Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program Curriculum (Complete)

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

Revised 2020

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# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>1</td>
</tr>
<tr>
<td>Overview/Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>2</td>
</tr>
<tr>
<td><strong>What’s New in the 2020 Revisions</strong></td>
<td>3</td>
</tr>
<tr>
<td>About the Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>Evaluations</td>
<td>6</td>
</tr>
<tr>
<td>Knowledge Assessments</td>
<td>6</td>
</tr>
<tr>
<td>Journals</td>
<td>6</td>
</tr>
<tr>
<td>Content Surveys</td>
<td>7</td>
</tr>
<tr>
<td>Mentee Relationship Surveys</td>
<td>7</td>
</tr>
<tr>
<td>Mentor Midpoint Surveys</td>
<td>8</td>
</tr>
<tr>
<td>Mentor Midpoint Interview</td>
<td>9</td>
</tr>
<tr>
<td>Mentor Endpoint Surveys</td>
<td>9</td>
</tr>
<tr>
<td>Mentor Endpoint Interview</td>
<td>10</td>
</tr>
<tr>
<td>Mentee Endpoint Surveys / Interviews</td>
<td>10</td>
</tr>
<tr>
<td>Mentee Parents / Caretakers Surveys</td>
<td>12</td>
</tr>
<tr>
<td>How to Navigate this Curriculum Book</td>
<td>15</td>
</tr>
<tr>
<td>Materials List</td>
<td>15</td>
</tr>
<tr>
<td>Setup</td>
<td>15</td>
</tr>
<tr>
<td>Lesson Activity</td>
<td>16</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>16</td>
</tr>
<tr>
<td>Adaptations</td>
<td>17</td>
</tr>
<tr>
<td>Reflection Questions</td>
<td>18</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>18</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>18</td>
</tr>
<tr>
<td>References</td>
<td>18</td>
</tr>
<tr>
<td>Pairing Mentors and Mentees</td>
<td>19</td>
</tr>
<tr>
<td><strong>Relationship Building</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>#FriendsMatter</strong></td>
<td>23</td>
</tr>
<tr>
<td>Materials</td>
<td>23</td>
</tr>
<tr>
<td>Setup</td>
<td>23</td>
</tr>
<tr>
<td>Lesson Activities</td>
<td>24</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>24</td>
</tr>
<tr>
<td>Adaptations</td>
<td>29</td>
</tr>
<tr>
<td>Sendoff &amp; Clean Up</td>
<td>29</td>
</tr>
</tbody>
</table>
Reflection Questions ........................................................................................................... 30
Suggested Activities ........................................................................................................... 30
Additional Resources .......................................................................................................... 30
References ......................................................................................................................... 30

Relationships Matter .......................................................................................................... 31
Materials .............................................................................................................................. 31
Setup ................................................................................................................................... 31
Lesson Activities ............................................................................................................... 32
Lesson Script ....................................................................................................................... 32
Adaptations .......................................................................................................................... 40
Sendoff and Cleanup .......................................................................................................... 40
Reflection Questions .......................................................................................................... 40
Suggested Activities .......................................................................................................... 40
Additional Resources ....................................................................................................... 41
References ......................................................................................................................... 41

Resource Management ...................................................................................................... 43
Managing M.E.T. .................................................................................................................. 45
Materials .............................................................................................................................. 45
Setup ................................................................................................................................... 45
Lesson Activities ............................................................................................................... 46
Lesson Script ....................................................................................................................... 46
Adaptations .......................................................................................................................... 52
Sendoff & Clean Up .......................................................................................................... 52
Reflection Questions .......................................................................................................... 53
Suggested Activities .......................................................................................................... 53
Additional Resources ....................................................................................................... 53
References ......................................................................................................................... 53

What to Wear, Where in Proper Fit ..................................................................................... 55
Materials .............................................................................................................................. 55
Setup ................................................................................................................................... 55
Lesson Activities ............................................................................................................... 56
Lesson Script ....................................................................................................................... 56
Application .......................................................................................................................... 62
Adaptations .......................................................................................................................... 68
Sendoff & Clean Up .......................................................................................................... 68
Reflection Questions .......................................................................................................... 68
Eating Out / Dining In ........................................................................................................109
  Materials .........................................................................................................................109
  Setup .................................................................................................................................109
  Lesson Activities ...............................................................................................................110
  Lesson Script .....................................................................................................................110
  Adaptations .......................................................................................................................117
  Sendoff & Clean Up ...........................................................................................................117
  Suggested Activities ..........................................................................................................118
  Additional Resources ........................................................................................................118
  References .........................................................................................................................118

Fight Bac! ............................................................................................................................119
  Materials ............................................................................................................................119
  Setup ..................................................................................................................................120
  Lesson Activities ...............................................................................................................121
  Lesson Script .....................................................................................................................121
  Adaptations .......................................................................................................................129
  Sendoff & Clean Up ...........................................................................................................129
  Reflection Questions .........................................................................................................130
  Suggested Activities ..........................................................................................................130
  Additional Resources ........................................................................................................130
  References .........................................................................................................................130

Healthy Tips ........................................................................................................................131

Why Water? ..........................................................................................................................133
  Materials ............................................................................................................................133
  Setup ..................................................................................................................................133
  Lesson Activity ..................................................................................................................133
  Lesson Script .....................................................................................................................133
  References .........................................................................................................................135

Eating Healthy! .......................................................................................................................137
  Materials ............................................................................................................................137
  Setup ..................................................................................................................................137
  Lesson Activity ..................................................................................................................137
  Lesson Script .....................................................................................................................137
  References .........................................................................................................................140

Stretches!!! ..........................................................................................................................141
  Materials ............................................................................................................................141
<table>
<thead>
<tr>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Activity</td>
<td>141</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>141</td>
</tr>
<tr>
<td>References</td>
<td>143</td>
</tr>
<tr>
<td><strong>Building Strength!</strong></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>145</td>
</tr>
<tr>
<td>Setup</td>
<td>145</td>
</tr>
<tr>
<td>Lesson Activity</td>
<td>145</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>145</td>
</tr>
<tr>
<td>References</td>
<td>148</td>
</tr>
<tr>
<td><strong>No Time to Cook</strong></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>149</td>
</tr>
<tr>
<td>Setup</td>
<td>149</td>
</tr>
<tr>
<td>Lesson Activity</td>
<td>149</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>149</td>
</tr>
<tr>
<td>References</td>
<td>151</td>
</tr>
<tr>
<td><strong>Microwaveable Meals</strong></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>153</td>
</tr>
<tr>
<td>Setup</td>
<td>153</td>
</tr>
<tr>
<td>Lesson Activity</td>
<td>153</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>153</td>
</tr>
<tr>
<td>References</td>
<td>156</td>
</tr>
<tr>
<td><strong>Flexibility!</strong></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>157</td>
</tr>
<tr>
<td><strong>Setup</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson Activity</td>
<td>157</td>
</tr>
<tr>
<td>Lesson Script</td>
<td>157</td>
</tr>
<tr>
<td>References</td>
<td>159</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td>Appendix 1</td>
<td>163</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>177</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>195</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>203</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>215</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>219</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>223</td>
</tr>
<tr>
<td>Content Survey - #FriendsMatter</td>
<td>227</td>
</tr>
</tbody>
</table>
Overview/Introduction

To improve overall well-being and to promote personal growth and development of individuals and families is a goal of Family and Consumer Sciences (FCS). The Family and Consumer Sciences discipline is uniquely able to positively impact the lives of adults with intellectual and developmental disabilities (I/DD) through its application of the principles of food and nutrition, clothing and textiles, personal finance, home management, and child and human development. In addition, the discipline’s focus on teaching critical life skills allows FCS professionals to promote the self-efficacy of the individual (Gentzler, 2012).

The purpose of the research is to address the nutrition and self-sufficiency of adults with disabilities through a mentoring program. It is designed to capitalize on the skills and efficiencies of FCS professionals and undergraduate students. Specifically, principle investigators, all of which are FCS faculty, have designed a mentoring program that utilizes FCS and non-FCS undergraduates as mentors to adults with intellectual and developmental disabilities (I/DD). This program is in collaboration with The Arc of Greensboro. The program and curriculum have been developed to address the most relevant needs of the participating I/DD population based on in-depth interviews with The Arc’s staff. Undergraduate sophomores, juniors, and seniors were recruited and interviewed to serve as mentors. They were trained to deliver the program’s content through engaging and creative lessons and activities for participating adults with I/DD ages 18-45 years old. Participating adults with I/DD lived with their parents, independently, and/or with the assistance of a caretaker or aid.

<table>
<thead>
<tr>
<th>Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
</tr>
<tr>
<td><strong>Goal 2</strong></td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
</tr>
<tr>
<td><strong>Goal 4</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

This program has been divided into three phases:
Phase I focused on Goal 1. The program was designed, including all curriculum materials. The curriculum was designed and/or re-designed to include four learning styles: visual (seeing), kinesthetic (doing), affective (feeling/sensitive), and cognitive (thinking). Activities for the nutrition curriculum include, but are not limited to teaching label reading, demonstrating how to prepare nutritionally balanced snacks/meals on a budget and grocery shopping. Activities for self-sufficiency curriculum include shopping, selecting and caring for clothing, personal goal setting, identifying support systems and building relationships.

Phase II focused on Goals 2, 3 and 4. In this phase, mentors and participants were recruited for participation in the program. A content exam was designed and administered to assess both groups’ baseline knowledge of possible issues surrounding their nutrition and self-sufficiency abilities. The program was delivered in Phase II. The goal was to retain the student mentors and participating adults with I/DD for the duration of the program, to ensure a standard consistent sample for the study. Undergraduate students were trained to be effective in their multiple roles as research assistants (RA), mentors, and facilitators of the bi-weekly educational sessions or lessons at the community partner’s facility during the academic semesters.

In Phase III, following the curriculum lessons development, questions were generated from each to create a pre- and post-program content exam. The content exams were completed by the RA/mentors and the participating adults at the program’s start and conclusion. Both groups’ exams were quantitatively scored and statistically assessed to determine any differences between the pre- and post-program knowledge.

Expected Outcomes

A successful program strives to improve the FCS and non-FCS student mentors’ and adults’ with I/DD knowledge of nutrition and self-sufficiency skills needed to enact positive changes in their lives. Participants desired improvement of their nutritional habits, appearance through dressing and care of clothing, and financial literacy. These outcomes are expected to have long-term implications in developing more independent emerging adults and adults with disabilities. Growth in all areas is expected to support and promote high self-esteem and personal ability. As their financial literacy improves, their potential for future earnings will also improve.

The program has provided mentors, particularly FCS undergraduate mentors the opportunity to become more informed and uniquely prepared young FCS professionals. Rather than focusing on one of the individual FCS content areas, the student mentors have integrated and practiced all content from the entire discipline. As emerging professionals, they are able to utilize their developed skill sets to serve the community. This unique mentoring and teaching experience will likely encourage them to develop a community-focused mindset that may impact their behavior and the communities in which they live.
What’s New in the 2020 Revisions

This 2019-2020 version includes some additions and changes to 2018-2019 version of the Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program Curriculum. These changes were made as a result of feedback obtained from both the 2018/2019 and 2019/2020 cohorts of this research project. Additional changes and revisions were the result of accessing the delivery of the individual lessons.

New lessons include Relationships Matter, a follow up to #FriendsMatter that focuses on healthy dating relationships, and Eating Out / Dining In, which extends the concepts of Make MyPlate and Let’s Go Grocery Shopping into fast food and restaurant eating. Additionally, online versions of Relationships Matter and Fight Bac! have been developed as a result of the COVID-19 pandemic disrupting the 2019/2020 Friends with Aggies Cohort meeting schedule.

Each lesson now includes updated journal prompts and a Lesson Content Survey in the appendix associated with each lesson. Journal prompts now include questions to be answered on the weeks of lesson trainings and on the weeks of lesson presentations found in the Evaluations section under About the Curriculum. Additionally, journal prompts specific to each lesson can found in its own section of its respective lesson. Participants are asked to complete content surveys prior to the presentation of the next lesson. Information from these surveys may allow program staff to track participants’ goals and perceptions of each lesson.

To further promote healthy lifestyle habits, additional short lessons titled “Healthy Tips” have been developed. These are 15 - 20-minute lessons and may be presented prior to the main curriculum lesson or presented as stand-alone lessons.

Finally, compendium workbooks for the mentors and mentees have been created so that participants may follow along each lesson and have worksheets and handouts available in one place. These may be obtained by contacting Dr. Devona Dixon at dldixon@ncat.edu. She may also be contacted to obtain the digital version of lesson PowerPoints and curriculum.
About the Curriculum

The curriculum is developed around the umbrella topic Sense of Community with competency content related to Resource Management, Relationship Building and Healthy Lifestyle. Each content area supports self-sufficiency and good nutrition among adults with intellectual and developmental disabilities. Each discipline in FCS is represented and the content supports one or more of the competency areas.

This curriculum was designed to have nine lessons presented to mentees (participants or adults with I/DD) by the undergraduate research assistants (RA)/mentors bi-weekly. The weeks between the lesson presentations were utilized for training the RA/mentors in learning and presenting the lessons.

The following table provides brief synopses on each of the lessons according to their content areas:

<table>
<thead>
<tr>
<th>Relationship Building Lesson Names &amp; Description</th>
<th>Related FCS Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#FriendsMatter</strong></td>
<td>Family Studies</td>
</tr>
<tr>
<td>The objective of this lesson is to discuss characteristics of a good friend and characteristics of a bad friend. Participants will discuss the components of healthy friendships and relationships: listening, support and fun. It is intended that this lesson will start building a foundation for the mentorship relationship for the rest of the program.</td>
<td></td>
</tr>
<tr>
<td><strong>#FriendsMatter Part II: Relationships Matter</strong></td>
<td>Family Studies</td>
</tr>
<tr>
<td>FriendsMatter Part II: Relationships Matter continues to build on the concepts learned in #FriendsMatter and the importance of maintaining healthy friendships. FriendsMatter Part II will also review how healthy friendships are important to beginning a dating relationship.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource Management Lesson Names &amp; Description</th>
<th>Related FCS Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balancing M.E.T.</strong></td>
<td>Family Studies</td>
</tr>
<tr>
<td>Participants will learn the three basic concepts of resource management: Money (saving, spending, donating, investing, earning and budgeting); Energy (resting and exercising, food consumption and conserving); and Time and how to “effectively” use each throughout their daily lives. Participants will practice managing these three resources in various situational activities and have an opportunity to plan to manage these in their own lives.</td>
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<tr>
<td><strong>What to Wear, Where and Proper Fit</strong></td>
<td>Fashion Merchandising &amp; Design</td>
</tr>
<tr>
<td>This lesson demonstrates concept of proper fitting clothing and wardrobe basics. Participants will learn how to identify components of good fit and characteristics of different wardrobe basics for males and females. Participants will have the</td>
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</tr>
</tbody>
</table>
opportunity to evaluate the fit of their own clothing and design outfits for different occasions using wardrobe basics.

**Shopping Strategies**
The purpose of this lesson is to provide participants with knowledge needed to identify quality clothing through fabric, apparel construction and to determine the best times to buy clothing. Tips on shopping at thrift stores will be discussed. Mentors will model clothing items found at thrift stores to provide examples of good findings. Participants will have the opportunity to test their knowledge on clothing quality by comparing pairs of similar clothing items.

<table>
<thead>
<tr>
<th>Healthy Living Lesson Names &amp; Description</th>
<th>Related FCS Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make MyPlate</strong></td>
<td>Food &amp; Nutritional Sciences</td>
</tr>
<tr>
<td>The primary purposes of the lesson are to introduce participants to the role of nutrition in their overall wellbeing and to introduce MyPlate as a way to measure the quality of their meals. Participants will explore their own and their families’ perceptions of food and healthy eating. The taste-testing of different food is meant to allow participants to try new foods within different MyPlate food groups while bringing awareness to the different sensory aspects of food.</td>
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<tr>
<td><strong>Let’s Go Grocery Shopping</strong></td>
<td>Food &amp; Nutritional Sciences and Financial Planning</td>
</tr>
<tr>
<td>This lesson is intended to teach participants how to shop for healthy food within their budget. Choices for healthy food will tie into the themes of MyPlate. Mentors will point out obstacles while grocery shopping such as choosing the most economic option, sticking to a grocery list, and picking food that is both healthy and tasty. Participants will be able to practice list making, shopping, and budgeting skills through an in-house simulation of a grocery store.</td>
<td></td>
</tr>
<tr>
<td><strong>Eating Out/Dining In</strong></td>
<td>Food &amp; Nutritional Sciences and Financial Planning</td>
</tr>
<tr>
<td>This purpose of this lesson is to provide participants practical knowledge in applying MyPlate eating guidelines when grabbing fast food or eating at a restaurant. This lesson encourages participants to utilize home cooking by discussing common barriers and potential solutions. Activities in this lesson are intended to inform participants on the amount of sugar added in sugar sweetened beverages and potential weight gain caused by frequent fast food consumption.</td>
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<tr>
<td><strong>Fight Bac!</strong></td>
<td>Food &amp; Nutritional Sciences</td>
</tr>
<tr>
<td>This lesson is intended to teach proper food safety practices. Participants will learn the difference between beneficial and harmful bacteria in foods in order to also raise awareness that all food have some bacteria. Food safety techniques focusing on cleanliness and temperature control will show participants how they can minimize the chances of consuming harmful bacteria. Preparation of tacos will allow participants to practice what they have learned.</td>
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</tbody>
</table>
Evaluations
This program is evaluated by the content learned in this curriculum and by the quality of experience for both the mentors and the mentees.

Knowledge Assessments
For evaluating the content of this curriculum, baseline and endpoint knowledge assessments should be given to both the mentors and the mentees. These may be distributed electronically using survey software such as Qualtrics or Survey Monkey or by paper. Participants may complete these on-site where the lessons take place or at home. It is recommended that participants complete these on-site to improve response rate. Mentors may be available to help mentees understand questions but should not provide undue influence in the mentee’s response. The mentor knowledge assessment can be found in Appendix 1. The mentee knowledge assessment can be found in Appendix 2. Answers may be found in Appendix 3 and 4.

Journals
Mentors should be instructed to keep a weekly journal to log their thoughts and experiences throughout the program. It is recommended to have mentors submit these journals electronically to a private online group or organization site such as Blackboard. Enforce a minimum word count requirement that encourages details but avoids repetitiveness in entries. Encourage mentors to use the reflection questions provided in each lesson as prompts in their journal entries.

