

CCNE: Feeding your family on a budget FE-000-06

A client-centered approach to nutrition education uses methods such as group discussions and hands-on activities to engage participants in learning. This template was developed as a guide to help plan, conduct, and evaluate client-centered nutrition education sessions. It includes a snapshot of general information and two steps:

Step 1: Planning the Nutrition Education Session

The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Step 2: Session Outline

The second section outlines the key parts of the session. The nutrition educator will use this outline to lead the session.

Snapshot of Group Session	Lesson Title	Feeding your family on a budget
	Developed by	University of Texas at Austin Nutrition Education Team & DSHS Staff
	Date Developed	1/2010
	Approved by	State WIC NE Staff
	NE Code	FE00006
	Class Description	This class is an interactive session with the goal of increasing social support for clients surrounding feeding their families on a budget. Through discussion and a unit pricing activity, the facilitator encourages clients to share their ideas and learn from peers.
	Participants <i>Indicate the client group(s). Check all that apply.</i>	<input type="checkbox"/> <i>Infant</i> <input checked="" type="checkbox"/> <i>Child</i> <input type="checkbox"/> <i>Breastfeeding</i> <input type="checkbox"/> <i>Postpartum</i> <input type="checkbox"/> <i>Pregnant</i> <input checked="" type="checkbox"/> <i>General</i> <input type="checkbox"/> <i>Other</i> _____
	Type of Learning Activity <i>Check all that apply during session.</i>	<input checked="" type="checkbox"/> <i>Hands-on activity</i> <input checked="" type="checkbox"/> <i>Discussion</i> <input type="checkbox"/> <i>Cooking/tasting/demo</i> <input type="checkbox"/> <i>Physical activity</i> <input type="checkbox"/> <i>Learning booths/stations</i> <input type="checkbox"/> <i>Role Playing (skits)</i> <input type="checkbox"/> <i>Other</i> _____
Notes	This lesson was developed to illustrate client centered learning techniques.	

Planning the Nutrition Education Group Session	
Instructions	Notes
<p>Learning Objective(s) <i>State what the clients will gain from the session.</i></p>	<p><i>By the end of the session participants will:</i></p> <ul style="list-style-type: none"> - Give and receive support for feeding their families on a budget. - Share strategies for stretching food dollars. - Participate in a unit pricing learning activity.
<p>Key Content Points <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1. Some people may feel that it is too expensive to eat a lot of nutritious foods. 2. Using unit pricing can help save money. 3. Planning ahead and using WIC foods in recipes can save time and money.
<p>Materials <i>List what you will need for the session (i.e., visual aids, handouts, activity supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> ● Unit pricing handout (enough copies for all participants) ● Board or flip chart & markers (optional) ● 2 mocked-up boxes of cereal, see “Activities” section, 2.c. (optional)
<p>Resources <i>Review current information. Sources may include WIC resources or reliable internet sites like WIC Works.</i></p>	<p>Texas Child Feeding Study reports on Food Economics and Food Shopping (available at http://www.dshs.state.tx.us/wichd/nut/riskreport-nut.shtm)</p> <p>If your agency does not already have a resource list, find out about food banks or other resources for low-income families in your area. Offer referrals to your clients, even if they don't ask.</p>
<p>Class Flow & Set Up <i>Consider the flow of the session & room set-up. Make note of any additional preparation that may be needed.</i></p>	<p>Arrange chairs in a circle, and plan to sit in the circle with the class. Leave room for baby carriers and strollers. Allow enough room for clients to pair off into small groups of 2-3 if desired.</p> <p>Consider setting up a white board or flipchart to write down key concepts as the class progresses.</p> <p>The facilitator acts as a discussion guide, encouraging clients to share their knowledge and expertise as parents. Because different people may have different needs or experiences with this topic, the class might flow in many different directions and each class will be unique.</p>

Introduction

Create a respectful and accepting learning environment by doing several of the following:

- Welcome participants
- Review agenda
- Make announcements
- Introduce yourself
- Explore ground rules
- Hand out name tags

Notes

Example: "Welcome. My name is _____. Today we are going to have a discussion about feeding our families on a budget. Some parents have said that it is expensive to eat a lot of nutritious foods, and we are going to talk about that today. I hope that you will share ideas & tips, ask questions, and leave here with some new ideas. Before we get started, let's go over some 'class basics' or ground rules to help us have a positive discussion..."

