that skill with a loud cheer and applause.

DO: Allow participants a few moments to think.

ASK: Would anyone like to share?

DO: Cheer and applaud.

SAY: Thank you for sharing your special talent with us.
Would anyone else like to share.

DO: Allow other participants to share their special skill and follow with cheer and applause.

SAY: Thank you for sharing all your special talents with us. I was sure that we had a very talented group and you proved me right!

The Way I Look

SAY: Next, let's focus on the way we look.

Are we uncomfortable with how tall or short we are or even the way our body looks? Do you think we should look a certain way?

We sometimes tend to be a bit critical about our body and it may be difficult to like ourselves.

But remember. We always go back to that uniqueness that makes us who we are!

SAY: Imagine what the world would be like if we were all the same exact person.

It's not good to compare yourself to any other individual. We come in all different sizes and shapes and there will never be two that are the same.

Even identical twins, if you ask them, are their own person.

Learn to accept and love the body you are in like you do your best friend. With love and respect.

Nourish it well and give it time to rest and relax. You've only got one!

SAY: Instead of picking at the things you don't like about yourself, focus on the things you do like.

Sometimes we look through magazines and see images of what we feel are people with the perfect bodies and this can sometimes have a negative effect on how children view themselves.

We'll watch shows or popular movies and think, "If I had this person's body or money, I would be happy". And we need to recognize these thoughts as self-destructive.

ACTIVITY: Look into a Mirror

DO: Pass out a handheld mirror to each participant.

SAY: Now we will get close and comfortable with ourselves.

I would like you all to take the mirror and look at yourselves for a moment and focus on the things you like about your face.

DO: Allow participants a few moments.

ASK: Would anyone like to share?

SAY: Thank you for sharing! There are many things we should all like about our face. Maybe you don't have the

color of eyes that you like, but those bright eyes help you see, right?

Notes to Educator:

This is an activity I would like for you to practice daily at home. In fact, practice it even more on the days where you feel haven't gone the best for you.

Speak kindly to yourself and treat yourself the way you would speak to your favorite person.

DO: Write on the board or flip chart the *Daily Words your Family Needs to Hear*.

SAY: We're going to write on the board some positive words of affirmation that both parents and children can use on a daily basis to make sure we are maintaining that positive self-talk that will help us build and maintain a positive self-esteem. Please write them in your notebook.

DO: Pass out sticky note pads to each child.

SAY: For homework, we would like for you to practice writing down positive affirmations and place them around your room/house so that in the morning or after a long day, you are always reminded of them.

Write things like:

- I am smart
- I am an awesome student
- I chose to eat healthy today
- I am confident

Write a couple of those phrases down in your notebook so that you are able to share them with the class next week.

Summary and Closing

SAY: We have come to the end of the class. Today we talked about:

- What self-esteem is
- Low self-esteem and unhealthy ways of dealing with it

- How to build a positive self-esteem while avoiding unrealistic thoughts
- Practiced ways to help reinforce positive self-affirmations/self-talk

Notes to Educator:

DISCUSS: Do you have questions about anything we talked about today?

SAY: Please remember that you have homework for next week and focus on positive self-talk that we'll share next week.

DO: Collect handheld mirrors.

SAY: Thank you for coming. Don't forget to bring your binder and come prepared to share your experience at the next class.

Class adjourned.

Class 12: Balancing Act

Session Overview

The key to maintaining a healthy lifestyle is balance. In “Balancing Act” participants will bring together the concepts learned in previous classes.

Learning Objectives

At the end of the class, participants will:

1. List personal lifestyle changes made during the program through reflection and discussion.
2. Identify ways to maintain healthy lifestyle changes initiated in the ELSC program.

Materials Needed

Pens/Pencils

Nametags or Name Tents

Class binder for each participant

Class handouts

Optional

Visual aids are available and may be used to review

Flip chart, easel or tape, and markers; or white board, white board markers and eraser

Day of Class

Before this class

- Gather needed materials
- Review the lesson and activities in detail for this class. Make sure you understand topic thoroughly
- Be prepared to answer participant questions related to the class topic
- Write needed text on white board or flip chart
- Set up food experience (15 mins prior to class)

As each participant arrives

- Greet participants
- Instruct participant to write their name on a name tent
- Provide them with their class binder (they need to bring it to every class)
- Review previous session assignments
- Provide them color paper to write their name on (ask participants to bring back at each class)
- Take attendance

As each participant leaves

- Ensure they understand what their homework is
- Remind them of their next class date
- Ask them to bring their name tent and binder to the next class

After this class

- As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to accomplish before the next session
- Within 24 hrs
 - Update class attendance
 - Follow up with participants that no showed to class
 - Send a report to the team of any important events that occurred during class (i.e. family incident, classroom issues, disruptions, etc.)

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Welcome and Review

Notes to Educator

SAY: Welcome back, everyone!

Today we are going to talk about ____

Before we start, let's review what we discussed last time.

DO: Briefly summarize the previous session.

DISCUSS: What activities did you do to promote a healthy self-esteem in the last week?

Does anyone have any questions about what we talked about last time?

DO: Allow youth and parents to share their experiences.

Objectives

SAY: Building a healthy lifestyle takes time and practice. Over the last 12 weeks we have been able to do this with the support of our group. While the group, the friendships and knowledge gained over our time together will be a source of support, we need to plan for what comes after these sessions.

