

NUTRITION EDUCATION LESSON CODE GN-000-23

Effortless Healthy Eating

OBJECTIVE

Clients will be able to identify one or two emotional, visual or verbal eating cues which they can modify.

MATERIALS AND SET UP

Which One Is Bigger?

Two clear glasses which hold the same amount of ounces. One glass will be tall and skinny. The other one is short and very round.

Soda or another colored, visible liquid to go in the glasses.

Two identical hamburgers or sandwiches purchased from a local fast food restaurant. Remove the vegetables from one and place them in the other, so that one looks larger.

One small plate and one large plate.

Pens or pencils.

Note pads or papers for everyone in class.

Before class starts: Place your hamburger or sandwich with extra vegetables on a small plate. The small plate will also make it look bigger. Put the hamburger or sandwich without vegetables on a large plate. The big plate will make it look even smaller. Press it down a little so it becomes skinnier. Place these aside for use during the class.

Have a tall, skinny glass and a short fat one with the same amount of liquid in them in front of the class. Each glass should be clear so the liquid inside is visible. Place these aside for use during the class.

The Eye Appeal of Food

Cookies in a bag or on a plate

A glass of soda

A bag of potato chips or some chips in a bowl

Optional: Fresh fruit models or the real thing

Before class starts: Have a few foods like chips, cookies and a glass of soda where everyone can see them while they are waiting for class.

9/09

The Ear Appeal of Food: Option 1

A healthy, frozen, microwavable entree such as spinach soufflé or macaroni and cheese

A microwave oven

Small cups to hold a taste of the dish for everyone in class

Spoons for everyone

Before class starts: Have the entrée heated and in the small cups so it is ready to serve to the class.

Option 2: Flip chart and markers

Write the names of the food choices on the flip chart before class starts:

- Honey baked chicken OR Cooked Chicken
- Quick cheese enchiladas OR Mi abuela's cheese enchiladas with homemade sauce
- Slow cooked green beans with summer seasonings OR Canned green beans with butter
- Rice with vegetables OR Spanish rice with tomatoes and Veracruz spices
- Vanilla ice cream and topping OR Mexican vanilla ice cream with fruit compote and a covering of creamy milk chocolate
- Peach flavored tea with mint springs on crushed ice OR iced tea

Staff Information:

See *Mindless Eating: Why We Eat More Than We Think* by Brian Wansink. Bantam, 2006. ISBN 0-553-80434-0. The material in this lesson was taken from the book.

CLASS INTRODUCTION

Ice Breaker

Can everyone describe either a favorite food or a least favorite food? I will start. (Pick your own favorite or least favorite food description to share with the class. Examples: I like ice cream because of its silky, cold feel and its great taste. Or just the sight of white gravy turns my stomach. It is slimy and yucky like shortening with oil in it!)

Give everyone a pen and notepad to use during class. Ask them to write down what they want to remember during class.

1. Which One Is Bigger?

Place the two different size glasses and hamburgers or sandwiches on the table in front of the class.

Glasses -Ask the class which glass holds more. Most people will say the tall skinny one. Let people know that each glass has the same amount of liquid, but our eyes tell us we are getting more in tall skinny glasses. Having beverages in tall skinny glasses can help families drink less.

Hamburgers/Sandwiches-Show the two hamburgers or sandwiches to the class. Ask them which one is larger. Tell the class that both are the same in terms of meat and bread. Then ask them what made one look bigger and the other one smaller. Answers can include the size of the plate (smaller plates make the amount of food seem bigger; larger plates make the amount of food seem smaller), the extra tomatoes and lettuce make one look larger or mashing the sandwich down makes it look smaller.

Ask the class how they can use this information to serve smaller portions to their family. Let the class know that anyone past preschool age tends to eat what they are served, not what their body says they need. People can be just as satisfied if they eat smaller servings than they are used to. Especially if they do not realize that they are being given a little less. It is a question of what the eye sees, not what the stomach feels. Making these changes in the way you present food to your family can help your family eat smaller portions and keep a healthy weight.

Today we are going to discuss several small things that we rarely notice, like the size of a glass or the thickness of a sandwich, that can influence what and how much we eat. During the class you will have examples of these things so that you can use at home with your family. Making these small changes can help to keep your family healthier for the long run without anyone noticing what you have done.

2. The Eye Appeal of Food

Did anyone notice the (chips, cookies, or glass of soda) in the front as you came in? Did anyone see a food you really like up here? How did you feel when you saw it? Are you hungry now? Do you want to eat it after seeing it? Does not being hungry matter if you really want to eat the food?

How many people have bought foods just because you saw them in the store? Or eaten foods that you see out at home? A lot of our eating comes from what we see. I guess that everyone has heard about being on a see-food diet? I see a food, and I eat it. (Omit this in the Spanish translation.)

