

Implementing ...



Food and Nutrition Service
United States Department of Agriculture
2007

Getting Ready...

OVERVIEW

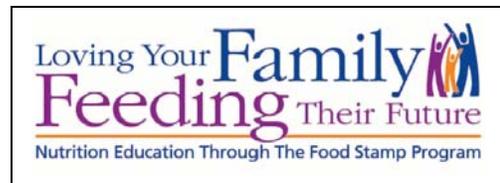
USDA's *Loving Your Family Feeding Their Future Through The Food Stamp Program* initiative provides educational and promotional materials and techniques to help food stamp nutrition educators in their work with low-income mothers including Spanish speakers and those with limited reading skills.

The overarching goal of the initiative was to develop a comprehensive strategy for conveying the messages of the 2005 Dietary Guidelines for Americans to low-income mothers. FNS worked with a private contractor on this initiative and used a social marketing approach to develop and implement the project. The development process included the following key components:

- Research with Food Stamp Program (FSP) participants and staff
- Development of a social marketing plan
- Development of materials and approaches for low-literacy and Spanish-speaking mothers
- Development of materials and support for FSP nutrition educators.

The *Loving Your Family...* theme was selected based on findings from qualitative research (focus groups) that indicated *Loving...* provides a warm, nurturing, feminine, and personal message. It directly reflects reported aspirations of mothers for their families...to have loving, supportive homes. It

is a positive, affirming declaration that also suggests the central goal of mothers to provide for the future of their children. The tag line, *Nutrition Education Through the Food Stamp Program*, helps make the connection between nutrition education services and the FSP. However, the materials may also be used in other Food and Nutrition Service (FNS) programs that target similar audiences.



Key findings in discussions with nutrition educators during the formative research phase of the initiative noted program staff members are committed, caring, and highly motivated. They are relatively well versed in the basic components of sound nutrition education--particularly the content needed in order to deliver comprehensive curricula of healthy nutrition and lifestyle practices to their clients. However, they reported a desire to have materials and strategies that would address some of the literacy, language, cultural and income barriers faced by their clients.

IMPLMENTING LOVING YOUR FAMILY...

The *Loving Your Family...* theme brands food stamp nutrition education as a benefit of the food stamp program. Accordingly, use of the *Loving Your Family...* logo is not limited to the initial materials developed for the project but is available for nutrition educators to use as an overarching theme for other food stamp nutrition education efforts. Ideally, *Loving Your Family...* would evolve to identify many of the State and local food stamp nutrition education efforts. One model for using all of the materials as part of a mini-series is described in the following pages.

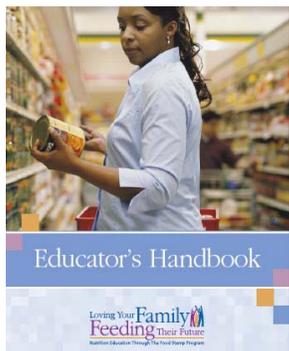
MODEL FOR SUCCESS – Implementing Loving Your Family...

STEP 1: Train Staff

Option A. Review the Educator's Handbook and the *Explore Loving Your Family...* on-line module with nutrition education providers at an in-person training session.



The on-line education module, *Explore Loving Your Family...* provides a visually narrated tour through the Educator's Handbook. To access the module, go to www.nal.usda.gov/foodstamp/.



The Educator's Handbook provides guidance and resources for delivering nutrition education services. The Handbook also reviews and provides uses for all the *Loving Your Family...* materials.

Include a review of the educational and promotional tools of the project as part of the in-person training Session. Appendix A provides a visual and brief description of each tool.

Option B. Ask nutrition educator providers to review the on-line education module, *Explore Loving Your Family...* and the Educator's Handbook at their work site. Provide Attachment A to each provider for reference.

STEP 2: Plan Education Sessions for Participants

Planning the four session mini-series includes setting the dates, identifying the location, and developing strategies for recruiting participants. Consider recruiting at the local food stamp office, and other community locations using the promotional brochure. Place contact and/or class information about the sessions on the back of the brochures in the space provided. Other means of recruiting class participants include signs in offices, supermarkets, WIC and other program locations in the local community. Also, try health sections of local newspapers, church bulletins and radio.

STEP 3: Conduct Education Sessions

Using the four discussion session guides, the nutrition educator conducts the four sessions.