<table>
<thead>
<tr>
<th>General Reflection Questions after Lesson Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructions:</strong> Please reflect on the past weeks when answering the questions in the survey. Your answers to these questions will remain private.</td>
</tr>
</tbody>
</table>

- How have you and your Buddy applied the last lesson in your daily lives?
- What do you and your Buddy still need to work on?
- How have your interactions with you Buddy gone this week?
- What goals do you and your Buddy hope to accomplish this upcoming week?
- How do you and your Buddy plan to accomplish those goals?
- Was there any information in this training that interested you the most? Why?
- What information did you already know? How have you used it in your college career so far?
- Was it any information that you didn't know that you will take away from this training?
- Are you willing to teach others in your life about the information you received from the training? Why?
- How do you think you will apply this training to your mentee to help them understand and benefit in the future? How do you think you will apply it for yourself while in the program?
• How do you think you will apply this training for the rest of your college career? Future career?
  Everyday life?

### General Reflection Questions after Lesson Presentation

- What worked well?
- What didn't work well?
- Did everybody learn during the lesson? Why do you think so?
- What adjustments need to be made for the lesson?
- What additional resources would you have wanted for the lesson?
- What questions do you have after the lesson?
- What advice would you give future presenters of this lesson?

### Content Surveys

Content surveys for each lesson have been developed for mentees to complete the week following the lesson presentation. These may be found in the respective appendix associated with the lesson. It is encouraged to have mentees complete this electronically prior to the start of each lesson.

### Mentee Relationship Surveys

Obtain information on the quality mentorship relationships through weekly Mentee Relationship Surveys. These may be distributed electronically or by paper. It is encouraged to have mentees complete this electronically prior to the start of each lesson. See Appendix 6 for mentee copies.

### Mentee Relationship Survey

**Instructions:** Please reflect on the past weeks when answering the questions in the survey. Your answers to these questions will remain private.

**Developed by Devona Dixon, PhD and Lauren San Diego RDN/LDN 2018-2019.**

1. What are your initials? (Example: John Doe is JD.)
2. How often did you meet with your mentor this past week?
   - I did not meet with my mentor this past week.
   - I met with my mentor once.
   - I met with my mentor more than once.
3. Do you feel you and your mentor had good communication since the previous lesson?
   - Yes
   - Sometimes
   - No
4. Do you feel you and your mentor had developed trust in your relationship since the previous lesson?
   - Yes
Mentor Midpoint Surveys

At about the halfway point of the program delivery, have mentors fill out the Mentor Midpoint Survey to assess the quality of program delivery. These may be distributed electronically (such as Qualtrics or SurveyMonkey) or by paper. Allow mentors a week to complete the survey. It is highly recommended to have a minimum character count that encourages detail but avoids repetitiveness in entries.

Mentor Midpoint Survey Questions

1. How many times did you meet with your mentee between the start of the program and now?
2. How many times did you meet with your mentee between the time mentorship pairs were created and lessons started outside of scheduled socials?
3. How frequently would you like to meet with your mentee?
4. How frequently would you like to communicate with your mentee?
5. How many sessions has your mentee attended?
6. How many sessions have you attended?
7. What major difficulties have you encountered throughout the program?
8. Do you as a mentor feel supported? Why or why not?
9. Have you set goals with your mentee? Explain.
10. Do you feel that you and your mentee have the same expectations for the mentoring relationship? Explain.
11. Who is controlling the meeting times, conversations, and development of the mentoring relationship? Describe or discuss how is this being managed.
12. How do you prepare for lessons with your mentee?
13. How do you prepare for social meetings (all meetings outside scheduled lessons) with your mentee?
14. How strongly do you agree with the following statements?
   - As a mentor I feel I behave appropriately with my mentee.
   - My mentee behaves appropriately when we are together.
   - I have good rapport with my mentee.
   - I have a strong level of commitment with the mentoring program.
   - I have a strong level of commitment with my mentee.
Mentor Midpoint Interview
The Mentor Midpoint Interview is intended to be a guided group discussion for the mentors on their experiences in the program at this point. Individual interviews may be conducted if participation in the group interview is not possible. Questions may follow up on the answers provided in the Mentor Midpoint Survey.

### Mentor Midpoint Interview Questions

1. How have your expectations of the program/your mentee measured up to the beginning of the year?
2. How do you think we can help establish rapport/relationship prior to the program?
3. What are your thoughts on current meeting/communication expectations?
4. What are your thoughts on the best way to teach your mentee/others in this population?
5. What are your thoughts on being a mentor?
6. What else would you have liked to have been trained on during initial training?
7. How do you think mentees should be chosen?
8. What would you like from us to make the rest of the semester easier?
9. How can we help to encourage stronger relationship with your mentee?
10. Do you think mentor gender pairing is influencing your role as a mentor?
11. If you were a mentee in this program, what would your expectations be?
12. Do you like using Qualtrics? Why or why not?

Mentor Endpoint Surveys
Near the endpoint of the program delivery, have mentors complete the Mentor Endpoint Survey to assess the overall quality of program delivery. Encourage mentors to consider the program in its entirety, not just from the Mentor Endpoint Survey/Interview. These may be distributed electronically (such as Qualtrics or SurveyMonkey) or by paper. Allow mentors a week to complete the survey. It is highly recommended to have a minimum character count (250 – 500 words) that encourages detail but avoids repetitiveness in entries.

### Mentor Endpoint Survey Questions

1. If you are continuing with the program and not graduating, are you willing to continue with a new mentee? If you are graduating, will you seek out a new mentee to mentor? Please explain your answer.
2. What was your relationship with your mentee like? What was the best part of your relationship with your mentee? What was the worst part of your relationship with your mentee?
3. How has your mentee's competence in the lesson topics changed?
4. What did you learn during this program? How has your mentee helped with that?
5. What changes in your life, if any, have you made because of this program?
6. What changes in your mentee's life, if any, have been made because of this program?

- My mentee has a strong level of commitment with the mentoring program.
- My mentee has a strong level of commitment with me.
7. How has this program helped with your confidence in your own self-sufficiency?
8. How has this program helped with your mentee’s confidence in their own self-sufficiency?
9. What nutrition goals, if any, did your mentee have during the program and now that the program is complete? Where is your mentee in achieving these goals?
10. What did your mentee expect to learn about self-sufficiency when they joined the program? Did he or she get to learn about what he or she wanted in the program?
11. What did you do with your mentee the last time you saw her/him? Did your relationship come to a formal conclusion? If so, how?
12. How do you feel about your mentee/mentor relationship now that the program is over?
13. Are there any other comments you would like to add?

Mentor Endpoint Interview

The Mentor Endpoint Interview is intended to be a guided discussion for the mentors on their experiences in the program. Individual interviews may be conducted if participation in the group interview is not possible. Questions may follow up on the answers provided in the Mentor Midpoint Interview and the Mentor Endpoint Survey.

Mentor Endpoint Interview Questions

1. Initially, you may have had certain expectations. Where those expectations met? If yes, how? If no, why?
   - Relationship
   - Time-spent together/Activities
   - Content Delivery
   - Outcomes
   - This program/experience overall
2. Given your experience with your mentee, how would you ideally handle the challenges you encountered?
3. How do you think the success of mentees’ self-sufficiency be evaluated in future cohorts?
4. How do you think the success of mentors’ self-sufficiency be evaluated in future cohorts?
5. How do you think the success of mentor relationships be evaluated in future cohorts?
6. What preliminary training topics did you think were important/unimportant?
7. What preliminary training topics would you like to add?
8. What curriculum topics did you find most/least helpful?
9. Ideally, how would you like future mentors & mentees prepare for lessons? What are your thoughts about workbooks for mentors/mentees?
10. What is your overall satisfaction with the program?

Mentee Endpoint Surveys / Interviews

At the end of the program delivery, have mentees fill out the Mentee Endpoint Survey to assess the overall quality of program delivery. Encourage mentees to consider the program in its entirety. These may be distributed electronically (such as Qualtrics or SurveyMonkey) or by paper. Mentees may complete these on-site where the lessons take place or at home. It is recommended that participants complete these on-site to improve response rate. If completed at home, provide reminder and follow up emails to promote
If desired, mentees can opt to have an in-person interview with program or research staff members to answer questions.

<table>
<thead>
<tr>
<th>Mentee Endpoint Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was your relationship with your mentor like?</td>
</tr>
<tr>
<td>2. What was the best part of your relationship with your mentor?</td>
</tr>
<tr>
<td>3. What was the worst part of your relationship with your mentor?</td>
</tr>
<tr>
<td>4. What did you think you were going to learn with your mentor in this program?</td>
</tr>
<tr>
<td>5. What did you hope to learn with your mentor in this program?</td>
</tr>
<tr>
<td>6. What did you learn during this program and how has your mentor helped with that?</td>
</tr>
<tr>
<td>7. What did you do with your mentor the last time you saw her/him?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>9. What are your thoughts about becoming a mentor yourself?</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
  * 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 to 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? What nutrition goals, if any, did you make while you were in the program? What nutrition goals, if any, do you have now? 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.

**Mentee Parents / Caretakers Surveys**

Participants may live with their parents, independently or rely on the assistance of an aid or caretaker. Parents and caretakers of adults with disabilities are ideal to survey because of their direct and regular interaction with participants. Therefore, in addition to the Mentee Endpoint Surveys/Interviews, it is highly suggested to ask mentees’ parents or caretakers to complete a survey to gain insight into the mentees’ behavioral changes because of the program. Additionally, their responses can be used to assess the overall quality of program delivery. It is recommended that the survey be distributed electronically to parents or caretakers via Qualtrics or SurveyMonkey, for example. Provide reminder and follow up emails to encourage responses.

**Parents / Caretakers Surveys Questions**

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? What nutrition goals, if any, did he or she make while he or she was in the program? What nutrition goals, if any, do he or she have now? 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?
12. What topics would you have liked covered in the program?
13. Please share any other comments or thoughts not covered or addressed in the survey.
Lesson Title

Overview Box

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Lesson author(s) will be listed here. Please contact for questions on lesson content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Describes what will be covered.</td>
</tr>
<tr>
<td>Duration</td>
<td>Estimated time to complete the lesson. Lesson times may vary.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Provides the focus of the lesson.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Describes the skills/knowledge participants should gain as a result of this lesson.</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Describes the content area. Lessons may cover more than one content area.</td>
</tr>
</tbody>
</table>

Materials List

This section is divided into Setup, Lesson, and Sendoff. Items are categorized according to where they will be used the most. Some items will be needed in all lessons. See the Adaptations section for superscripted numbered items listed in Materials List > Setup.

Setup

- Lesson room
- Tables
- Chairs
- iPads or Tablets
- Internet access
- Projector
- Laptop
- Projector Screen

Lesson

- Mentee Relationship Survey
- PowerPoint
- Lesson Worksheets

Sendoff

- Handouts
- Content Survey

Setup

A brief summary of what needs to be set up specifically for each lesson is provided prior to the table of individual items with specific setup instructions. Note that items from the Lesson and Sendoff sections of the Materials List may be listed here if actions are required before their use in the lesson. The following table describes actions needed for the items used in all lessons.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Room</td>
<td>Ensure there is enough space for all participants. Room usage is estimated to be</td>
</tr>
<tr>
<td></td>
<td>about 3 hours: 2 hours for lesson delivery and 1 hour for lesson setup/ cleanup.</td>
</tr>
</tbody>
</table>
### Tables
Organize enough tables so that participants can see the lesson leader and each participant has enough space to work. Set up tables in a way that encourages discussion.

### Chairs
Ensure there are enough chairs for all participants. Encourage mentorship pairs to sit next to each other and mix chatty individuals with more quiet ones.

### iPads or Tablets
Mentors can guide their mentees through the PowerPoint on an individual basis on hand-held iPad. If a mentee is unable to read or hold the iPad, the mentor can present the information in more of a discussion/sharing format.

### Internet Access
Internet access is required for filling out the Mentee Relationship Survey and the Mentor Brain Dump and may be useful for other lesson resources.

### Projector
Set up a projector in the front of the lesson room so that all can follow along with the lesson PowerPoint.

### Projector Screen
Ensure the projection is sized appropriately and clearly on the projector screen.

### Laptop
Have a laptop ready with the lesson PowerPoint and connect it to the projector. Internet access may be helpful for other lesson resources.

### Mentee Relationship Survey
Print out enough copies for mentees prior to the lesson. Distribute as mentees arrive for the lesson. Instruct them to complete it by reflecting on their interactions with their mentors since the last lesson. Have mentees return the survey prior to lesson start. Alternatively, this survey may be distributed digitally via Qualtrics or SurveyMonkey. See Appendix 6 for paper version.

### PowerPoint
The lesson PowerPoint should be uploaded onto the laptop for use on the projector and onto the iPads or Tablets so that mentoring pairs can follow along. The highly visual PowerPoints should be used to encourage interactions among mentorship pairs while introducing and discussing the lesson content. Please contact the lesson developer(s) for access to the electronic version of the PowerPoint. To obtain the PowerPoint documents featured in this curriculum booklet, please contact Dr. Devona Dixon at dldixon@ncat.edu.

### Lesson Worksheets
Print out enough lesson worksheets for all participants to use during the lesson.

### Handouts
Print out enough handouts for all participants to take home after the lesson.

---

**Lesson Activity**
A brief description of the lesson activity is provided here. There may be more than one lesson activity. More details may be given in the **Application** section of the **Lesson Script**.

**Lesson Script**
 Allow mentors to present the lessons. Sections of the lesson may be divided up to allow all mentors a chance to present. Previous presenters have provided the following recommendations:

- Have the presenter with the most familiarity of the lesson content lead the presentation or present the more complex parts of the lesson.
- Presenters should practice their portion of the lesson and be comfortable with the lesson content.
• Presenters should interject their personalities while they present to stimulate audience interest in the lesson.
• Have presenters share their own experiences as examples during the lesson.

Each lesson will have the following sections:

• Opening
• Introduction
• Key Elements
• Application

Note that some lessons will switch between the **Key Elements** and **Application**.

**Estimated time**
Each section will have an Estimated Time section which is the recommended time frame to stay within the lesson duration time. Actual delivery time will vary, based off presenting lead mentors and participants’ responses.

Lead mentor(s) will begin the presentation in front of the entire group, using the prepared PowerPoint. The remaining non-presenting mentors and mentees will follow along on the iPads.

**Presentation Tip:**
This box contains tips for lesson delivery.

**Bold items are intended to be spoken.** *Italicized items are notes and actions to be taken during the lesson.* Corresponding PowerPoint slides are placed next to or very closely to the corresponding script text. Look for the italicized text denoting which slide the script is referring to.

**Adaptations**
Substitutes or variations of the lesson plan can be found here. Items needing adaptation will have a superscript number detailing the adaptations. The following are adaptations applicable to all lessons.

1. If iPads are unavailable, the projector may be used as the sole display of the PowerPoint and printouts of the PowerPoints may be made available to participants to follow along.

2. If equipment to use the projector is unavailable, ensure there are enough iPads with the PowerPoint for both the lead speaker and participants to follow along.

**Sendoff and Cleanup**
A brief summary of what needs to be cleanup specific to each lesson is provided prior to the table of individual items with specific sendoff/clean up instructions. Please note some lessons may not have a specific sendoff and clean up section. The following table describes actions needed for the items used in all lessons.
# About the Curriculum

<table>
<thead>
<tr>
<th>Item</th>
<th>Cleanup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Room</td>
<td>Return the room as it was found. Clear out trash if necessary.</td>
</tr>
<tr>
<td>Tables</td>
<td>Return tables to original positions.</td>
</tr>
<tr>
<td>Chairs</td>
<td>Return chairs to original positions.</td>
</tr>
<tr>
<td>iPads or Tablets</td>
<td>Take pictures or screenshots of lesson worksheet and any other content mentorship</td>
</tr>
<tr>
<td></td>
<td>pairs used for later analysis.</td>
</tr>
<tr>
<td>Projector</td>
<td>Return the projector to its original position/ owner.</td>
</tr>
<tr>
<td>Projector Screen</td>
<td>Return the projector screen to its original position/ owner.</td>
</tr>
<tr>
<td>Laptop</td>
<td>Return the laptop to its original position/ owner.</td>
</tr>
<tr>
<td>Mentor Relationship</td>
<td>Have participants fill out the survey online or print enough copies for mentees</td>
</tr>
<tr>
<td>Survey</td>
<td>to complete before the lesson starts.</td>
</tr>
<tr>
<td>Lesson Worksheets</td>
<td>Collect lesson worksheets if appropriate or let participants take them home for</td>
</tr>
<tr>
<td></td>
<td>reference.</td>
</tr>
<tr>
<td>Handouts</td>
<td>Before participants leave, disseminate and explain handouts.</td>
</tr>
<tr>
<td>Content Survey</td>
<td>Print enough paper copies for all participants to take home after the lesson.</td>
</tr>
<tr>
<td></td>
<td>Instruct them to complete and return the assignment at the beginning of the next</td>
</tr>
<tr>
<td></td>
<td>lesson or next group meeting. Content surveys are unique to each lesson and can be</td>
</tr>
<tr>
<td></td>
<td>found in the appendix indicated in the lesson.</td>
</tr>
</tbody>
</table>

### Reflection Questions

These questions are intended to be used by the mentors to find out more about their mentees either during the lesson or while the mentorship pairs meet outside of the lessons. These questions may be used to develop worksheets or used as prompts for mentor journals.

### Suggested Activities

| Low time commitment | These are activities intended for mentors to suggest to their mentees to reinforce  |
|                     | lesson content. Low time commitment activities should be easy to complete. These  |
|                     | activities are ideal for mentorship pairs that do not meet very often.             |

| Medium time commitment | These are activities intended for mentors to suggest to their mentees to reinforce |
|                        | lesson content. Medium time commitment activities should be easy to complete but  |
|                        | may take up more time. These activities are ideal for mentorship pairs that meet  |
|                        | regularly.                                                                      |

| High time commitment  | These are activities intended for mentors to suggest to their mentees to reinforce |
|                       | lesson content. High time commitment activities are more involved and take up   |
|                       | more time. These activities are ideal for mentorship pairs that meet frequently. |

### Additional Resources

Helpful links and supplemental resources may be found here. Encourage mentorship pairs to utilize these resources.

### References

Content used to help create this lesson will be listed here.
Pairing Mentors and Mentees

Careful attention is needed for pairing mentors and mentees prior to the first lesson. Mentors were asked to complete the Enneagram personality test as part of their training. This in pairing them with potential mentees. The mentees were not asked to complete the personality test due to number of questions. Both were asked to complete a Mentor/Mentee Preference Survey (see Appendix 5).

Prior to pairing the mentors and mentees for 2019-2020, it was important to allow everyone to meet and interacting in a relaxed environment. It was also important for the mentors to work collectively and assume an active role in planning fun engaging activities for their future mentees. Therefore, two small gatherings or socials were planned hosted by the mentors. The research teams assisted the mentors with planning the event and to prepare a schedule for the 2-hour gathering to allow all components could be enjoyed.

