Mentee Workbook Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program Curriculum

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Mentee Workbook
Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program Curriculum

Revised 2020

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Special thanks to Dr. Elizabeth Newcomb for weekly support and attendance of all RA/Mentor trainings and onsite Tuesday lesson deliveries.

Special acknowledgments to Lauren San Diego, the best Research Technician anyone can ask for. She has been instrumental to the success of this program. This intelligent, highly skilled young woman managed to keep up with the research project’s fast pace and constant progress and the range of people and personnel related to the program all while staying organized and energetic. Thank you for the creative and highly interactive nutrition lessons developed, the many research presentations, your assistance in managing the RA/Mentors and leading trainings when needed and your organization skills! Thank you most for your dedication to, and interest and excitement for the program and the participating Mentees.
# Contents

Baseline Knowledge Assessment for Mentees .............................................................................. 1

**Relationship Building** ........................................................................................................... 16

  #FriendsMatter .......................................................................................................................... 17
  Lesson Slides ............................................................................................................................... 17
  5-Finger Friendship Challenge .................................................................................................. 21
  Reflection Questions .................................................................................................................. 22
  Suggested Activities .................................................................................................................. 23
  Additional Resources ................................................................................................................ 23
  Mentor Relationship Survey ...................................................................................................... 24
  Content Survey: #friendsmatter ............................................................................................... 26

**Relationships Matter** ............................................................................................................. 28
  Lesson Slides ............................................................................................................................... 28
  Reflection Questions .................................................................................................................. 32
  Suggested Activities .................................................................................................................. 33
  Additional Resources ................................................................................................................ 33
  Mentor Relationship Survey ...................................................................................................... 36
  Content Survey: Relationships Matter ...................................................................................... 38

**Relationships Matter: Online** ............................................................................................... 40

**Resource Management** ........................................................................................................ 46

**Balancing M.E.T.** .................................................................................................................... 47
  Lesson Slides ............................................................................................................................... 47
  Reflection Questions .................................................................................................................. 56
  Suggested Activities .................................................................................................................. 57
  Additional Resources ................................................................................................................ 57
  Mentor Relationship Survey ...................................................................................................... 58
  Content Survey: Balancing M.E.T. ........................................................................................... 60

**What to Wear, Where & Proper Fit** ......................................................................................... 62
  Lesson Slides ............................................................................................................................... 62
  Reflection Questions .................................................................................................................. 88
  Suggested Activities .................................................................................................................. 88
  Additional Resources ................................................................................................................ 89
  Mentor Relationship Survey ...................................................................................................... 90
  Content Survey: What to Wear, Where and Proper Fit.......................................................... 92

**Shopping Strategies** ............................................................................................................. 94
  Lesson Slides ............................................................................................................................... 94
Baseline Knowledge Assessment for Mentees

The following 30 questions were created by the researchers derived from specialized curriculum developed for the Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program. The purpose of the questions is to test the knowledge of the mentees prior to receiving any specialized related training. The individual results of the assessment will be used to determine a base-line score of the current knowledge of the mentees. At the end of the program, the mentors will receive the same assessment to determine individual scores as an indicator of the knowledge gained upon completion of the activities related to the program.

Directions: Mentees should complete the following questions and return the completed assessment to program leaders. Use a standard blue or black pen to complete the assessment.
Questions Set 1. Relationship Building and Resource Management

Directions: Using the scale 1 thru 5 where 1= never and 3= always, circle your response.

1. I am always make new friends.
   
   | 3 | 2 | 1 |
   
   Always  Sometimes  Never

2. I have a close relationship with my family.
   
   | 3 | 2 | 1 |
   
   Always  Sometimes  Never

3. I enjoy spending time with my friends.
   
   | 3 | 2 | 1 |
   
   Always  Sometimes  Never

4. I enjoy spending time with my family.
   
   | 3 | 2 | 1 |
   
   Always  Sometimes  Never
5. I always take time to do the things I enjoy.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
</tbody>
</table>

6. I never have time for myself.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
</tbody>
</table>

7. Nothing really interests me.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
</tbody>
</table>

8. I am good at saving money.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
</tbody>
</table>
9. I buy whatever I want regardless of the price.

| 3 | 2 | 1 |

Always  Sometimes  Never

10. I earn enough money for my desires and wants.

| 3 | 2 | 1 |

Always  Sometimes  Never

11. It is important to maintain friendships
   a. For at least 2 years
   b. For at least 5 years
   c. For a lifetime
   d. It depends on the individual

12. All of the factors enhance friendships except
   a. Trust
   b. Honesty
   c. Money
   d. Caring

13. True friendship is important because friends do all of the following, except
   a. Support one another
   b. Listen to each other
   c. Take your side even when you’re wrong
   d. Give advice

14. Developing and maintaining friendships is a key component of
   a. Physical development
   b. Cognitive development
   c. Socio-emotional development
   d. Biological development
15. In the hierarchy of relationships, what is the correct order:
   a. Romantic partners, parents, children, friends
   b. Friends, romantic partners, parents, children
   c. Children, romantic partners, friends, parents
   d. Parents, friends, romantic partners, children

**Question Set 2. APPEARANCE RELATED CONTENT**

Directions: Read each numbered statement or question and circle your response from the answer choices provided following each question.

**Shopping Strategies**

16. When you are shopping for clothing, which of the following is most important to you?
   a. Price
   b. Brand Name
   c. Quality
   d. Looks / Style
   e. Comfort

17. Identify which of the following statements you agree with (select all that you agree with)
   a. If it is expensive, it is high quality
   b. If it a name brand, it is high quality
   c. If it is made well it is high quality
   d. If it looks good it is high quality
   e. If the fabric feels good it is high quality

18. Would you shop at thrift stores for clothes?
   a. No, never!
   b. I have never shopped at thrift stores but would be interested in learning more about them!
   c. Yes!
What to Wear Where

19. I have a hard time deciding what to wear.
   a. Yes, I have a hard time picking out my clothes every day, no matter where I am going.
   b. Yes, but only when I need to dress for a special occasion (such as a wedding or trip to the movies).
   c. Yes, but only when I need to dress for work.
   d. No, I do not have a hard time picking out my clothes.

20. If you have a hard time deciding what to wear, what is the reason (check both if they both describe you)?
   a. I do not know how to put outfits together for different occasions.
   b. I do not have the right clothes in my closet.

Laundry Lowdown

21. Ask a screening question first: Check off which of the following laundry steps you do on your own:
   a. Stain removal treatment
   b. Sorting clothes
   c. Loading detergent into the washer
   d. Choosing washing machine settings
   e. Choosing dryer settings

If a participant checks “a”, they will answer question 14-A. If he/she checks “c,” they will answer question 14-B.

21.A When I treat stains, I use the same stain remover no matter what kind of stain I am treating.
   a. Yes
   b. No

21.B When I do laundry, I use the same amount of detergent no matter how many clothes I am washing.
   a. Yes
   b. No
22. Should you wash a garment in the machine if it has the following care label?

   a. Yes
   b. No

23. Check the three (3) items that describes poorly fitted clothing. Use the image below of poor fit for clues.

   ___ lots of wrinkles
   ___ clothing that is too small for the wearer
   ___ really loose baggy
   ___ clothing that is the proper length for one’s arms

24. Check three (3) benefits of wearing clothing that fit well?

   ___ Wearer feels and shows confidence
   ___ Wearer will not be comfortable
   ___ Wearer gets positive attention from others
   ___ Others will want to get to know you
Question Set 3. Nutrition Related Content

Name:________________________

25. Circle all the foods that are part of the group.

26. Which plate shows the right amount of each food group?
27. Match these foods to the correct food group:

- Protein
- Grains
- Vegetables
- Dairy
- Fruits
28. Select the healthiest order out of the three options:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>Apple Slices</td>
<td>Apple Pie</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>Baked Potato</td>
<td>Waffle Fries</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>Kids' size Cheeseburger</td>
<td>Quarter Pounder with Cheese</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Apple</td>
<td>Chips</td>
</tr>
<tr>
<td><strong>e.</strong></td>
<td>Blueberry Muffin</td>
<td>Blueberry Scone</td>
</tr>
</tbody>
</table>
29. Select the healthiest drink out of the three options:

<table>
<thead>
<tr>
<th></th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Orange Juice</td>
<td>Water</td>
<td>Orange Sports Drink</td>
</tr>
<tr>
<td>b</td>
<td>Iced Tea</td>
<td>Soda</td>
<td>Water</td>
</tr>
<tr>
<td>c</td>
<td>Water</td>
<td>Soda</td>
<td>Diet Soda</td>
</tr>
<tr>
<td>d</td>
<td>Small Milkshake</td>
<td>Regular Milkshake</td>
<td>Large Milkshake</td>
</tr>
<tr>
<td>e</td>
<td>Green Tea Frappuccino</td>
<td>Unsweetened Green Tea</td>
<td>Green Tea Lemonade</td>
</tr>
</tbody>
</table>
30. Circle all the ways you can eat healthier at a restaurant:

- Look at the menu before going
- Take leftovers home
- Add lots of condiments
- Eat slowly and stop when full
- Skip the next meal to make up for eating too much
- Split a dish with a friend
Name: __________________________

31. Which item is not important to buy?

32. Circle the healthier option:

Vs

Vs

Vs

Vs
33. Which food actually costs less?

- Pinto Beans
  - $1.59 for 2 lbs
  - $0.05 per oz

Vs

- White Rice
  - $1.23 for 15.5 oz can
  - $0.08 per oz

- Uncle Ben’s Long Grain Wild Rice
  - $2.09 for 6 oz box
  - $0.35 per oz

Vs

- Oats
  - $0.89 per 1 lb
  - $0.06 per oz

- Quaker Instant Oatmeal
  - $5.64 for 10 packets
  - $0.48 per oz

Vs

- Watermelon
  - $6.40 for 20 lbs
  - $0.02 per oz

Vs

- Watermelon in a Cup
  - $4.00 for 24 oz
  - $0.16 per oz
Name:________________________

34. How long should you wash your hands?
   a. The time it takes to sing "ABCs" twice
   b. Until they look clean
   c. Until your hands are red

35. Circle the foods might be unsafe to eat.

36. Which food has good bacteria in it?
Relationship Building
#FriendsMatter

#FRIENDS MATTER:
A Lesson on Friendships and Relationships

#FRIENDS MATTER

• Developing and maintaining friendships
• Important to have people close to us who we love, trust and enjoy spending time with
• Some of us have LOTS of friends, some of have a FEW friends
• Most important – friends should make us happy

FRIENDSHIP BINGO
# Friends Matter

## Relationship Building

### Friendship Bingo

<table>
<thead>
<tr>
<th>Find Someone Who</th>
<th>Find Someone Who</th>
<th>Find Someone Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the Same Color Shirt</td>
<td>Wears the Same Size Shoe</td>
<td>Has the Same Color Hair</td>
</tr>
<tr>
<td>Find Someone Who Has the Same Number of Siblings</td>
<td>Whose First Name Begins With the Same Letter</td>
<td>Likes the Same Favorite Flavor Ice Cream</td>
</tr>
<tr>
<td>Find Someone Who Is the Same Height</td>
<td>Likes the Same Favorite Food</td>
<td>Knows How to Swim</td>
</tr>
</tbody>
</table>

Created by Dr. Meeshay Williams-Wheeler

For Nutrition and Self-Sufficiency for Adults with Disabilities through a Mentoring Program
#FRIENDS MATTER
- Criteria for developing and forming friendships
- Key developmental milestone during childhood
- Socio-emotional development
  - Includes individual's experiences, expressions and how they manage emotions
- What are your criteria for developing friendships?

#FRIENDS MATTER
- Good friendships are bidirectional or reciprocated
- People with positive attitudes tend to make good friends
- People with positive attitudes tend to be happier and healthier than people with poor or sour attitudes

#FRIENDS MATTER
The 3 elements important for true friendships
- 1. Support one another
  - Emotional, instrumental and financial support
- 2. Listen to each other
  - Active listener
- 3. Give advice
  - Trustful advice
#FRIENDSMATTER

- As we get older, healthy friendships take on new meaning
- Good healthy friendships lead to living longer
- And this relates to our overall well-being!

#FRIENDSMATTER

- Hierarchy of relationships - friendships are at the bottom:
- Romantic partners/spouse
- Parents
- Children
- Friends
- We choose to enter friendships. Friendships lack formal structure
- Friendships are voluntary
Take the 5-finger friendship challenge!
In each finger, write what makes you a good friend.
Reflection Questions

- What is something fun you did with your friend this week?
- What is something you did to be a good friend this week?
- Share a fun activity you did with a family member.
- What did you enjoy the most about the activity?
### Suggested Activities

<table>
<thead>
<tr>
<th>Time commitment</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Think of a fun place you would like to go or visit with a friend or family member.</td>
</tr>
<tr>
<td></td>
<td>Write in your journal about your favorite place to go with your friend.</td>
</tr>
<tr>
<td>Medium</td>
<td>Call a friend or family member on a phone/email. Reminisce on a fun time you had</td>
</tr>
<tr>
<td></td>
<td>in the past. Write this experience in your journal.</td>
</tr>
<tr>
<td>High</td>
<td>Mentor and mentee plan a fun date with a mentee’s friend. Take pictures and journal</td>
</tr>
<tr>
<td></td>
<td>your activities.</td>
</tr>
</tbody>
</table>

### Additional Resources

- Making Friends and Developmentally Disabled Adults:  

- Making Friends:  

- Making Friends as an adult:  
Mentor Relationship Survey

Name: 

Date: 

Please bring this filled out to the next group meeting and submit to the program leaders before the next lesson starts.

**How often did you meet with your mentor this past week?**
Select one option.

☐ I did not meet with my mentor this past week.
☐ I met with my mentor once.
☐ I met with my mentor more than once.

**Do you feel you and your mentor had good communication since the previous lesson?**
Select one option.

Yes  Sometimes  No

**Do you feel you and your mentor had developed trust in your relationship since the previous lesson?**
Select one option.

Yes  Sometimes  No

Flip to the next page.
How do you feel about your mentor?
Select one option.

☐ I like my mentor a lot.
☐ I sometimes like my mentor.
☐ I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.

☐ High (above expectations)
☐ Average (meets expectations)
☐ Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: #friendsmatter

Name:                      Date:

Please complete this before the and bring to the next group meeting.

**What did you like about the lesson?**

(Please select all that apply.)

- Lesson activities
- Way the lesson was taught
- Length of the lesson

**What did you NOT like about the lesson?**

(Please select all that apply.)