Tips for Success:

- a. Collect all supplies and materials before sessions.
- b. Teach sessions in any order, they are not sequential.
- c. Implement sessions as outlined using the appropriate black and white reproducible habits and color handouts. Provide participants with the B/W Guidebook sections and handout materials.
- d. Use the sample forms from the Food Stamp Nutrition Connection (FSNC) to get customer feedback. Read through the customer feedback sheet and encourage participants to ask for help if they have any questions and need clarification.
- e. Encourage participants to come to the next session and remind them that they will get the full-color Healthy Family Guidebook if they attend all four sessions.
- f. Conduct a taste test of a recipe at the start of class. Tell participants that the Guidebook has many recipes and 2 weeks of menus.

STEP 4: Review Feedback

After the first session, review the customer feedback forms and note items that participants indicated they would like to learn. Consider the participants current eating and physical activity behaviors. For example, if all participants indicated little or no physical activity, give that area some additional focus in discussions in the remaining sessions. If participants indicated they eat few or no dark-green or orange vegetables, provide sample tastings of recipes that include those items.

STEP 5: Complete Remaining Sessions

Conduct the remaining three sessions. After the fourth and final session, have participants complete customer feedback using the sample forms from the Food Stamp Nutrition Connection. Read the questions out loud on the customer feedback sheet and encourage participants to ask for help if they have any questions and need clarification. Give each participant a full-color Healthy Family Guidebook upon completion of the four session series. Review the Guidebook components with participants and ask them to share ideas about how they will use it.

STEP 6: Compile and Analyze Results from Participants

Compare customer feedback from the first session and the fourth session and note any noticeable changes in reported behavior. Consider any comments from participants. Document any difficulties encountered in implementing the sessions, attendance and drop-out rates for all four sessions and interest in additional classes.

STEP 7: Follow-up

Follow-up with session participants to determine how they have used the Guidebook, check on current eating and physical activity behaviors and determine continued interest in improving skills.

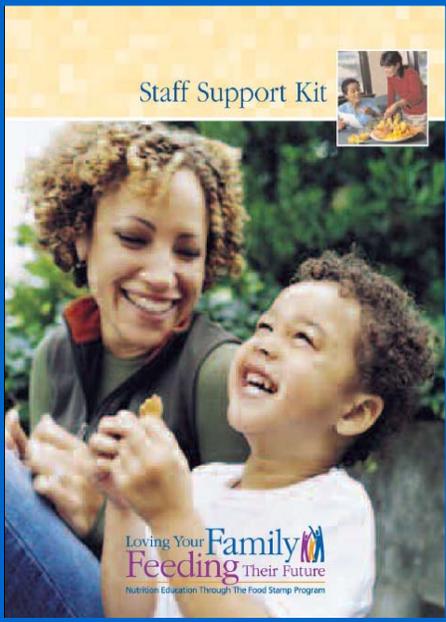
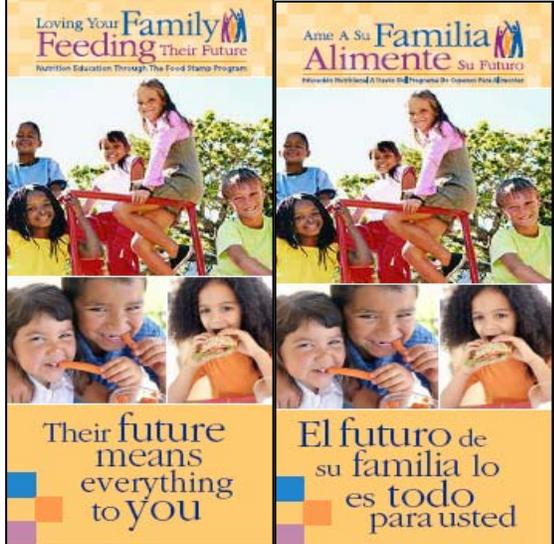
STEP 8: Share Feedback

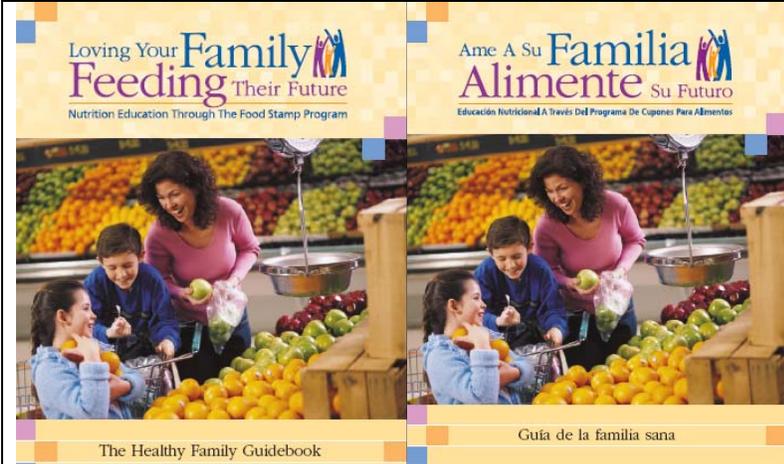
Provide feedback to FNS on your experience in using the materials. Consider using the User Response Card found in the *Loving Your Family...* kit and e mailing or faxing your comments to NSS at 703-305-2576.

