

## The Other Side of Eating

### Lesson Plan Part 1

**Slide 1:** *One presenter will work the door as people enter. The other presenter will circulate around and among participants as they settle in. Have notebooks and LunchBox Envy already at each place. Each of the following statements will be made several times as participants enter the room.*

**P1:** Hi! Welcome! Come on in! My name is \_\_\_\_\_ and I will be one of your presenters today. First, please sign in. Next, choose either a pen or a pencil. Your binder and a copy of LunchBox Envy (LBE) are \_\_\_\_\_. After you've got something to eat and settled in, please fill out the pre-assessment form in your binder. Let me know if you have any questions. And again, my name is \_\_\_\_\_.

**P2:** Did you get something to eat? Do you need a napkin? Let me know if you have any questions as you complete the pre-assessment form. Please be as specific as possible with your answers. (*Look for anyone who seems to be in need and see what you can do to take care of that need.*) Put the form back in your binder and we will collect them at the end. Notice that the post assessment form is on the back. This way we can keep all comments anonymous.

**Slide 2:** *Before class begins you need to locate the bathrooms, phones, exits, and ascertain the designated smoking spot, if any, for wherever you are teaching. This is going to be site specific, so I can't tell you what to say.*

**Slide 3:** *Use a strong voice to get the group's attention, as people will be milling about, chatting, checking their phones, and so on.*

**P1:** Welcome to "The Other Side of Eating." Has everyone completed the pre-assessment form? This form, along with the post assessment form you'll complete at the end of the class, will help us to see how well we are doing our job and adjust future classes based on your feedback. It's about us, not about you. In this class, we will be exploring the first four chapters of *LunchBox Envy*, which is

concerned with the steps we need to take before we eat to make sure our meals are both healthy and budget-friendly. With that in mind, we're going to start by getting your questions about the process up on the wall. This will help to ensure we get them answered during the class.

**P2:** It might help to think about the process of healthy eating the way you think about, for example, planning a vacation. A lot of planning has to happen before you get in the car and drive off, and the same thing is true for making meals. So let's kick off by sharing who we are and why we're here.

**Slide 4:** *Each presenter should take no more than 60 seconds to give a brief background on who they are and why they are leading this class.*

**Slide 5:** *Each participant has 60 seconds to answer the three questions on the slide. Where appropriate, comment on what each has to say.*

*Who they make lunch for or why they are in the class sometimes needs expansion bit of encouragement to get useful information. For example: "Do all the children you feed every day all eat at the same time, or do they come and go?"*

**Slide 6:**

**P1:** And so we begin...

**Slide 7:** *For slides 7 and 8 you'll be using a teaching strategy called "Think/Pair/Share", which is explained in the training manual.*

**P2:** A wedding, Thanksgiving dinner, a vacation, getting ready to move – all of these are going to be much more successful if they begin with a plan. Eating is the same. At the heart of what we're going to work on today is planning lunches for a week. Please spend a couple of minutes writing your answers to these questions:

How do you plan lunches and other meals now?

If you don't plan lunches and other meals now, what is getting in the way?

*After a couple of minutes, or longer if people seem to still be writing, say:*

**P1:** Turn to someone near you and share your answers.

**P2:** Let's hear some of the answers you came up with?

**Slide 8:** *Same directions as slide 7. Participants write for a minute or two, share with a neighbor, and then share with the whole group.*

**P2:** Again, write for a minute or two and then share with someone near you, or get up and work with someone on the other side of the room, if that feels right.

