

Food Families

HEALTHY EATING

MODULE 2

This module was developed in collaboration with



HEALTHY EATING

Module Component	Details
Topic:	Healthy Eating
Time Required:	120 minutes
Objective:	The objective of this module is to provide participants with a foundation for healthy eating by outlining seven basic principles while also providing guidance that will inform future meal planning.
Learning Outcomes:	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Describe the “plate method” • Identify the nutrients needed to stay healthy • Use Canada’s Food Guide for meal planning • Know how to read basic food labels • Implement some foundational methods for eating in healthy ways
Materials Required:	<ul style="list-style-type: none"> • White paper plates • Markers • Food labels
Preparation Required:	<ul style="list-style-type: none"> • The leader of the group may want to inquire about having a guest facilitator for this session. A registered dietitian would be best suited to answer questions and bring a higher level of credibility and reliability to the conversations. • Find a few typical food labels for processed products. Bring the labels or photocopies for the session. • Purchase and prepare recipe ingredients. • Watch Dr. Mike Evans video on YouTube, “What’s The Best Diet? Healthy Eating 101.”
Budget Considerations:	<ul style="list-style-type: none"> • Recipe ingredients/snacks – \$150.00 – \$200.00 (depending on group size)
Handouts:	<ul style="list-style-type: none"> • What Are Nutrients? • 7 Basic Principles For Healthy Eating • The Plate Method • Healthy Recipes • Easy Ways To Include Fruits And Vegetables In Your Day • Decoding The Nutrition Label • Canada’s Food Guide
Sources:	<ul style="list-style-type: none"> • Health Canada – Canada’s Food Guide • Eat Right Ontario • Canadian Diabetes Association • RealSimple.com



Module Component	Details
Summary Instructions: A = Activity P = Presentation Q = Question(s)	P Welcome And Agenda (5 minutes) A Icebreaker – Healthy Art (10 minutes) A What Does Healthy Eating Mean To You? (15 minutes) P 7 Basic Principles For Healthy Eating (20 minutes) P Canada’s Food Guide (10 minutes) P What Are Nutrients? (10 minutes) A Preparing A Healthy Recipe (20 minutes) A Decoding The Nutrition Label (10 minutes) A Implementing A Healthy Eating Plan (15 minutes) A Wrap-Up & Evaluation (5 min)



MODULE CONTENT

Part 1 – Presentation: Welcome And Agenda (5 minutes)

Instruction: PP Slide 3 – Welcome the group to the Healthy Eating module of the Food Families program.

This session is about establishing the foundation for healthy eating:

- Healthy eating basics
- Looking at Canada’s Food Guide
- How you can implement a healthy eating plan

Part 2 – Activity: Icebreaker – Healthy Art (10 minutes)

Instruction: PP Slide 4 – Provide each member of the group with a large, blank (white) paper plate. Ask the participants to draw on their plate, using coloured markers, the healthiest dinner meal one could eat.

ASK the group:

- What would be on your plate? What kinds of food?
- What food groups would need to be represented?
- What portion sizes would someone need to consider?
- Does anyone need a second plate for dessert or seconds? (Trying to speak to moderation, and the need for it)

Give the members of the group 5 minutes to draw their meals on their plates. Ask some of the members of the group to share their ideas and describe what meals they have on their plates and why they chose those specific foods.

Let the group know we will get back to their plates in a few minutes (to describe the “plate method”) so they should keep their art close by for future reference.



Part 3 – Activity: What Does Healthy Eating Mean To You? (15 minutes)

Instruction: PP Slide 5 – Start by asking the group what healthy eating means to them. Have a conversation about what comes to mind for participants as they think about healthy eating. What does it mean? How do they feel when they hear the phrase? As part of the conversation, participants may talk about some of the diets they have tried in the past or may mention a few controversial topics (e.g. “I’ll only eat organic food”). If you don’t have a registered dietitian facilitating the conversation, don’t feel like you need to have all the answers to their questions or comments. Let them know there is a lot of science on both sides of most of these ideas.

Some food myths or ideas they might mention could include:

- Eggs are bad for your heart
- Carbohydrates make you fat
- People have a weight problem because they can’t process wheat or dairy
- Your body craves certain foods because you’re deficient in one of the nutrients it provides
- Grazing on mini-meals throughout the day is better than fewer bigger meals
- Eating after 6 PM causes weight gain
- Genetically modified organisms (plants and animals whose genes have been changed by scientists) are harmful to eat
- Organic food is better for you

This topic will likely generate and stimulate significant discussion and debate. The curriculum is meant to provide helpful conversation, information, and access to resources. Participants will need to make their own decisions about how they implement information provided by the facilitator.