During the first social, mentors lead a series of icebreaker games, set-up a photobooth with silly props to take funny pictures separately or in pairs. Music played low in the background. Heavy hors d’oeuvres were served. This allowed a relaxed environment for mingling. It was important that everyone wore name badges to learn each anothers’ names. At the end of the social, the mentees shared with The Arc staff the names of mentors in which they would like to be paired. They were told they may not be paired with their first choice.

Over the next two weeks, the researchers reviewed the mentees’ Mentor Preference Survey and compared them to the mentors’ Mentee Preference Survey, personality tests results and list of mentees’ desired mentor. The mentor/mentee preferences were helpful and nearly mimicked the list of desired mentors. With this process, and the social, most mentees received one of the desired mentors from their list.

During the second social two weeks later, the mentors revealed the pairs by announcing, with a drum roll, the name of their assigned mentee. The new pair spent the remainder of the social getting to know one another better while participating in group games and activities planned by the mentors with the assistance from the research team. Music and heavy hors d’oeuvres were provided.

If possible, have at least one social or small group gatherings to allow mentors and mentees the opportunity to meet prior to pairing, interact with one another and get acquainted. After the social or gathering, the mentors and mentees may indicate their preferences of who they would like to be paired. In addition, program staff members should take results of mentors’ and mentees’ personality tests, if completed by both groups to better match personalities of pairs. Suggested personality test are the Myers-Brigg Type Indicator or Enneagram Personality Test. A free, short versions of these personality tests are available online.
Relationship Building
#FriendsMatter

## Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Dr. Meeshay Williams-Wheeler, Associate Professor of Child Development &amp; Family Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Relationship Building</td>
</tr>
<tr>
<td>Duration</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Learning the value of healthy friendships and healthy relationships.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>To understand the importance of developing and maintaining close friendships and relationships with family.</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Relationship Building</td>
</tr>
</tbody>
</table>

### Materials

**Setup**

No additional setup materials are needed for this lesson. Please see the “How to Navigate this Curriculum Book” for setup materials.

**Lesson**

- Flip Chart
- #friendsmatter.pptx
- FriendsMatter Worksheet
- Friendship Bingo
- Markers
- Pens & Pencils
- Camera

**Sendoff**

- Content Survey - #friendsmatter

### Setup

Set up items for easy reach.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip Chart</td>
<td>Have the flip chart and marker(s) set up in the front of the room. Assign one mentor to record answers as mentees answer questions during the curriculum.</td>
</tr>
<tr>
<td>#FriendsMatter Worksheet</td>
<td>Print out enough copies of the FriendsMatter worksheet for both the mentees and mentors. See Appendix 4 for the worksheet.</td>
</tr>
<tr>
<td>Activity group pairings*</td>
<td>Have mentors agree prior to the activity to pair their mentees. Mix the chatty individuals with the quieter ones.</td>
</tr>
<tr>
<td>Content Survey - #FriendsMatter</td>
<td>Print enough paper copies for all participants to take home after the lesson. See Appendix 7.</td>
</tr>
</tbody>
</table>
Lesson Activities

Friendship B.I.N.G.O.
The Friendship Bingo activity will allow mentors and mentees to get to know each other by finding someone in the group with the same interests/likes. The person who completes the entire sheet first will get “BINGO.”

5-Finger Friendship Challenge
The 5-Finger Friendship Challenge activity will allow mentors and mentees to reflect on five characteristics which demonstrates what makes them a good friend.

Friendship Discussion
Mentoring pairs will break off into small groups to reflect and share thoughts on content presented during the lesson. This time may be used for mentoring pairs to further get to know each other and strengthen forming bonds.

Lesson Script

Opening
*Estimated time: 5 minutes*

*Show Slide 1 of #FriendsMatter.pptx*

*Today’s session is entitled #FriendsMatter: a lesson on friendships and relationships.*

*We are going to talk about friends, friendships and the importance of being a good friend and having good friends in your life.*

*In the #FriendsMatter lesson, we will discuss the importance of healthy friendships as well as ways to be a good friend.*

*Studies show people who have positive relationships with friends and family tend to be happier.*

*And, don’t we all want to be happy??!! YES, we do!!*

*Pause to allow a few answers.*

Introduction
*Estimated time: 7 - 10 minutes*

*Show Slide 2 of #FriendsMatter.pptx*

*Most people, despite age or gender, may desire a good/close friend. And, how we develop and maintain friendships is very important.*

*It is also important to have people close to us who we love, trust and enjoy speaking time with. Some of us...*
have a lot of friends. Some of us may just have one or two close friends. Really, the amount of friends you have is not important. What is important is that friends the people you hang out with make you happy.

*Pause and discuss how your friends make you happy.*

*Now, what things do you do to make your friends happy.*

Studies show that people with happy friendships tend to live longer, healthier lives than people who do not have positive friendships.

*Emphasize the quality of good, positive relationships.*

- People who are happy tend to attract people who also have a positive attitude.
- Also, people who smile and laugh tend to live longer healthier lives.
- Thus, friendly people are happy people tend to attract “happy people”.

*Convey the importance of happiness.*

*On the other hand, mean people tend to attract “mean” people.*

*Pause.*

It is important when you are developing relationships and friendships that you seek people who match your personality – people who make you feel comfortable.

*Show Slide 3 of #FriendsMatter.pptx*

*So now we will play Friendship BINGO.*

*The Friendship Bingo activity will allow mentors and mentees to get to know each other by finding someone in the group with the similar interests/likes.*

*The person who completes the entire sheet first will get “BINGO”!*  

*Take a few minutes to review the BINGO card and sharing what it is learned about people in the group.*

**Key Elements**

*Estimated time: 7 - 10 minutes*

*Show Slide 4 of #FriendsMatter.pptx*
So now we just learned some new and exciting things about each other.

As we discussed in the introduction to #FriendsMatter, there are several key elements to being a good friend.

Many of us can remember to our first friend our first real best friend.

Does anyone want to share about their first friend?

Developing friendships is a key developmental milestones during childhood.

It is important for our socio-emotional development.

This means that having friends as a child help to shape how we act in social situations – how we play together, how we share.

Friends also shape our emotional development in how we show care and concern for our friends.

Many of us can remember our very first friend. It is probably someone who you had similar interest.

For example, if you like to dance you may have a close friend who also likes to dance.

Or if you like sports, maybe your close friend also likes to watch sports or plays a sport.

One key component element of friendship is fun.

“Fun” is something you should look forward to.

Being with your friends should be fun and enjoyable.

When you are with your friends it should be enjoyable and fun. Your friend should not make you sad or upset.

But when you are together there should be smiles, laughter and lots of fun.

Provide an example of a time when you’ve had fun with a friend.

Show Slide 5 of #FriendsMatter.pptx

What is important to note about friendships is that good friendships are “bidirectional” or reciprocated.

This means that if I am nice and kind to you, you will be nice and kind to me.

If you are hateful and distrustful, I am more likely to be hateful and distrustful to you.
Which is why we should seek out kind, nice, and warm-spirited persons to be our friends.

And, we should stay away from people who are mean or who have a nasty attitude and hurtful.

As we shared earlier, people tend to be happier and live more positive lives when they have positive healthy friendship. This demonstrates that FRIENDS do MATTER!

Application
Estimated time: 10 - 15 minutes

Show Slide 6 of #FriendsMatter.pptx

Now we are going to get into pairs and do the friendship activity. On the worksheet there is a hand with 5 fingers. In each of the fingers you will write what makes you a good friend,

Bring back to the larger group after everyone is finished. Invite some to share the characteristics how they are a good friend.

Show Slide 7 of #FriendsMatter.pptx

When we look into friendships, there are three important elements: Support, Listen and Give Advice.

The first is support.

Why do you think “support” is important to being a good friend?

Allow mentees to answer.

Provide an examples of being supportive and NOT being supportive.

Support can be emotional, instrumental and financial

To be a good friend, if your friend is sad or upset you should provide them emotional support.

Also, if you are in need of emotional support you should be able to go to your friends for them.

Provide a scenario (such as if your friend is crying, what should you do?). Be empathetic.

Next is listening. Pause.

Why do you think “listening” is important to being a good friend?
Allow mentees to answer. Provide examples of good and bad listeners.

To be a good friend, you should listen closely to what the person is saying.

You should also look the person in the eyes and nod to let you know you hear what they are saying.

You should not look down or away or close your eyes when someone is speaking to you.

The third element of friendship is advice.

Why do you think “advice” is important to being a good friend?
Allow mentees to answer. Provide examples of good and bad advice.

Sometimes we need to talk to someone other than our parents to get advice. Good friends are there to give truthful honest advice. Advice they give should be helpful and not hurtful to us. Also, when our friends reach out to us we should be always be willing to give good sound advice.

Advice we give and/or receive is not always what we want to hear but what is in the best interest for who we are.

Show Slide 8 of #FriendsMatter.pptx

When we think about the hierarchy (or rank) of relationships that we are in...

The first is Romantic partners/spouse – this is the highest and very important relationship as we get older

The second is Parents – this is and very important relationship as young children to adulthood. This is how we learn to trust

The third is children – this relationship is critical when we become parents...Parents learn how to sacrifice for their children

The fourth is friends...as we can see this is lowest on the hierarchy of relationships.

This is because friendships are voluntary.

We choose to enter friendships – we do not HAVE to have friends.
Unlike parents and romantic partners relationships, friendships lack formal structure.

However, it does not mean that friendships are NOT important ...they are very important and should be valued just as other relationships you are involved in.

Show Slide 9 of #FriendsMatter.pptx

In closing, as we get older, healthy friendships takes on a new meaning.

This is because as we get older we are more likely to enter relationships such marital and parental.

Therefore learning how to have healthy friendships when we are young is related to how we form relationships in later adulthood.

Good healthy friendships lead to living longer and improves our overall well-being!

Show Slide 10 of #FriendsMatter.pptx

Our closing activity will be creating a friendship bracelet. The friendship bracelet will allow you to bring out your creativity and uniqueness that you demonstrate in your friendships

Should make sure materials for friendship bracelet is already sorted out prior to lesson.

Each week participants should share one thing they did with their friend/family the past week. Encourage participants to show pictures about their time with their friend/family members they are encouraged to talk “in general” about their friends.

Adaptations

1For non-verbal participants, the mentor should break-off one-on-one with his/her mentee or be allowed to respond within their ability. Consider providing a game or puzzle so that the questions in the activity do not appear confrontational.

Sendoff & Clean Up

Close the session with a 5-minute wrap-up/ recap and Q&A. Finish the session by having the mentees fill out the #FriendsMatter Worksheet (Appendix 7).

In the beginning of the next lesson, ensure that mentees have filled out the relationship survey and the #FriendsMatter Content Survey (Appendix 7).
<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#FriendsMatter Worksheets</td>
<td>Collect completed worksheets before participants leave.</td>
</tr>
<tr>
<td>Friendship Bracelets</td>
<td>Encourage participants bring friendship bracelets home.</td>
</tr>
<tr>
<td>Content Survey - #FriendsMatter</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.</td>
</tr>
</tbody>
</table>

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

Additional Resources


References

Overview Box

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Dr. Meeshay Williams-Wheeler, Associate Professor of Child Development &amp; Family Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Relationships and Dating</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>35-45 minutes</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To understand the importance of developing and maintaining healthy dating relationships.</td>
</tr>
<tr>
<td><strong>Learning Objective</strong></td>
<td>After this lesson, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Recall the qualities of being a good friend</td>
</tr>
<tr>
<td></td>
<td>• State why it is important to be friends before beginning a dating relationships</td>
</tr>
<tr>
<td></td>
<td>• Identify the 8 stages of a dating relationship</td>
</tr>
<tr>
<td><strong>Core Competency</strong></td>
<td>Relationship Building</td>
</tr>
</tbody>
</table>

Materials

**Setup**
- Computer
- Group Activity Pairings

**Lesson**
- Flip Chart
- Markers
- Glue sticks
- Construction paper
- Scissors
- Lots of magazines/catalogs
- BINGO Cards
- BINGO chips

**Sendoff**
- 8 Stage Handouts
- Content Survey - Relationships Matter

Setup

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>Ensure the 5-minute Dating and Relationships video is set up and ready to play: <a href="https://www.youtube.com/watch?v=X6Hk7hlAStw">https://www.youtube.com/watch?v=X6Hk7hlAStw</a></td>
</tr>
<tr>
<td>Activity group pairings</td>
<td>Have mentors agree prior to the activity to pair their mentees. Mix the chatty individuals with the quieter ones.</td>
</tr>
<tr>
<td>Flip Chart</td>
<td>Have the flip chart and marker(s) set up in the front of the room. Assign one mentor to record answers as mentees answer the question “Love is...”</td>
</tr>
<tr>
<td>Relationship BINGO</td>
<td>Organize enough tables so that participants can see the lesson leader and each participant has enough space to work. Set up tables in a way that encourages discussion.</td>
</tr>
<tr>
<td>Magazines and catalogs</td>
<td>Have several magazines, glue sticks, scissors and construction paper for all mentors and mentees.</td>
</tr>
</tbody>
</table>
Lesson Activities

Love Is...
This activity will allow the group to share and discover what LOVE is to them. Draw a BIG heart on a large sheet of paper. Have participants write into the heart what does love mean to them? How does love make them feel?

L.O.V.E. Board
The L.O.V.E. Board is similar to a VISION Board. Participants will find pictures, words or actions to describe what love is to them.

Lesson Script
Opening
Estimated time: 7 – 10 minutes
Show Slide 1 of RelationshipsMatter.pptx

Allow a 5-minute ice breaker to allow mentees to get comfortable with their mentors.

Today we are going to talk about dating relationships and intimate relationships.

This session is entitled FriendsMatter: Part 2 – Relationships and Dating. Our lesson today is a follow up from last year on Healthy Friendships.

Show Slide 2 of RelationshipsMatter.pptx

In #friendsmatter, we discussed the importance of developing healthy friendships and what skills we need to have in place to keep and maintain healthy friendships.

So what does it take to be a good friend – good listener, good communicator, helper, a giver.

Many of us have a lot of friends. Some of us only have a few friends. And some of us may only have one best friend.
So what do we look for in a “good friend”?

What are some of the things you like about your friends?

Now what are somethings you do not expect or want your friend to do?

Now, what types of things do you to be a good friend?

So it is important to know before we begin to date and establish intimate relationships, we must first have a healthy friendship.

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

Please to use some of the terms/words/concepts the group used.

Your good close friend can be the same sex/gender OR they can be of a different gender.

But we know going into a dating relationship that is much different than a friendship.

So today, as a follow-up to the lesson on FriendsMatter Part 1 – we will now focus on love, what love is and how to attract love in developing a healthy dating relationship.

Love is a key component in dating relationships.

We will talk about LOVE as the foundation of a dating relationship.

Introduction

Estimated time: 20 minutes

Show Slide 3 of RelationshipsMatter.pptx

Before we talk dating and intimate relationships, here are a few pictures of some famous celebrity couples.

Do you recognize any?

Can you name any others that you admire?

So when we talk about dating and intimate relationships, we are referring to healthy relationships.

Healthy relationships that do not encompass abuse or abusive behaviors.

In healthy relationships there is no verbal, mental or physical abuse.

There is no putting down, making fun of, or jealously in healthy dating relationships.
It is important you are able to distinguish be healthy and unhealthy behaviors when in a dating/intimate relationship.

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.

Love is defined as “an intense feeling of deep affection” and is also defined as “to feel a deep romantic or sexual attachment to someone”.

Typically, when you are in a healthy dating relationship, individuals are showing each other love.

Healthy dating relationships must encompass LOVE.

In healthy dating relationships there is a desire for close intimacy. This is because as a part of our human nature we desire closeness and intimate relations.

But it should be noted that the foundation of a dating relationships is LOVE.

It is important to know that the foundation of a dating relationship is not gifts, presents, money or monetary gifts.

Also, it is not how pretty she is or how handsome he is....it is not how much money they have or the type of job they have.

These things are important but certainly is NOT the basis of a healthy dating relationships.

The foundation of a dating relationship is LOVE. It is important when you like or admire someone a lot...you notice that you will begin to move from friendship to dating relationship.

As you begin to build on this relationship remember LOVE is the foundation.

There are various ways to notice love in your partner.

It could be in their actions, behavior, what they say, what they do, how they do certain things.

So before we go into details about behaviors in a dating relationships, we are going to do an activity entitle “Love is...”

Depending on group size we may have one big group or 2-3 smaller groups.

In your groups each person should fill in the BIG Heart the answer to the question “Love is...” In the heart, write a word(s) to what love is to you.
Take about 10-12 minutes for the “Love is...” activity

What type of words are listed in our heart?

Are there words that appear a lot or multiple times?

What kind of words are these?

Is there anything you do not see in this heart?

How do these words make you feel?

Is there anything you are unsure of whether it should be in the heart?

Why are there so many different words in the heart?

Are there any unhealthy words in the heart?

Are there any words in the heart that make you feel uncomfortable?

Remember it is important to know or recognize when you are in a healthy or an unhealthy relationship.

Remember, a healthy relationship will have some of these words that are listed in our hearts and make you feel good, feel special, feel Loved! Those are positive/good feelings.

Are there any questions?

Next we are going to discuss the stages of a dating relationship and if of you who are dating represent of these stages?

Key Elements

Estimated time: 15 - 20 minutes

As we just discussed, it is very important to recognize LOVE as the foundation of a healthy dating relationship.

So by a show of hands, how many of you are in a dating relationship?

If you are in a dating relationship, how long have you been in a dating relationship?

Allow participants time to answer

Now, by a show of hands, how many of you are interested in having a dating relationship one day?

So most of us are in a dating relationship or would like to be in a dating relationship, but what are stages of a dating relationship?

Important

Be sure to recognize if someone in the group is feeling uncomfortable. Be sure to have a plan for how to deal/handle when group members do not want to discuss or elaborate on the topic.
How do we go from being friends to dating?

We will now watch a 5-minute video which highlights 8 stages of a dating.

After we watch the video, we will discuss each of the stages and why each stage is important in developing a healthy dating relationship.

Cue the video https://www.youtube.com/watch?v=X6Hk7hIAStw

Show Slide 4 of RelationshipsMatter.pptx

So let’s review. We just saw in the short video 8 stages of dating:

Stage 1 - Attraction,
Stage 2 - Learning more about them,
Stage 3 - Building comfort/trust,
Stage 4 - Going on dates,
Stage 5 – Seduction
Stage 6 - Honeymoon,
Stage 7 - Doubting phase, and
Stage 8 - Commitment/stability.

So let’s briefly discuss each of these stages.

Show Slide 5 of RelationshipsMatter.pptx

Stage 1 – Attraction literally means your attraction to the other person based on physical appearance, which could be height, color of eyes, color of and or any other outer appearances.
Stage 2 is 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?