*One presenter will lead the discussion; the other will capture the information.*

*Have a large sheet of poster paper ready on the wall or an easel with these two headings: What I do... Where I need help. Participants will call out their answers for you to write down. When writing is completed, spend a few minutes discussing the results.*

**P1:** What did you learn? How can you incorporate some of these ideas into your life? *(Call on people if they are unwilling, or call on someone who has not yet spoken in the group. Here is a time when you could pass the Talking Stick. This can be as simple as a pencil or as elaborate as a decorated empty paper towel tube. When two or three begin to dominate discussions, institute the talking stick. Participants need to have the Talking Stick in front of them in order to talk.*

**Slides 9:**

**P2:** There are many excellent websites to help you plan, such as Nourish and MyPlate. Your binder contains a listing of all the sites we reference during this session, along with a few others we think you might find useful. But just because it is in print on a website doesn't mean we should follow it or believe it. We considered one site with a mother who had eleven suggestions for ways to make your child's lunch more appealing. That site was not included on the resources page because some of her suggestions were not safe. For instance, she suggested using large toothpicks to hold together a sandwich. Children could see dueling with the toothpicks to be more

fun than eating the sandwich. Think through any suggestions you find on the Internet before you implement them.

## **Slides 10-15**

### **P1:**

**Slide 10** These next six slides give you an overview of how federal recommendations for healthy eating have evolved over the years. The first attempt was a pyramid in 1945. There are seven categories and the bottom of this slide tells you to eat whatever you want.

**Slide 11:** 1956 brought the second iteration, after the dairy people weighed in and wanted milk to be part of the picture. Now we have four categories, all of equal value.

**Slide 12:** In 1992, we returned to the pyramid in an attempt to provide guidelines as to how much of each category should be eaten.

**Slide 13:** In 2005, as weight gain began to become a national concern, exercise was added to the mix.

**Slide 14:** Now we have MyPlate, with five proportionally sized categories.

**Slide 15:** Harvard University has also joined the party with their own version of what a healthy plate should look like.

The point of all of this is that, as we learn more about food, nutrition, and how our bodies work, we learn that none of these recommendations is carved in stone. It is a guideline, a suggestion. Your own personal health and dietary needs should be your guide in deciding what and how much each member of your family should eat.

**Slide 16:** *For this segment, find a spot in the room where you can spread out the MyPlate poster that is also convenient for people to gather around. Have this ready ahead of time, so you can direct people to how you want them to gather at that spot.*

**P2:** Let's take a closer look at MyPlate and how we can use it.

Everybody up and join me. *(Have the poster spread out for all to see and hand the cards around randomly, so everyone has more than one food category. Give yourself just one that is obvious, like milk.)* Now what I want you to

do is to go around the circle, and put one of your cards where it belongs on the plate. For example, milk goes on dairy. Next? (*When all of the cards have been placed, it will be clear that some of food items are ambiguous. Make sure all are clear before you move on. Ask five people each to pick an item from one category.*) Now what I want you five (*point out five people in a row*) to do is each choose a food item from a different category and lay them out here for everyone to see. With these five items available to you, what could you make for lunch? What else? What else? (*Push people to think further than what they know. Finally, have different five people choose a food for which they do not care, and repeat the exercise.*)

**Slide 17:**

**P1:** Now we know more about MyPlate, where it came from, and what foods go into which category, we're going to practice applying what we've learned.

Please turn to pages 8 and 9 in LunchBox Envy. Here, you see suggestions for two weeks of lunches that meet the MyPlate requirements and use recipes from LunchBox Envy. Work with some else and discuss what jumps out at you from these pages. (*Give students two or three minutes to talk. Both presenters should walk around the room, listen in and reinforce and support what people are saying.*)

**Slide 18:** *One presenter can take their questions and the other can write them on poster paper. Work as a group to answer the questions.*

**Slide 19/20:** *Lead them through their consideration of the lunches. Write down in two columns: Which Lunches Work/ Which Lunches Present Obstacles*

**Slide 21:**

**P2:** We will hold on to these questions until we finish the next activity. Please turn to page 10 or get the meal planning page out of your binder. To get you started, I'll talk through how I would plan

lunches for Monday and Tuesday. Then you'll work in pairs to plan Wednesday's and Thursday's lunches. Finally, each of you will plan Friday's lunch on your own.