- Lesson activities
- Way the lesson was taught
- Length of the lesson

**What were your goals from the lesson?**

(Please select all that apply.)

- To listen carefully to my friends/family members when I talked with them.
- To cheer up my friends/family members when they were sad.
- To encourage my friends/family members
- To have fun with my friends/family members

**What goals did you accomplish since the lesson?**

(Please select all that apply.)

Listened carefully to my friends/family members when I talked with them.

- Cheered up my friends/family members when they were sad.
- Encouraged my friends/family members
- Had fun with my friends/family members
Relationships Matter

Lesson Slides

Notes:

FRIENDS MATTER PART 2:
HEALTHY DATING RELATIONSHIPS

- Qualities of a good friend
- Good listener, someone who gives and shares, someone who makes time for you
- Someone you look forward to spending time with

HEALTHY FRIENDSHIPS - REVIEW

FAMOUS COUPLES
1 – attraction
2 – learning more about the person
3 – building comfort/trust
4 – going on dates
5 – seduction
6 – honeymoon
7 – doubling phase
8 – commitment/stability

Let’s watch YouTube video on the 8 stages of dating
https://www.youtube.com/watch?time_continue=0&v=AI9tw

8 STAGES OF DATING RELATIONSHIPS

STAGE 1 - ATTRACTION

STAGE 2 – LEARNING MORE ABOUT THE PERSON

Why do you think this stage is important?
What are some things you can learn more about the person?
Have you ever been attracted to someone but did not like what new information you learned about them?
Why do you think this stage is important?
How can you learn to trust someone?
Have you ever been attracted to someone but found out you cannot trust them?

**STAGE 3 – BUILDING COMFORT/TRUST**

What types of places do you like to go on dates?
Have you ever been on a date that you did not enjoy?

**STAGE 4 – GOING ON DATES**

Have you ever been seduced by someone’s presence?
Maybe their perfume? Cologne? Smile? Energy?

**STAGE 5 – SEDUCTION**
This is the MAGICAL time in the relationship when your partner is STILL perfect!!

Intense attraction, intense feelings for one another

Explained by physiological changes in the body

**STAGE 6 - HONEYMOON**

- This stage may come after a while of being together OR it may come early in the relationship.
- Have you ever been in a relationship and had doubt about your future?

**STAGE 7 – DOUBTING PHASE**

- Time to commit!
- Feel safe, secure and stable in the relationship
- Some time the commitment is symbolized by a ring, necklace, bracelet or a letter

**STAGE 8 – COMMITMENT/STABILITY**
Reflection Questions

- Describe what you did today. Did you have enough time to complete your activities?
- Were you able to spend time with or talk with your friends?
  - If so, do you feel you were being a good friend?
  - Were your friends being a good listener and supportive of you?
- If you are in a dating relationship, what stage (according to the video) are you in?
### Suggested Activities

<table>
<thead>
<tr>
<th>Time Commitment</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low time commitment</strong></td>
<td>Discuss dating relationships with your mentor. They can talk about what they like about the person they are dating and what attracted them to each other.</td>
</tr>
<tr>
<td><strong>Medium time commitment</strong></td>
<td>Spend quality time with a friend or someone you are dating. Taking a walk outdoors or watching a movie is a good way to spend quality time together.</td>
</tr>
<tr>
<td><strong>High time commitment</strong></td>
<td>With your mentor, introduce one another to your close friends or individuals you two are dating. You can meet either virtually or face-to-face and participate in a fun group activity.</td>
</tr>
</tbody>
</table>

### Additional Resources

- **Dating activities for individuals with disabilities:** [https://www.disableddatingexpert.com/coolest-ideas-for-a-date-with-a-disabled-person/](https://www.disableddatingexpert.com/coolest-ideas-for-a-date-with-a-disabled-person/)
- **Love, dating and individuals with disabilities:** [https://www.easterseals.com/explore-resources/living-with-disability/love-dating-relationships-disability.html?affinity=1&gclid=CjwKCAjw19z6BRAYEiwAmo64LfWEb7ItOMYoZmp68jnf0d8duJzD0_zcWBwxMtyOEfkoypYt7dfTRoCsOAAvD_BwE](https://www.easterseals.com/explore-resources/living-with-disability/love-dating-relationships-disability.html?affinity=1&gclid=CjwKCAjw19z6BRAYEiwAmo64LfWEb7ItOMYoZmp68jnf0d8duJzD0_zcWBwxMtyOEfkoypYt7dfTRoCsOAAvD_BwE)
8 Stages of Healthy Dating Relationships

1. Attraction

2. Learning more about the person

3. Building Comfort & Trust

4. Going on Dates

5. Affection

6. Honeymoon

7. Doubting

8. Commitment
Mentor Relationship Survey

Name: ___________________________ Date: ___________________________

Please bring this filled out to the next group meeting and submit to the program leaders before the next lesson starts.

How often did you meet with your mentor this past week?
Select one option.

☐ I did not meet with my mentor this past week.
☐ I met with my mentor once.
☐ I met with my mentor more than once.

Do you feel you and your mentor had good communication since the previous lesson?
Select one option.

Yes Sometimes No

Do you feel you and your mentor had developed trust in your relationship since the previous lesson?
Select one option.

Yes Sometimes No

Flip to the next page.
How do you feel about your mentor?
Select one option.

☐ I like my mentor a lot.
☐ I sometimes like my mentor.
☐ I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.

☐ High (above expectations)
☐ Average (meets expectations)
☐ Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Relationships Matter

Name: ___________________________ Date: ___________________________

Please complete this before the and bring to the next group meeting.

**What did you like about the lesson?**

(Please select all that apply.)

- [ ] Lesson activities
- [ ] Way the lesson was taught
- [ ] Length of the lesson
- [ ] Information taught
- [ ] Discussions & conversations during the lesson
- [ ] Interacting with Mentor

**What did you NOT like about the lesson?**

(Please select all that apply.)

- [ ] Lesson activities
- [ ] Way the lesson was taught
- [ ] Length of the lesson
- [ ] Information taught
- [ ] Discussions & conversations during the lesson
- [ ] Interacting with Mentor

What were your goals from the lesson?

(Please select all that apply.)

- [ ] Enjoy spending time with my friends.
- [ ] Enjoy spending time with my date (if in a dating relationship).
- [ ] Share qualities of a dating relationship with my friends
- [ ] Show positive attitudes & behaviors with my friends or date.

What goals did you accomplish since the lesson?

(Please select all that apply.)

- [ ] Enjoyed spending time with my friends.
- [ ] Enjoy spending time with my date (if in a dating relationship).
- [ ] Share qualities of a dating relationship with my friends
- [ ] Show positive attitudes & behaviors with my friends or date.
Relationships Matter: Online

FRIENDS MATTER PART 2: HEALTHY DATING RELATIONSHIPS

HEALTHY FRIENDSHIPS

- Qualities of a good friend
- Good listener, someone who gives and shares, someone who makes time for you
- Someone you look forward to spending time with

HEALTHY FRIENDSHIPS - REVIEW
Before we begin to date, we must first have a healthy friendship.

You must enjoy being together, get along, share common interests and look forward to spending time together.

Love is a key component in dating relationships.

HEALTHY FRIENDSHIPS RELATIONSHIPS

Notes:
<table>
<thead>
<tr>
<th>Having some of the same interests</th>
<th>Supporting goals</th>
<th>Compromising</th>
<th>Free Space</th>
<th>Dependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jealousy</td>
<td>Trust</td>
<td>Non-judgmental</td>
<td>Feeling left out</td>
<td>Respecting differences</td>
</tr>
<tr>
<td>Taking time to learn about one another</td>
<td>Keeping Promises</td>
<td>Focusing on Strengths</td>
<td>Dishonesty</td>
<td>Balancing relationship and self-care</td>
</tr>
<tr>
<td>Ignoring</td>
<td>Problem Solving</td>
<td>Comparing yourself</td>
<td>Being nervous to talk about your feelings</td>
<td>Control</td>
</tr>
<tr>
<td>Blaming</td>
<td>Understanding boundaries</td>
<td>Safety</td>
<td>Open Communication</td>
<td>Working together, not against each other</td>
</tr>
</tbody>
</table>
Relationships Matter

Relationship Building

Notes:

- One of the key elements to a healthy dating relationship is LOVE.

- Love means different things to different people and may look different in different relationships.

- When you are in a healthy dating relationship, individuals are showing each other love.

HEALTHY RELATIONSHIPS

LOVE IS...
8 STAGES OF DATING RELATIONSHIPS

Friends Matter Part 2: Healthy Dating Relationships
Module 3

- Let's watch YouTube video on the 8 stages of dating:
  - https://www.youtube.com/watch?v=XtHk/7tAS7tw
  - 1 – attraction
  - 2 – learning more about this person
  - 3 – building comfort/trust
  - 4 – going on dates
  - 5 – affection
  - 6 – honeymoon
  - 7 – doubting phase
  - 8 – commitment/stability

8 STAGES OF DATING RELATIONSHIPS

L.O.V.E. BOARD ACTIVITY
Resource Management
**Balancing M.E.T.**

Lesson Slides

**BALANCING YOUR M.E.T.**
Money | Energy | Time

**What is M.E.T.?**

- **Money**
- **Energy**
- **Time**

  - Resources given to everyone, no matter:
    - who we are
    - where we live
    - where we are from

**Celebrities that went Bankrupt**

- Brendan Fraser
- MC Hammer
- Nicolas Cage
- Paul Allen
- Richard Branson

---

Balancing M.E.T.  
Resource Management  
47
Managing M.E.T.

- HOW and WHAT we do with our money, energy, and time is important.
- People who have good resource management know how to balance M.E.T.
- Why do you think it is important to balance your M.E.T.? 

Think About It!

- Do you think you do a good job in balancing M.E.T.?
- Do you feel you do not do a good job in balancing M.E.T.? Why?
- What are some things that you do?

RESOURCE MANAGEMENT BREAKDOWN
Managing Your M.E.T.

**Good Strategies**
- Use a planner/calendar
- Rest
- Knowing how to say “no”
- Exercise
- Spend time with friends and family
- Budgeting

**Bad Strategies**
- Not a lot of time
- Busy schedule
- Over commitment
- Poor time management

Resource Management

- It is more than just money
- Money is ONE component of resource management
- Think about how money, energy, and time plays a role in your day-to-day routine.

Money

When you hear the word money what do you think of?
- Budget
- Donating
- Saving
- Earning
- Management of $$

Money refers to income, finances and your financial needs
Energy

When you hear the word energy what do you think of?
- Resting
- Exercise
- Work
- Wasting energy

Energy refers to your ability/willingness to go about your daily routine.

Time

- When you hear the word time what do you think of?

- Time refers to:
  - the ability to balance your day to day activities
  - the minutes/hours in the day

Small Group Activity

Mentors and Mentees will break into small groups and play the simulated game SPENT.
Go to [http://playspent.org/](http://playspent.org/)
Money

Scenario:
- Do you buy a $20 sweater when you only have $3 left in the bank and can’t get paid until Friday?

Worksheet:
- Monthly Budget Worksheet
- Adjust the categories and values to fit your life

Reflections:
- Are you able to save any money?
- If so, how do you save money?
- How do you determine how much you save?
- Do you invest your money?

Energy

Scenario:
- Stay up late to do something fun although you have to work the next morning.

Worksheet:
- Exercise and Sleep Log worksheet
- Write down your exercise and sleep goals.

Reflections:
- How many hours of sleep do you get each night?
- Do you exercise? If so, how often?

Time

Scenario:
- You have a project due tomorrow... Do you go out with your friends?

Worksheet:
- Schedule Planner Worksheet
- Fill in how you would spend or how you would like to spend a normal day

Reflections:
- What do you like to do during your free time?
- What do you enjoy doing when you have free time?
- Do you have enough time to get things done?
<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Amount</th>
<th>Memo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Utilities</td>
<td>$40.00</td>
<td>Water Bill</td>
</tr>
</tbody>
</table>

*Example: Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program*
## Monthly Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
<th>Amount Budgeted</th>
<th>Actual Amount Spent</th>
<th>Remaining Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings</td>
<td>Paycheck</td>
<td>$1100.00</td>
<td>$500</td>
<td>$600.00</td>
</tr>
<tr>
<td>Rent</td>
<td></td>
<td>$500</td>
<td>$500</td>
<td>$600.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>Rent</td>
<td>$120.00</td>
<td>$120.00</td>
<td>$480.00</td>
</tr>
<tr>
<td>Food</td>
<td>Gas, Electric, Water</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$230.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>Groceries</td>
<td>$80.00</td>
<td>$80.00</td>
<td>$230.00</td>
</tr>
<tr>
<td>Clothes</td>
<td>Gas</td>
<td>$50.00</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Clothing stores &amp; websites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movies and fun activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program
### Sleep Tracker

<table>
<thead>
<tr>
<th></th>
<th>Goal Wake Up / Bed Time</th>
<th>Actual Wake Up / Bed Time</th>
<th>Goal Hours of Sleep</th>
<th>Actual Hours of Sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
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<td>Tuesday</td>
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<tr>
<td>Sunday</td>
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</tr>
</tbody>
</table>

### Exercise Tracker

<table>
<thead>
<tr>
<th></th>
<th>Goal</th>
<th>Exercises</th>
<th>Goal Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
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<td>Saturday</td>
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<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Simulated Shopping

- Use your play money to pay for the example expenses.
- You can spend or save the left over money for the next 10-15 minutes.
- Use the Spending Log Worksheet to keep track of what you bought/saved.

Wrap-up

What did you spend your money on?
Did you have money left over?
How did you feel?

Reflection Questions

- Describe what you did today? Did you have enough time to get your activities completed?
- Were you able to exercise today? If so, discuss what exercises you did? If you were not able to exercise, share why?
- Did you make any purchases this week? If so, were these purchases within your budget?
**Suggested Activities**

<table>
<thead>
<tr>
<th>Low time commitment</th>
<th>Search websites on activities/exercises you would like to do. Search on the web strategies for managing your time. Note these strategies in your worksheets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium time commitment</td>
<td>Walk around your neighborhood/community for 30 minutes. Or do some physical activity within your home. Be sure to log the time of your work out in your worksheets.</td>
</tr>
<tr>
<td>High time commitment</td>
<td>Plan a 2 – 3-day workout regime for the week at a local gym or fitness center with your mentor. Take pictures of your workout together. Be sure to log the time of your work out in your journal</td>
</tr>
</tbody>
</table>

**Additional Resources**


14 Tricks for managing resources - [https://overfiftyandfit.com/time-and-energy/](https://overfiftyandfit.com/time-and-energy/)

Mentor Relationship Survey

Name: ___________________________ Date: ___________________________

Before the lesson begins, please fill out the Mentor Relationship Survey:

**How often did you meet with your mentor this past week?**
Select one option.

- [ ] I did not meet with my mentor this past week.
- [ ] I met with my mentor once.
- [ ] I met with my mentor more than once.