STAGE 2 – LEARNING MORE ABOUT THE PERSON

Show Slide 7 of RelationshipsMatter.pptx

Stage 3 is when you next build comfort and trust in the person

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

Show Slide 8 of RelationshipsMatter.pptx

Stage 4 is when you begin to go on dates

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

Show Slide 9 of RelationshipsMatter.pptx

Stage 5 is seduction is defined as to attract powerfully

Have you ever been seduced by someone’s presence?
Maybe their perfume?
Seductive Smiles, Energy?

STAGE 5 - SEDUCTION

Show Slide 10 of RelationshipsMatter.pptx
Stage 6 the honeymoon phase in which things are going great and we are very much in love and exhibit passion for our partner

Show Slide 11 of RelationshipsMatter.pptx
Stage 7 is the doubting phase. This stage can come within the first few months or after five years. This does not mean it is time to break up but it is a reflective moment where things can either get better for the couple OR the relationship will dissolve.

Show Slide 12 of RelationshipsMatter.pptx
The last stage is stage 8 commitment and stability. So after we make it through the doubting phase and realize that this person is the one for us we are ready to commit!

We have gone through all the stages and phases of healthy relationship development...

It is important to remember these stages to make sure you are doing the rights step to dating and forming a healthy relationship.

Next we are going to do an activity to display our vision of a healthy relationship.
Now we will create a L.O.V.E. board. This is just like a vision board.

How many of you have created a vision – a vision board represents your goals and aspirations of the future.

Some of you have completed a vision board on this project...

But our LOVE BOARD WILL be very similar with include images, pictures, words that represent LOVE.

You will reflect on what we discussed today in developing and maintaining healthy relationships.

There are markers, glue sticks and scissors around the room.

You are to get into groups of 2 – 4 and discuss in your groups what a healthy relationship is to you and what you look for in a dating relationship.

Break into smaller groups giving your group plenty of room to do the activity. Allow 15 minutes to complete the LOVE board

Show Slide 14 of RelationshipsMatter.pptx. Bring the small groups back together to share

Who would like to share their LOVE board?
Close the session with a 5-minute wrap-up/recap and Q&A.

Adaptations
Due to COVID-19, this lesson was presented in an online format via Zoom. Lead mentors should have screen sharing capabilities if they are presenting. Mentoring pairs should be assigned with other mentoring pairs in small groups for discussion and/or group activities. Discussion spaces or breakout rooms should be pre-assigned. See Appendix 8 for modified script. Contact Dr. Devona Dixon to obtain the accompanying PowerPoint.

Sendoff and Cleanup
In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Relationships Matter Content Survey (Appendix 8)

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.O.V.E. Board</td>
<td>Take a picture of the LOVE boards. Allow participants to take their boards home.</td>
</tr>
<tr>
<td>Flip Chart</td>
<td>Take a picture of everyone’s big heart drawn on the flip chart paper. Share picture with everyone. Encourage mentors and mentees to follow up later on examples of love shown/demonstrated in their lives.</td>
</tr>
<tr>
<td>Relationship videos</td>
<td>Share YouTube clip with group. Encourage mentors and mentees to reflect on the stages of dating presented in the video</td>
</tr>
<tr>
<td>8 Stages Handouts</td>
<td>Print out enough copies for all participants to take home. See Appendix 8 for the worksheet.</td>
</tr>
<tr>
<td>Content Survey – Relationships Matter</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.</td>
</tr>
</tbody>
</table>

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>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low time commitment</td>
<td>Mentors and mentees can discuss their dating relationships. They can talk about what they like about the person they are dating and what attracted them to each other.</td>
</tr>
<tr>
<td>Medium time commitment</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>High time commitment</td>
<td>Mentors and mentees can introduce each other to their close friends or individuals they are dating. They 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/
- Love, dating and individuals with disabilities: https://www.easterseals.com/explore-resources/living-with-disability/love-dating-relationships-disability.html?affinity=1&gclid=CjwKCAjw19z6BRAYEiwAmo64LfWEb7ItOMYoZmp68jnf0d8duJzD0_zcWBwxMtyOEfkofpYt7dfTRoCsOAQAavD_BwE

References


# Managing M.E.T.

## Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Dr. Meeshay Williams-Wheeler, Associate Professor of Child Development &amp; Family Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Resource Management</td>
</tr>
<tr>
<td>Duration</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Learn strategies to manage time, energy and money.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will learn the three basic concepts of resource management –</td>
</tr>
<tr>
<td></td>
<td>• Money – saving, spending, donating, investing, earning, budgeting</td>
</tr>
<tr>
<td></td>
<td>• Energy – resting and exercising, food consumption, conserving</td>
</tr>
<tr>
<td></td>
<td>• Time – managing time, wasting time</td>
</tr>
<tr>
<td></td>
<td>and how to “effectively” use each throughout their daily lives.</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Resource Management</td>
</tr>
</tbody>
</table>

## Materials

### Setup

- $1100 play money bills
- Monthly Budget Worksheet
- Spending Log Worksheet
- Exercise & Sleep Log Worksheet
- Schedule Planner Worksheet
- “Disaster cards”

### Lesson

- Internet access
- iPads
- Balancing M.E.T.pptx
- Play Spent Game

### Sendoff

- Monthly Budget Worksheet
- Spending Log Worksheet
- Exercise & Sleep Log Worksheet
- Schedule Planner Worksheet

## Setup

Pull up the Play Spent Game on the iPads. Print out enough copies of the lesson’s worksheet for use during the lesson and for participants to bring home. Prepare situations for the “Disaster cards” for participants to pick out at random.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Budget Worksheet</td>
<td>Print out enough copies for mentees to fill in during the lesson and take home.</td>
</tr>
<tr>
<td></td>
<td>See Appendix 9 for the worksheet.</td>
</tr>
<tr>
<td>Spending Log Worksheet</td>
<td>Print out enough copies for mentees to fill in during the lesson and take home.</td>
</tr>
<tr>
<td></td>
<td>See Appendix 9 for the worksheet.</td>
</tr>
<tr>
<td>Exercise &amp; Sleep Log Worksheet</td>
<td>Print out enough copies for mentees to fill in during the lesson and take home.</td>
</tr>
<tr>
<td></td>
<td>See Appendix 9 for the worksheet.</td>
</tr>
<tr>
<td>Schedule Planner Worksheet</td>
<td>Print out enough copies for mentees to fill in during the lesson and take home. See Appendix 9 for the worksheet.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>“Disaster cards”</td>
<td>Cut out and fill in enough cards with scenarios that require immediate financial attention. See Appendix 5 for the template and example.</td>
</tr>
<tr>
<td>iPads</td>
<td>Set up the Play Spent game on iPads for participants to use: <a href="http://playspent.org/">http://playspent.org/</a></td>
</tr>
<tr>
<td>Content Survey – Managing M.E.T.</td>
<td>Print enough paper copies for all participants to take home after the lesson. See Appendix 9.</td>
</tr>
</tbody>
</table>

Lesson Activities

Play Spent
Spent is an interactive online game about survival and budgeting. Players must make difficult decisions necessary to live for one month on $1000, often having to choose between equally disagreeable options. Participants may work in groups of 3-4 to decide the best budgeting option.

Money
Participants will be shown how to create a budget using the monthly budget worksheet. Mentors may guide their mentees to complete the worksheet according to the mentees’ needs. Mentees will be given $1100 play money to spend on needs and wants according to the example on the monthly budget worksheet. The remaining money may be used to save or spend on food, clothes and/or entertainment. These purchases will be tracked using the spending log worksheet. The mentors will present their mentees with “disaster cards” to simulate unexpected circumstances in life, and the mentees must deal with this using their remaining money.

Energy
Participants will share the things they do to rest and relax. Participants will learn various relaxation techniques when feeling stressed or anxious. Incorporating aerobic activity into their daily routine will be discussed. Participants will use the exercise and sleep log worksheet to set goals during the lesson and track exercise and sleep after the lesson. Participants may engage in a short, low-difficulty physical activity exercise such as “sit-ercise” or “desk-ercise.”

Time
Participants will write in the schedule planner worksheet their daily activities including rest, exercise and work. Time management strategies will be discussed.

Lesson Script

Opening
*Estimated time: 2 - 3 minutes*

Today’s session is entitled “Balancing Your M.E.T.”

Which stands for money, energy and time.

*Show Slide 1 of Balancing M.E.T.pptx*

These are three resources everyone is given.
Despite who we are, where we live and where we are from, each one of us is given money, energy and time.

We are going to talk about how to balance or manage – you time, energy and money.

Since everyone has been allotted these three resources it is very important as to HOW and WHAT we do with your time, energy and money.

Introduction
Estimated time: 3 - 5 minutes

People who have good resource management know how to balance M.E.T.

They tend to know how to use their time and money and energy wisely.

Why do you think it is important to discuss balancing money, energy and time? Yes, it is important to live a healthy and balanced life. People who balance MET tend to know how to plan in advance of what they will spend and what they will buy and what ways they will save.

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.?
These individuals also plan to exercise and rest to get a good night’s sleep. These individuals also don’t waste a lot of time doing things that do not matter.

Show Slide 5 of Balancing M.E.T.pptx Raise your hand if you think you do a good job in balancing M.E.T.
Allow a few moments for participants to raise their hands.

Raise your hand if you feel you do not do a good job in balancing M.E.T and why. Allow a few moments for participants to raise their hands and respond.

What are some things that you do?
Allow a 2-3 responses, then show Slide 6 of Balancing M.E.T.pptx

Key Elements
Estimated time: 10 - 20 minutes

Show Slide 7 of Balancing M.E.T.pptx

So, let’s discuss a little further the three key elements to resource management.

Show Slide 8 of Balancing M.E.T.pptx

Initially, one may think resource management is just about money.

And although money is one component of resource management, money is not the only or SOLE component of resource management.

Presentation Tip:
Provide personal examples of things you have done that have led to positive and negative outcomes in managing M.E.T. Share with the group challenges you have in managing M.E.T. and some habits you have picked up as you have matured.
As we discuss money, energy and time continue to think to your personal lives and how each one plays a role in your day-to-day routine.

So when we balance M.E.T. we will first start with:

Show Slide 9 of Balancing M.E.T.pptx

Money

When you hear the word money what do you think of?

Budget
Savings
Earning
Management of $$$

Money refers to income, finances and your financial needs.

Money also includes donating, investing and earning.

Budgeting is setting money goals and spending in ways that will help you reach those goals.

Show Slide 10 of Balancing M.E.T.pptx

Energy – When you hear the word energy what do you think of?

Allow time for a few responses.

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

It involves work, leisure as well as rest.

Managing your energy throughout the day is important to your health and well-being.

Show Slide 11 of Balancing M.E.T.pptx

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

Allow time for a few responses.

Time refers to the ability to balance your day to day activities.

Time also refer to the minutes/hours in the day.

Presentation Tip:

Share a time when you set a budget.
Share the challenges and rewards of following that budget.
Managing the time throughout the day is important to your health and well-being.

Why is this important?

Application

Estimated time: 20 - 30 minutes

Now let’s practice balancing money, energy and time – our M.E.T.

Allow mentor/mentee pairs to break off individually and complete the following activities. Slides 13-15 can be shown on the projector to pace pairs on each activity. Alternatively, pairs can use the slides on the iPads to guide discussion on each scenario.

If there is extra time:

Consider the following...

MONEY

Show Slide 13 of Balancing M.E.T.pptx

You have $25 in the bank. You do not get paid until next Friday. However, you see a really nice sweater in the store. The sweater looks really good on you and it only costs $20. What do you do? Buy the sweater? Do not buy the sweater? Why or why not?

What do you like to buy with your money?

Use this question to introduce the monthly spending log. Show the mentee that by budgeting for different things, he/she may have more money to save or use for what he/she enjoys. Use the budget given for the shopping simulation activity as an example.

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

Show Slide 14 of Balancing M.E.T.pptx

Presentation Tip:

Encourage your mentee to use a spending log as he/she makes purchases throughout the month.
You have to get up at 6:00 in the morning for work. Your friends are on Snapchat and Instagram/Fortnite (video games/TV/favorite movie) and want to talk to you late into the night (12:00 midnight).

Do you stay up on the phone and use social media? Why or why not?

How many hours of sleep do you get each night?

Do you exercise? If so, how often?
Use these questions to introduce the exercise and sleep log. Have them fill in goals for exercise and sleep and encourage them to track their sleep and exercise.

**TIME**
Show Slide 15 of Balancing M.E.T.pptx

You have a project due tomorrow. All of your friends are going out to a party tonight. You really want to go out with your friends? What do you do? Why or why not?
Use this scenario to introduce the planner worksheet. Encourage the mentee to fill in the schedule as how they would spend or how they would like to spend a normal day.

How do you spend your free time?

What do you enjoy doing on your free time?

Do you have enough time each day to get things done?

What are some other ideas or strategies you may have to balance your M.E.T.?

Show Slide 16 of Balancing M.E.T.pptx

Keep in mind that M.E.T. are interconnected. They are not independent of each other.
*Introduce the shopping simulation activity.*
Use the example on the budget worksheet to show the mentee how he/she will take the play money given, spend it on necessities, and have some money left over.

Using the money left over, allow the mentee to shop online on a site such as Amazon and/or save the leftover money for 10-15 minutes.

After shopping, mentors present their mentees with “Disaster Cards”.

The group comes back together to discuss the following questions:

Show Slide 17 of Balancing M.E.T.pptx

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

Wrap-up

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

Adaptations

1 Monetary amounts and budget categories may be adjusted according to current trends and/or population needs.

2 If internet access is unavailable, PowerPoint should be downloaded on the iPads and laptop for the projector. For the shopping simulation activity, physical clothes, entertainment options and food models should be priced and brought in as a replacement for Amazon.

Sendoff & Clean Up

Collect completed worksheets or take a picture using the iPads. Provide blank copies of the worksheets for participants to use at home. Have mentors follow up with their mentees on use of these tools. In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Managing M.E.T. Content Survey (Appendix 9).

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Budget Worksheet</td>
<td>Collect completed worksheets or take a picture using the iPads. Offer participants a copy to take home. Encourage mentors to follow up on a later date on its use.</td>
</tr>
<tr>
<td>Spending Log Worksheet</td>
<td>Collect completed worksheets or take a picture using the iPads. Offer participants a copy to take home. Encourage mentors to follow up on a later date on its use.</td>
</tr>
<tr>
<td>Exercise &amp; Sleep Log Worksheet</td>
<td>Collect completed worksheets or take a picture using the iPads. Offer participants a copy to take home. Encourage mentors to follow up on a later date on its use.</td>
</tr>
<tr>
<td>Schedule Planner Worksheet</td>
<td>Collect completed worksheets or take a picture using the iPads. Offer participants a copy to take home. Encourage mentors to follow up on a later date on its use.</td>
</tr>
</tbody>
</table>

Important

Record all purchases and expenses on the spending log.

Important

Record all purchases and expenses on the spending log.
“Disaster cards” These may be discarded or saved for future use.

Content Survey – Managing M.E.T. Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.

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

| Low time commitment | 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. |
| Medium time commitment | 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. |
| High time commitment | Mentors and mentees plan a 2 – 3 day workout regime for the week at a local gym or fitness center. Take pictures of your workout together. Be sure to log the time of your work out in your journal. |

Additional Resources

3 Strategies to Managing time, energy and money - http://www.blog.daydesigner.com/3-strategies-manage-time-money-energy-achievable-goals/


References

What to Wear, Where in Proper Fit

Overview

| Content Developer | Dr. Elizabeth Newcomb Hopfer, Associate Professor of Fashion Merchandising  
Dr. Devona Dixon, Associate Professor of Fashion Merchandising |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Selecting Appropriate Clothing</td>
</tr>
<tr>
<td>Purpose</td>
<td>Versatile wardrobe basics and aspects of proper fit verses ill-fitted clothing</td>
</tr>
<tr>
<td>Learning Objective</td>
<td><strong>After the session, the participants will:</strong></td>
</tr>
<tr>
<td></td>
<td>• Explain how appearance is a non-verbal communicator</td>
</tr>
<tr>
<td></td>
<td>• Describe “poor fitting” clothing</td>
</tr>
<tr>
<td></td>
<td>• Describe “good fitting” clothing</td>
</tr>
<tr>
<td></td>
<td>• Identify the basic pieces in a season-less, versatile wardrobe for men and women</td>
</tr>
<tr>
<td></td>
<td>• Be able to select garments and create looks that are appropriate for different situations</td>
</tr>
<tr>
<td>Core Competencies</td>
<td>Resource Management</td>
</tr>
<tr>
<td></td>
<td>Healthy Lifestyle</td>
</tr>
</tbody>
</table>

Materials

**Setup**
- Stylebook App

**Lesson**
- What to Wear Where and Proper Fit.pptx
- Good Fit Worksheet
- What to Where, Where Worksheet
- Camera
- Fashion Show Music
- Speaker

**Sendoff**
No additional sendoff materials are needed for this lesson. Please see the “How to Navigate this Curriculum Book” for sendoff materials.

**Setup**
Prepare the worksheets for use during the lesson. Clear area in the lesson room for a “runway,” and set up chairs, music, and speakers appropriately. This may be done prior to the start of the lesson or immediately before the Mentor Fit “Fashion Show.”

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Stylebook App</strong></td>
<td>Ensure all iPads participants will be using have the Stylebook App installed (available for $3.99). Preload wardrobe basics into the closet. If possible, load participants’ wardrobe items for a more personalized experience.</td>
</tr>
<tr>
<td><strong>Good Fit Worksheet</strong></td>
<td>Print out enough copies for participants to use. See Appendix 10 for worksheet.</td>
</tr>
</tbody>
</table>
Lesson Activities

Self 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.

What to Wear, Where
Mentors and mentees will style looks using the app Stylebook. Mentors will take screenshots of the outfits that the participants style, to be shared with the group at the end.

Mentor Fit Assessment “Fashion Show”
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.

Lesson Script
Opening
Estimated time: 7 - 10 minutes

Show Slide 1 of What to Wear Where in Proper Fit.pptx. Lead mentor will introduce the topic and explain its significance.

One’s appearance communicates to others a lot of information about the wearer.

One’s appearance can share basic information such as:

Gender, age, race, job or school affiliation, maybe athletic interests, favorite colors, or even personal interests (such as favorite sports team, animated character or movie).

The wearer’s appearance may alert others that he/she is attending a formal or dressy event or special activity (e.g. a dance, birthday party, dinner party, wedding, a gala or going on a date).

Important
Engage the audience early.

Presentation Tip:
Use self as an example and other mentors to clarify these and other visible clues. Select apparel/accessory items on a few participants in which the Leader should guess what those items are communicating to him/her.
Dressy clothing definitely gets others attention and gets the wearer noticed.