Part 4 – Presentation: 7 Basics For Healthy Eating (20 minutes)

Instruction: The purpose of this section is to provide the participants with a foundation for eating in a healthy way. These are 7 basic principles that every person should consider when looking to incorporate healthy eating habits into their life.

PP Slide 6 – ASK: What do you think are some of the most important basics for eating in a healthy way? Write their answers on a flip chart or white board. Encourage them to see if they can come up with at least 7 ideas, and see how closely they match with the handout.

PP Slide 7 – Michael Pollan is an American author, journalist, activist, and professor of journalism who has written a book that outlines a very sensible healthy eating plan. He sums it



up this way: **“Eat food. Not too much. Mostly plants.”** That may be over-simplified, but it is an easy thought to remember when thinking about how to eat in a healthy way.

Handout – give the participants the handout and walk through each principle.

PP Slide 7 – Overview of the “7 Basics Principles For Healthy Eating”:

- 1. Know Yourself** – What you like to eat and what works for you may not work for the next person. Healthy eating is not a one-size-fits-all concept.
- 2. Give Beetroots And Kiwi A Chance** – Fruits and vegetables do need to become a more important part of your meal planning, and eating. There is a **handout** for easy ways to get more fruits and vegetables into daily meals.
- 3. Eat Less Meat** – Meat is not a mainstay in a healthy diet. Grains, nuts, and non-starchy vegetables and fruits should take greater priority. Learn to include meat alternatives in your diet. Options including quinoa, lentils, chickpeas, kidney beans, and even broccoli can be healthy substitutes that provide some of the same benefits of meat.
- 4. Choose Healthy Fats** – Not all fats are created equal, and there seems to be a lot of confusion around fat in general. There are some healthy and helpful kinds of fat. The handout will walk through the basics of the different types of fat and their role in the body.
- 5. Portions Are Important** – The amount one consumes will contribute to their overall health. Too little is not healthy and too much is a concern as well. Be sure to listen to your internal body cues that tell you to eat when you’re hungry and stop eating when you are satisfied. Don’t feel like you need to eat everything on your plate. **Describe the “plate method” as part of this basic principle for healthy eating.**
- 6. Eat, Don’t Drink, Your Calories** – Most beverages don’t contribute many nutrients, and most people will eat the same amount whether they wash their food down with water or a sugar-sweetened drink that carries 150 calories or more with it. There is a current “push” in the city of London to educate people about some of the misconceptions of beverages. For example, pop is known to be “bad,” but many consider sports drinks and vitamin water as “healthy” options when this is likely not the case, as they too are sugar-sweetened.
- 7. Eat More Whole Foods And Limit Packaged Foods** – The outside of the grocery store is definitely the place to be when you are getting your groceries. The middle aisles tend to have all the boxes and wrappers, and much of the sodium, trans fats and added sugars are found in those processed treats. They are certainly convenient, but not healthy. Be sure to read labels to get a better sense for what ingredients are included in your highly processed or ultra processed foods.



Part 5 – Presentation: Canada’s Food Guide (10 minutes)

Instruction: PP Slide 9 – Canada’s Food Guide will help you and your family know how much food you need, what types of foods are better for you, and the importance of physical activity in your day. The Food Guide is also intended to help individuals understand the amount and type of food recommended to:

- Meet one’s needs for vitamins, minerals, and other nutrients
- Reduce the risk of obesity, type 2 diabetes, heart disease, certain types of cancer, and osteoporosis
- Contribute to overall health and vitality

Hand out copies of Canada’s Food Guide. Walk the group through some of the main components of the Food Guide, including:

- How much food you need every day
- What is a Food Guide Serving?
- How to use Canada’s Food Guide

Use Canada’s Food Guide website to provide you with additional information and to help you decide what might be best to share or discuss with your specific group.

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

Part 6 – Presentation: What Are Nutrients? (10 minutes)

Instruction: Everyone needs the right nutrients to stay healthy. This section of the module will be used to provide the participants with information about what nutrients are, why our bodies need them, and within which types of food essential nutrients can be found.

PP Slide 10 – ASK: What are nutrients?

PP Slide 11 – Answer: At its most basic, a nutrient is a substance that provides nourishment essential for growth and the maintenance of life. Nutrients provide energy or building material for the survival and growth of a living organism.

PP Slide 12 – There are six classes of nutrients:

1. Water
2. Protein
3. Carbohydrates
4. Fats
5. Minerals
6. Vitamins



Food provides a range of different nutrients. Carbohydrates, protein, and fat are needed in relatively large amounts in the diet as they provide our bodies with energy and the building blocks for growth and maintenance. Vitamins and minerals are only needed in small amounts, but are essential to keep us healthy.