**Do you feel you and your mentor had good communication since the previous lesson?**
Select one option.

- [ ] Yes
- [ ] Sometimes
- [ ] No

**Do you feel you and your mentor had developed trust in your relationship since the previous lesson?**
Select one option.

- [ ] Yes
- [ ] Sometimes
- [ ] No

Flip to the next page.
How do you feel about your mentor?
Select one option.
- I like my mentor a lot.
- I sometimes like my mentor.
- I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.
- High (above expectations)
- Average (meets expectations)
- Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Balancing M.E.T.

Name: __________________________ Date: ______________________

Please complete this before the and bring to the next group meeting.

What did you like about the lesson?
(Please select all that apply.)

☐ Lesson activities
☐ Way the lesson was taught
☐ Length of the lesson

What did you NOT like about the lesson?
(Please select all that apply.)

☐ Lesson activities
☐ Way the lesson was taught
☐ Length of the lesson

What were your goals from the lesson?
(Please select all that apply.)

☐ To create a budget
☐ To spend money within my budget
☐ To save money in the bank
☐ To get enough sleep
☐ To exercise this week

What goals did you accomplish since the lesson?
(Please select all that apply.)

☐ Create a budget
☐ Spent money within my budget
☐ Saved money in the bank
☐ Got enough sleep
☐ Exercised this week

☐ Created a schedule to better use my time
☐ Made time to relax and rest
What to Wear, Where & Proper Fit

Lesson Slides

WHAT TO WEAR, WHERE IN PROPER FITTING CLOTHING

HOW MUCH THOUGHT DO YOU PUT INTO WHAT YOU WILL WEAR EACH DAY?

• Depending on where we go and what we are doing, we need different types of clothes.

WHAT DO YOU THINK ABOUT?

Places you are going!
WHAT DO YOU THINK ABOUT?

What you have to do?

WHAT DO YOU THINK ABOUT?

Who you are going to see?

WHAT TO WEAR?

- Dressing for different activities is easier with:

  Clothing Basics

  - A **BASIC** is an item
    - That you can mix and match with other clothes in your closet
    - That you should buy to last a long time
    - That looks good on ALL of us
Clothing that looks good and fits well will say to others that you are:

Confident  Serious
Knowledgeable  Mature  Capable  Stylish
Trustworthy  Responsible
On the Path to Success

Is that possible?

Yes!

It is Possible.

How can we do this?

We begin with good fit – Clothing that is neither too tight nor too loose.

Dress is one example of communication to show confidence!

When one dresses with proper fit one is well received, and opportunities may be opened to you because of your proper and complementary dress.
ADJUST FIT

POOR FIT

Too Big
- Sloppy
- Small
- Short
- Unattractive
- Overly Relaxed/Not Serious

Too Small
- Uncomfortable
- Overweight
- Unattractive

too big   too small

GOOD FIT MAKES A DIFFERENCE

POOR FIT

Too Big
- Frumpy
- Older
- No Sense of Style
- Adds Weight
- Shorter

Too Small
- “Overdoing” it
- Uncomfortable
- Bigger
- Unattractive

GOOD FIT MAKES A DIFFERENCE

REMEMBER...

People will always have judgement and make assumptions about how you dress. Overall, it is important that you stay true to yourself. However, it is also very beneficial to find clothing that compliments your body and looks tasteful.

Not everyone will wear clothing with proper fit, so it is important that you respect others no matter how they are dressed. 😊
EXEMPLARY OF GOOD FIT

Pictures from Tommy Adaptive

EXEMPLARY OF APPROPRIATE FIT

Images from Runner of Dreams 2019 http://runnerofdreams.org/model/lookbook/

BENEFITS OF GOOD FIT
LOOKING GOOD WITH GOOD FIT

INDICATORS OF GOOD FIT

- Clothing compliments body shape and size
- Clothing is smooth and lays flat
- At proper length (sleeves and pants)
- Wear appears comfortable in clothing

BENEFITS OF GOOD FIT

- Wearer feels and exudes confidence
- Gain positive attention from others
- Appear interesting and worthy of getting to know

ACTIVITY #1

FIT ASSESSMENT

- The application activity asks mentors to conduct a “self” fit assessment with the assistance of the mentee. The pair will reverse and conduct a fit assessment on the mentee.
FIT ASSESSMENT “FASHION SHOW”

- The group can convene at which time the mentors will conduct a fit assessment “fashion show” wearing pre-selected clothing that will demonstrate aspects of good and poor fit. Mentees will evaluate the mentors indicating what is good fit and poor fit.
- Allow 7-10 min for Group Activity.
What to Wear, Where in Proper Fit

Notes:

WHAT TO WEAR?

REMEMBER...

- Dressing for different activities is easier with:
  
  Clothing Basics
  
  - A BASIC is an item
    - That you can mix and match with other clothes in your closet
    - That you should buy to last a long time
    - That looks good on ALL of us

HOW CAN I SPOT A BASIC?

- Neutral colors and simple prints
  - Black, white, grey, tan, navy, red
  - Stripes, plaids, polka dots, animal print

HOW CAN I SPOT A BASIC, CONT.?

- Classic shapes/styles
  - Straight, bootcut, skinny
  - Shapes you see every year

- Highest quality material you can afford
  - Feels good when you touch it and hold it
  - Is not see-through
WARDROBE BASICS

TOPS
- T-shirts
- Button-Front Shirt
- Sweaters

BOTTOMS
- Black Pants
- Dark-wash Jeans
- Knee-length Skirt
- Casual Shorts

Other
- Dress
- Blazer
- Overcoat
- Hoodie
- Leggings

Accessories
- Flats
- Booties
- Sneakers
- Medium-sized handbag

T-SHIRTS

- The Essentials
  - Short, sleeve, 3/4 sleeve, or long sleeve
  - White, black, and solid are great choices
  - "Goldilocks" styles
    - Not too low or too high around the neckline
    - Not too short or too long
**BUTTON-FRONT BLOUSE**

- **The Essentials**
  - White or a pretty pattern
  - Loose, “bloomy” fit
  - Long enough to tuck in, but not so long it is a dress
  - Any sleeve length
  - Any collar style

**SWEATERS**

- **The Essentials**
  - 2 types:
    - Cardigans
      - Close-up allows it to be worn like a jacket
      - Short or long
    - Pullovers
    - Light or mid-weight fabrics are best for all-year wear
    - Can be neutral solid colors or fun pops of color

**BLACK PANTS**

- **The Essentials**
  - Straight opening on the leg
  - Mid-weight fabric that isn’t too light or too heavy when you feel it

Notes:
**DARK JEANS**

- The Essentials
  - Dark blue or black in color
  - Skinny, straight, or bootcut: silhouettes are less
  - No rips or tears in fabric

**SKIRT**

- The Essentials
  - Knee-length
  - Straight or A-line shape
  - Neutral solid color, such as black, grey, navy or tan

**CASUAL SHORTS**

- The Essentials
  - At least mini-thigh length
  - In a color you like that will go with top in your shirt
NICE DRESS

- The Essentials
  - Knee length is most versatile
  - Any sleeve length
  - Wrap style is easy to put on and wear, as long as it is not revealing
  - Flattering silhouette for your shape

BLAZER

- The Essentials
  - Pick a color or pattern that matches other clothes you own
  - Should stop at your hip
  - One with a lining will last longer

LAYERS – KEEP YOU WARM!

- The Essentials
  - Coat/Jacket
    - A trench coat is always classic, especially in tan
    - A fleece or sweatshirt jacket is great for casual wear
    - One of these should be good for rain
  - Black Leggings
    - Wear under dresses and skirts for a different look
Ballet Flats

- The Essentials
  - Neutral color or print for mixing and matching
  - Rubber-soled bottoms

Booties

- The Essentials
  - Neutral color, such as black, brown, tan, or grey

Sneakers

- The Essentials
  - Choose a pair that has good support and is comfortable, but is not bulky and clunky
- The Essentials
  - Select a color that looks good with your clothes
  - Should be big enough to hold what you need, but not oversized
### Wardrobe Basics

**Tops**
- T-shirts
- Dress Shirt
- Sweatshirts

**Bottoms**
- Dark-wash Jeans
- Chinos
- Casual shorts

**Other**
- Suit
- Overcoat
- Hoodie

**Accessories**
- Sneakers
- Oxfords / Derbys
- Tie

### T-shirts

- The Essentials
  - Short sleeve or long sleeve
  - Crew neck is most versatile
  - Solid black, navy, grey and white will go with everything
**JEANS**

- **The Essentials**
  - Straight leg
  - Dark wash is best

**CHINOS**

- **The Essentials**
  - Straight leg and relaxed fit looks good on everyone
  - Cotton can have a wrinkle-free finish
  - Tan or grey matches most shirts

**CASUAL SHORTS**

- **The Essentials**
  - Knee length, plain front
  - Avoid pockets to be able to wear in more scenarios
  - Khaki or grey matches most shirts
DRESS SHIRT

- The Essentials
  - Small check or plaid can be worn with solid or patterned ties
  - Light blue or something with a bit of white is easy to wear
  - Can be worn with a suit, jeans, or khakis
  - No button on collar

SUIT

- The Essentials
  - Grey is most versatile
  - Straight leg for the pants
  - 2 button, fitted – but not tight – fit is classic
  - Blazer and pants can be worn separately

SWEATER

- The Essentials
  - Crew-neck
  - Light to mid-weight fabrics are best for all-year wear
  - Solid or heathered navy, grey, or tan is most versatile
OUTERWEAR

- **The Essentials**
  - A hip-length wool coat can be worn over a suit or casually.
  - Make sure to have one jacket with a hood.

SNEAKERS

- **The Essentials**
  - Choose a pair that has good support and is comfortable, but is not bulky and clunky.

LACE UP SHOES

- **The Essentials**
  - Tan or black goes with most colors.
  - Traditional oxfords or derbies can be worn with jeans and suits.
  - Avoid pointed or squared toes.
TIE

- The Essentials
  - Patterns mix well, especially a checked shirt with stripes or a bigger plaid tie
  - Solid, with light texture, also works with patterned shirts
ACTIVITY #3

WHAT TO WEAR, WHERE

ACTIVITY: WHAT TO WEAR, WHERE

- It’s time to practice building outfits!
- As partners and using the Stylebook app, create outfits using the wardrobe basics for the following activities:
  1. You’re a guest at a friend’s wedding
  2. You’re going to your friend’s house for a July 4th cookout
  3. You’re going to a job interview
  4. You’re going to the movies with your family at Christmas

REFLECTION TIME
Good Fit

Section 1

Multiple Choice. **Circle One**

How much thought do you put into what you wear each day?

- A lot
- None
- A little bit
- It depends

Dressing for different activities is **easier** when you have?

- Clothing Basics
- Money to go on a shopping spree.
- Someone else picking your clothes for you.

What is the definition of **good fit**?

- Clothing that is neither too tight nor too loose.
- Wearing really baggy clothes.
- Clothes that are too tight.
- Clothing items that drag on the floor when you begin to walk.

Section 2

What are some things you think about when you are getting ready?

**Check all that may apply.**

- Where you are going. (Work, Gym, School, etc.)
- What you are doing. (Gardening, Cooking, etc.)
- How long you’re going to be doing it.
- Weather
- Who you are going to see. (Grandparents, Boss, Friends, etc.)
What classifies as a BASIC item? *Check all that may apply.*
- □ Something you can mix and match with other clothes in your closet.
- □ Something that you should buy to last a long time.
- □ A clothing item that you can only wear to the beach.
- □ Something that looks good on ALL of us.
- □ An orange and green dress or dress suit.

Clothing that looks good and fits well will say to others that you are? *Check all that may apply.*
- □ Serious
- □ Stylish
- □ Confident
- □ Sloppy
- □ Mature
- □ Overly Dressed
- □ On the path to success.
- □ You don’t care.

What are some qualities of poor fit? *Check all that may apply.*
- □ Too Big
- □ Small
- □ Unattractive
- □ Sloppy
- □ Fitted
- □ Professional looking
- □ Too Small
- □ Overweight
- □ Put together.
- □ Adds Weight
- □ Comfortable
Section 1

**How can you spot a clothing basic?** *Multiple Choice. Circle One*

A. Neutral Colors and Simple Prints.
B. Neutral Colors and Bright Colors
C. Bright Colors and Over the Top Prints
D. Simple Prints and Over the Top Prints

Section 2

**What are some examples of neutral colors that would be considered a basic?** *Check all that may apply.*

- Black
- White
- Orange
- Grey
- Purple
- Navy
- Tan
- Yellow
- Green
- Red

**What are some examples of simple prints that would be considered a basic?** *Check all that may apply.*

- Stripes
- Animal Print
- Plaids
- Polka Dots
- American Flag
- College Teams
- Tie Die
Section 3

Give at least one example of a classic shape/style that would be considered a basic.

Give at least one example of a higher quality material that you can afford.

Give an example of at least two basic tops.

Give an example of at least two basic bottoms.

Give an example of at least two accessories.
Choose at least three items below. **Women’s Clothing Items**

- T-shirts
- Button-Front Blouse
- Sweaters
- Black Pants
- Layers
- Ballet Flats
- Booties
- Sneakers
- Purses

Choose at least three items below. **Men’s Clothing Items**

- T-Shirts
- Jeans
- Chinos
- Casual Shorts
- Dress Shirt
- Suit
- Sweater
- Outerwear
- Sneakers
- Lace Up Shoes
- Tie

After you have selected three items from the previous questions, write down at least one essential that is associated with the items you have selected.

1. 

2. 

3. 
Reflection Questions

- How would you define a “wardrobe basic?”
- Do you have all of the basics in their closet?
- Do you plan on shopping for some?
- Would you change anything to the list of basics for your personal needs?
- Do you consider the majority of your clothing as good fitting or poor fitting? Why?
- Describe your favorite clothing item or outfit.
- Why is it your favorite clothing item/outfit? (For example: fabric is soft, it has pockets, it makes me feel attractive, it makes me look muscular or tall, it hides an imperfection, it makes me feel confident.)
- Describe your least favorite clothing item or outfit.
- Why is it your least favorite clothing item/outfit? (For example: fabric is itchy, sleeves are too long, it has buttons instead of a zipper, it is uncomfortable, it’s too tight.)