Whereas most days one’s appearance consist of the clothing they feel most comfortable in and reflect their personality and unique style.

Because, most days one’s clothing choices are based on what is comfortable to them, it is no surprise that “comfortable” may translate into inappropriate outfits and poor fitting clothing.

As a result, inappropriate outfits and poor fitting clothing will get someone noticed for the wrong reasons.

Wearing the wrong clothing at the wrong time can be embarrassing.

Poor fitting clothing can be:
- oversized, too big, bulky,
- or too tight or too small.

Introduction

*Estimated time: 10 minutes*

*Show Slide 2 of What to Wear Where in Proper Fit.pptx.*

*How much thought is put into your everyday look?*
*Allow 2-3 participants to provide full responses.*

*Show Slide 3 of What to Wear Where in Proper Fit.pptx.*

*Where are some of the places you go?*
*Allow about half the group to provide full responses. This will show the range of common and not-so-common places the group visits regularly.*
Do you determine what you will wear based on the places you are going or who you plan to visit/see? Why?
Allow 2-3 participants to provide full responses.

Has anyone ever had difficulty figuring out what to wear?
Show Slide 5 of What to Wear Where in Proper Fit.pptx. Allow 2-3 responses.

Stay on slide 5 until all comments are shared before transitioning to slide 6.

So, how do we determine what to wear, where?

It’s easiest if we have some clothing basics in our closet.
Show Slide 6 of What to Wear Where in Proper Fit.pptx.

Define what a basic is and consider asking them for their definition of a basic.

Use Slides 7-9 of What to Wear Where in Proper Fit.pptx as a transition to set up the discussion of good fit and basics.

Yes!
It is Possible.

Clothing that looks good and fits well will say to others that you are:
Confident
Knowledgeable
Mature
Capable
Stylish
Trustworthy
Responsible
On the Path to Success
Key Elements
Estimated time: 30 – 40 minutes

Working in mentor/mentee pairs, the mentors should guide the mentee through the remainder of PowerPoint lesson. Additional information is provided below to explain the content and images in the slideshow.

**Important**
Mentors should really familiarize themselves with the information prior to the delivery of this lesson. This will provide a more organic flow when reviewing and explaining the content.

**KEY CONCEPT #1: Good and Poor Fit**
Lead mentor will present and explain Poor Fit and Good Fit for males and females.

*Show Slide 10 of What to Wear Where in Proper Fit.pptx.*

Clothing fit is important because:

- Clothing matters because it affects your mood, health and self-esteem.
- Clothing affects how other people view us as well as how we think about ourselves.

*Not all brand sizes are equal. Fit is not determined easily by size of garment.*

*Show Slide 11 of What to Wear Where in Proper Fit.pptx.*

Indicators of Poor Fit include:

- Too loose or really baggy clothing
- Concentrated Wrinkles (at wrist, elbow, center back, ankles)
- Drooping shoulders
  *Emphasis that baggy/loose does not mean comfortable*

**Presentation Tip:**
Point this out on the picture provided. Maybe ask participants for help.
Show Slide 12 of What to Wear Where in Proper Fit.pptx.

Discuss changes in clothing fit and perception of model.

Show Slide 13 of What to Wear Where in Proper Fit.pptx

There are drawbacks of clothing that is too loose/too big.

The wearer appears:

- Sloppy
- Adds Weight
- Short
- Unattractive
- Overly Relaxed/Not serious
- Frumpy
- Older (depending on design)
- To have No Sense of Style

For clothing that is too tight:

- Cannot give someone a hug without fear your garment will rip
- Wrinkle radiating from the seams
- Gaps between buttons when garment is buttoned
- Uncomfortable in seat/pant crotch when standing or sitting
- Inseam pockets gap or bulge (do not lie flat) in wear
- Complete outline of undergarments is visible through garment

Presentation Tip:
Mentors can emphasize Slides 11 or 13 of What to Wear Where in Proper Fit.pptx according to their mentees’ gender. However, it is still important to demonstrate good/poor fit in each gender.
Drawbacks of Clothing that is Too Tight -
The wearer appears:

- Uncomfortable
- Overweight
- Not Serious
- Unattractive
- Trying hard to gain other’s attention

Show Slide 14 of What to Wear Where in Proper Fit.pptx. Discuss changes in clothing fit and perception of model.

Allow mentor/mentee pairs to discuss the following questions.

1. Share your experience(s) of wearing clothing that was either too big or too small. How did you feel wearing clothing that was too big or too small?
   Mentor should share their personal experiences (allow 1 minute to discuss).

2. Have you ever noticed someone else wearing poorly fitted clothing? If yes, what was your thoughts/reaction toward that person?
   Mentor should share their personal experiences. (allow 1 minute to discuss)

Show Slide 15 of What to Wear Where in Proper Fit.pptx.

Show Slides 16-17 of What to Wear Where in Proper Fit.pptx.

These slides show examples of good fitting clothing. The clothing lays flat and smoothly on the wearers, very few wrinkles. The sleeves, skirts, and pants are the proper length. The clothing is not too tight or too loose.
Application

Estimated time: 15-20 minutes

Pause to complete Activity #1 – Self Fit Assessment for about 4-5 minutes. Show Slides 20 – 21 of What to Wear Where in Proper Fit.pptx

After pairs complete the “self” fit assessment, move on to Activity #2. 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.
**Key Concept #2: Clothing Basics**

Lead mentor returns to present introductory information on Clothing Basics to the group. Show Slide 24 of What to Wear Where in Proper Fit.pptx

Show Slides 25-28 of What to Wear Where in Proper Fit.pptx

What qualifies an item as a clothing basic?

**WHAT TO WEAR?**

REMEMBER...
- Choosing for different activities is easier with:
  - Clothing Basics

  - A BASIC is:
    - That you can mix and match with other clothes in your closet
    - That you should try to last a long time
    - That looks good on ALL of us

**HOW CAN I SPOT A BASIC?**

- Neutral colors and prints
  - Black, white, beige, gray, navy, red
  - Stripes, plaids, polka dots, animal prints

**WHAT ARE THE BASICS WE ALL NEED IN OUR CLOSET?**

- A little different for women and men

  - This lesson will identify
    - Basic clothing items
    - Key accessory items

  - AND
    - Helps you practice making outfits for different activities

**HOW CAN I SPOT A BASIC, CONT.?**

- Classic shapes/figures
  - V-neck, round, square
  - Shapes you wear every year

  - High/low: material you can afford
  - Same color, same season, same style
  - IN and out through
Spend about 15 minutes for Slides 29 – 57 of What to Wear Where in Proper Fit.pptx. Each mentor will go through the list of clothing basics with his/her mentee individually – catered to the gender of the mentee.
**SWEATERS**
- The Essentials
  - 2 types:
    - Comfort: made from merino wool
    - Dress: made from polyacrylic
  - Polyacrylic: lightweight and breathable, best for all-year wear
  - Can be worn as a solid color or as a layer

**CHINOS**
- The Essentials
  - Straight leg and relaxed fit look good on everyone
  - Cotton, can have a wrinkled, raw finish
  - Tan or grey marl may replace chinos

**BLACK PANTS**
- The Essentials
  - Straightening on the leg
  - Mid-weight fabric that isn’t too light or too heavy when you bent it

**CASUAL SHORTS**
- The Essentials
  - Knee-length, plain front
  - Good pockets to be able to wear as most versatile
  - White or grey marl may replace most shorts

**DARK JEANS**
- The Essentials
  - Dark blue or black in color
  - Skinny, straight, or loose silhouettes in both
  - No rips or tears in denim

**DRESS SHIRT**
- The Essentials
  - Small check or plain can be worn with solid or patterned tie
  - Light blue or anything with a bit of white is easy to wear
  - Can be worn with a suit, pants, or jeans
  - No buttons are visible

**SKIRT**
- The Essentials
  - Knee-length
  - Straight or a low slant
  - Neutral solid colors such as black, grey, navy, or tan

**SUIT**
- The Essentials
  - Grey is most versatile
  - Straight leg for the pants
  - 2-button, single-breasted suit is right — 2 is classic
  - Blazer and pants can be worn separately
**CASUAL SHORTS**
- **The Essentials**
  - Knee-length or mid-thigh length
  - A color you like that will go with many of your clothes

**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

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

**OUTERWEAR**
- **The Essentials**
  - A hip-length wool coat can be worn over a suit or casual wear
  - Make sure it has one jacket with a hood

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

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

**LAYERS – KEEP YOU WARM!**
- **The Essentials**
  - A trench coat is always classic, especially in rain
  - Lining is important for casual wear
  - One of these should be good for cold
  - Black Leggings
  - Wear under dresses and skirts for a different look

**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 toe
**Ballet Flats**
- The Essentials
  - Neutral color or prints for mixing and matching
  - Flat-heeled or Flats

**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

**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

**Purse**
- The Essentials
  - Select a color that bests go well with your clothes
  - Should be big enough to hold what you need, but not oversized
Show Slides 58 - 59 of What to Wear Where in Proper Fit.pptx

Complete Activity #3 on the iPad using the Style Book app.²

**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 scenarios:
  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

Mentors will take screenshots of the outfits that the participants style, to be shared with the group at the end.

Adaptations

1If mentees are unable to use the Stylebook app, mentors can demonstrate/guide them through use.

2Activities may be completed on a one-on-one basis, to allow for individualized approaches and discussion between partners.

Sendoff & Clean Up

In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the What to Where, Where and Proper Fit Content Survey (Appendix 10).

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stylebook App</td>
<td>Ensure all outfits are labeled take a screenshot of the outfits using the iPads.</td>
</tr>
<tr>
<td>Speakers</td>
<td>Return speakers to their original position/ owner.</td>
</tr>
<tr>
<td>Content Survey – What to Wear, Where and Proper Fit</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.</td>
</tr>
</tbody>
</table>

Reflection Questions

Use Slides 60 - 62 of What to Wear Where in Proper Fit.pptx. to guide writing and reflection.

- During the session, mentors should ask their mentees to identify which items they already have in their closets. They should also try to determine if there are potential usage issues with any of the items (i.e. due to closures, weight, etc.), so that we can identify some alternatives if necessary.

- During the session, mentors should take note of the styles that their mentees seem to gravitate to/enjoy most. When they work together
to complete the “What to Wear, Where” activity, mentors should tailor these scenarios to make them more personal if their mentee is not able to identify with one of the proposed activities. The mentors should save the final styled outfits, and notes about the excitement/struggles that their mentees had creating the outfits. The week after module delivery, individual mentors will talk with their mentees about their current wardrobe – how would they define a “wardrobe basic,” do they have all of the basics in their closet, do they plan on shopping for some, and would they make any modifications to the list for their 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>Time Commitment</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Mentors can work with mentees to develop outfit ideas for upcoming activities based on the “rules” shared in the session. When hanging out with the mentee, observe quietly and very privately discuss good fit and poor fit of individuals noticed. Alternately, mentors and mentees can Google “good and poor fitting apparel” and assess and discuss the various images that were displayed.</td>
</tr>
<tr>
<td>Medium</td>
<td>Mentors and mentees can virtually inventory mentee closets. This could happen with FaceTime or similar video approaches. Then, mentors can help mentees create a “to-buy” list. Mentors and mentees can virtually share images or short videos to assess fit of garments based on needs or opinions.</td>
</tr>
<tr>
<td>High</td>
<td>Mentors and mentees can meet to do a physical inventory of the mentee’s closet. After, mentors and mentees can go shopping for needed items. Mentors and mentees can meet to try on and shop for clothing at local clothing stores or mall.</td>
</tr>
</tbody>
</table>
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**

IZ (Izzy Camilleri) Adaptive Clothing  
[https://izadaptive.com/](https://izadaptive.com/)

Tommy Adaptive (clothing and shoes)  

Zappos (clothing and shoes)  
[https://www.zappos.com/e/adaptive](https://www.zappos.com/e/adaptive)

NIKE FLYEASE (shoes)  

Able 2 Wear (wheelchair adaptive and home products)  
[https://www.able2wear.co.uk/](https://www.able2wear.co.uk/)  
British Company

So Yes Fashion (wheelchair fashions)  
Belgian Company

Adaptations by Adrian  

**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/](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  
References

Shopping Strategies

Overview

| Content Developer | Dr. Elizabeth Newcomb Hopfer, Associate Professor of Fashion Merchandising  
Dr. Devona Dixon, Associate Professor of Fashion Merchandising |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Clothes Shopping &amp; Thrifting</td>
</tr>
<tr>
<td>Duration</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Provide participants with knowledge on recognizing quality clothing and ways to save money when shopping for clothing.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>After the session, the participants will:</td>
</tr>
<tr>
<td></td>
<td>• Know how to define quality in terms of fabric and construction details</td>
</tr>
<tr>
<td></td>
<td>• Understand how to evaluate clothing to determine if it is “worth” the expense</td>
</tr>
<tr>
<td></td>
<td>• Learn about thrifting as an option to buy high quality clothes within budget</td>
</tr>
<tr>
<td></td>
<td>• Understand retail markdown schedules to identify best times to purchase</td>
</tr>
<tr>
<td></td>
<td>• Know creative strategies for in-store and online shopping (price comparisons, rewards, etc.)</td>
</tr>
</tbody>
</table>
| Core Competencies | Resource Management  
Sense of Community |

Materials

Setup

- Thrifted clothing
- Price cards for paired clothes for quality assessment

Lesson

- Shopping Strategies.pptx
- Shopping Strategies Worksheets
- Smarties Candies
- Suckers Lollipops

Sendoff

- Shopping Tips Handout
- Thrifting Tips Handout

Setup

Instruct mentors to wear at least one thrifted clothing item to the lesson. Select clothing examples of various quality to be used in lesson activities. Prepare enough worksheets, handouts, Smarties Candy and Suckers Lollipops for participant use during the lesson.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing at various</td>
<td>Ensure there are enough pairs for participants to evaluate for both the Go High or Go Low and The Pricing Game activities. Select clothing items that are reflective of what participants would use.</td>
</tr>
<tr>
<td>quality levels</td>
<td></td>
</tr>
<tr>
<td>Price cards for paired</td>
<td>Ensure the prices are reflective of current clothing prices.</td>
</tr>
<tr>
<td>clothes</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Activities

Go High or Go Low
Prior to the delivery of the module, all mentors will be trained to identify quality details in apparel. In the session, mentors and mentees will compare two garments to determine which is the higher quality. Partners will share their “reasons why” with the rest of the group for enhanced group learning.

Thrifter Tricks
Prior to the delivery of the module, mentors will be asked if they have any thrifted clothing they can wear to the session. If they do not, the mentors will investigate the potential for borrowing items, or they will be given a very small budget to use for a thrifted clothing item ($5). Each mentor will wear something that is thrifted to the session. During the session mentees will try to guess which item has been thrifted, and there will be a group sharing opportunity for those who already consider themselves thrifters.

The Pricing Game
Mentees will be called up one by one to evaluate a pair of clothing items. The remaining participants will be handed each a Smarties or a Suckers candy. The mentees called up will be given two price cards and be asked to determine which of the clothing items is higher quality (and would be assigned the more expensive price) and lower quality (and would be assigned the less expensive price). The remaining participants will be asked to hold up their Smarties candy if they agree or their Suckers if they disagree with the Mentees pricing choices.

Lesson Script

Opening
Estimated time: 3 minutes
Show Slide 1 of Shopping Strategies.pptx

Has anyone ever gone shopping for clothes, shoes and other accessories and spent more money than you planned? What caused you to have to spend more money than planned?
Allow 1-2 participants to provide full responses.

Has anyone ever been disappointed in something that they bought?
Allow 1-2 responses

Introduction
Estimated time: 2 minutes

Show Slides 2 – 3 of Shopping Stratagies.pptx, and review what basics clothing items are.

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,

Key Elements
Estimated time: 20 minutes

WHAT should you look for when you shop for clothes?
Show Slides 4 – 9 of Shopping Stratagies.pptx and focus on defining quality in terms of fabric and construction.

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.....

Determined by: FABRIC CONSTRUCTION

What QUALITY is not.....

Price

Brand
Application

Estimated time: 10 minutes

Show Slide 10 of Shopping Strategies.pptx and pause to complete the Go High or Go Low activity.

WHERE should participants shop for high value?

Show Slides 11 – 13 of Shopping Strategies.pptx and share comments about favorite thrift stores.

Why is thrifting a good idea?

Ask the associates!
- What day do clothes get unpacked?
- What day do different items go on sale – watch them over tags!

Try before you buy
- Wear a close fitting shirt and pants – so you can try on in the studio
- Lower clothes might not fit the next ones – try on different sizes

Evaluate the clothes before you buy
- Check for QUALITY
- Avoid things with holes or unknown stains
- Avoid underwear and undergarments
Show Slide 14 of Shopping Strategies.pptx and pause to complete the Go High or Go Low activity

Activity: Thrifter Tricks

Activity "Rules"*
• Your buddy is wearing something that is thrifted
• Can you guess what it is?
• Share what you own that is thrifted

WHEN is the best time to buy?
Show Slides 15 – 19 of Shopping Strategies.pptx

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 Strategies

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:
  - ShopKeep, Seamly

- Earn rewards:
  - Ibotta, MyPoints, Seaprog, 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
Sendoff & Clean Up
Return clothing items to the appropriate location/owner. Collect worksheets and disseminate handouts. In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Shopping Strategies Content Survey (Appendix 11).

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing at various quality levels</td>
<td>Return clothing to their original location or proper owner.</td>
</tr>
<tr>
<td>Price cards for paired clothes</td>
<td>Discard or keep for future use.</td>
</tr>
<tr>
<td>Shopping Strategies Worksheets</td>
<td>Collect completed worksheets or take a picture using the iPads.</td>
</tr>
<tr>
<td>Shopping Tips Handout</td>
<td>Before participants leave, disseminate and explain handouts.</td>
</tr>
<tr>
<td>Thrifting Tips Handout</td>
<td>Before participants leave, disseminate and explain handouts.</td>
</tr>
<tr>
<td>Content Survey – Shopping Strategies</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.</td>
</tr>
</tbody>
</table>

Reflection Questions
- During the session, mentors will take note of the following:
  - Their mentee’s favorite stores, if mentioned
  - Whether or not their mentee has thrifting experience
  - Whether or not their mentee has used shopping apps or rewards sites
- After the session, mentors and mentees should have conversations about their current wardrobe and shopping interests
  - How would they evaluate most of their clothes in terms of quality?
  - If they purchase adaptive clothing, do they have any concerns about the quality?
  - Are they likely to start thrifting if they never have; or did they learn anything new if they are already thrifters?
  - Are they likely to start using apps and reward sites for shopping if they never have; do they have any concerns about using them?