Provide the group with the handout “What Are Nutrients?”

- The handout has a chart that describes the function of each nutrient and some of the sources of food that can be eaten to gain access to that nutrient.

Script: Understanding nutrients is an important foundation for healthy eating and provides a deepened understanding for why Canada’s Food Guide is set up the way it is, ensuring people get all the nutrients they need over the course of a day.

Part 7 – Activity: Preparing A Healthy Recipe (20 minutes)

Instruction: PP Slide 13 – Take this time to work with the group to prepare a simple and quick healthy recipe together. If you can, break the group into two smaller groups to prepare the recipe so everyone has the chance to participate and observe the process.

Provide the participants with the “Healthy Recipes” handout and choose one of them to prepare with the group. Eat together while you begin the next section of the module.

Part 8 – Activity: Decoding The Nutrition Label (10 minutes)

Instruction: PP Slide 14 – Understanding how to read a nutrition label will provide participants with some helpful information about what they might be putting into their bodies and will give them a better sense for what products have to offer.

As of 2005, all major food companies introduced the new nutrition label on their packaged foods. The main part of the label is the Nutrition Facts table, which provides information on:

- Calories
- Saturated fat
- Sodium
- Fibre
- Protein
- Vitamin C
- Iron
- Fat
- Cholesterol
- Carbohydrate
- Sugars
- Vitamin A
- Calcium

Provide a participant with a typical food label and ask if they can read it for the group.



Provide the group with the Decoding the Nutrition Label handout and demonstrate how to read it appropriately.

Here are 5 steps to understand and read labels:

1. Look at the serving size
2. Look at the calories
3. Look at the percent Daily Value (% Daily Value)
 - a. 5% DV or less is a little
 - b. 15% DV or more is a lot
4. Try to get more of these nutrients:
 - a. Fibre, Vitamin A, Vitamin C, Iron, Calcium
5. Try to get less of these nutrients:
 - a. Fat, saturated fat, trans fat, sodium, cholesterol

Use Nutrition Facts labels to:

1. Compare products more easily
2. Find out the nutritional value of foods
3. Better manage special diets, such as one that is low in sodium
4. Increase or decrease your intake of a particular nutrient (e.g. increase fibre and decrease saturated fat)

Part 9 – Activity: Strategies For Implementing Healthy Eating (15 minutes)

Instruction: PP Slide 15 – We know eating in a healthy way can be a challenge. Facilitate a discussion with the group in order to identify ways for how each one might implement healthy eating principles into their daily routines.

NOTE: If you have the time and the technology, you may decide to show the group the Dr. Mike Evans video, “What’s the Best Diet? Healthy Eating 101.” It can be found on YouTube and can be the foundation for a helpful and healthy discussion. You may even choose to show only a portion of the video, depending on your group, the timing, and where you want to take the discussion.

The group can learn from each other and will benefit from the insight and suggestions of other members. Be prepared to share a tip or two of your own.



Examples:

Accountability – Some people benefit from the accountability of others. Some participants may decide to make some changes in what they choose to eat and will work with a friend or family member to do it along with them. Some people have also posted weekly videos to their circle of friends and family to describe their progress in making incremental changes.

Setting Goals – Some participants will want to set some very specific goals to help them implement a healthier eating focus. A goal may be not to eat fast food for a month (or week). In place of eating out, they will prepare a meal based on their new meal planning process. Another person might want to set a goal about adding more fruits and vegetables into their regular meal plan. They might decide to eat fruit twice a day (compared to zero before).

Journaling – Some participants may decide they would like to write in a journal at the end of each day. In their journal, they might write down what they ate that day and how they felt. This very visible reminder and record of their eating plan may encourage positive decisions and change.

Final Thoughts:

- Healthy eating cannot be made or broken with one food, one meal, or even an entire day's worth of meals. It is the overall pattern of making healthy choices, day in and day out, week after week, and month after month that adds up to a healthy diet. If one goes off the path slightly, that is normal and expected. If it is just once in a while, for example, on special occasions, it won't affect your overall dietary pattern of healthy eating. Make note of it and move on toward healthier choices on a regular basis.
- Food is not good or bad and people are not good or bad for eating certain foods – chocolate lava cake has never hurt anyone. There is nothing moral or immoral about the food we eat.
- Healthy does not equal skinny. Bodies can be healthy at any size. Don't believe how the media and popular culture suggest what the "perfect" person should look like.

Part 10 – Wrap Up And Evaluation (5 minutes)

ASK – PP Slide 16

- What is one idea you learned today?
- What are the 7 principles for healthy eating?
- What are you going to do differently based on what you learned?

Instruction: Complete the evaluation for today's session.