Suggested Activities

<table>
<thead>
<tr>
<th>Low time commitment</th>
<th>Work with your mentor to develop outfit ideas for upcoming activities based on the “rules” shared in the session.</th>
</tr>
</thead>
</table>
| Medium time commitment | Have you and your mentor virtually inventory each other’s closets via FaceTime or video chat. Then create a “to-buy” list.  
Using FaceTime or video chat, share with your mentor images or short videos to assess fit of your clothes. |
| High time commitment | Meet up with your mentor to do a physical inventory of your closet and go shopping for the items you need after.  
Try on and shop for clothing at local clothing stores or mall with your mentor. |
Additional Resources

**Stylebook**: virtual closet app that lets you curate your wardrobe, build looks, and track them over time. Users can take pictures of their own clothing to make it a “living” wardrobe. Can also be used to virtual wardrobes using online pictures – helpful for styling practice and creating shopping lists.

**Adaptive Clothing and Accessory Retailers**

- Tommy Adaptive (clothing and shoes)
  https://usa.tommy.com/en/tommy-adaptive-innovation
- Zappos (clothing and shoes)
  https://www.zappos.com/e/adaptive
- NIKE FLYEASE (shoes)
- Able 2 Wear (wheelchair adaptive and home products)
  https://www.able2wear.co.uk/ British Company
- So Yes Fashion (wheelchair fashions)
  http://www.soyesfashion.com/en/home/ Belgian Company

**Men's Resources**

- How Clothes Should Fit – provides written descriptions and some images of proper fit for dress shirts, suit jackets, dress pants, jean, coats, neckties, and shoes.
  https://howclothesshouldfit.com/

**Related Readings related to Adaptive Clothing for Parent/Caregiver:**

- Designing “Adaptive Clothing” For Those With Special Needs

- Adaptive Clothing Shakes Up the World
  http://www.newmobility.com/2017/03/adaptive-clothing-shakes-up-world/
Mentor Relationship Survey

Name: ____________________________ Date: ____________________________

Before the lesson begins, please fill out the Mentor Relationship Survey:

How often did you meet with your mentor this past week?
Select one option.

☐ I did not meet with my mentor this past week.
☐ I met with my mentor once.
☐ I met with my mentor more than once.

Do you feel you and your mentor had good communication since the previous lesson?
Select one option.

Yes  Sometimes  No

Do you feel you and your mentor had developed trust in your relationship since the previous lesson?
Select one option.

Yes  Sometimes  No

Flip to the next page.
How do you feel about your mentor?
Select one option.
- I like my mentor a lot.
- I sometimes like my mentor.
- I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.
- High (above expectations)
- Average (meets expectations)
- Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: What to Wear, Where and Proper Fit

Name: ___________________________ Date: ___________________________

Please complete this before the and bring to the next group meeting.

**What did you like about the lesson?**
(Please select all that apply.)

☐ Lesson activities
☐ Way the lesson was taught
☐ Length of the lesson

☐ Information taught
☐ Discussions & conversations during the lesson
☐ Interacting with Mentor

**What did you NOT like about the lesson?**
(Please select all that apply.)

☐ Lesson activities
☐ Way the lesson was taught
☐ Length of the lesson

☐ Information taught
☐ Discussions & conversations during the lesson
☐ Interacting with Mentors

**What were your goals from the lesson?**
(Please select all that apply.)

☐ Put together an outfit using the basics in my closet
☐ Identify the basics I am missing in my closet
☐ Choose to wear clothing in my closet that fits me well
☐ Plan an outfit for an occasion I will attend

**What goals did you accomplish since the lesson?**
(Please select all that apply.)

☐ Put together an outfit using the basics in my closet
☐ Identified the basics I am missing in my closet
☐ Chose to wear clothing in my closet that fits me well
☐ Planned an outfit for an occasion I will attend
Shopping Strategies

How to look your best under budget!

Look in your closet every season!

*Do you need to get rid of anything that looks worn or outdated?*

**NOW....**

1. *Are you missing any of the wardrobe basics?*
2. *Would you like to get something that is trendy?*
3. *Do you need anything special for an upcoming activity?*

IF YES,

Let’s go shopping!

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHERE</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Should I look for?</td>
<td>• Should I shop?</td>
<td>• Should I buy?</td>
</tr>
</tbody>
</table>
WHAT kind of garments am I looking for?

- Good, basic styles
- Things you can wear with other items in your closet
- Clothes that fit great
- Clothes that will last

What QUALITY is.....

How well a garment satisfies the needs of an individual

Determined by:

FABRIC CONSTRUCTION

What QUALITY is not.....

Price

Brand

How to spot quality – FABRIC

1. Feel it.  2. Look at the label

HIGHER 😊

- Natural fibers
  - Cotton
  - Wool / cashmere
  - Linen
  - Silk
- Thick, sturdy

Why are these better?

- Usually last longer
- Feel better
- Look better for more seasons
- Better use of your money
How to spot quality – FABRIC
1. Feel it.  2. Look at the label

LOWER 😞
- Synthetics
  - Polyester
  - Acrylic
  - Rayon
  - Nylon
- Thin, see-through

Things to remember:
- Synthetics can be nice for certain uses
  - Wrinkle free garments
  - Athletic garments
  - Super-trendy garments
  - Mixed with natural fibers

How to spot quality – CONSTRUCTION
1. Look at the outside AND inside

HIGHER 😊
- CONSTRUCTION
  - Linings, nice finished edges
  - Strong seams
  - Easy-to-use, metal zippers, buttons, snaps, Velcro
  - Stripes, plaid and patterns match at the seams

How to spot quality – CONSTRUCTION
1. Look at the outside AND inside

LOWER 😞
- CONSTRUCTION
  - Frayed edges
  - Weak, ugly or rough seams
  - Hard-to-use, plastic or damaged zippers, buttons, snaps, Velcro
  - Patterns don’t line up at seams
Activity: **Go High or Go Low**

**Activity “Rules”**
- You will be shown two similar garments
  - Look at them – inside and out
  - Touch them
- Identify which is the higher quality item and which is the lower quality
- Write down your reasons “why” and be able to share

**WHERE** should I shop for high value?

- The store doesn’t matter as much as your evaluation of the garments you might want to buy
- Shopping online can be hard since you can’t touch the garment
  - Shop with stores that have good return/exchange policies
- Do you have some favorite stores?
- Have you shopped at thrift stores?

Why is thrifting a good idea?

*Can save up to 50% off similar retail prices*

*AND*

*Find styles that aren’t in stores*
Thrift Tips

*if you see something you love, buy it before it is gone*

**Ask the associates!**
- What day do clothes get unpacked?
- What day do different items go on sale - watch the colored tags!

**Try before you buy**
- Wear a close-fitting shirt and pants - so you can try on in the aisles
- Older clothes might not fit like new ones - try on different sizes

**Evaluate the clothes before you buy**
- Check for QUALITY
- Avoid things with holes or unknown stains
- Avoid swimwear and underwear

Activity: **Thrifter Tricks**

**Activity “Rules”**
- Your buddy is wearing something that is thriftyed
- Can you guess what it is?

- Share what you own that is thriftyed
WHEN should I buy?

Unless you REALLY LOVE or NEED an item, don’t pay full price!

Shopping Tips

Understanding markdowns

New clothes are marked down on a schedule
- Usually within 4 weeks of coming out
- On certain days of the week - ask!

Clearance garments are found:
- In the back of the store
- On a separate "sale" or "clearance" section online

Shopping "off season" helps you get the biggest markdown
- Buy clothes in advance, especially the basics

Shopping Tips

Strategies for in-store shopping

Ask about price-match policies
- vs other stores and online

Take advantage of special shopping events
- such as Senior Day, Member Day

Use available coupons
- opt-in for emails from your favorite stores
Shopping Tips

*Apps*

**Download apps for your favorite stores for fast and easy shopping**

**Compare prices**
- ShopSavvy, ScanLife

**Earn rewards**
- Ebates, Mrrebates, BeFrugal, Swagbucks, Shopkick

---

**Activity: “App”lication and Reward**

**Activity “Rules”**
- You and your buddy will explore several apps and cash-back reward sites to see how they work
Shopping Strategies

Section 1

Please circle one answer for the following statements.

1. Do you need to get rid of anything that looks worn or out dated?
   Yes               No

2. Are you missing any of the wardrobe basics?
   Yes               No

3. Would you like to get something that is trendy?
   Yes               No

4. Do you need anything special for an upcoming activity?
   Yes               No

5. What are some of your favorite store? Give examples.

   Have you shopped at thrift stores? If yes, give an example, if no, list some examples of thrifting stores you have heard about.
Section 2

7. **WHAT** kind of garments am I looking for when shopping? *Check all that may apply.*
   - □ Good, basic styles.
   - □ High Quality.
   - □ Low Quality.
   - □ Clothes that look baggy.
   - □ Clothes that will fit great.
   - □ Clothes that are too tight.
   - □ Clothes that will last.
   - □ Clothes high in value.
   - □ Items you can wear with other items in your closet.

8. **What is QUALITY?** *Check all that may apply.*
   - □ How well a garment satisfies the needs of an individual.
   - □ It is determined by the fabric construction.
   - □ The more it cost, the more quality it has.
   - □ The higher the brand, the higher the quality.

Section 3

*Multiple Choice. Circle One*

9. Which of the following five senses can we use to spot the quality of fabric?
   A. Feeling it
   B. Smelling it.
   C. Listening to it.

10. Can you look at the label placed on the garment and tell if the fabric is good quality?
    A. Yes
    B. No

11. Why is thrifting a good idea?
    A. Can save up to 90% off similar retail prices.
    B. Find Styles that aren’t in stores.
    C. Both A and B
Please write either higher or lower in the blank.

12. ___________ quality fabrics use natural fibers, such as Cotton, Wool/ Cashmere, Linen and Silk.

13. ___________ quality fabrics are thick and sturdy.

14. ___________ quality fabrics are better because they usually last longer, feel better, look better for more seasons and is a better use of your money.

15. ___________ quality fabrics use synthetic fibers, such as Polyester, Acrylic, Rayon, and Nylon.

16. ___________ quality fabrics are thin, and see-through.

17. ___________ construction have linings, nice finished edges, strong seam, are easy to use, metal zippers, buttons and Velcro, and has stripes, plaids and the patterns match the seams.

18. ___________ construction has frayed edges, weak ugly and rough seams; they are hard-to-use, plastic or damaged sippers, buttons, snaps and Velcro, and the patterns don’t line up at the seams.
Section 5

19. List at least 2 Thrifting Tips below.

20. List at least 2 Shopping Tips for Understanding Markdowns below.

21. List at least 2 Shopping Tips for Strategies for In-Store Shopping below.
Reflection Questions

- What are your favorite stores?
- Have you ever gone thrifting?
  - If you have, what were new things you learned today?
  - If not, what do you think about thrifting now?
- What shopping apps or reward sites have you used?
  - What do you like about these apps?
  - What concerns you about these apps?
- During the session, mentors will take note of the following:
  - What kind of quality are your clothes?
  - What is your wardrobe like?

Suggested Activities

<table>
<thead>
<tr>
<th>Low time commitment</th>
<th>Discuss shopping habits and clothing quality with your mentor. You can talk about the quality of the clothes currently in their closet, in addition to plans you may have for future shopping trips.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium time commitment</td>
<td>Test out some of the online shopping apps with your mentor. Share how you can go into more detail exploring the apps and their functionality.</td>
</tr>
<tr>
<td>High time commitment</td>
<td>You and your mentor can meet to go shopping together in a store – a thrift store trip would be a good way to apply lessons learned about recognizing quality and value.</td>
</tr>
</tbody>
</table>

Additional Resources

**Free Shopping Apps and Rewards**

*Rakuten*: Find coupons and earn cash back at over 2500 stores. Save with online rebates, deals, promo codes and discounts. Earn reward checks or credits.

Search your favorite store apps for special deals and savings offered to shoppers; who knows what you may find in your phone’s app store!
Shopping Strategies

Section 1

Please circle one answer for the following statements.

1. Do you need to get rid of anything that looks worn or outdated?
   Yes       No

2. Are you missing any of the wardrobe **basics**?
   Yes       No

3. Would you like to get something that is **trendy**?
   Yes       No

4. Do you need anything **special** for an upcoming activity?
   Yes       No

5. Do you have some favorite store? **If yes, give examples.**
   Yes       No

6. Have you shopped at thrift stores? **If yes, give an example, if no, list some examples of thrifting stores you have heard about.**
   Yes       No
Section 2

7. **WHAT** kind of garments am I looking for when shopping? *Check all that may apply.*

- Good, basic styles.
- High Quality.
- Low Quality.
- Clothes that look baggy.
- Clothes that will fit great.
- Clothes that are too tight.
- Clothes that will last.
- Clothes high in value.
- Items you can wear with other items in your closet.

8. What is **QUALITY? Check all that may apply.**

- How well a garment satisfies the needs of an individual.
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- The more it cost, the more quality it has.
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Section 3

Multiple Choice. Circle One

9. Which of the following five senses can we use to spot the quality of fabric?
   a. Feeling it
   b. Smelling it.
   c. Listening to it.

10. Can you look at the label placed on the garment and tell if the fabric is good quality?
    Yes    No

11. Why is thrifting a good idea?
    a. Can save up to 90% off similar retail prices.
    b. Find Styles that aren’t in stores.
    c. Both A and B

Section 4

Please write either higher or lower in the blank.

12. ___________ quality fabrics use natural fibers, such as Cotton, Wool/ Cashmere, Linen and Silk.

13. ___________ quality fabrics are thick and sturdy.

14. ___________ quality fabrics are better because they usually last longer, feel better, look better for more seasons and is a better use of your money.

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**Section 5**

19. List at least 2 **Thrifting Tips** below.

20. List at least 2 **Shopping Tips for Understanding Markdowns** below.

21. List at least 2 **Shopping Tips for Strategies for In-Store Shopping** below.
Mentor Relationship Survey

Before the lesson begins, please fill out the Mentor Relationship Survey:

**How often did you meet with your mentor this past week?**
Select one option.

- [ ] I did not meet with my mentor this past week.
- [ ] I met with my mentor once.
- [ ] I met with my mentor more than once.

**Do you feel you and your mentor had good communication since the previous lesson?**
Select one option.

- [ ] Yes
- [ ] Sometimes
- [ ] No

**Do you feel you and your mentor had developed trust in your relationship since the previous lesson?**
Select one option.