EVALUATION

During development, *Loving Your Family...* went through extensive formative research and field testing; however the model described above has not yet been evaluated. Because State and local implementing agencies will likely use the *Loving Your Family...* materials in a variety of different ways, we encourage you to evaluate this intervention and develop appropriate tools. It may be possible to incorporate the *Loving Your Family...* materials into a State's existing efforts that already include an evaluation tool. We encourage States and implementing agencies to plan and implement evaluation to assess the impact of this intervention on behaviors and key preceptors of behavior change. Include any evaluation plans and strategies in the State Plan.

Appendix A: Promotional and Educational Tools

Educational or Promotional Tools	Description
	<p>The Staff Support Kit for educators includes a copy of the Loving Your Family... resources in both English and Spanish</p>
	<p>Brochures link food benefits with nutrition education; discusses benefits & services. Space on back for educators to insert contact information. Available in both English and Spanish.</p>



MyPyramid messages appropriate for low literate English and Spanish speaking audiences. Guidebook includes recipes, menus and tips for shopping and preparing foods.

Ways to Eat Smart and Move More

- Eat foods from each food group each day.
- Use measuring cups to learn what 1 cup and 1/2 cup of food look like.
- Cut raw vegetables like broccoli and carrots into small sizes. Keep them in clear containers in the refrigerator for quick snacks.
- Broil, grill, roast, or microwave meat, poultry, or fish instead of frying.
- Eat fruit for dessert.
- Pick low-fat or fat-free milk or yogurt. (Recommended for persons over 2 years of age)
- Choose whole-grain foods, such as whole-wheat bread, oatmeal, brown rice, and lowfat popcorn more often.

Write other ideas here:

Cómo Comer Mejor y Ser Más Activo

- Comer alimentos de cada grupo de alimentos cada día.
- Usar tazas de medición para aprender cuánto es 1 taza y cuánto es media taza.
- Cortar vegetales crudos como brócoli y zanahorias en trozo pequeños. Mantenerlos en la nevera en recipientes transparentes para meriendas.
- Cocine las carnes y pescados en una barbacoa, asados o en el microondas en vez de freírlos.
- Comer frutas como postre.
- Escoger leches o yogures ligeros o sin grasa. (Recomendado para personas mayores de 2 años de edad)
- Escoger alimentos de granos enteros, como pan integral, avena, arroz integral y palomitas de maíz ligeros más frecuentemente.

Escriba otras ideas aquí:

Participant handout discusses smart food choices and ways to increase physical activity. Available in English and Spanish.

Family Meals Easy, Tasty, and Healthy!

You're running in 10 directions! It's 4 p.m. You need to pick up your child at day care, stop at the store, and run some errands. And you need to get ready for an evening meeting. How do you put a healthy supper on the table, too?

A few steps can help you make an easy family meal - with less stress. Use the time you save to enjoy your family.

Plan ahead.
Keep meals simple! You can make healthy meals fast.

Cook when you have more time - maybe on weekends. Make soups, stews, or casseroles to freeze for the rest of the week.

Do some tasks the day before. Wash and cut vegetables or make fruit salad. Your child can help. Cook noodles for pasta salad. Cook lean ground beef or turkey for tacos. Refrigerate all food items until used.

Comidas Para Su Familia ¡Fáciles, Sabrosas, y Saludables!

Son las 4 p.m., y usted se encuentra corriendo en todos lados! Tiene que buscar a los niños a la guardería, pasar en la tienda y hacer otros mandados. Además, tiene que arreglárselo para una reunión esta noche. ¿Cómo hace para también servir una cena saludable?

Siguiendo estos cortos consejos, es fácil preparar comidas saludables y libres de estrés. Use el tiempo ahorrado para compartir con su familia.

Planee con tiempo. ¡Mantenga sus comidas simples! Usted puede preparar comidas saludables rápidamente.