Suggested Activities

<table>
<thead>
<tr>
<th>Time commitment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low time commitment</td>
<td>Mentors and mentees can discuss their shopping habits and clothing quality. They can talk about the quality of the clothes currently in their closet, in addition to plans they may have for future shopping trips.</td>
</tr>
<tr>
<td>Medium time commitment</td>
<td>Mentors and mentees can meet to test out some of the online shopping apps. They can go into more detail exploring the apps and their functionality.</td>
</tr>
<tr>
<td>High time commitment</td>
<td>Mentors and mentees 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!

References


Make MyPlate

Overview

<table>
<thead>
<tr>
<th>Content Developers</th>
<th>Lauren San Diego, Research Technician of Food &amp; Nutritional Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Heather Colleran, Assistant Professor of Food &amp; Nutritional Sciences</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>MyPlate</td>
</tr>
<tr>
<td>Duration</td>
<td>45-75 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Introduce MyPlate as a model to categorize types of food and their proper portions to promote healthy eating.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Name all the food groups of MyPlate</td>
</tr>
<tr>
<td></td>
<td>• Describe the portion sizes of each food on MyPlate</td>
</tr>
<tr>
<td></td>
<td>• Organize food into the MyPlate food groups</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Lifestyle</td>
</tr>
</tbody>
</table>

Materials

Setup

- Teaspoons
- Small Mixing Bowl
- Yogurt
- Dill¹
- Parsley¹
- Vinegar¹
- Canned Chickpeas
- Canned Pumpkin¹
- Olive Oil¹
- Cayenne Pepper¹
- Garlic Powder¹
- Cumin¹
- Paprika¹
- Canned Pears²
- Rolled Oats²
- Unsweetened Apple Sauce²
- Sugar²
- Cinnamon²
- Knife

Lesson

- Make MyPlate.pptx
- MyPlate Paper Plates
- Spoons
- Food models³
- Mindful Eating Worksheets

Sendoff

- Homemade Ranch Recipe
- Pumpkin Hummus Recipe
- Pear and Oat Crumble Recipe
- MyPlate Create a Grocery Game Plan Weekly Calendar
Setup

The Pear and Oats Crumble used for the Taste Testing activity should be prepared beforehand. Additional food may be used for participants to try out and eat. Serving plates and utensils should be set up for easy usage. Enough worksheets used during the lesson should be printed so that participants can bring a blank copy home. Enough copies of recipes should be printed so that participants have the option of taking them home. Food models should be arranged in a way that is visually appealing for participants to pick out as they arrive for the lesson.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemade Ranch Dip</td>
<td>Make sure the 5.3 oz container of yogurt is transported below 41°F Pre-measure the herbs, spices and vinegar if desired. See Appendix 12 for the Ranch Dip Recipe.</td>
</tr>
<tr>
<td>Pumpkin Hummus</td>
<td>Pre-measure the canned pumpkin, olive oil, herbs and spices if desired. A rubber spatula may be helpful in mixing within the blender/ food processor.</td>
</tr>
<tr>
<td>Food Models Selection</td>
<td>Ensure that the foods models/containers eaten during the lesson are included to allow discussion of the food categorizations. Prior to the lesson date, preferably during mentor training for this lesson, obtain a list of common foods the mentors and mentees eat and review the foods that were incorrectly identified in the baseline assessment. These should be used to guide which food models/containers to bring for the lesson’s activity. For items that do not have food models available, allow time to collect clean, empty containers of these frequently consumed foods. If food models or containers are not possible, print out pictures of foods will do.</td>
</tr>
<tr>
<td>Mindful Eating Worksheets</td>
<td>Print out enough copies for mentees to fill in during the lesson. See Appendix 12 for the worksheet.</td>
</tr>
<tr>
<td>MyPlate Create a Grocery Game Plan Weekly Calendar</td>
<td>Print enough of the worksheet for each participant to take home. The worksheet can be found in Appendix 12. If there is time at the end of the lesson, have mentors and mentees fill it out. Have mentors ask if this plan meets MyPlate guidelines and if the foods they chose can be made healthier.</td>
</tr>
<tr>
<td>Content Survey – Make MyPlate</td>
<td>Print enough paper copies for all participants to take home after the lesson. See Appendix 12.</td>
</tr>
</tbody>
</table>

Lesson Activities

This lesson will be led by a member of the research staff knowledgeable in nutrition.  

Improve This Plate

This activity will be used in conjunction with teaching the food groups of MyPlate. Pictures of unbalanced meals will be shown on the PowerPoint. The leader will first ask what’s wrong with the meal, probing participants to analyze portion sizes in relation to MyPlate guidelines. Questions to ask may include: “What’s missing? Is there too much of something? Is there too little of something?” A MyPlate portioned example will be shown. Allow mentors one-on-one time to guide their mentees to options they may like.
MyPlate Matchup
This activity will be used in conjunction with teaching the food groups of MyPlate. During the explanation of the MyPlate food groups, the leader will ask the mentors and mentees to raise the different food models or containers that correspond to the food groups introduced. After explaining all the MyPlate food groups, each of the foods to be sampled will be introduced. The leader will hold up the food models/containers of some of the ingredients used for the taste testing. Mentors will encourage mentees to volunteer to categorize them according to their food groups. Mentors may be available to help mentees if they’re stuck.

Taste Testing
This activity will be used to have participants try some healthy alternatives of food they may not have had before. Prior to serving the food, the leader will encourage participants to practice mindful eating by chewing slowly and pay attention to what they are eating, noticing the flavors, textures, and sensations of each food. Participants will use the MyPlate paper plates to help portion the foods. Mentors should model the appropriate portion sizes and encourage their mentees to try all the foods. When everyone finishes eating, the leader will guide participants to share their experiences with mindful eating. The leader may use participants’ responses for each food to identify similar foods in taste and texture that can be used as substitutes.

Lesson Script
Opening
Estimated time: 3-5 minutes
Show Slide 1 of Make MyPlate.pptx
How do you choose foods when you fill up your plate?
This question may be used to probe for the reasons why participants have certain eating habits and assess how much they choose to eat for taste, convenience, price, etc.

Presentation Tip:
Ask for a show of hands: Have you or other family members been affected by a disease that makes you change the way you eat? Will anyone share what they or their family member had to change?

Today we’ll be talking about healthy eating. Why is healthy eating important?
Show Slide 2 of Make MyPlate.pptx. Allow for 1-3 participants to answer. This question can help the leader find out about participants’ and their families’ attitudes on eating healthy.
Introduction

Estimated time: 2-7 minutes

Eating the right amount of different foods is important for feeling good.

Unhealthy foods might taste good at first but can make our bodies sick.

Healthy foods give us energy and keeps us from getting sick.

Use these points to determine whether they understand a link between poor nutrition and chronic disease.

Show Slide 3 of Make MyPlate.pptx.

How do you know if you’re eating healthy?

Have mentors/mentee pairs discuss this individually with each other.

Use this question to find out:

- their knowledge of diets
- if they or their families follow a certain diet
- understanding of what constitutes a healthy diet
- if they’ve ever been confused about what it means to eat healthy

Key Elements

Estimated time: 10 – 20 minutes

MyPlate is an easy way to make your plate healthy.

Show Slide 4 of Make MyPlate.pptx.

Fruits and vegetables should take up ½ of your plate.

These give important nutrients like vitamins and minerals so our bodies can work properly and make us feel good.
Make MyPlate

**Presentation Tip:**
Use this question to find out if they eat mostly fruits or mostly vegetables. Emphasize that eating a variety of fruits and veggies gives us the most of different vitamins & minerals.

Show Slide 5 of Make MyPlate.pptx.
Fresh or frozen fruits and vegetables are the best. Canned and dried fruits and vegetables are still healthy, but they have less vitamins and minerals in them. You can get unsweetened and unsalted versions or rinse them after taken them out of the can to make them healthier.

Raise up foods you picked that are fruits or vegetables.
Mentors or the leader will correct mentees if an incorrect food is held up.

Which are the healthiest ones?
Mentors will guide their mentee to separating the whole fruits and vegetables from the canned and dried versions to reinforce choosing frozen or fresh fruit for better health.

Show Slide 6 of Make MyPlate.pptx.
Grains take up about ¼ of your plate. These give us nutrients (carbohydrates) our bodies can turn into energy.

There are two types of grains: Whole Grains and Refined Grains

- **Whole Grains** are healthier. They have more nutrients to give your body energy and help you feel full.

- **Refined Grains** have more nutrients taken away as they’re made.

Show Slide 7 of Make MyPlate.pptx.
Some vegetables can count as grains.

- Corn on the cob or sweet corn is a vegetable.

- Corn can be used to make Refined Grains such as corn chips, corn bread, which is not as healthy as corn on the cob or sweet corn.
Raise up foods you picked that are grains. Which of these are refined grains?
Which of these are whole grains?
Mentors or the leader will correct mentees if an incorrect food is held up. Point out the Whole Grain Label if food containers are used.

Presentation Tip:
Ask up to four participants if they can think of any vegetables that can count as grains. Then explain how this happens to other fruits/veggies for gluten-free products: chickpeas, potatoes, coconut, etc.

Show Slide 8 of Make MyPlate.pptx.
Protein takes up ¼ of your plate. Your body takes up protein from food and uses it to build everything in your body!

Most people get enough protein, but you may need more if you’re trying to build muscle or heal a wound
When you think of protein, what foods do you normally think of?
Allow for 1-2 answers.

Show Slide 9 of Make MyPlate.pptx

Protein can come from both animals and plants like beans, lentils, tofu, nuts, and seeds. Beans and lentils are special because they can count as vegetables and protein.
Raise up foods you picked that are Proteins. Which of these are from animals?
Which of these are from plants?
Mentors or the leader will correct mentees if an incorrect food is held up.

Show Slide 10 of Make MyPlate.pptx

Dairy is important for bones & making your muscles work because they give us calcium! Do you know how many servings of dairy you should have every day? Allow up to 3 people to provide the correct answer of 3 servings per day.
What foods do you think of when you think of dairy? Allow up to 3 people to provide examples.

Foods like cream and butter don’t have a lot of calcium so they don’t count as a dairy for MyPlate.

Show Slide 11 of Make MyPlate.pptx

Some people can’t have dairy that comes from cows. They might rely on things like soy milk, almond milk, cashew milk that have calcium added to them.

Just like other dairy products, some of these dairy alternatives don’t have calcium added to them and can’t count as a serving of dairy.

Application
Estimated time: 30 – 40 Minutes

Improve This Plate
Show Slides 12 - 15 of Make MyPlate.pptx

For each example, ask the group:

What’s missing on this plate?

Is there too much of one group?

Is there too little of another group?

For each example, have mentors and mentees share with each other how they would make the modified plate more palatable.

Presentation Tip:
Ask participants other drinks they enjoy. Explore other drinks (like water and soda) participants like to consume & compare it to nutrition of dairy.
MyPlate Matchup

Show Slide 16 of Make MyPlate.pptx

Now we’ll have you try out creating a MyPlate meal.

You may be trying out new foods you’ve never had or had them in ways you’ve never tried.

Today we have Homemade Ranch Dip, Pumpkin Hummus, Whole Wheat Rolls and Pear & Oat Crumble.
The leader introduces the ingredients of the Homemade Ranch Dip: yogurt, dill, parsley, garlic. Food models/containers of these ingredients will be out.

Can someone tell me which MyPlate food group the main ingredient belongs to?
The leader chooses one buddy who volunteers. The Aggie mentor can serve as an assistant to ensure that the buddy correctly identifies Yogurt in the Dairy food group.

Dill, Parsley and Garlic Powder are all spices that come from plants. Spices don’t fit into a food group, but they can give different flavors to the food groups!

What do you like to eat with ranch?
Allow participants to share what they like putting ranch dressing or ranch dip on. Highlight different vegetables that can be eaten with ranch such as tomatoes, cucumbers, celery and carrots.

Demonstrate how to prepare the homemade ranch dip.

Have any of you tried hummus before?
Wait for a show of hands.

Hummus is made with some olive oil, chickpeas and tahini which comes from sesame seeds. Today we’re making pumpkin flavored hummus. Choose a volunteer to categorize foods.

What food groups do chickpeas go under?
Ensure that the volunteer categorizes the chickpeas as both protein and vegetable because it is a type of bean. The leader can correct or reiterate this point to reinforce that some foods may belong to multiple food groups.

What food group does pumpkin go under?
Explain that pumpkin is a vegetable. Explore the concept that some vegetables can be sweet or savory; they can be made into desserts or can be a part of dinner. Ask participants for examples.

What kind of food is tahini or sesame seeds?
Explain that tahini is like peanut butter for sesame seed if the participants are confused about what tahini is. Ensure that the volunteer places the food model/container under protein. The leader emphasizes that seeds are a source of protein.

*What about olive oil?*
*Allow time for participants to respond.*

Olives may be a vegetable, but when it’s processed so we just have an oil, it becomes an added fat. Do you see added fats on MyPlate?

Because we don’t see an added fat portion on MyPlate, it’s important to limit foods with added fats and oils. However, we can use them sparingly to help add flavor and texture to foods that fit with MyPlate.

Can you think of any other foods that count as added fats and oils?
*Other foods can include salad dressings, mayonnaise and butter.*

*Demonstrate how to make pumpkin hummus. Explain different healthy ways to eat hummus, emphasizing vegetable and whole grain snack options.*

*Show Slide 20 of Make MyPlate.pptx*

We also have a Pear and Oat Crumble.
*Can someone tell me what food groups these ingredients belong to?*
*Wait for a show of hands.*

Pears are a fruit. We used canned pears which is still a pretty healthy choice and can be inexpensive and easier to use when cooking. Try to get the canned fruits that are in water or 100% juice instead of syrup!

Oats or oatmeal is a grain. Did you know that it also counts as a whole grain?

*Does sugar fit into any food group?*
*Allow 1-2 answers.*
Sugar, like added fats and oils don’t fit into any MyPlate food group, so we shouldn’t have it often. If you’re baking and want to limit sugar, try using half of what the recipe calls for!

There is a healthier choice for added sugar in baking: unsweetened applesauce! It adds sweetness while adding more vitamins and fiber than sugar alone can do.

Use this time to discuss other types of sugars such as syrups, nectar and honey. Emphasize that participants should focus on the natural sweetness of foods before using added sugar.

**Feast with Friends and Mindful Eating**

*Show Slide 21 of Make MyPlate.pptx*

Now you’ll get to try out some of these foods. As you grab some of your foods, try to make your plate look like MyPlate. When you start eating your foods, I want you to try Mindful Eating.

*Show Slide 22 of Make MyPlate.pptx*

Have you ever heard of mindful eating?

Mindful eating is a non-judgmental way of eating that lets us:

- Enjoy the foods we like
- Avoid overeating
- Appreciate the food more
- Explore food preferences

Mindful eating is totally focusing on eating and things related to eating

*Show Slide 23 of Make MyPlate.pptx*

Make sure you’re not distracted by your phone, TV, or anything else

Then, figure out how hungry you are. You can use the scale on the worksheet to help you figure it out.
When you have your food in front of you, take a moment to notice how it looks and smells.

Finally, take a bite! Eat slowly; notice the tastes and texture of the food. Is it salty, sweet, bitter, or savory? Is it crunchy, creamy, or soft? It might help to write these down as we’ll be sharing this later.

As you’re eating notice how full you’re getting. When you’re done, how full are you?

Allow the participants to grab their food. Let participants discuss amongst themselves. Have mentors remind and demonstrate mindful eating to their mentees while filling out the Mindful Eating Worksheet.

Now that you’ve all had a chance to try these foods, who can tell me what they tasted?

The leader will call out each of the participants. The leader will guide the participants in describing what each of these foods tasted like, whether the participant like it or not, and identify sensations in eating that they haven’t noticed before.

Adaptations

1. Ingredients may be premeasured beforehand to speed up food demonstration.

2. It is recommended that the Pear and Oats Crumble be baked and prepared beforehand and not be used as a food demonstration.

3. See Appendix 12 for a suggested list of food models/ containers to bring to this lesson.

4. A Registered Dietitian/ Nutritionist (RDN) is preferred in leading this lesson. However, a research staff member or knowledgeable food and nutritional sciences student may lead this lesson. Mentors may lead the lesson under the supervision of an RDN or knowledgeable food and nutritional sciences research staff member. If a non-RDN is leading the lesson, this person must disclose that he/she cannot conduct individual dietary counseling to participants and should direct those with personal dietary questions to an RDN.

Sendoff & Clean Up

Clean up leftover food and store food models and containers for future use in the next lesson Let’s Go Grocery Shopping. Provide the MyPlate Create a Grocery Game Plan Weekly Calendar worksheet for participants to take home. In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Make MyPlate Content Survey (Appendix 12).
<table>
<thead>
<tr>
<th>Item</th>
<th>Sendoff &amp; Clean Up Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leftover food</td>
<td>As the mentees are filling out their weekly surveys on the iPads, have the mentors help clean up</td>
</tr>
<tr>
<td></td>
<td>up the plates and leftover foods. If there are any left, offer the staff to take any home.</td>
</tr>
<tr>
<td>Food models/containers</td>
<td>Ensure that the food models and containers are organized and returned to their proper places.</td>
</tr>
<tr>
<td>Mentee Sendoff</td>
<td>Before mentees leave, provide them with MyPlate Create a Grocery Game Plan Weekly Calendar</td>
</tr>
<tr>
<td></td>
<td>handouts to remind them of this lesson and help prepare them for the next lesson: Let's Go</td>
</tr>
<tr>
<td></td>
<td>Grocery Shopping.</td>
</tr>
<tr>
<td>Content Survey – Make MyPlate</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next</td>
</tr>
<tr>
<td></td>
<td>lesson or next group meeting.</td>
</tr>
</tbody>
</table>

**Reflection Questions**

- What are your and your Buddy’s beliefs about eating healthy?
- What, if any, nutrition habits would you and your Buddy like to improve?
- What challenges do you think you and your Buddy 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</td>
<td>Send each other pictures of your meals at least once a day. Relate these meals back to points covered in the lesson. Go through a cookbook</td>
</tr>
<tr>
<td>Medium</td>
<td>Mentors and mentees go to a restaurant together and have a conversation involving MyPlate and Mindful Eating. Watch a cooking show</td>
</tr>
<tr>
<td>High</td>
<td>Download an app like My Fitness Pal or HuePets to track the food you and your mentee eat and use these to record and set nutrition goals.</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).
Play the MyPlate Blast-Off Game: https://www.fns.usda.gov/apps/BlastOff/BlastOff_Game.html

Stuff You Should Know Podcast on Yogurt: https://www.youtube.com/watch?v=_akRRXMek0o

References

Please settle a dispute. Is sweet corn a vegetable or a grain? What is the difference? How about field corn? (2009). Retrieved from https://articles.extension.org/pages/36971/please-settle-a-dispute-is-sweet-corn-a-vegetable-or-a-grain-what-is-the-difference-how-about-field-
# Let’s Go Grocery Shopping

## Overview

| Content Developers | Lauren San Diego, Research Technician of Food & Nutritional Sciences  
| Dr. Heather Colleran, Assistant Professor of Food & Nutritional Sciences |
| Topic | Budgeting for MyPlate |
| Duration | 50-80 minutes |
| Purpose | Practice budgeting skills in relation to healthy eating while using the guidelines of MyPlate to prioritize the types of food purchased and determining economic options |
| Learning Objective | Participants will be able to:  
- Develop a grocery list that meets MyPlate guidelines  
- Choose foods in their grocery cart that meets MyPlate guidelines  
- Distinguish between a need vs. a want food |

## Core Competencies

- Healthy Living  
- Resource Management

## Materials

### Setup

- MyPlate Grocery List  
- Pens/ Pencils  
- Food models/ Empty boxes of different food
  1. Sale/Specials signs

### Lesson

- Lets Go Grocery Shopping.pptx  
- Cash registers or Calculators  
- Shopping baskets
  2. Play money/ cards  
- In-season produce list  
- Farmer’s Market Bingo Cards  
- Farmer’s Market Bingo Questions

### Sendoff

No additional sendoff materials are needed for this lesson. Please see the “How to Navigate this Curriculum Book” for sendoff materials.