Today we'll:

1. Reflect on achievements, challenges, and next goals for the future.
2. Identify strategies to continue healthy lifestyle changes for a lifetime.

Finally, you will also get to make a new SMART goal.

Food Experience

SAY: Let's start with our food experience.

ACTIVITY: Food Experience

SAY: Today's food experience is _____.

DO: Pass out food experience. Remind participants of food experience rules as needed. Allow participants 1 -2 minutes to try the food experience.

SAY: Now let's spend a few minutes describing the food

DISCUSS: What does it taste like? What texture does it have? What changes would you make to the food item?

SAY: Thank you for sharing. We will get another chance to practice at the beginning of our next class.

Aim for Improved Health

SAY: Over the last 12 weeks we have discussed many ways to improve our health.

ASK: What can we do to maintain a healthy lifestyle?

ANSWER: We can do activities like play, bike, jump rope, get outdoors, walk, run, do sports, or dance. We can choose to eat healthy based on our hunger cues, the plate method, and increase healthful food, and decrease empty calorie foods.

ASK: How does this help our bodies be healthy?

ANSWER: Decreases stress, improves bone strength, builds muscles, improves labs, reduces risk for health issues (ex. diabetes, heart problems), improves weight and fitness, improves feelings about self and those around us.

SAY: While weight loss has been shown to be beneficial for improved health outcomes, we have to remember weight loss over time, slowly, is more sustainable and is healthier. Quick weight loss can be harmful if we are taking the wrong steps. For example: not eating enough to meet our energy or growth needs, making changes that will not last longer than the diet, and unhealthy feelings towards self/food/exercise.

Children and youth will gain weight as they grow in height, bone, and muscle. This is healthy. Our goal is to prevent

Notes to Educator:

Food experience rules:

Try it at least once (three bites would be ideal)

Avoid making faces or saying negative phrases like "ewe" or "gross"

After tasting we will practice describing the food item (texture, taste, color, etc.)

chronic diseases like type 2 diabetes by making healthy lifestyle choices.

Notes to Educator

Build A Healthy Me

SAY: It is important to understand that living a healthy lifestyle not only includes building a healthy body but building a healthy mind too.

Nurturing our body can be done by eating a variety of food, eating healthy foods, creating balanced meals using the plate method, relaxing, and exercising.

Nurturing our mind can also mean all of the above as it helps us think clearly, and to destress. This also looks like reading a book, learning new hobbies, practicing positive self-talk, practicing self-acceptance, and not comparing self to others to name a few.

Essentially treating ourselves like our best friend.

Remember:

- You ARE special, unique, and valuable
- You ARE a treasure to those around you, family and friends
- You ARE special just for being you

DO: Give youth and parents their own *Healthy Me* handout.

SAY: Use the handout given to you to begin to map out what a “healthy you” looks like. For each section:

- Head: reflect and write down positive feelings or characteristics about yourself
- Hands and torso: reflect and write down foods that you like that fit in the plate method
- Legs and feet: reflect and write down physical activities or activities that get you moving that you enjoy

SAY: It is important to map out what your vision of a “Healthy Me” looks like. This vision can help you make

everyday decisions for eating habits and overall healthy lifestyle choices to improve your health.

Notes to Educator

ASK: Would anyone like to share some of the things written down for their “Healthy Me”?

DO: Allow youth and parents to respond.

SAY: Thank you for sharing. Now, let’s take some time to set a new monthly goal.

Monthly Goals

SAY: Creating personal goals can help you feel better and stay healthy.

ASK: Do you remember the goals we set at the beginning of the program? Can you share with the group what went well, what didn’t go well, and how you would like to improve?

DO: Allow youth and parents to respond. After the discussion give participants *Setting Monthly Goals* handout (1 for the parent and 1 for the youth).

SAY: Pick at least two items, no more than three, on the handout you would like to work on in the next month. You may also choose to write your own goals. Don’t choose too many as that can become overwhelming and can be unrealistic.

Writing a goal means making it SMART:

- **S- Specific**, what will you do in the next month to achieve your health goals? Ex. Increased exercise, decreased sweets, decreased sodas, increased positive words
- **M- Measurable**, how often are you going to do it, per week or per day?
- **A- Attainable**, based on your current lifestyle habits, fitness, and/or availability of resources do you feel like you will be able to achieve your goal?
- **R- Realistic**, are all the needed materials, time, or space available for you to achieve your goal?

- **T- Timely**, by when would you like to accomplish your goal?

DO: Allow youth and parents to respond and discuss as needed.

Reflection

SAY: Now let's take a few minutes to look back at these last 12 weeks.

ASK: What was your favorite class? What change are you most proud of? What activities-fitness and nutrition did you like best?

DO: Allow children and parents to respond.

Summary and Closing

Today we talked about 3 key ways to continue building a healthy lifestyle including:

- Aiming for a healthy lifestyle
- Building a Healthy Me
- Making SMART goals for a healthy lifestyle.

DISCUSS: Do you have questions about anything we talked about today?

SAY: Although we have come to the end of the program, it is important that you continue to:

- Practice your goals
- Keep a log or journal of those goals and your achievements
- Change your goals if there were barriers, or if you completed your goals

SAY: Between now and the next session, please practice your SMART goals.

Thank you for coming. Don't forget to bring your binder and SMART goal to our next class.

Class adjourned.