Cocine cuando tenga más tiempo - quizá los fines de semana. Haga sopas, stews, o guisos y congélelos para comerlos durante la semana.

Prepara algunas cosas el día antes. Lave y corte los vegetales o haga una ensalada de frutas. Que otros puedan ayudarle. Cocine la pasta para una ensalada. Cocine carne magra molida o de pavo para tacos. Refrigerar todo hasta el momento de usarlos.

Handout introduces time saving and/or low cost recipe ideas for preparing healthy and delicious meals. Available in English and Spanish.

¿Qué cuenta como una taza de frutas?

Muchas personas necesitan comer **2 tazas** del grupo de las frutas diariamente* Este folleto muestra las cantidades de comida que cuentan como 1 taza de frutas.
 *La cantidad de frutas podría variar dependiendo de la edad, sexo y nivel de actividad física de cada persona.

-  1 taza de fruta en trozos como coctel de frutas cuenta como 1 taza del grupo de frutas
-  1/2 taza de fruta seca como pasas cuenta como 1 taza del grupo de frutas
-  1 banana grande cuenta como 1 taza del grupo de frutas
-  1 naranja grande cuenta como 1 taza del grupo de frutas
-  32 uvas rojas sin semillas cuentan como 1 taza del grupo de frutas
-  1 taza (8 onzas líquidas) de 100% jugo cuenta como 1 taza del grupo de frutas



What counts as one cup of fruits?

Many people need to eat **2 cups** from the fruits group each day.* This handout shows the amount of food that counts as 1 cup of fruits.
 *The amount of fruits may vary depending on age, gender, and physical activity level of each person.

-  1 cup of chopped fruit like fruit cocktail counts as 1 cup from the fruits group
-  1/2 cup of dried fruit like raisins counts as 1 cup from the fruits group
-  1 large banana counts as 1 cup from the fruits group
-  1 large orange counts as 1 cup from the fruits group
-  32 red seedless grapes count as 1 cup from the fruits group
-  1 cup (8 fluid ounces) of 100% fruit juice counts as 1 cup from the fruits group



Handout visually aids clients in recognizing one-cup portions of various fruits. Available in English and Spanish.

What counts as one cup of vegetables?

Many people need to eat **2 1/2 cups** from the vegetable group each day.* This handout shows the amount of food that counts as 1 cup of vegetables.
 *The amount of vegetables may vary depending on age, gender, and physical activity level of each person.

-  1 large sweet potato counts as 1 cup from the vegetables group
-  1 cup of cooked black beans counts as 1 cup from the vegetables group
-  12 baby carrots count as 1 cup from the vegetables group
-  1 cup of raw or cooked vegetables like green beans counts as 1 cup from the vegetables group
-  2 cups of raw leafy greens like raw spinach count as 1 cup from the vegetables group
-  1 cup (8 fluid ounces) of tomato or vegetable juice counts as 1 cup from the vegetables group



¿Qué cuenta como una taza de vegetales?

Muchas personas necesitan comer **2 1/2 tazas** del grupo de los vegetales diariamente* Este folleto muestra las cantidades de comida que cuentan como 1 taza de vegetales.
 *La cantidad de vegetales podría variar dependiendo de la edad, sexo y nivel de actividad física de cada persona.

-  1 papa dulce grande cuenta como 1 taza del grupo de vegetales
-  1 taza de frijoles negros cocidos cuenta como 1 taza del grupo de vegetales
-  12 mini zanahorias cuentan como 1 taza del grupo de vegetales
-  1 taza de vegetales crudos o cocidos, como las judías cuenta como 1 taza del grupo de vegetales
-  2 tazas de legumbres verdes crudas, como espinaca cuentan como 1 taza del grupo de vegetales
-  1 taza (8 onzas líquidas) de jugo mixto o de tomate cuenta como 1 taza del grupo de vegetales



Handout visually aids clients in recognizing one-cup portions of various vegetables. Available in English and Spanish.



Habit #1 Vary your veggies

Eating a variety of vegetables will help your family get the nutrition they need. I serve my family different vegetables like:

Dark green – broccoli, spinach, and greens (nursery, mustard, collard).

Orange – carrots and sweet potatoes.

Starchy – corn, white potatoes, green peas.

Legumes – dry beans and peas.

Others – tomatoes, cucumbers, green beans, cabbage, celery, cauliflower, zucchini, summer squash, and lettuce.