## Setup

Prepare a simulated grocery store by collecting food models, food containers and/or food pictures. Ensure that food items frequently eaten by participants are well stocked in the simulated grocery store. Research current food prices to determine appropriate sales and specials signs. Arrange food similarly to how real grocery stores are set up. Have this simulated grocery store separate from the lecture/ learning area where the Kahoot Trivia Game and Farmers Market Bingo activities will take place. The Kahoot Trivia Game can be set up by projecting the website with the questions where all participants can see. The Farmers Market Bingo questions will need to be developed and cards may be purchased or created.
<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyPlate Grocery List</td>
<td>Print out enough MyPlate Create a Grocery Game Plan Weekly Calendar sheets for all participants. Note that this is the same handout distributed in Make MyPlate. See Appendix 13 for the worksheet.</td>
</tr>
<tr>
<td>Grocery Foods</td>
<td>Foods used for the grocery shopping activity may come from food models packaged in the way they would be found in the store or containers of food. Try to include foods participants frequently eat or shop for. Include different brands and sizes for some foods to allow participants to compare unit prices. Food models and containers used for the Make MyPlate lesson would work well for this. If food models or containers are unavailable, pictures of foods may be used. See Appendix 9 for a suggested list of food to use.</td>
</tr>
<tr>
<td>Sales &amp; Special Signs</td>
<td>Refer to the most current grocery store advertisements found in the mail or on grocery stores’ websites to determine the price of the food for the simulated grocery store.</td>
</tr>
<tr>
<td>Simulated Grocery Store</td>
<td>See Appendix 8 for a list of suggest food. Once all the food has been chosen and priced for the grocery store, arrange the chosen food in each aisle. Make sure the layout is similar to a grocery store where fresh produce is on the outskirts of the store and packaged food are grouped in similar categories as aisles. Have the checkout area filled with tempting non-necessities like candy and soda. The checkout register maybe a toy register to scan items, or the leader may use a calculator to total the items.</td>
</tr>
<tr>
<td>Kahoot Trivia Game</td>
<td>A trivia game using the website Kahoot.com where participants can join in using their phones or iPads developed prior to the lesson needs to include questions related to the Shopping Strategies lesson and review concepts in the Make MyPlate lesson.</td>
</tr>
<tr>
<td>Farmers Market Bingo</td>
<td>Bingo cards with produce may be created or purchased. Develop questions related to in-season local produce in place of balls used to call out squares in BINGO.</td>
</tr>
<tr>
<td>Content Survey – Let’s Go Grocery Shopping</td>
<td>Print enough paper copies for all participants to take home after the lesson. See Appendix 13.</td>
</tr>
</tbody>
</table>

Lesson Activities

Making a Grocery List
Participants will plan out their meals for the week and determine what foods they need to buy, organizing the foods according to the MyPlate food groups. Participants will use this list in the simulated Grocery Shopping activity.

Grocery Shopping
Depending on the availability of food models, food containers and/or food pictures, participants will “shop” at a set-up simulated grocery store given a set budget and using their prepared grocery list. Participants can shop individually or as a group. Participants will go “check-out” and receive a receipt which they can evaluate how well they stuck to their budget and their grocery list.
Kahoot Trivia Game
A Kahoot page will be set up based off content from previous lessons. While other participants grocery shop, the remaining participants will compete to answer questions correctly and win points according to who can answer questions correctly first.

Farmers Market Trivia
This activity will also take place as participants wait to go Grocery Shopping. Farmers Market Bingo cards will be given to each player. Questions relating to the produce shown on the Farmers Market Bingo cards will be developed and picked at random. An In-season produce list may be provided for reference in questions and as a take-home resource for participants.

Lesson Script

Opening
Estimated time: 2 minutes

Show Slide 1 of Lets Go Grocery Shopping.pptx

Has anyone in here gone shopping for their own groceries? How long ago? How do you choose which foods to buy?
Wait for a show of hands.

Show Slide 2 of Lets Go Grocery Shopping.pptx

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?

Have mentors discuss individually with their mentees their favorite places to buy food and their reasons why. After a few minutes of talking, have the group come back together and have everyone share their answers.

Who makes a list of what to buy?
Wait for a show of hands.

If shopping lists from the previous lesson were recorded, pull these up. Allow mentorship pairs 1-2 minutes to discuss common things on their grocery lists.

Presentation Tip:
If participants need prompting, ask:
Do you choose food based off whether it tastes good, it’s healthy, its price, and/ or you want it or need it?
Introduction
Estimated time: 1 minute
Show Slide 3 of Lets Go Grocery Shopping.pptx

Does everyone remember what we discussed at our last meeting?
Allow mentor/mentee pairs a few seconds to recall as pairs.

We learned about eating healthy with MyPlate.
Briefly review the parts of MyPlate: ½ fruits & vegetables, ¼ grains, ¼ protein, and 3 servings of dairy.

Show Slide 4 of Lets Go Grocery Shopping.pptx

Eating healthy starts with how you shop for food. Today we’re going to talk about how to make a shopping list and how to buy food at the grocery store.

Key Elements
Estimated time: 7 minutes
Show Slide 5 of Lets Go Grocery Shopping.pptx

When we shop for food, it’s important to pick food that is nutrient dense, tastes good, and is something you need.

Show Slide 6 of Lets Go Grocery Shopping.pptx

Pick food from each MyPlate food group: Fruits, Vegetables, Grains, Proteins, & Dairy

Make sure ½ your cart is made up of fruits and veggies so you have enough to fill half your plate at every meal!
Pick food that tastes good; make sure you pick food you actually want to eat.

Who can tell me 1-2 of their favorite foods?
Allow mentor/mentee pairs a few seconds to discuss as a pair.

So, since I don’t like [name a food], would it make sense for me to buy it? Why not?
Allow mentors time to guide their mentee to alternative foods to foods they don’t like.

You don’t want to have to throw away food you bought but didn’t eat.

Pick food that you need; all the different food in a grocery store can be overwhelming.

Does everyone remember our M.E.T. lesson? During it, we discussed ways to budget and used worksheets. Budgeting, or setting aside a certain amount of money to spend, is important in figuring out what food to pick.

Do you know around how much money you usually spend on groceries? Or how much was spent the last time you or your family member bought groceries?

Be careful to avoid things like candy and soda. Can anyone tell me a reason why?
Allow 2-3 responses.

These are things that you don’t really need, and buying these frequently can be unhealthy and expensive!

Not only expensive, as in your grocery bill, but eating them too much can cause medical issues that cost a lot of money, like cavities.
Don’t make your grocery list or shop for food while you’re hungry!

Can you think of why this may be a bad idea?
Allow participants to answer and share their stories.

It’s harder to pick nutrient-dense foods over the less healthy foods.

You’re more likely to buy foods you don’t need or buy too much of foods you do need.

This will make it more likely for you to spend over your budget.

Sometimes stores have their own brands that are less expensive, so you can check the unit price to make sure.

Try to buy food that is fresh and whole, or as minimally processed as possible.

For example, buying spaghetti sauce and pasta instead of pre-made frozen spaghetti in sauce to be reheated.
Application

Estimated time: 40 – 70 minutes

Show Slide 13 of Lets Go Grocery Shopping.pptx

Let’s go shopping!

Allow mentor/mentee pairs to make a grocery list and “shop” for food.

Show Slide 14 of Lets Go Grocery Shopping.pptx

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 would you like to buy?

Instruct participants to remember what they filled in for the MyPlate Weekly Calendar worksheet they received last lesson. This may be helpful in filling in the Create a Grocery Game Plan Weekly Calendar.

Have participants discuss what foods they like from each food group.

Let participants know that they have a $50 budget to buy food for the week. During the exercise, note if they are using any skills learned in the M.E.T. lesson about spending/saving money. If not, give a gentle reminder before starting. [i.e. How to avoid going over budget.

Show Slide 15 of Lets Go Grocery Shopping.pptx

Go grocery shopping.

Presentation Tip: If the number of mentees is greater than 10, split mentor/mentee pairs into groups of 4-6 to make a grocery list and “shop” for food.

Have participants shop at the simulated grocery store one at a time. Let participants who are not grocery shopping play in the Kahoot trivia game or Farmers Market Bingo.

ACTIVITIES

Mentors will guide participants in making the shopping list, grocery shopping, and check out.

Making a shopping list:

Start with a blank list using the MyPlate Create a Grocery Game Plan Weekly Calendar

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?
Have participants pick food based off grocery list.

Have mentors ask their mentees if the food they want is healthy, yummy, and is needed.

Mentors should encourage their mentees to determine if the food chosen is the best price/ fits their budget.

Mentors should help their mentees navigate unit pricing and bulk-buying, balancing food they like with foods they need, and determining the importance of convenience with price and/or healthiness.

Have mentors “check-out” the food to:

- Total the cost of the food chosen
- Evaluate how well participants stuck with the budget
- Evaluate how well participants stuck with the shopping list
- Evaluate how well the items bought fit with MyPlate

Show Slide 16 of Lets Go Grocery Shopping.pptx

**Presentation Tip:**
If there is time, allow participants to remove or swap out food in their cart for better/ more cost-effective options.

**Important**
Allow mentees flexibility in following their grocery list. Mentors may not agree with their mentees’ choices. This should be used to spark conversation, not debate on eating or shopping habits.

Farmers Market Bingo

Have the leader hand out Farmers’ Market Bingo Cards to all participants.

Ask randomly picked questions on locally-grown produce and let participants provide answers based off the produce shown on their Bingo Cards.

Start a new round after one person wins. Let participants trade Bingo cards with one another before the start of a new game.
Show Slide 17 of Lets Go Grocery Shopping.pptx

Kahoot!

The game should be projected onto a larger screen.

Have the leader bring up the Kahoot! Trivia game up on the projector to show the room code.

Using iPads, phones, or computers go to the link kahoot.it and type in the game PIN.

The PIN will be distributed the night of the lesson.

Mentor/mentee pairs should play the kahoot game together or competing against one another.

The individual leading the game should be informed of when to “start” the game (by clicking start from the host page on kahoot.com), following the mentor/mentee pairs joining it.

If no one is able to lead the game, then mentors should lead it from their phone, while their mentee plays on the iPad.

Show Slide 18 of Lets Go Grocery Shopping.pptx

Conclusion:

- Ask about the participants’ experiences
- Explore challenges they may face when grocery shopping
- Re-emphasize sticking to a grocery list with the healthy, yummy food they need.

Adaptations

1. Budget may be adjusted if data is available on participants’ usual food expenditures.

2. If shopping baskets or carts are not available, participants may take pictures of the food they would like to purchase. Make sure to include the price of the item in the picture so that items can be totaled at the register.
Sendoff & Clean Up

Return the lesson as originally set up prior to the simulated grocery store. Keep food models and containers for future use. In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Let’s Go Grocery Shopping Content Survey (Appendix 13).

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentee Send Off</td>
<td>Let the mentees take their grocery list home. Instruct them to use it as a guide or example for the next time they grocery shop. Additional optional handouts may be given from the Additional Resources section.</td>
</tr>
<tr>
<td>Grocery Foods</td>
<td>These may be cleaned up while mentees are filling in their weekly surveys. Food models may be kept for future use. Empty food containers may be tossed and recycled if no further use is planned.</td>
</tr>
<tr>
<td>Sale &amp; Specials Signs</td>
<td>These may be recycled if no future use is planned.</td>
</tr>
<tr>
<td>Shopping Baskets</td>
<td>Keep in storage for future use.</td>
</tr>
<tr>
<td>Registers</td>
<td>Keep in storage for future use.</td>
</tr>
<tr>
<td>Content Survey – Let’s Go Grocery Shopping</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.</td>
</tr>
</tbody>
</table>

Reflection Questions

- How do you and your mentee choose to buy foods?
- How often do you and your mentee go grocery shopping?
- Do you or your mentee enjoy grocery shopping?
- What grocery stores do you and your mentee like to shop at?
- How much do you spend on groceries?
- How much does your mentee spend on groceries?
- What foods are usually on your grocery list?
- What foods are usually on your mentee’s grocery list?
- Do you and your mentee 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 and your mentee?
- How do you and your mentee know you’re getting a good deal for groceries?

Suggested Activities

<table>
<thead>
<tr>
<th>Low time commitment</th>
<th>Search for coupons from the website of your and your mentee’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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you and your mentee 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.</td>
</tr>
</tbody>
</table>
| 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 mentee 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 drawbacks 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)

References

Eating Out / Dining In

Overview

| Content Developers | Lauren San Diego, Research Technician of Food & Nutritional Sciences  
Dr. Heather Colleran, Assistant Professor of Food & Nutritional Sciences |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Restaurant vs homemade food</td>
</tr>
<tr>
<td>Duration</td>
<td>45-75 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Encourage the choice of healthier eating options in frequented fast food restaurants</td>
</tr>
</tbody>
</table>

Learning Objective

Participants will be able to:
- Identify healthier options in frequently visited fast food venues
- Determine strategies to pick healthier options that work for their individual choices
- Identify health benefits of home cooking as compared to fast food

Core Competency

Healthy Lifestyle

Materials

Setup

- Teaspoons of Sugar
- Menu Analysis Guides

Lesson

- Model Fat Globs
- Eating Out Dining In.pptx
- Eating Out Dining In worksheet
- Rethink Your Drink handout
- Baking Swaps Handout

Sendoff

No additional sendoff materials are needed for this lesson. Please see the “How to Navigate this Curriculum Book” for sendoff materials.

Setup

Prior to lesson presentation, find out mentors’ and mentees’ favorite restaurants, fast food orders, sugar sweetened beverages, and frequency of consumption. Adjust the script, PowerPoint, activities, and handouts to fit audience’s habits and preferences.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaspoons of Sugar</td>
<td>Prepare appropriate amount sugar for visual demonstration of the sugar content of beverages. Sugar cubes or granulated sugar to be scooped into cups may be used.</td>
</tr>
<tr>
<td>Menu Analysis Guides</td>
<td>Mentors should find out their buddies’ favorite and/or frequented restaurants so menu guides for these restaurants can be made prior to lesson presentation. See Appendix 14 for examples.</td>
</tr>
<tr>
<td>Model Fat Globs</td>
<td>Calculate weight gained for eating certain fast food items for a certain amount of time (i.e.: 1 can of soda/year). Equation: 3500 kcal = 1 lb. Fast food items should be chosen based off participants’ preferences and/or frequented fast food items. Alternatively, dumbbells may be used to demonstrate weight gained.</td>
</tr>
<tr>
<td>Eating Out Dining In worksheet</td>
<td>Print out appropriate amount for lesson. Provide copies to participants before the lesson starts. See Appendix 14.</td>
</tr>
</tbody>
</table>
Lesson Activities

Weight of Fast Food
Participants will guess the amount of weight they would gain if they ate certain fast food menu items for a certain time period. Actual weight of calories eaten (measured by 3500 calories = one pound) will be shown by weighted fat models. Participants will be invited to hold the fat model to feel the weight gained by consistently eating a particular fast food menu item for a specific amount of time.

Sugar Shocker
Participants will guess the number of teaspoons in a serving or container of various sugar-sweetened beverages. Participants will be invited to scoop out their guess of teaspoons of sugar in a clear plastic cup. Actual number of teaspoons of sugar (measured by one teaspoon = four grams of sugar) will be shown by having participants scoop out the actual amount of sugar then comparing it to their guess.

Select, Swap & Search
Participants will write down their usual orders in fast food places on a worksheet. After lesson instruction, they will brainstorm healthier alternatives they would be willing to try at the same restaurant, using iPads with internet connection to explore the restaurants’ menu options and nutrition information. Additionally, participants can explore different, healthier recipes to copy their favorite fast food items at home.

Lesson Script

Opening
Estimated time: 3-5 minutes

Show Slide 1 & 2 of Eating Out Dining In.pptx

How many of you like to eat out at restaurants or eat fast food?
Allow for a show of hands.
How many of you like to cook for yourself or eat home cooked meals?
Allow for a show of hands.

Which do you think is easier to eat? Fast food or home cooked meals?
Allow 2-3 people a chance to respond. Leader should connect responses to common reasons why fast food is frequently chosen: taste, convenience and cost.

Which option do you think is easier to eat healthy?
Allow 2-3 people a chance to respond. Leader should connect responses back to homecooked meals’ abilities to choose food that fit into MyPlate.

Do you prefer to eat homecooked meals or fast food?
Probe participants to determine their openness to eating homecooked meals or meals they prepared for themselves.

Introduction
Estimated time: 2-7 minutes
Show Slide 3 of Eating Out Dining In.pptx

What do you consider fast food?
Allow 2-3 people a chance to respond.

Fast food is:
- Quick
  - No preparation time on the eater’s
  - There is little cleanup needed after eating
- Easy
  - Little need to plan a whole meal
  - You get to pick from options
- Portable
  - Fast food can be taken and eaten in may places: cars, cafeterias, desks
- Bought in restaurants, convenience stores, food trucks and snack stands
  - Makes food easily available for busy people
- Inexpensive
  - Sometimes fast food seems inexpensive (Think dollar menu or value deals)
  - These seem less expensive than buying lots of single ingredients
  - Overtime, fast food can be costly; you end up paying for it in your health & appearance
Fast food is everywhere, and having it often can make it difficult to have healthy meal patterns. How many of you remember what MyPlate is? Have any of you tried to follow it when you eat?

*Use this to review what MyPlate is:*

- ½ plate Fruits & Veggies
- ¼ Grains
- ¼ Protein
- 2-3 servings of Dairy

People tend to eat closer to MyPlate when they eat homemade meals.