- [ ] Yes
- [ ] Sometimes
- [ ] No

Flip to the next page.
How do you feel about your mentor?
Select one option.
- I like my mentor a lot.
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- I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.
- High (above expectations)
- Average (meets expectations)
- Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Shopping Strategies

Name: ___________________________ Date: ___________________________

Please complete this before the and bring to the next group meeting.

**What did you like about the lesson?**
(Please select all that apply.)

- Lesson activities
- Way the lesson was taught
- Length of the lesson
- Information taught
- Discussions & conversations during the lesson
- Interacting with Mentor

**What did you NOT like about the lesson?**
(Please select all that apply.)

- Lesson activities
- Way the lesson was taught
- Length of the lesson
- Information taught
- Discussions & conversations during the lesson
- Interacting with Mentor

**What were your goals from the lesson?**
(Please select all that apply.)

- Check the label of clothing to see the type of fabric
- Look at how clothing is made to judge its quality
- Go to a thrift store
- Shop for clothing on a schedule that helps me save money through sales and markdowns

**What goals did you accomplish since the lesson?**
(Please select all that apply.)

- Checked the label of clothing to see the type of fabric
- Looked at how clothing is made to judge its quality
- Went to a thrift store
- Shopped for clothing on a schedule that helps me save money through sales and markdowns
Healthy Living
Why is Healthy Eating Important?

- Makes us feel good
- Gives us energy
- Keeps us from getting sick

How do you know if you’re eating healthy?

- MyPlate
  - Easy way to make sure you’re eating healthy
Give important nutrients to keep us healthy

Do you eat enough fruits & vegetables?

- Fruits: 2 cups for 19-30 year old men & women
- Veggies:
  - 2 cups women 19-30 years old
  - 3 cups men 19-30 years old

It’s best to eat a variety!

Give us nutrients our body can turn into energy

Whole Grain vs. "White" Grain

- Whole Grains
  - More nutrients!
  - Whole grain

- Refined Grains
  - Lose nutrients!
  - Avoid eating too much

Barber options
- Fresh
- Frozen
- Canned
- Dried
- Juiced
- Chips

Grains
Some vegetables can be turned into grains
- Vegetable
- Refined Grain
- Whole Grain

Needed to make up everything in our bodies!
- Build tissues, muscles, hair and nails
- Help with wound healing
- Most of us get enough already

Types of Proteins

Animal Protein
- Easiest way to get protein
- Eating too much can be bad for your health

Plant-Protein
- Each source is missing some part of the protein you need
- Come with other important nutrients
Needed for Calcium

How much dairy do you need?

CALCIUM

What foods do you think of when you think of dairy?

Many people think of dairy as food that comes from cow milk.

Fortified "milk" products for those who don’t drink dairy milk products.

Most (but not all) milk products keep their calcium content.

Improve This Plate!
How can we improve this plate?

How can we improve this plate?

How can we improve this plate?
Pear and Oats Crumble

- What food groups do the ingredients belong to?
Easy Homemade Ranch

Serving size: 2 Tablespoons
Makes: 6 Servings

Ingredients:
- 1 Single-Serving Container of Fat-Free Plain Yogurt (about 5.3 oz)
- 1 tsp Vinegar
- 1Tb Parsley
- 1 tsp Garlic powder
- ½ tsp Dill
- Splash of Water or milk for consistency

Directions:
1. In a bowl, mix the yogurt, vinegar, parsley, garlic powder, and dill.
2. If the dressing is too thick, add water or milk until desired consistency is reached.

Serving Suggestion:
- Eat this with carrots, tomatoes, celery or cucumbers as a snack.
- Drizzle this on a salad full of green leafy vegetables.

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>2 Tablespoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
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</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
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<tr>
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<tr>
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<tr>
<td>Includes 0g Added Sugars</td>
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<td>Sugar Alcohol 0g</td>
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<tr>
<td>Protein 3g</td>
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<tr>
<td>Vitamin D 0mcg</td>
<td>0%</td>
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<td>Calcium 32.5mg</td>
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<td>Iron 0mg</td>
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<tr>
<td>Potassium 100mg</td>
<td>2%</td>
</tr>
</tbody>
</table>

*The % Daily Value (%DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2000 calories a day is used for general nutrition advice.
Pumpkin Hummus
Serving Size: 2 Tablespoons
Makes: 12 Servings

Ingredients:
- 1 – 15 oz can of Chickpeas
- ¾ Cup of Pumpkin
- 2 Tbsp of Olive Oil
- 2 Tbsp of Tahini*
- 1 tsp Garlic Powder or 1 clove of Garlic
- ½ tsp Cayenne pepper
- ½ tsp Cumin
- ½ tsp Smoked Paprika
- ¾ tsp Salt

Directions:
1. Drain and rinse the can of chickpeas.
2. In a food processor, blend the chickpeas, pumpkin, tahini, olive oil and garlic. Stop and scrape the sides of the food processor to ensure the ingredients are blended thoroughly.
   *If Tahini is not available, use 2 Tbsp of Olive Oil (4 Tbsp total in recipe).
3. Add the cayenne, cumin and paprika. Add salt if necessary.
4. Blend until all ingredients are mixed thoroughly and desired consistency is reached.

Serving Suggestion:
- Eat this with whole grain crackers or toast.
- Dip fresh vegetables like carrots, cherry tomatoes, cucumbers or celery as a snack.

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>2 Tablespoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
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<tr>
<td>% Daily Value*</td>
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<tr>
<td>Total Sugars</td>
<td>2g</td>
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<tr>
<td>Includes sugar from Added Sugars</td>
<td>0g</td>
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<tr>
<td>Protein</td>
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*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.
Pear & Oats Crumble
Makes: 4 Servings

Ingredients:
- 3 -15.25 oz cans of Halved Pears in 100% Juice
- Cinnamon
- Nutmeg
- ¾ cup Rolled Oats (Uncooked Oatmeal)
- ¼ cup Flour
- ¼ cup Sugar
- 1/3 cup Unsweetened Applesauce

Directions:
1. Preheat the oven to 375°F.
2. Drain and rinse the cans of pears. Slice pears into bite-sized portions.
3. In a mixing bowl, mix the sliced pears, ½ tsp cinnamon and ¼ tsp nutmeg until the pears are evenly coated.
4. In a separate mixing bowl, mix together the ¾ cup rolled oats, ¼ cup flour, ¼ cup sugar, 1/3 cup unsweetened applesauce and ½ tsp cinnamon.
5. Place the sliced pears in a small baking dish.
6. Top the sliced pears with the rolled oats mix then bake for 40 minutes.
7. Let the baking dish cool and enjoy!

Serving Suggestion:
- Serve a spoonful in low-fat yogurt for a quick parfait.
- Add walnuts, almonds or pecans for added crunch.
Feast with Friends and Mindful Eating

Benefits

- Enjoy the foods you like
- Avoid overeating
- Appreciate the food you eat more
- Explore your food preferences

How to mindfully eat

- Focus on what you’re about to eat.
- Notice how hungry you are. Try not to let yourself get too hungry.
- Consider the food smells and appearance.
- Take a bite and chew slowly, noticing the food’s taste and texture.
- Pay attention to how full you get. Try to stop eating when you’re comfortably full.
Before eating:

How hungry are you?

How are you feeling?

Grab your food then check off the following:

☐ Are you sitting at a table?  ☐ Have you stopped multitasking?

☐ Is your phone away?  ☐ Are you focused on eating?
Food you’re evaluating: ________________________________

What smells & aromas are coming from your food?

- Acidic
- Bitter
- Bland
- Burnt
- Comforting
- Dank
- Floral
- Fragrant
- Foul
- Overpowering
- Rich
- Savory
- Sour
- Sweet
- Spicy

How does your food look?

Color:

Size & Texture:

Take a bite of your food, chewing slowly and answer the following questions.

How does your food taste? Circle all that apply for Flavor & Texture.

**Flavor:**
- Sweet
- Salty
- Bitter
- Sour
- Mild
- Savory
- Soapy
- Tangy
- Bland
- Sharp
- Spicy
- Tart

**Texture:**
- Brittle
- Crumbly
- Smooth
- Crispy
- Dense
- Chunky
- Dry
- Sticky
- Soft
- Moist
- Chalky
- Gritty
When you’re done eating this food, answer the following questions:

How hungry are you?

How are you feeling?
What did you like about the food?

What didn’t you like about the food?
Reflection Questions

- What are your beliefs about eating healthy?
- What, if any, nutrition habits would you like to improve?
- What challenges do you think you have when it comes to eating healthy foods?

Suggested Activities

<table>
<thead>
<tr>
<th>Time Commitment</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low time commitment</td>
<td>Send your mentor pictures of your meals at least once a day. Relate these meals back to points covered in the lesson.</td>
</tr>
<tr>
<td></td>
<td>Go through a cookbook or search recipes on Pinterest or other websites to design a MyPlate meal you would both like to try.</td>
</tr>
<tr>
<td>Medium time commitment</td>
<td>Go to a restaurant together and have a conversation involving MyPlate and Mindful Eating.</td>
</tr>
<tr>
<td></td>
<td>Watch a cooking show with your mentor and discuss the different MyPlate food groups of the ingredients that they use.</td>
</tr>
<tr>
<td>High time commitment</td>
<td>Download an app like HuePets to track the food you and your mentor eat and use these to record and set nutrition goals.</td>
</tr>
<tr>
<td></td>
<td>Cook a simple meal together using MyPlate guidelines, and share it with friends or family members.</td>
</tr>
</tbody>
</table>

Additional Resources

Other examples of MyPlate Fruits: [https://www.choosemyplate.gov/fruit-group-food-gallery](https://www.choosemyplate.gov/fruit-group-food-gallery).

Other examples of MyPlate Vegetables: [https://www.choosemyplate.gov/vegetable-group-food-gallery](https://www.choosemyplate.gov/vegetable-group-food-gallery).

Other examples of MyPlate Grains: [https://www.choosemyplate.gov/grains-group-food-gallery](https://www.choosemyplate.gov/grains-group-food-gallery).

Other examples of MyPlate Proteins: [https://www.choosemyplate.gov/grains-group-food-gallery](https://www.choosemyplate.gov/grains-group-food-gallery).

Other examples of MyPlate Dairy: [https://www.choosemyplate.gov/dairy-group-food-gallery](https://www.choosemyplate.gov/dairy-group-food-gallery).

Test your knowledge of each of the food groups: [https://www.choosemyplate.gov/quiz](https://www.choosemyplate.gov/quiz).


Stuff You Should Know Podcast on Yogurt: [https://www.youtube.com/watch?v=_akRRXMeK0o](https://www.youtube.com/watch?v=_akRRXMeK0o).
Mentor Relationship Survey

Name: ___________________________ Date: ___________________________

Before the lesson begins, please fill out the Mentor Relationship Survey:

**How often did you meet with your mentor this past week?**

Select one option.

- [ ] I did not meet with my mentor this past week.
- [ ] I met with my mentor once.
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**Do you feel you and your mentor had good communication since the previous lesson?**

Select one option.

- [ ] Yes
- [ ] Sometimes
- [ ] No

**Do you feel you and your mentor had developed trust in your relationship since the previous lesson?**

Select one option.

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Flip to the next page.
How do you feel about your mentor?
Select one option.

☐ I like my mentor a lot.
☐ I sometimes like my mentor.
☐ I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.

☐ High (above expectations)
☐ Average (meets expectations)
☐ Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Make MyPlate

Name: ____________________________ Date: ____________________________

Please complete this before the and bring to the next group meeting.

What did you like about the lesson?
(Please select all that apply.)

☐ Lesson activities
☐ Way the lesson was taught
☐ Length of the lesson

☐ Information taught
☐ Discussions & conversations during the lesson
☐ Interacting with Mentor

What did you NOT like about the lesson?
(Please select all that apply.)

☐ Lesson activities
☐ Way the lesson was taught
☐ Length of the lesson

☐ Information taught
☐ Discussions & conversations during the lesson
☐ Interacting with Mentor

What were your goals from the lesson?
(Please select all that apply.)

☐ Eat my meals with all the food groups: (fruit, veggies, protein, grains & dairy)
☐ Eat my meals with the MyPlate portions.
☐ Eat before I got too hungry

☐ Stop eating before I got too full
☐ Try a new food
☐ Eat a variety of healthy foods
☐ Eat less of unhealthy foods

What goals did you accomplish since the lesson?
(Please select all that apply.)

☐ Ate my meals with all the food groups
☐ Ate my meals with the MyPlate portions.
☐ Ate before I got too hungry

☐ Stopped eating before I got too full
☐ Tried a new food
☐ Ate a variety of healthy foods
Let’s Go Grocery Shopping

Lesson Script

LET’S GO GROCERY SHOPPING!

DO YOU SHOP FOR YOUR OWN GROCERIES?

- How often do you go shopping?
- How do you choose which foods to buy?
- What are your favorite places to buy food? Why?
- Who makes a list of what to buy?

HEALTHY EATING

- MyPlate shows us how to eat healthy at meals
- Healthy eating starts with the food you buy
HEALTHY EATING STARTS WITH SHOPPING

- Plan what you need to buy
- Shop using your grocery list
- Enjoy your purchases!

SHOPPING STRATEGIES

What foods should you pick?
1. Nutrient-dense food
2. Food that tastes good
3. Food you need

SHOPPING STRATEGIES:
#1 PICK NUTRIENT-DENSE FOOD

- Nutrient-dense food
  - Pick food from each food group
  - Try to stick to the perimeter of the store
    - Fresh & frozen foods usually on the store walls
    - Processed & refined foods are usually in the aisles
  - Pick produce that’s in-season
    - May be on sale
    - May be promoted in storefront
SHOPPING STRATEGIES

#2 PICK FOOD THAT TASTES GOOD

- Food that tastes good
  - Pick food you will actually eat
  - Pick food that is appealing to you
  - Avoid buying healthy food you hate or don’t know how to cook

SHOPPING STRATEGIES

#3 PICK FOOD YOU NEED

- Buy food you need
  - Find out your food budget
  - Avoid food you don’t need
GROCERY GOALS: STAYING IN BUDGET

Let's Go Grocery Shopping

Healthy Living

Notes:
**REVIEW**

**Shopping Strategies**

Pick:

1. Nutrient-dense food
2. Food that tastes good
3. Food you need

**Grocery Goals**

Tips to help you eat healthy & stay on budget:

- Don’t shop when you’re hungry
- Check the unit price
- Stick to whole, unprocessed foods

**ACTIVITIES**

**MAKING A GROCERY LIST**

- What meals did you put in the MyPlate Weekly Calendar?
- What foods do you already have?
- What foods do you need to buy?
- What foods do you like from each food group?
- What foods would you like to buy?
Create a Grocery Game Plan Weekly Schedule

1. Brainstorm what you would like to eat each day for breakfast, lunch, dinner, and snacks. Come up with as many possibilities as you can!