What can you do at your house to keep tempting foods out of sight? (Do not buy them and bring them home. Put them in the back of the refrigerator or kitchen cabinets. Put healthy foods like fruits out so the family will eat them.) As you say this, put the high calorie foods you have in the front of the class into a box or a bag and put them out of sight. Optional: You can replace them with fruit.

Try setting up your kitchen so that healthy foods are more visible and easy to reach. Keep the less healthy foods out of sight and hard to get. This is another way to encourage your whole family to make healthier choices.

3. The Ear Appeal of Food

Option 1: Food Tasting with Descriptions

I have something else for us to do today. I know that all of you are looking for recipes to serve your family. I need your opinion on two recipes we may give out. Everyone on this side of the room will get a sample of Olivia's Grandmother's Homemade (what ever you are serving). Everyone on this side will get this standard recipe for (whatever you are serving). I was able to make it really cheap because I got generic brands.

How many people like Olivia's Grandmother's Home-made _____? How many of you on this side of the room like the generic brand _____ recipe?

Tell the class that in reality both samples are from the same recipe. Ask if any one has any idea of what would make people like the "homemade" recipe more? (The answer is that the more appealing the description, the more appealing the food.)

Option 2: Food Description Alone: Vote on a Menu

We need your input. In future WIC classes we are going to serve some new recipes for you to try. I have some choices of foods that we might serve. I want you to pick the ones that you would like in a future WIC class.

I will read both options. The second time I read the them, raise your hand to vote for one of them. I will circle your choices on the flip chart.

- Honey baked chicken OR Cooked Chicken (Read it again and ask them to vote for one of the two by raising their hands as the name is read.) Circle most popular one on the flip chart.
- Quick cheese enchiladas OR Mi Abuela's cheese enchiladas with homemade sauce
- Slow cooked green beans with summer seasonings OR Canned green beans with butter
- Rice with vegetables OR Spanish rice with tomatoes and Veracruz spices
- Vanilla ice cream and topping OR Mexican vanilla ice cream with fruit compote and a covering of creamy milk chocolate
- Peach flavored tea with mint springs on crushed ice OR iced tea

Can any one say what made you prefer the first choice the most? What about the second choice on the flip chart, what made the one you picked most appealing? People generally prefer to eat the item with the best sounding name. In reality the recipes for the chicken choices or the enchilada choices are the same. Most people prefer the one that was described in the way that most appeals to their imagination and senses.

With either option tell the class:

The reality is that not all of our taste is in our mouths. What we call a food or how we describe it has an impact on people. Researchers have tried changing the names of foods in public cafeterias. They served the same recipes on different days. One day the menu called the recipes “Tender Grilled Chicken” and “Satin Chocolate Pudding.” Another day the same recipes were called “Grilled Chicken” and “Chocolate Pudding.” The customers who got tender chicken and satin pudding bought more and liked it better.

Remember the foods that people described at the beginning of the class. Which descriptions do you remember the best? How did the favorable description make you feel about eating the food? How did the descriptions of the least favorite foods make you feel?

How can you use this at home? (Ideas could include always describing healthy foods with appealing words or names. Very appealing words plus a little fun can help mothers get children to eat foods like vegetables. Call broccoli “trees” and see how many “trees” a child can eat. Do not talk about how “delicious” or “great” an unhealthy food like a dessert or flavored potato chip tastes. Your children and the rest of your family will want to eat more of them.)

Remember that how you describe food to your children has a big impact on them. By giving healthy foods fun or delicious descriptions, your children will be more interested in eating them.

4. Evaluation

Today we discussed how small things in your environment can influence how you feel about food and what you will eat. Think about the size and shape of your plates or glasses at home. Then think about how visible and easily accessible healthy choices are at your house. And think about how you discuss food with your family. How you can use these ideas from class today to help your family choose healthy foods in healthy amounts?

Ask everyone in class to write down one or two ideas from the class which they want to start doing at home during the next few weeks.

Ask people to share what they are going to do.

Let people take their class notes and goals home.

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Staff Survey

LA# _____

Date _____

1. Was the lesson easy to read and follow?

Yes No

2. Did you like the activities included with this lesson?

Yes No

3. What did you like best about this class?

4. What would make the class better?

5. How well did participants respond to the class? Participation was (check one):

Good Negative Indifferent

6. Do you plan to use this lesson again?

Yes No

Comments:

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Participant Survey

LA# _____

Date _____

1. How much did you like this class?

- A lot
- A little
- Not at all

2. What change do you plan to make to your own eating habits after this class?

3. What change do you plan to make to your family's eating habits?

4. What is the most useful thing you learned from the class today?

5. What would make this class better for you?

6. Comments:

Thank you for your answers!