Black and white
reproducibles highlight
the seven nutrition
habits from the Healthy
Family Guidebook.
Available in English and
Spanish

DISCUSSION SESSION

How Much? Food and Physical Activity

SESSION OVERVIEW

This session is intended to help busy mothers learn ways to get enough of the right kinds of food, but not too much, and recognize that a healthy lifestyle means paying attention to what they eat and how physically active they are each day. Participants will discuss the kinds and amounts of foods that are needed by women and children. Participants will measure and visualize different size portions of foods. Finally, participants will commit to one action to be physically active during the coming week and at least one action to get the recommended amounts of foods from the MyPyramid food groups based on a 2,000-calorie meal plan. The participants will receive two take-home tools to help them achieve these actions by working with their children: *Ways to Eat Smart and Move More* and *MyPyramid for Kids Coloring Page*.

TARGET AUDIENCE: Mothers with children between the ages of 2 and 18

GROUP SIZE: 5 to 7 participants

NEEDED TIME: 45 minutes

BEHAVIORAL OBJECTIVES:

After the session participants will be able to:

- Identify the amounts of food eaten women and children need from each food group.
- Identify and commit to at least one action to get the right amount of foods from MyPyramid food groups.
- Identify and commit to at least one action to get at least 30 minutes of moderate-intensity physical activity most days of the week.

KEY MESSAGES:

- Increasing the amount of food to eat from each food group can help you eat enough, but not too much.
- Measuring foods with measuring cups and spoons can help you see how much food you are eating from each food group.

MATERIALS NEEDED FOR SESSION

- Name tags/markers
- Food models (2- and 3-ounce portions of meat)
- Measuring cups and spoons (as participants take home if funds allow)

*TIP: Family size and pasta ahead of time for class, and if it is not time, just spray it if you can't clamp together.

Foods to measure: cooked brown rice, pasta, fat-free milk, low-fat yogurt, cheese, olives, fruits and vegetables, peanut butter, hard-boiled eggs, etc.

MyPyramid poster – Hang poster at eye level so everyone can see it.

Handouts for mothers – The Healthy Family Guidebook – Ways to Eat Smart and Move More – MyPyramid for Kids Coloring Page



HOW MUCH - 1

DISCUSSION SESSION

Vegetables and Fruits Simple Solutions

SESSION OVERVIEW

This session is intended to help busy mothers include the recommended amounts of fruits and vegetables in their daily meal plans and learn ways to encourage their children to eat fruits and vegetables. Participants will discuss the difficulties of including fruits and vegetables in their family's meals. An educator will facilitate a discussion about solutions to the problems identified by the group. Ideas shared by group members will be recorded on a flipchart. Using sample vegetables, participants will eat vegetables from their MyPyramid sub-groups (dark green, orange, starchy, dry beans and peas, and other vegetables). Then participants will measure 1-cup, 1/2-cup, and 1/4-cup portions of fruits and vegetables. They will be able to visualize what 2 cups of fruits and 2 1/2 cups of vegetables look like (the recommended amount for a 2,000-calorie diet). Participants will then brainstorm some ways to encourage their children to eat fruits and vegetables followed by a discussion of which methods work best and why. Finally, mothers will be challenged to identify and commit to try two vegetables and two fruits during the upcoming week with at least one vegetable being a dark green or orange one. They will also identify and commit to at least one activity to encourage their children to eat a variety of fruits and vegetables each day.

TARGET AUDIENCE: Mothers with children between the ages of 2 and 18

GROUP SIZE: 5 to 7 participants

NEEDED TIME: 45 minutes

BEHAVIORAL OBJECTIVES:

After the session participants will be able to:

- Identify and commit to try at least two vegetables and two fruits during the upcoming week with at least one vegetable being a dark green or orange one.
- Identify and commit to at least one activity to encourage their children to eat a variety of fruits and vegetables each day.
- Recognize what a 1-cup portion of vegetables and a 1/2-cup portion of fruits look like.

KEY MESSAGES:

- A family needs a variety of different colored vegetables and fruits each day for good health – not just one type.
- Eat fruits and vegetables at meals and snacks. Pick fresh, frozen, canned, or dried and go easy on fruit juice.
- Most families need to increase their intake of dark green and orange vegetables and dry beans and peas.

MATERIALS NEEDED FOR SESSION

- Name tags/markers
- Highlighters or pencils (one per participant)
- Flipchart/markers



VEGETABLES AND FRUITS - 1

Four discussion session
guides for the nutrition
education. Topics
include:

1. Family Meals- Easy, Tasty, and Healthy!
2. Vegetables and Fruits—Simple Solutions
3. How Much?—Food and Physical Activity
4. Family Time—Active and Fun