2. Place these meals in their corresponding boxes.

3. Make sure you have each MyPlate food group for each meal. Snacks can just have 2 food groups.

4. List down the ingredients you need to make your meals and snacks and circle or highlight the ones you need to buy.

5. Try to follow this Game Plan for the week!
**Directions:** Brainstorm what you would like to eat each day for breakfast, lunch, dinner, and snacks. Come up with as many possibilities as you can! When you are done, place them on the Weekly Calendar Worksheet.

<table>
<thead>
<tr>
<th>Breakfast Ideas</th>
<th>Lunch Ideas</th>
<th>Dinner Ideas</th>
<th>Snack Ideas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SUN</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREAKFAST</strong></td>
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<tr>
<td><strong>LUNCH</strong></td>
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<td><strong>DINNER</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>SNACKS</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NOTES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Using the Weekly Calendar, list the ingredients you need to make your meals and snacks. Circle or highlight the ones you need to buy.

**Grocery Game Plan Ingredients**
LET'S GO GROCERY SHOPPING

• Questions to think about:
  • Are you picking food that's healthy, yummy and needed?
  • Are you sticking to your food budget?

FARMER'S MARKET BINGO

• Get your Bingo Cards!
• Listen to the leader to find out your prompt
• Pick one item per prompt
• Yell Bingo if you think you’ve won!

KAHOOT! REVIEW

• Play while you wait your turn to go grocery shopping!
• Use your phone or iPad to go to kahoot.it
• Enter the room code
• Pick the correct answer as fast as you can to win!
LET'S REVIEW!

- How much did you spend on groceries?
- How well did you stick to your shopping list?
- How did your cart fit with MyPlate?
- What are some challenges you faced?
- What would you change if you had to do it again?
Reflection Questions

- How do you and your mentor choose to buy foods?
- How often do you and/or your family go grocery shopping?
- Do you enjoy grocery shopping?
- What grocery stores do you like to shop at?
- How much do you spend on groceries?
- What foods are usually on your grocery list?
- Do you have foods you like to buy but know you don’t really need? If so, what are these foods?
- How important are prices on food for you?
- How do you know you’re getting a good deal for groceries?

Suggested Activities

| Low time commitment | Search for coupons from the website of your and your mentor’s favorite grocery staple brands or a brand you and your mentee would like to try. Sometimes they have coupons for free samples, or they’ll mail you free samples.
Have you and your mentor sign up for a free trial of a grocery delivery or meal preparation kit service. Make sure to cancel the subscription before the free trial ends if either of you dislike the service or are unwilling to pay for it to continue. |
| Medium time commitment | Go out and try a new grocery store together or have each other introduce a grocery store to another.
Have you and your mentor try having your groceries ordered online and delivered or picked up at the storefront. See if this works better for either of you in terms of sticking to a budget, buying healthier foods, or managing time overall. |
| High time commitment | Go to the Farmers’ Market and a grocery store on the same day, noting the quality, prices, and variety you find at each. Discuss with your mentee the benefits and draw backs to each.
Have you and your mentee make a list of your most frequently purchased food. See if the way you and your mentee buy these items are the most economical. Search online and explore other grocery stores to see if those items are available in bulk or at a better price. |

Additional Resources

Tips for Every Aisle: [https://www.choosemyplate.gov/tips-for-every-aisle](https://www.choosemyplate.gov/tips-for-every-aisle).

See a quick guide for unit pricing: [https://www.choosemyplate.gov/budget-price-tag](https://www.choosemyplate.gov/budget-price-tag).
Mentor Relationship Survey

Name: 

Date: 

Before the lesson begins, please fill out the Mentor Relationship Survey:

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☐ Average (meets expectations)
☐ Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Let’s Go Grocery Shopping

Name: Date:

Please complete this before the and bring to the next group meeting.

What did you like about the lesson?
(Please select all that apply.)

☐ Lesson activities  ☐ Information taught
☐ Way the lesson was taught  ☐ Discussions & conversations during the lesson
☐ Length of the lesson  ☐ Interacting with Mentor

What did you NOT like about the lesson?
(Please select all that apply.)

☐ Lesson activities  ☐ Information taught
☐ Way the lesson was taught  ☐ Discussions & conversations during the lesson
☐ Length of the lesson  ☐ Interacting with Mentors

What were your goals from the lesson?
(Please select all that apply.)

☐ Plan my meals for the week to help make a grocery list
☐ Make a grocery list.
☐ Grocery shop when I am full
☐ Stick to my grocery list
☐ Buy foods I need to make MyPlate meals
☐ Buy foods I want to try that fit MyPlate
☐ Buy fruits & vegetables that are in season or on sale
☐ Stick to my food budget

What goals did you accomplish since the lesson?
(Please select all that apply.)

☐ Planned my meals for the week
☐ Made a grocery list.
☐ Grocery shopped when I was full
☐ Stuck to my grocery list
☐ Stuck to my food budget
☐ Got foods I need to make MyPlate meals
☐ Got foods I want to try that fit MyPlate
☐ Got fruits & vegetables that are in season or on sale
Eating Out / Dining In

Lesson Slides

Notes:

INTRODUCTION

• How many of you like to eat out at restaurants or eat fast food?
• How many of you like to cook for yourself or eat homecooked meals?
• Which do you think is easier to eat: fast food or homecooked meals?
  • Which option do you think is easier to eat healthy?
  • Do you prefer to eat homecooked meals or fast food?

WHAT DO YOU CONSIDER FAST FOOD?

• Fast food is:
  • Quick
  • Easy
  • Portable
  • Buyable
  • Inexpensive

• MyPlate
MAKING HEALTHIER CHOICES

- Swap your regular choice with a healthier option
- Select a smaller order
- Skip fast food by planning in advance

SWAP: ENTRÉES

- FRIED
- GRILLED
- BOILED
- BAKED
- STEAMED
SWAP: SIDES
- WAFFLE FRIES
- FRIED SIDES
- EXTRA CHEESE
- STRAIGHT CUT FRIES
- FRESH / GRILLED / BAKED SIDES
- EXTRA VEGGIES

SWAP: DRINKS
- SOBA
- SWEET TEA
- ENERGY DRINKS
- SPARKLING WATER
- UNSWEET TEA
- BLACK COFFEE
- WATER

SWAP: DESSERTS & SNACKS
- ICE CREAM
- SKEWERS AND SMOOTHIES
- PIES
- COOKIES
- MILK
- FRUIT
- PARFAITS
- WRAPS
SELECT SMALLER SIZES
- Size down your normal order
- Split with friend
- Slow down on:
  - Sauces
  - Dips
  - Dressings

SKIP FAST FOOD
- Plan Snacks
  - Pack in your bag
  - Keep some in your car
- Go Grocery Shopping instead

HEALTHY & HOMEMADE

**BENEFITS**
- Save Money
- Eat Healthier

**OBSTACLES**
- Time
- Skills
- Ingredients or Equipment
- Convenience
OVERCOMING OBSTACLES
COOKING TIME
- Simple Recipes
- Find Family & Friends

OVERCOMING OBSTACLES
COOKING SKILLS
- Simple Recipes
- Find Help:
  - Friends or Family
  - Online Videos

OVERCOMING OBSTACLES
INGREDIENTS & EQUIPMENT
- Simple Recipes
- Stock up on basics
- Find substitutes online
OVERCOMING OBSTACLES

CONVENIENCE

• Stock snacks in the car
• Go to the grocery store

ACTIVITY: WEIGHT OF FAST FOOD

HOW MUCH WOULD YOU GAIN IF YOU HAD:

• Subway Chocolate Chip Cookie every day for 2 weeks?
• Boneless Wings from Zaxby’s 1x/week for a year?
• Starbucks Refresher every day for a year?
• A Big Mac from McDonald’s 1x - 2x/week for a year?
• Strawberry Soda every day for 1 year?

ACTIVITY: SELECT, SWAP & SEARCH

1. WRITE DOWN YOUR NORMAL ORDER AT YOUR FAVORITE RESTAURANT
2. SWAP OUT EACH ITEM FOR SOMETHING HEALTHIER AT THE RESTAURANT
3. SEARCH FOR A RECIPE OF EACH ITEM SO YOU CAN MAKE IT AT HOME
4. SHARE WITH OTHERS WHAT YOU’VE FOUND!
## Choose health. Drink water.

<table>
<thead>
<tr>
<th>Drink</th>
<th>Calories</th>
<th>Container Size (fluid ounces)</th>
<th>Teaspoons of Sugar per Container Size</th>
<th>Minutes of Brisk Walking to Burn Off the Drink (walking at 3.5 mph)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soda</td>
<td>227</td>
<td>20 fl. oz.</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>Sports Drink</td>
<td>125</td>
<td>20 fl. oz.</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Energy Drink</td>
<td>240</td>
<td>16 fl. oz.</td>
<td>15</td>
<td>52</td>
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<tr>
<td>Juice Drink</td>
<td>305</td>
<td>20 fl. oz.</td>
<td>17</td>
<td>66</td>
</tr>
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<td>Fruit-flavored Soda</td>
<td>165</td>
<td>12 fl. oz.</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>Vitamin-added Water</td>
<td>125</td>
<td>20 fl. oz.</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Sweetened Tea</td>
<td>213</td>
<td>20 fl. oz.</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>Water</td>
<td>0</td>
<td>20 fl. oz.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Note:** Walking times are based on average calorie recommendations for a 20-minute walk at 3.5 mph (7.9 km/h). Calorie burn can vary widely for persons who weigh more than 154 pounds, seniors, and persons with weight issues. Amounts of sugar are based on the teaspoon equivalents. All walking times are rounded up to the nearest whole number.


---

**Rethink Your Drink**

The information above promoted by the California Department of Health, the U.S. Department of Agriculture and the United States Department of Health and Human Services. The Department of Agriculture and the United States Department of Health and Human Services and the National Institutes of Health have jointly developed these guidelines based on the science of nutrition and health. For more information, visit www.choosemyplate.gov.
Healthy Recipe Substitutions:

From breakfast to dessert, it’s no secret we’re fans of making our food healthier. Here are our favorite baking substitutions to help cut back on some of that unnecessary sugar and fat to make healthy, hearty, and delicious baked goods.

**WHOLE-WHEAT FLOUR**

- 1 CUP
- WHERE IT WORKS:
  Any type of baking! Cookies, brownies, breads

That extra fiber can help aid digestion and may even lower the risk of diabetes and heart disease.

**Flour**

- 7/8 CUP

**PURE VANILLA EXTRACT**

- 1/2 TSP
- WHERE IT WORKS:
  Cookies, cakes, sweet breads, brownies

Assuming the recipe originally calls for one cup of sugar, this swap cuts almost 400 calories cut out!

**SUGAR**

- 2 TBSP

**UNSWEETENED APPLE SAUCE**

- 1 CUP
- WHERE IT WORKS:
  Lots of things! Especially oatmeal cookies.

(For every cup of applesauce you use, reduce the amount of liquid in the recipe by 1/4 cup.)

While a cup of unsweetened applesauce contains only about 100 calories, a cup of sugar can pack in more than 770 calories!

**FROSTING**

**fluff**

- 1 CUP
- WHERE IT WORKS:
  On cakes, cupcakes, and cookies

While two tablespoons of marshmallow has just 40 calories and 6 grams of sugar (and no fat!), the same amount of conventional frosting can pack up to 100 calories, 14 grams of sugar, and 5 grams of fat.
<table>
<thead>
<tr>
<th>Usual Order</th>
<th>Healthier Option</th>
<th>Homemade Recipe</th>
</tr>
</thead>
</table>

**Restaurant Swap**
Reflection Questions

- What restaurants do you like to go to? What do you like to order?
- What restaurants does your Buddy like to go to? What does he/she like to order?
- How often do you and your Buddy eat out at a restaurant?
- How often would you both like to eat out at a restaurant?
- What are some challenges you and your Buddy face in eating healthy while at a restaurant?

Suggested Activities

<table>
<thead>
<tr>
<th>Time Commitment</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low time commitment</td>
<td>Watch a cooking show together or check out home cooking videos on social media.</td>
</tr>
<tr>
<td>Medium time commitment</td>
<td>Try a free trial of a meal kit service.</td>
</tr>
<tr>
<td>High time commitment</td>
<td>Join a cooking class.</td>
</tr>
</tbody>
</table>

Additional Resources

Customizable calculator intended to find out how many teaspoons of sugar consumed:

https://rethinkyourdrinkday.com/beverage-breakdown/
Mentor Relationship Survey

Name:                                          Date:

Before the lesson begins, please fill out the Mentor Relationship Survey:

How often did you meet with your mentor this past week?
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Select one option.

Yes  Sometimes  No

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☐ Average (meets expectations)
☐ Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Eating In / Dining Out

Name: ___________________________ Date: ___________________________

Please complete this before the and bring to the next group meeting.

**What did you like about the lesson**

(Please select all that apply.)

- Lesson activities
- Way the lesson was taught
- Length of the lesson
- Information taught
- Discussions & conversations during the lesson
- Interacting with Mentor

**What did you NOT like about the lesson?**

(Please select all that apply.)

- Lesson activities
- Way the lesson was taught
- Length of the lesson
- Information taught
- Discussions & conversations during the lesson
- Interacting with Mentor

**What were your goals from the lesson?**

(Please select all that apply.)

- Make more of my meals at home
- Pick healthier options when I eat out
- Have a salad as an appetizer
- Eat a healthy snack before going out to eat
- Pick water to drink instead of soda

**What goals did you accomplish since the lesson?**

(Please select all that apply.)

- Ate my meals with all the food groups
- Pick healthier options when I eat out
- Have a salad as an appetizer
- Eat a healthy snack before going out to eat
- Pick water to drink instead of soda
Fight Bac!

Lesson Slides

Have you ever gotten sick from food?

- What did you do?
- How did you feel after you got better?
- Could you tell there was something wrong with the food before you ate it?