Consider displaying ground rules on a flipchart (these might include freedom to speak, respect for others' opinions, one person speaking at a time, confidentiality, etc). Ask participants for any others they would like to add.

Icebreaker

Anchor the topic to the participants' lives by prompting them to think about how the topic relates to them. This should be an easy question or activity likely to bring out positive but brief comments and can be done as a group or partners.

Question/Activity

Ask clients to go around the room and introduce themselves, the number of children they have, and their (or their children's) favorite dish to fix with WIC foods.

Activities

Key content points the learners need to know

1. Some people may feel that it is too expensive to eat a lot of nutritious foods.
2. Using unit pricing can help save money.
3. Planning ahead and using WIC foods in recipes can save time and money.

For each learning activity, list any instructions that are needed for the facilitator and participant and three to five open-ended discussion questions. Keep in mind that the activities should enable participants to meet the learning objectives.

1) Discussion

Read the statements listed below and discuss them with participants, using the questions provided as needed.

- a) **A study found that many people tend to think that it is too expensive to eat a lot of nutritious foods.**
 - What do you think makes people feel this way?
 - Have you ever felt that healthy foods are more expensive?
- b) **We all probably feel more vulnerable towards the end of the month- just buying enough gas to get to the next paycheck, or waiting an extra day or 2 to pay a bill. Or what about those unexpected things that can really cause financial strain- when your car needs new tires and you are trying to choose between that and food for your family.**
 - What can you do when you feel this way?
 - What are things we can do to prepare for these situations? (Examples can include: Plan ahead, when there is extra money, buy canned foods, extra food staples, frozen produce when not in season, freeze extra entrees, reuse leftovers instead of throwing away, etc.)
- c) **What are things you can do to help save money? (This question leads into unit pricing activity).**
 - What are some creative ways you use your leftover foods? (Using leftovers in recipes can help reduce waste, feed a second time, and save money)
 - What about purchasing frozen fruits and vegetables instead of fresh- has anyone tried this to help save money? (Frozen

foods are usually less expensive and just as nutritious as fresh or canned produce).

- *Does anyone here make a grocery list before shopping?*
- *How does using a grocery list help to save money? (Using a grocery list and sticking to it can help reduce impulse purchases.)*
- *Think about the layout of the grocery store. Generally, where are the fresh and healthy foods located? (Shopping around the outer part of the store first will help to fill your cart with the foods that are the most important. This will leave less room in the cart for the boxed or processed foods).*

2) Unit Pricing Activity

- Introduce unit pricing.** Example: *“Has anyone heard of unit pricing?”* Understanding unit pricing can help us to spot the best values at the grocery store. *“Has anyone noticed that the size of a food package is not always the best sign of how much is inside?”* Unit pricing is a shortcut to help find which package or brand of food is the best value.
- Review handout on unit pricing.** This exercise can be done individually, in small groups of 2-3, or as a large group. Review answers together. Ask if there are any questions or if anyone has any experience using unit pricing when shopping.
- Ideas for presenting the activities to the class:**
 - Use a board or flip chart to write the calculation of the savings:
 $\$0.07 \text{ per oz} \times 24 \text{ oz of cereal} \times 52 \text{ weeks} = \$87.36 \text{ saved per year.}$
 - Use a board or flip chart and copy the unit price label. Explain each part to clients. Draw a picture where these are located on the grocery store shelves.
 - Prepare an additional visual of different size boxes for clients to see as they do the activity. Either prepare 2 different size boxes or draw 2 different size boxes on a flip chart or board.
 - Smaller box should be labeled 12 oz of “Crackly Rice” for \$2.40.
 - Larger box should be labeled 24 oz of “Snappy Rice” for \$3.12.

Review & Evaluation

Invite the participants to summarize the key points of the session and share how they will use what they learned in the future. List a question/activity to prompt this. Consider listing one community resource that is available for clients who want to learn more.

Question/Activity

- Review the key concepts that the class arrived at. If you’ve written these down on a flipchart throughout the class, you can refer to the flipchart.
- Invite clients to share the most useful thing they gained from the class, and how they can use what they have learned.

Community Resource (optional)

List of food banks or other resources in the area

Personal Review of Session (afterward)

Take a few moments to evaluate the class for yourself.

- What went well?
- What did not go as well?
- What will you do the same way the next time you give this class?
- What will you change?

Supplemental Information