Here are my thoughts for lunches on Monday and Tuesday: There is roast chicken left over from Sunday so chicken salad would make a good centerpiece for Monday's lunch. Celery and carrots in the salad will count as vegetables. The peaches I bought at the market on Saturday are ripe now, so that takes care of the fruit. The drink will be water and the treat will be a couple of cookies we made on Saturday. Alright, what does it include? Yes to protein, but I didn't include a grain, so I'll ask my son if he wants a wrap, whole wheat bread, or crackers. Fruit yes and no dairy because we had ice cream on the weekend.

Now for Tuesday. We'll be having rice and beans for dinner on Monday, so I can make a burrito with the leftovers. That takes care of the protein, grain, and vegetable. A juice drink will take care of fruit. And we will save the snack for when my son gets home.

What I just talked through for two lunches presupposes that other meals have been planned as well. You can also see that this does not have to take a long time. You may not have peaches in the house. If you make your lunch plans Saturday morning, then you know what to put on your shopping list.

Any questions? OK, now work with someone near you and plan lunches together for Wednesday and Thursday. When you're done, go on and plan Friday's lunch by yourself.

**P1:** After five minutes, we'll see what you've accomplished. If your pair has already finished those two days, you can move on and work on Friday by yourself. Otherwise, we will ask you to move on and fill in Friday on your own. We will give you another 3 minutes to finish, then we'll go back and review the questions you had before we did this exercise.

**P2:** Let's look at the questions you had earlier. Which still need answers? What strategies have you learned that you can take home

and use? (*You are on your own for this one because each class will have its own list.*)

**P1:** It's important to be able to plan with someone else as well as work on your own. Try it with your kids when you go home. Once they get the hang of choosing a balanced mix of foods, you might even be able to turn the whole planning process over to them!

**Slide 22:**

**P1:** Now we're going to take a five minute break. Get up, stretch, walk around, get something to drink. We will start the next part of the session at \_\_\_\_\_.

**Slide 23:**

**P2:** To review: we have talked about why plan, how to plan, discussed the process, and talked about the evolution of MyPlate. Now, we move to where we can get food and ways to shop with efficiency and economy. Let's take a look at school lunches. What do your children experience? What do you like? What would you like to change?

**Slide 24:**

**P1:** If you and your children are not happy with the school lunches, whether you pay or qualify for free or reduced price lunches, you have the right to approach the school board, principal or superintendent. If decision-makers do not hear from you, they assume everything is fine. As a citizen it is your right and your responsibility to make change if change is needed.

**Slide 25:**

**P2:** *With each suggestion on the slide, lead a discussion about how people could implement each one. Do participants know other parents they could enlist to participate?*

**Slide 26:**

**P1:** School lunches are not perfect. Much of the food is subsidized by the government, which means that the frozen meat products, often with “pink slime”, are cheap, whereas fresh vegetables and fruits cost more.

**Slide 28:**

**P1:** So, where do you shop and why do you shop there? *(One presenter leads discussion, the other captures their answers on large chart paper. Two columns: Where/Why)*

**Slide 29:**

**P2:** *Comment on their list versus what is on this slide. Longer, shorter, equal?*  
There is a strategy for shopping. How do **you** approach the job of getting food into your shopping cart? *(This discussion does not need to be recorded.)*

**Slide 30:**

**P1:** Why shop the outside walls? *(That is where the fresh food is located – for the most part.)*

Why buy produce when it’s in season? *(Food is fresh, does not travel from afar.)*

Why buy store brands? *(Frequently identical to a national brand, but cheaper.)*

**Slide 31:**

**P2:** If you buy food that’s on sale, be sure to check the “use by” date, especially meat, fish or dairy.

Did you know that manufacturers pay more money for their products to be displayed on eye level shelves? Think about where you find the sugary cereals - at kids’ eye level.