All food has bacteria

- They can be good or bad for you.
- If food isn’t made safely or handled properly, the bad bacteria can make you sick.
- Food safety is important at all levels:
  - Buying
  - Cooking or Preparing
  - Serving
  - Storing
Good Bacteria

- Called probiotics
- Usually found in yogurt
- Can be found in other fermented foods
- Fiber helps them help you

Bad Bacteria

- Make people sick
- Sometimes make the news
- Make sure you don’t buy food contaminated with bad bacteria:
  - Meat, poultry and products with eggs: USDA
  - Every other food: FDA

Bad Bacteria: *E. Coli*

- Can come from:
  - Raw or undercooked meat
  - Unwashed fruits and vegetables
  - Unwashed hands
Bad Bacteria: *B. cereus* (food poisoning)

- Can come from food that sits out too long:
  - Pasta
  - Rice
  - Soups
  - Sauces

Bad Bacteria: *Salmonella*

- Can come from:
  - Uncooked eggs & meat
  - Undercooked eggs & meat
  - Unwashed fruits and vegetables

Bad Bacteria: *Campylobacter jejuni* (diarrhea)

- Can come from uncooked meat, usually chicken
How can we prevent these bad bacteria from hurting us?

**Fight Bac!**
**Video**

---

**Bacteria can get into food in many ways**

When things that touch the food are dirty like utensils, hands, and cooking/serving surfaces

---

**Bacteria can get into food in many ways**

When food is contaminated before you buy it
Bacteria can get into food in many ways

When dirty foods get mixed with clean food

Bacteria can get into food in many ways

When food isn't cooked long enough or hot enough

Bacteria can get into food in many ways

When food is kept out too long like in a buffet or picnic
4 ways you fight bad bacteria:

- Clean
- Separate
- Cook
- Chill

4 ways you fight bad bacteria: Clean

- Wash your hands, wrists and nails
  - At least 20 seconds
  - After touching dirty things
  - Before cooking a new food
  - Before touching a new food
- Make sure your cooking utensil are clean

4 ways you fight bad bacteria: Separate

- Always separate your cooked foods from your raw foods!
  - Especially surfaces & utensils used for raw meat from:
    - Fruits & Vegetables
    - Ready-to-eat foods
    - Cooked meat
4 ways you fight bad bacteria: Cook

- Cook foods to their correct temperatures and keep hot foods hot!

4 ways you fight bad bacteria: Chill

- Keep cold foods cold and chill your leftover food within 4 hours of making it

What are 4 ways you can fight Bad Bacteria?

- Clean
- Separate
- Cook
- Chill
Let’s Review

Match the bacteria to their source!

Let’s Taco ‘Bout Food Safety
Draw a line matching the following bacteria to their source

- **E. Coli**
- **S. Thermophilus**
- **L. acidophilus**
- **B. cereus** (food poisoning)
- **B. Longum**

Sources:
- Probiotic Yogurt
- Pasta kept out too long
- Kefir milk
- Unwashed Hands
Draw a line matching the following bacteria to their source:

- **L. Casei**
- **Salmonella**
- **Campylobacter jejuni (diarrhea)**
- **L. Bulgaricus**
- **Raw/Undercooked Chicken**
- **Kefir milk**
- **Probiotic Yogurt**
- **Raw/Undercooked Egg**
Reflection Questions
- What do you consider unsafe food practices?
- Do you prepare your own food?
- Do you wash your hands before handling food?
- Do you eat anything with probiotics?
- Was there anything you were grossed out about in the lesson?
- What changes, if any, have inspired you to undergo after this lesson?
- What are your thoughts on the “Five Second Rule” before and after the lesson?

Suggested Activities

<table>
<thead>
<tr>
<th>Low time commitment</th>
<th>Send your mentor an article of a recent food recall and have a conversation about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Watch clips Kitchen Nightmares, Bar Rescue or a similar show on YouTube with your mentee, taking particular note of the scenes that show bad food safety practices.</td>
</tr>
<tr>
<td>Medium time commitment</td>
<td>Go to a restaurant with your mentor for a meal together and take a food thermometer with you to see what temperature your food is served to you.</td>
</tr>
<tr>
<td></td>
<td>Sign up for a cooking class together and watch how the instructor and the rest of the class practices food safety.</td>
</tr>
<tr>
<td>High time commitment</td>
<td>If you have permission, go through your fridge or pantry and toss out food together that’s no longer safe to eat.</td>
</tr>
<tr>
<td></td>
<td>Make a meal together, making sure that all food is cooked at the proper temperature.</td>
</tr>
</tbody>
</table>

Additional Resources

Food safety curriculum for IDD population can be found [https://web.uri.edu/foodsafety/files/Food_Safety_Smart_curriculum.pdf](https://web.uri.edu/foodsafety/files/Food_Safety_Smart_curriculum.pdf).


MyPlate Food Safety Summary can be found [https://www.choosemyplate.gov/food-safety](https://www.choosemyplate.gov/food-safety).
Mentor Relationship Survey

Name: ___________________________ Date: _______________

Please bring this filled out to the next group meeting and submit to the program leaders before the next lesson starts.

How often did you meet with your mentor this past week?
Select one option.

☐ I did not meet with my mentor this past week.
☐ I met with my mentor once.
☐ I met with my mentor more than once.

Do you feel you and your mentor had good communication since the previous lesson?
Select one option.

Yes  Sometimes  No

Do you feel you and your mentor had developed trust in your relationship since the previous lesson?
Select one option.

Yes  Sometimes  No

Flip to the next page.
How do you feel about your mentor?
Select one option.

☐ I like my mentor a lot.
☐ I sometimes like my mentor.
☐ I do not like my mentor.

What do you feel is the level of commitment of your mentor to your relationship?
Select one option.

☐ High (above expectations)
☐ Average (meets expectations)
☐ Low (below expectations)

What else would you like to share about your relationship with your mentor?
Content Survey: Fight Bac!

Name: __________________________ Date: __________________________

Please complete this before the and bring to the next group meeting.

**What did you like about the lesson?**

(Please select all that apply.)

- [ ] Lesson activities
- [ ] Way the lesson was taught
- [ ] Length of the lesson
- [ ] Information taught
- [ ] Discussions & conversations during the lesson
- [ ] Interacting with Mentor

**What did you NOT like about the lesson?**

(Please select all that apply.)

- [ ] Lesson activities
- [ ] Way the lesson was taught
- [ ] Length of the lesson
- [ ] Information taught
- [ ] Discussions & conversations during the lesson
- [ ] Interacting with Mentor

**What were your goals from the lesson?**

(Please select all that apply)

- [ ] Make sure I wash my hands, wrists, and nails for at least 20 seconds
- [ ] Make sure food is cooked at the right temperature
- [ ] Use separate cutting boards for different foods
- [ ] Serve and keep food at the right temperatures

**What goals did you accomplish since the lesson?**

(Please select all that apply.)

- [ ] Washed my hands, wrists, and nails for at least 20 seconds
- [ ] Cooked at the right temperature
- [ ] Used separate cutting boards for different foods
- [ ] Served and kept food at the right temperature
Fight Bac! Online

Module 1
Meet the Bacteria

All food has bacteria
• They can be good or bad for you.
• If food isn’t made safely or handled properly, the bad bacteria can make you sick.
E. coli

B. cereus (Food Poisoning)

Salmonella
**Campylobacter jejuni**
(Diarrhea)

**Activity**

Food Detectives:
- Log all the bacteria that kept [student's place].

---

**Fight Bac!**

Module 2
**Clean**
- Wash your hands, wrists and nails
  - At least 20 seconds
  - After touching dirty things
  - Before cooking a new food
  - Before touching a new food
- Make sure your cooking utensil are clean

**Separate**
- Always separate your cooked foods from your raw foods!
- Especially surfaces & utensils used for raw meat from:
  - Fruits & Vegetables
  - Ready-to-eat foods
  - Cooked meat

**Cook & Chill**
- Cook foods to their correct temperatures
- Keep hot foods hot!
- Keep cold foods cold
- Chill your leftover food within 4 hours of making it
Activity

Food Detectives:
Case of the Filthy Fingers

Notes:

Module 3

Probiotics

- The good bacteria are called Probiotics.
- These help you stay healthy.
- These guys are your friends.
Notes:

Probiotics

- Usually found in yogurt
- Can be found in other fermented foods

- Fiber feeds them so they can help you

Activity

Good or Bad

Bacteria?
Healthy Tips

- Why Water?
- Eating Healthy!
- Stretches!!!
- Building Strength!
- No Time to Cook
- Flexibility!
Why Water?

**Why Water?**

**Exercise and Nutrition for Friends with Aggies**

Developed by Viotsia Sutton
Research Assistant, M.S. Candidate
Food and Nutritional Sciences

- Drink water throughout the day to:
  - Move smoothly
  - Help control body temperature
  - Transport nutrients around the body

**Why Water?**

- Adult male: 15 cups
- Adult female: 11 cups

---

Notes:
WHY WATER? TIP

ADD FRUIT!
## Water Amounts in Fruits and Vegetables

The tables provide the percent water of some common raw fruits and vegetables. Fruits and vegetables water with **85% or more water** can help you stay hydrated.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Percent Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strawberries</td>
<td>92</td>
</tr>
<tr>
<td>Watermelon</td>
<td>92</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>91</td>
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<tr>
<td>Cantaloupe</td>
<td>90</td>
</tr>
<tr>
<td>Peach</td>
<td>88</td>
</tr>
<tr>
<td>Cranberries</td>
<td>87</td>
</tr>
<tr>
<td>Orange</td>
<td>87</td>
</tr>
<tr>
<td>Pineapple</td>
<td>87</td>
</tr>
<tr>
<td>Raspberries</td>
<td>87</td>
</tr>
<tr>
<td>Apricot</td>
<td>86</td>
</tr>
<tr>
<td>Blueberries</td>
<td>85</td>
</tr>
<tr>
<td>Plum</td>
<td>85</td>
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<tr>
<td>Apple</td>
<td>84</td>
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<td>Pear</td>
<td>84</td>
</tr>
<tr>
<td>Cherries</td>
<td>81</td>
</tr>
<tr>
<td>Grapes</td>
<td>81</td>
</tr>
<tr>
<td>Banana</td>
<td>74</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Percent Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cucumber</td>
<td>96</td>
</tr>
<tr>
<td>Lettuce (iceberg)</td>
<td>96</td>
</tr>
<tr>
<td>Celery</td>
<td>95</td>
</tr>
<tr>
<td>Radish</td>
<td>95</td>
</tr>
<tr>
<td>Zucchini</td>
<td>95</td>
</tr>
<tr>
<td>Red Tomatoes</td>
<td>94</td>
</tr>
<tr>
<td>Green Tomatoes</td>
<td>93</td>
</tr>
<tr>
<td>Green Cabbage</td>
<td>93</td>
</tr>
<tr>
<td>Red Cabbage</td>
<td>92</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>92</td>
</tr>
<tr>
<td>Eggplant</td>
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</tr>
<tr>
<td>Sweet Peppers</td>
<td>92</td>
</tr>
<tr>
<td>Spinach</td>
<td>92</td>
</tr>
<tr>
<td>Broccoli</td>
<td>91</td>
</tr>
<tr>
<td>Carrots</td>
<td>87</td>
</tr>
<tr>
<td>Green Peas</td>
<td>79</td>
</tr>
<tr>
<td>Whole Potato</td>
<td>79</td>
</tr>
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</table>

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Eating Healthy!

Lesson Slides

EATING HEALTHY!
EXERCISE AND NUTRITION FOR FRIENDS WITH AGGIES
DEVELOPED BY VIOTSHIA SUTTON
RESEARCH ASSISTANT, M.S. STUDENT
FOOD AND NUTRITIONAL SCIENCES

Why Eat Healthy?

To prevent or manage:

- Diabetes
- Cancer
- Heart Disease
- Body Weight

Why Eat Healthy?

Eating healthy is not always about dieting or disease. It can also be about:
• Feeling good
• Boosting your mood
• Having more energy
• Improving your health
• Looking good

Notes:
Eating Healthy Tip

Option | Healthier Option

Notes:
Mixed Berry Smoothie

Serving Size: 2 Cups

Ingredients

- 1 to 2 cups of 100% orange juice or dairy-free milk
- 2 bananas, fresh or frozen
- 2 cups mixed frozen berries in a bag (blackberries, strawberries, blueberries, and raspberries) or individual fresh or frozen fruits
- 1 tablespoon honey (optional)

Instructions

1. First in the blender, add 1 cup juice or milk.
2. Put in bananas, mixed frozen berries bag (blackberries, strawberries, blueberries, raspberries) and honey.
4. Add additional orange juice or milk and honey a little at a time (only if you need to) until the smoothie is thick, but pourable.
5. Finally, serve and enjoy!
**Stretches!!!**

**Lesson Slides**

**Notes:**

**Stretching:**
- Loosens and realigns the muscles
- Helps circulation

It is recommended to stretch for 30 seconds or do a stretch repeated 10x.

**WHAT DOES IT DO?**

**Stretches can be done anywhere!**
- At work
- Watching TV
- At school

**STRETCH TIP!**
There are plenty of stretches:
- Overhead stretch
- Shoulder rolls
- Arm swings

Can you name more?

STRETCH TIP!
Building Strength!

Lesson Slides

Notes:

BUILDING STRENGTH!
EXERCISE AND NUTRITION FOR FRIENDS WITH AGGIES
DEVELOPED BY MOTHEA SUTTON
RESEARCH ASSISTANT M.S. STUDENT
FOOD AND NUTRITIONAL SCIENCES

STRENGTH TIP

* Weighted household items such as a few pounds of sand, sugar, or canned goods, would be good to increase strength if they can be held safely.
* You can use gym equipment like dumbbells 5 to 10lbs only, if you want more weight it should be supervised, weight machines should be supervised and chin-ups and push-ups as well. These equipment’s help build strength of the arms, legs, stomach and back, you can also use your body weight.

WHY BUILD STRENGTH???

* Building strength is important so people can do everyday tasks. Strength helps with:
  * Not getting tired easily
  * Preventing injuries
  * Keeping a healthy body weight
DO IT WITH ME!!!

- Chair Squats with cans
- Back Leg Raises
No Time to Cook

Lesson Slides

Notes:

---

NO TIME TO COOK

EXERCISE AND NUTRITION FOR FRIENDS WITH AGGIES
DEVELOPED BY VIOTTIA SUTTON
RESEARCH ASSISTANT M.S. STUDENT
FOOD AND NUTRITIONAL SCIENCES

---

NO TIME TO COOK

FACTS

- Reasons it is ok to not have time because you can make on-the-go meals/snacks and use the microwave.
- Easier: It is easier to make a meal that you can store in the fridge and reheat the next day.
- Convenient: Making meals without anything connected to electronics is great because there is no need for supervision.