What do you know about buying from the bulk section? *(Get their answers, which should include: can buy what you need; fresher than in a box, can or bag, and it costs less. It reduces food waste and packaging waste.)*

**Slide 32**

**P2:** Did we get all of these reasons for buying in bulk?



**Slide 33:** *This next activity will be hands-on. People can get out their phones to use the calculator, or you can hand out calculators.*

**P1:** Another way to save money is to know what is the most cost effective.

*Hand out calculators or ask participants to use their phones. You could also use pencil and paper, but a calculator is the easiest and quickest way to do it in a store. To figure out the unit price divide the cost of the item by the number of ounces in the package. Have two examples—for instance black beans and tuna—in two different sized cans, and figure out which is the better buy. The larger package is not always the cheaper price! Sometimes stores will post unit prices on the shelf.*

**Slide 34-35:**

**P2:** These two slides provide a cost comparison for granola.

**Slice 36:**

**P1:** Now we've given some thought about where and how to shop, we can start making a written shopping plan.

We need to look for the organic label, which we will discuss later, why it is important.

Be aware of the amounts you need and have them written down.

That can keep you from buying 8 peppers when you need 3. If you do buy a larger amount, have a plan for sharing the extras with family or friends, or freeze them or can them.

**Slide 37:**

**P2: Sharing food can be a lot of fun. You could** get together with family or friends to cook, whether it is one meal or to cook meals for the next week. Preparing fruits and vegetables to be canned or frozen is also an excellent time to work with others. “Many hands make light work.”

**Slide 38:**

**P1:** There is another benefit to shopping at local venues – the economy. The farmer at the market you buy your produce from lives and shops here as well. Keeping your food dollars in the community

helps to keep jobs in the community too. Most of the dollars you spend at a national chain store leave the area and take jobs away.

**Slide 39:**

**P2:** Farmers at the market may be willing to sell leftover produce at a reduced price rather than take it home at the end of the day. They may sell large quantities for a lower price, especially if it's not a popular item, such as an unfamiliar melon. Farmers may also pull ugly, but perfectly edible, produce or bruised fruit off their displays. Ask about such produce and whether you can get it cheaper. Sign up for CalFresh if you qualify – you can use it at most farmer's markets. See the market manager for more information about this.

**Slice 40:**

**P1:** If you are able to shop at a farm stand, and purchase fruit and produce where it is grown, the cost can be even less than at the farmers' market, and it is likely even fresher, as it hasn't had to travel to the market. Sometimes you can even pick your own – "U-Pick". Many children today have no idea where their food comes from, so visiting a farm stand can be an educational experience for the whole family.

**Slide 41:** *Here is where the CalFresh person steps in and talks about what this is, how it can affect the participants, and how to sign up.*

**Slide 42:**

**P2:** The food bank is another option for extra help with getting food. Our local food bank offers organic produce, much of which has been funded by an initiative spearheaded by Locally Delicious, Inc.

**Slide 43:**

**P1:** The freshest food is food you grow yourself. You don't need a large yard. Many different vegetables can be grown in pots and containers on a balcony, a window sill, or by the door. Or you could join (or start) a community garden on vacant land in your neighborhood.

**Slide 44:**

**P2:** Here is a packet of cilantro seeds for each of you. You can plant them in a pot on the window sill. This is a great project for the children; it is a simple way to start, and will give you fresh herbs right in your own home.

**Slide 45:** *The site will determine whether you follow Plan A or Plan B.*

**Plan A:** *No kitchen facilities are readily available, so all food has to be prepped prior to the class. Then participants gather the elements they want in their stackables.*

**P1:** Part of the reason LunchBox Envy was written was to provide parents and caregivers options so they can move away from pre-packaged food items. “Lunchables” is one item in that category. “Stackables” is solution great alternative. It’s made from real food cut into 2 inch squares, and stacked in a reusable container.

**Plan B:** *Kitchen facilities are readily available, so participants are able to prep the food. Then they gather the elements they want in their stackables.*

*Cut each slice of bread into four 2-inch pieces*

*Wash all vegetables*

*Shred the carrots*

*Peel and slice cucumber and cut into 2-inch pieces*

*Cut lunch meat into 2-inch pieces*

*Arrange food so everything is easily accessible to all.*

*Hand out reusable plastic containers*

*Put out hummus and cream cheese spreads.*

*Someone will have to put out plates, napkins, cups.*