---

NO TIME TO COOK

DELICIOUS

---

NO TIME TO COOK TIP

- With food that does not require a microwave or stove, it is easier to eat as leftovers, just store in the fridge and eat later.
- These types of meals/snacks are always good at room temperature as well.
- You don’t have to use a microwave or stove to eat healthy; there are some options.
- Vegetable bowls
- Salads
- Sandwiches/wraps
- Stuffed tuna pita pocket
Turkey Pita Pocket

Serving size 1

Ingredients

- 6 slices of Turkey
- 1 6-inch Pita pocket bread (whole wheat)
- ½ Cup of baby spinach leaves
- 2 Thin slices of tomatoes
- 1 Avocado (3 slices inside pocket)
- 1 Tablespoon of Mayonnaise or Ranch

Instructions

1. Cut pita pocket in half with butter knife.
2. Cut avocado in half with a butter knife.
   - Take seed out.
   - Peel the skin from around the avocado by moving the butter knife along the edge of the avocado, removing the skin with a scooping motion.
   - Slice avocado into pieces.
3. Spread mayo or ranch inside pita pocket.
4. Place turkey slices inside pocket.
5. Place baby spinach inside pocket.
6. Place tomatoes inside pocket.
7. Place avocados inside.
8. Ready to eat!
Microwaveable Meals

Lesson Slides

Notes:

Microwaveable Meals

- Healthy
- Worry-free
- Easy
- Safe
- Convenient

Microwaveable Meals Tips

- Avoid microwaving food in its original packaging
- Microwave according to package directions
- Cover and stir food for even cooking
- Let food sit and cool before eating
LETS FIX IT!!!

- Chicken Quesadilla
Chicken Quesadilla

Serving Size 1

**Ingredients**

- 2 flour tortillas 6-inch
- ½ cup chicken strips or shredded chicken (preferred), cooked (Recommended Brand: Tyson grilled and ready pulled chicken breast)
- ½ cup fresh diced tri-peppers (tri-colored bell peppers)
- 2 tablespoon diced yellow onions
- 1 tablespoon taco seasoning (low sodium)
- ¼ cup shredded cheddar cheese

**Instructions**

1. Microwave the tortillas on a plate for 30 seconds. They will dry out a bit as they cool.
2. Mix the chicken, peppers, onions and taco seasoning in a bowl until evenly covered.
3. Next, microwave this mix for about 1-2 minutes until the peppers are soft.
4. Spread the mixture evenly on one tortilla then cover evenly with cheese.
5. Place the second tortilla on top to finish your quesadilla.
6. Put the finish quesadilla back in the microwave for another 30 seconds to 1 minute.
7. Let it cool for 1 minute before slicing it into 4 pieces.
8. Eat and enjoy!
Flexibility!

Lesson Slides

FLEXIBILITY!
EXERCISE AND NUTRITION
FOR FRIENDS WITH AGGIES
DEVELOPED BY VIOTSHA SUTTON
RESEARCH ASSISTANT M.S. STUDENT
FOOD AND NUTRITIONAL SCIENCES

WHAT IS FLEXIBILITY?

Flexibility is the ability
to move the body
normally without having
any pain.

WHY DO YOU NEED FLEXIBILITY?

- Movement
- Relaxation
- Pain Relief
TRY IT!

- Chest Mobilizer
- Neck and Shoulder Release

FLEXIBILITY TIPS

- Move slowly and smoothly
- Work on flexibility 2 - 3 times each week
- Hold each exercise 10 to 30 seconds
Endpoint Knowledge Assessment for Mentees

The following 30 questions were created by the researchers derived from specialized curriculum developed for the Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program. The purpose of the questions are to test the knowledge of the mentees prior to receiving any specialized related training. The individual results of the assessment will be used to determine a base-line score of the current knowledge of the mentees. At the end of the program, the mentors will receive the same assessment to determine individual scores as an indicator of the knowledge gained upon completion of the activities related to the program.

**Directions:** Mentees should complete the following questions and return the completed assessment to program leaders. Use a standard blue or black pen to complete the assessment.
Questions Set 1. Relationship Building and Resource Management

Directions: Using the scale 1 thru 5 where 1 = never and 3 = always, circle your response.

1. I am always make new friends.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
Always | Sometimes | Never

2. I have a close relationship with my family.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
Always | Sometimes | Never

3. I enjoy spending time with my friends.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
Always | Sometimes | Never

4. I enjoy spending time with my family.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
Always | Sometimes | Never
5. I always take time to do the things I enjoy.

3 2 1
Always Sometimes Never

6. I never have time for myself.

3 2 1
Always Sometimes Never

7. Nothing really interests me.

3 2 1
Always Sometimes Never

8. I am good at saving money.

3 2 1
Always Sometimes Never
9. I buy whatever I want regardless of the price.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Always    Sometimes    Never

10. I earn enough money for my desires and wants.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Always    Sometimes    Never

11. It is important to maintain friendships
   a. For at least 2 years
   b. For at least 5 years
   c. For a lifetime
   d. It depends on the individual

12. All of the factors enhance friendships except
   a. Trust
   b. Honesty
   c. Money
   d. Caring

13. True friendship is important because friends do all of the following, except
   a. Support one another
   b. Listen to each other
   c. Take your side even when you’re wrong
   d. Give advice

14. Developing and maintaining friendships is a key component of
   a. Physical development
   b. Cognitive development
   c. Socio-emotional development
   d. Biological development
15. In the hierarchy of relationships, what is the correct order:
   a. Romantic partners, parents, children, friends
   b. Friends, romantic partners, parents, children
   c. Children, romantic partners, friends, parents
   d. Parents, friends, romantic partners, children

**Question Set 2. APPEARANCE RELATED CONTENT**

Directions: Read each numbered statement or question and circle your response from the answer choices provided following each question.

**Shopping Strategies**

16. When you are shopping for clothing, which of the following is most important to you?
   a. Price
   b. Brand Name
   c. Quality
   d. Looks / Style
   e. Comfort

17. Identify which of the following statements you agree with (select all that you agree with)
   a. If it is expensive, it is high quality
   b. If it a name brand, it is high quality
   c. If it is made well it is high quality
   d. If it looks good it is high quality
   e. If the fabric feels good it is high quality

18. Would you shop at thrift stores for clothes?
   a. No, never!
   b. I have never shopped at thrift stores but would be interested in learning more about them!
   c. Yes!
What to Wear Where

19. I have a hard time deciding what to wear.
   a. Yes, I have a hard time picking out my clothes every day, no matter where I am going.
   b. Yes, but only when I need to dress for a special occasion (such as a wedding or trip to the movies).
   c. Yes, but only when I need to dress for work.
   d. No, I do not have a hard time picking out my clothes.

20. If you have a hard time deciding what to wear, what is the reason (check both if they both describe you)?
   a. I do not know how to put outfits together for different occasions.
   b. I do not have the right clothes in my closet.

Laundry Lowdown

21. Ask a screening question first: Check off which of the following laundry steps you do on your own:
   a. Stain removal treatment
   b. Sorting clothes
   c. Loading detergent into the washer
   d. Choosing washing machine settings
   e. Choosing dryer settings

If a participant checks “a”, they will answer question 14-A. If he/she checks “c,” they will answer question 14-B.

21.A When I treat stains, I use the same stain remover no matter what kind of stain I am treating.
   a. Yes
   b. No

21.B When I do laundry, I use the same amount of detergent no matter how many clothes I am washing.
   a. Yes
   b. No
22. Should you wash a garment in the machine if it has the following care label?

a. Yes  
b. No

Good Fitting Clothes Gets You Noticed

23. Check the three (3) items that describes poorly fitted clothing. Use the image below of poor fit for clues.

___ lots of wrinkles  ___ clothing that is too small for the wearer
___ really loose baggy  ___ clothing that is the proper length for one’s arms

24. Check three (3) benefits of wearing clothing that fit well?

___ Wearer feels and shows confidence  ___ Wearer gets positive attention from others
___ Wearer will not be comfortable  ___ Others will want to get to know you
Question Set 3. Nutrition Related Content

Name: __________________________

25. Circle all the foods that are part of the group.

26. Which plate shows the right amount of each food group?
27. Match these foods to the correct food group:

- Protein
- Grains
- Vegetables
- Dairy
- Fruits
28. Select the healthiest order out of the three options:

| a. | Apple Slices | Apple Pie | Apple Fritter (Doughnut) |
| b. | Baked Potato | Waffle Fries | Regular Fries |
| c. | Kids' size Cheeseburger | Quarter Pounder with Cheese | Double Quarter Pounder with Cheese |
| d. | Apple | Chips | Bread |
| e. | Blueberry Muffin | Blueberry Scone | Blueberry Oatmeal |
29. Select the healthiest drink out of the three options:

<table>
<thead>
<tr>
<th></th>
<th>Orange Juice</th>
<th>Water</th>
<th>Orange Sports Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Iced Tea</th>
<th>Soda</th>
<th>Water</th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Water</th>
<th>Soda</th>
<th>Diet Soda</th>
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<td>c.</td>
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<tr>
<th></th>
<th>Small Milkshake</th>
<th>Regular Milkshake</th>
<th>Large Milkshake</th>
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<td>d.</td>
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<tr>
<th></th>
<th>Green Tea Frappuccino</th>
<th>Unsweetened Green Tea</th>
<th>Green Tea Lemonade</th>
</tr>
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<td>e.</td>
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</table>
30. Circle all the ways you can eat healthier at a restaurant:

- Look at the menu before going
- Eat slowly and stop when full
- Take leftovers home
- Skip the next meal to make up for eating too much
- Add lots of condiments
- Split a dish with a friend
Name: ____________________________

31. Which item is not important to buy?

32. Circle the healthier option:

Vs

Vs

Vs
33. Which food actually costs less?

- **Pinto Beans**
  - $1.59 for 2 lbs
  - $0.05 per oz

- **Uncle Ben’s Wild Rice**
  - $2.09 for 6 oz box
  - $0.35 per oz

- **Quaker Oats**
  - $5.64 for 10 packets
  - $0.48 per oz

- **Watermelon**
  - $6.40 for 20 lbs
  - $0.02 per oz

- **White Rice**
  - $1.23 for 15.5 oz can
  - $0.08 per oz

- **Oats**
  - $0.89 per 1 lb
  - $0.06 per oz

- **Watermelon**
  - $4.00 for 24 oz
  - $0.16 per oz
Name: _________________________

34. How long should you wash your hands?
   a. The time it takes to sing "ABCs" twice
   b. Until they look clean
   c. Until your hands are red

35. Circle the foods might be unsafe to eat.

36. Which food has good bacteria in it?
Mentee Endpoint Survey

Complete the following survey by providing as much detail as possible. Please consider your whole experience in the program to help program leaders know what you liked and what you didn’t like about it.

An online version is available. Just ask program leaders for the link.

You may choose to answer these questions in-person or over the phone. Just ask program leaders to schedule a time.
1. What was your relationship with your mentor like?

2. What was the best part of your relationship with your mentor?

3. What was the worst part of your relationship with your mentor?

4. What did you think you were going to learn with your mentor in this program?

5. What did you hope to learn with your mentor in this program?

6. What did you learn during this program and how has your mentor helped with that?
7. What did you do with your mentor the last time you saw her/him?

8. What do you think about your relationship with your mentor now that the program is over? Are you happy about this? Why or why not?

9. What are your thoughts about becoming a mentor yourself?

10. What changes in your life, if any, have you made because of this program? Please circle all that you have done since the program.

- I know how to be a better friend
- I feel as though I match my clothing better
- I have a better understanding of quality clothing
- I have gotten rid of clothes that don’t fit me well
- I have gotten clothes that fit me well
- I have started to budget to manage my money
- I have started a schedule to manage my time and energy
- I have tried shopping at a thrift store
- I choose to eat healthier
- I have tried new healthy foods.
- I shop for healthy foods
- I eat less of unhealthy foods
- I make sure I wash my hands, nails, and wrists for 20 seconds
- I make sure my food is cooked at the right temperature
- I use separate cutting boards for different food
- I serve and put away my food at the right temperature

Please explain any other changes you have made because of the program:
11. How has this program helped with your confidence in your own self-sufficiency?

12. How would you have liked this program build confidence in your own self-sufficiency?

13. What did you expect to learn about nutrition when you join the program? Did you get to learn about what you wanted in the program?

14. What nutrition goals, if any, did you have when you first joined this program?

   a. What nutrition goals, if any, did you make while you were in the program?

   b. What nutrition goals, if any, do you have now?

   c. Where are you in achieving these goals?
15. What did you expect to learn about self-sufficiency when you joined the program? Did you get to learn about what you wanted in the program?

16. What topics did you find helpful in the lessons? How were these helpful? What topics did you not find helpful in the lessons?

17. What topics would you have liked covered in the program?

18. Please share any other comments or thoughts not covered or addressed in the survey.
Parents / Caretakers Survey

To Mentees:
Please have your parent or caretaker fill out this survey

To Parents / Caretakers:
Please complete the following survey by providing as much detail as possible. Please consider your child’s / dependent’s whole experience in the program to help program leaders know what you liked and what you didn’t like about it.

An online version is available. Just ask program leaders for the link.
1. How was the mentorship relationship for your child or dependent?

2. What did you expect for your child or dependent to learn with his or her mentor in this program?

3. What did your child or dependent learn with his or her mentor during this program? How has his or her mentor helped with that?

4. What are your thoughts about your child or dependent relationship with his or her mentor now that the program is over? Are you happy about this? Why or why not?

5. What changes has your child or dependent made, if any, because of this program? Please tell us about any changes in relationships with family and friends, budgeting personal resources,
appearance and clothing fit, shopping for clothes and food and perceptions or preferences for clothes and food.

6. How has this program helped with your child or dependent in his or her own self-sufficiency?

7. How would you have liked this program build your child or dependent in his or her own self-sufficiency?

8. What did you expect your child or dependent to learn about nutrition when he or she joined the program? Did your child or dependent get to learn about what you wanted him or her to learn in the program?
9. What nutrition goals, if any, did you have for your child or dependent when he or she first joined this program?

   a. What nutrition goals, if any, did he or she make while he or she was in the program?

   b. What nutrition goals, if any, do he or she have now?

   c. How confident are you as a parent or guardian in having him or her achieve these goals?

10. What did you expect your child or dependent to learn about self-sufficiency when he or she joined the program? Did your child or dependent get to learn about what you wanted him or her to in the program?

11. What topics did you find helpful for your child or dependent in the lessons? How were these helpful? What topics did you not find helpful for your child or dependent?