Sometimes eating fast food is a fact of life, so do you know how to make better choices when you eat out?

Today we will be talking about making better choices when eating at your favorite fast food places and ways to make eating home cooked food easier.

Key Elements
*Estimated time: 10 – 20 minutes*

*Show Slide 4 of Eating Out Dining In.pptx*

To start off, let’s share some of our favorite fast food places.

*Go around the group to have each person share the fast food venues he or she frequently visits. Mentors should pull the online menu of their buddies’ favorite fast food restaurant on the iPads.*

**Presentation Tip:**
It may be helpful to tally repeated restaurants to gain perspective on participants’ food preferences.

*What do you like to order from there?*

*Have participants record the item(s) they would normally purchase on the worksheet and offer participants a chance to share their answers. They may use iPads to search their favorite restaurants to look up the menu.*
There are several ways you can make healthier choices when you eat out:

- **Swap your choice for a healthier option.**

  **Entrees/Main Course:**
  - Fresh/Grilled/Boiled/Steamed over Fried
  - Whole grain over white grains
    - Buns
    - Rice

  **Sides:**
  - Straight cut over waffle fries
  - Fresh/Grilled over Fried
  - Load up on veggies for burger toppings

  **Drinks:**
  - Sparkling Water over Soda
  - Unsweet Tea vs Sweet Tea
  - Coffee over energy drinks

Pause here to do demonstrate amount of sugar in various drinks and provide the Rethink Your Drink Handout. Allow participants to volunteer and scoop out the number of teaspoons of...
sugar they believe are in a serving/container of a sugar sweetened beverage in a plastic cup.

Reveal the actual number of teaspoons of sugar there are in that serving/container of a sugar sweetened beverage. Have the volunteer scoop out and count out loud the actual amount of sugar and compare this with the volunteer/audience’s original guess in a different plastic cup. Pass the two plastic cups around so the audience can see and feel the difference.

Show Slide 9 of Eating Out Dining In.pptx

Desserts / Snacks
- Pick Fruit, Parfaits, Milk, Oatmeal, Wraps

Show Slide 10 of Eating Out Dining In.pptx

Stick with a smaller size. If you love a certain fast food items, get a smaller size than what you normally get.
- Ask for kid-sized or choose single patty instead of double.
- Split it with a friend.
- Slow down with sauces, dips & dressings. They can add a lot of extra sugar & fat!

Show Slide 11 of Eating Out Dining In.pptx

Skip fast food all together!
- Plan healthy snacks to take with you so you are not tempted to go when you’re hungry.
- Look for ways to make your favorite fast food items at home
Healthy & Homemade.

Why should you eat from home more often?

- Save money
- Healthier

What makes it difficult for you to eat home cooked meals? Relate participants’ answers to the obstacles of lack of time, skills or ingredients/equipment.

What are some strategies you can use to overcome these obstacles?

- **Time**
  - Start with simple recipes
  - Do it with a friend/family member
  - Ask the audience if they know of any quick, easy (preferably healthy) recipes. Brainstorm ideas where quick, easy, and healthy recipes can be found.

- **Lack of skills**
  - Stick with simple recipes
  - Ask a friend/family member for help
  - Watch videos
  - Have participants discuss cooking shows they may have seen on TV/social media.

- **Lack of ingredients/equipment**
  - Stick with simple recipes
  - Stock up on basic kitchen equipment & ingredients
  - Check online for substitutes
  - Provide participants with Baking Swaps Handout.
Leader may also relate this concept back to meal planning & grocery shopping.

Show Slide 16 of Eating Out Dining In.pptx

Convenience
- Pack snacks in the car: apples, trail mix, bananas
- Stop by a grocery store for fresh snacks

Make sure to discuss shelf-stable snacks that may be kept in the car without needing refrigeration/ice pack in a lunch box.

Application
Estimated time: 30 – 40 Minutes

Show Slide 17 of Eating Out Dining In.pptx

Weight of Fast Food

Have participants guess the amount of weight they would gain if they ate certain fast food menu items for a certain time period. Reveal the actual amount of weight gained, and allow participants to carry/lift the fat models to feel the amount of weight gained.

Calculation for weight gained: 1 lb. = 3500 kcals. (Note that actual weight gained by an individual varies.)

Customize the fast food items to choices the audience would regularly consume. Vary the amount of time and frequency of food item eaten. Length of time may be adjusted to match weights available for demonstration. (i.e. 1 cookie every week for 1 year, 1 soda bottle every day for 1 month)

Show Slide 18 of Eating Out Dining In.pptx

Select, Swap & Search
Have participants refer back to their worksheet when they wrote down their usual orders in fast food places. Allow them to brainstorm healthier alternatives they
would be willing to try at the same restaurant. Then have them explore different recipes to copy.

**Important**
Ensure the options they list are actions/ menu items they would actually be willing to do.

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?

Adaptations

1. Menu guides included in Appendix 14 have been developed using a modified Traffic Light food system. Criteria for selecting better foods to eat at fast food restaurants may be changed to lead RDN’s professional judgment. Restaurants included in the appendix reflect the preferences of the 2019-2020 Friends with Aggies cohort.

2. If model fat globs are not available, other heavy objects may be used to demonstrate amount of weight. Alternatives may include jugs of water, dumbbells, a weighted vest, sand bags, or backpacks with rocks. Ensure that leader of the activities know the actual weight of heavy objects used and that objects can be safely handled by audience when passed around.

Sendoff & Clean Up

Return the lesson as originally set up prior to the simulated grocery store. Keep food models and containers for future use. In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Eating Out / Dining In Content Survey (Appendix 14).

<table>
<thead>
<tr>
<th>Item</th>
<th>Sendoff Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaspoons of Sugar</td>
<td>Keep in storage for future use.</td>
</tr>
<tr>
<td>Menu Analysis Guides</td>
<td>Let participants take guides of their fast food restaurants home, and encourage them to take extras to share with family and friends.</td>
</tr>
<tr>
<td>Model Fat Globs</td>
<td>Keep in storage for future use.</td>
</tr>
<tr>
<td>Eating Out Dining In worksheet</td>
<td>Encourage participants to take them home and share their responses with family and friends.</td>
</tr>
<tr>
<td>Rethink Your Drink handout</td>
<td>Let participants take guides of their fast food restaurants home, and encourage them to take extras to share with family and friends.</td>
</tr>
<tr>
<td>Fast Food Models</td>
<td>Keep in storage for future use.</td>
</tr>
<tr>
<td>Content Survey – Eating Out / Dining In</td>
<td>Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.</td>
</tr>
</tbody>
</table>
Suggested Activities

<table>
<thead>
<tr>
<th>Low time commitment</th>
<th>Watch a cooking show together or check out home cooking videos on social media.</th>
</tr>
</thead>
<tbody>
<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/

References


# Overview

<table>
<thead>
<tr>
<th>Content Developers</th>
<th>Lauren San Diego, Research Technician of Food &amp; Nutritional Sciences</th>
<th>Dr. Heather Colleran, Assistant Professor of Food &amp; Nutritional Sciences</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Food Safety</td>
<td>Duration 45 – 70 minutes</td>
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<tr>
<td>Purpose</td>
<td>Introduce the basic concepts of food safety using the Fight Bac! Campaign focuses of clean, separate, cook, and chill while familiarizing participants with the types of good and bad bacteria.</td>
<td></td>
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<tr>
<td>Learning Objectives</td>
<td>Participants will be able to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Properly wash their hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize situations where food is unsafe due to time and temperature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize sources of cross contamination</td>
<td></td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Lifestyle</td>
<td></td>
</tr>
</tbody>
</table>

## Materials

### Setup
- Chicken
- Rice
- Refried Beans
- Lettuce
- Onions
- Hot holding containers
- Access to a Sink
- Access to a Refrigerator
- 2 knives
- 2 Cutting boards: 1 labeled for chicken and 1 labeled for veggies
- **Fight Bac Video**
- **Keep Your Food Safe Poster**

### Lesson
- Fight Bac!.pptx
- Bacteria Review
  - Worksheets
  - Printouts
- **Giant Microbes** Gut Check
- **Giant Microbes** Probiotics
- Bag of Germs Set
- Thermometer
- Tortillas
- Tomatoes
- Sour Cream
- Salsa
- Disposable Plates
- Eating Utensils
- Napkins
- 10 Serving spoons

### Sendoff
- Food Safety Magnet
- Fight Bac Handout
Setup

Purchase the Giant Microbes, Bag of Germs Set, and Food safety posters from online retailers well before lesson presentation. Prepare the individual taco ingredients so that they are ready to serve. Make sure that all appropriate ingredients have reached their minimum safe internal temperature and are held properly at 140°F or are kept below 40°F.

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>Have chicken (preferably fresh) already cooked and diced. Place in a hot holding dish at 140°F. After introducing the Giant Microbes, have <em>Campylobacter jejuni</em> sit next to the pot holding the chicken.</td>
</tr>
<tr>
<td>Refried Beans</td>
<td>Fat-Free refried beans are preferred. Have beans already out of the can and placed into a hot holding dish at 140°F.</td>
</tr>
<tr>
<td>Rice</td>
<td>Brown rice is preferred to reinforce eating whole grains. Ensure that rice has adequate time to cook prior to lesson. Place the cooked rice in a hot holding dish at 140°F. After introducing the Giant Microbes, have <em>B. Cereus</em> sit next to the pot holding the rice.</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Whole head of lettuce may be unnecessary; pick out the appropriate number of leaves to feed the whole group. Place the lettuce in a bowl near (not on) the cutting boards and knives.</td>
</tr>
<tr>
<td>Tomato</td>
<td>Place the unwashed tomato near (not on) the cutting boards and knives.</td>
</tr>
<tr>
<td>Onion</td>
<td>Have the onion already chopped if knife skills are not being taught in this lesson.</td>
</tr>
<tr>
<td>Shredded Cheese</td>
<td>Choose low-fat version if available. Transport and refrigerate at under 41°F. When serving, place in a bowl with a serving teaspoon.</td>
</tr>
<tr>
<td>Sour Cream</td>
<td>Transport and refrigerate at under 41°F. When serving, provide a serving teaspoon.</td>
</tr>
<tr>
<td>Salsa</td>
<td>Choose a pre-made salsa fresh salsa that has been bought refrigerated in the store. Transport and refrigerate at under 41°F. When serving, place in a bowl with a serving teaspoon.</td>
</tr>
<tr>
<td>Taco Building Station</td>
<td>The taco building station may be a table or counter where the participants can line up and create their own taco. Prior to the lesson starting, plate, napkins, and eating utensils may be placed at the beginning of the line. The chicken, rice, and beans may be placed at the table if they are able to be held at 140°F during the lesson. Tortillas may be heated if desired. The lettuce may be refrigerated until it is ready to be washed and cut. The tomato may or may not be refrigerated based on its ripeness. Once the vegetables are cut, they may be placed after the hot items. The cold items (shredded cheese, sour cream, and salsa) may be kept in the refrigerator until their temperatures are taken in the activity.</td>
</tr>
<tr>
<td>Keep Your Food Safe Poster</td>
<td>Set this up near the front or by the food preparation area for participants to easily refer to during the lesson</td>
</tr>
<tr>
<td>Bacteria Review Worksheets</td>
<td>Print out enough copies for participants to use in the lessons. Have the Bacteria Review Printouts ready for distribution after participants fill in the worksheet. See Appendix 15 for worksheet and printouts.</td>
</tr>
<tr>
<td>Content Survey – Fight Bac!</td>
<td>Print enough paper copies for all participants to take home after the lesson. See Appendix 15.</td>
</tr>
</tbody>
</table>
Lesson Activities

Bacteria Review
The types of good and bad bacteria will be reviewed: first through a worksheet filled out between the mentor pairs, then through an activity of pairing picture printouts of the food and bacteria. Mentors will either hold a picture of food or bacteria while mentees pair the mentors according to corresponding food and bacteria.

Let’s Taco ‘Bout Food Safety
In this activity, participants will be guided through the components of Fight Bac! Campaign through the preparation of tacos. Participants will have a chance to wash their hands properly and visualize the number of bacteria they are removing using the Bag of Germs set. They will also have the chance to inspect the cooking utensils and cooking stations to ensure they are clean. Although participants will not be handling raw meat, they will be asked how they would separate the cutting of vegetables from raw meat. Participants will take the temperatures of the cooked and chilled foods to ensure that their food is not in the temperature danger zone before finally building their own taco.

Lesson Script

Opening
Estimated time: 5 minutes

Show Slides 1 – 2 of Fight Bac!.pptx

Have you ever gotten sick from food or gotten food poisoning?
Allow up to 2 participants to share their experiences or just have a show of hands.

Could you tell that something was wrong with the food/beverage before you ate it?
Have mentor/mentee pairs talk to each other about how they decide whether the food was safe to eat.

We can’t always tell by how a food looks or smells if it’s safe to eat. What are some ways you make sure your food is safe to eat? Allow up to 4 participants to share their experiences or just have a show of hands.
Introduction

Estimated time: 2 minutes

Show Slide 3 of Fight Bac!.pptx

All food has some bacteria.

Do you think this is a good or bad thing? Allow participants to discuss amongst their tables.

Bacteria can be good or bad for you.

If food isn’t made safely, you can get sick.

Food safety is making sure your food doesn’t make you sick at all the different points you work with food: Buying, Cooking or Preparing, Serving and Storing or Keeping

Key Elements

Estimated time: 20 – 25 minutes

Show Slide 4 of Fight Bac!.pptx

The good bacteria are called Probiotics.

They’re usually found in yogurt, but they can be in other fermented foods.

What other foods have probiotics? Allow mentees up to 2 minutes to Google search iPads for foods with probiotics and share with the group.

These help you stay healthy.

Pull out the Giant Microbes Probiotics Pack and introduce each microbe: Bifidobacterium longum, Lactobacillus bulgaricus, Lactobacillus acidophilus, Lactobacillus casei and Streptococcus thermophilus.

These guys are your friends.

Show Slide 5 of Fight Bac!.pptx

You may have heard of the bad bacteria before. Sometimes they make news because they make a lot of people sick.

Sometimes the food we can buy can be contaminated with bad bacteria, and there
will be a food recall to let us know to avoid that food. Food recalls can be shown on the news, in grocery stores or online.

The USDA tells us if there is a food recall for many of our protein products.

The FDA tells us if there is a food recall for all other foods.

It’s also important to make sure that once you buy food and bring it home to eat that you keep it safe to eat. There are different ways bad bacteria can get into your food:

* **E. Coli** can come from uncooked or undercooked meat, contaminated fruits and vegetables, unwashed hands

* **Salmonella** can come from uncooked or undercooked eggs, meat, and contaminated raw fruits and vegetables

* **Campylobacter jejuni** (diarrhea) can come from uncooked meat, usually chicken
Germs can get into food in many ways:

- When things that touch the food are dirty like utensils, hands, and cooking/serving surfaces.
- When food is contaminated before you buy it.
- When dirty foods get mixed with clean food.
- When food isn’t cooked long or hot enough.
- When food is kept out too long like in a buffet or picnic.

Presentation Tip:
Show the Fight Bac! Video on the iPad if a participant focuses better to the video than the speaker.
https://www.youtube.com/watch?v=_jr9VD-zSb4
There are 4 ways you fight bad bacteria:

**CLEAN:**

- **Wash hands:**
  - Before cooking food, touching a new food
  - After going to the bathroom, taking out the trash, touching something dirty
  - Wash hands for at least 20 seconds
  - Use soap to scrub your wrists and under your nails

Make sure utensils are clean.

**SEPARATE raw food from cooked food**

This may happen when you:

- Put a cooked piece of meat where an uncooked piece of meat was
- Use the same utensil for raw meat for fresh fruits or vegetables
- Let the juice from raw meat drip on fruits and vegetables in a refrigerator
COOK food to the right temperatures:
Different foods need to be cooked at different temperatures, but all hot foods should be kept warm at over 140°F.

CHILL: keep cold food cold while serving:
under 41°F; keep all leftover food under 41°F within 4 hours after bringing it out.

What are the 4 things we have to remember to do when handling food?
Call on participants to steps one at a time. Then call on participants to describe each step one at a time. Finally call on participants again to name each step one at a time.

To remember how to handle food safely, don’t forget to CLEAN, SEPARATE, COOK, and CHILL!

Application
Estimated time: 20 – 40 minutes

Review
Have participants review the types of bacteria covered in the Key Elements by starting with the worksheet. When everyone has completed the worksheet, let mentees pick out a bacteria printout while mentors pick a food item.
Let’s Taco ‘Bout Food Safety

*Show Slide 23 of Fight Bac!.pptx*

**Presentation Tip:**
Some foods (especially the probiotics) can fit into various foods. The purpose of this activity is to have participants recognize which foods may have certain bacteria, not know the exact name of the good and bad bacteria.

Depending on the size of the lesson area, participants can go in small groups led by mentors or research staff members knowledgeable in food safety or as one group lead by the lesson leader.

Before we start making tacos, what’s the first thing we need to do?
**Await response from participants to CLEAN**

*We’re going to use a special tool to make sure we get as much bad bacteria off our hands.*

*Hold the Giant Microbe E. Coli as you’re explaining this. Allow the participants to look and examine E.Coli as others are using the Bag of Germs set to simulate the number of germs on their hands. Have participants compare their hands before and after washing.*

*Have each participant go to the handwashing sink(s) and count to 20, scrubbing their hands, wrist, and nails to make sure their hands are thoroughly cleaned. Allow the mentors to demonstrate and supervise their mentees.*

**Next, we need to make sure our cooking utensils are clean.**

*Have participants inspect utensils. Allow them to wash utensils with dish soap if they do not approve.*

**We also need to make sure our raw vegetables are clean!**

*Have the Giant Microbe salmonella sit next to the lettuce and tomatoes.*

**How can we make sure Salmonella isn’t on our raw vegetables?**

*Wait for or prompt the response to check if these foods have been recalled.*
Cutting boards and knives designated for meats and vegetables should be out.

**Should I use the cutting board and knife to cut the raw chicken or a new, clean one for the vegetables?**
Ask before cutting the vegetables. Allow the group to respond then start chopping the vegetables for serving. While chopping, move on to the next question.

**How else can we make sure we separate our foods correctly?**
Allow up to 5 people to answer. Ensure that answers include:

Making sure that the raw chicken juice doesn’t drip on any of the ingredients that will be eaten such as the vegetables, tortillas, and taco toppings

Making sure the serving utensils for the raw foods don’t touch the cooked foods.

Cooked ingredients aren’t placed on the same surfaces as the uncooked, raw ingredients.

Next, we’re going to use food thermometers to make sure our food is staying hot enough so bad bacteria don’t grow. What temperature should all our hot food be?

Allow up to 3 responses.

As long as the hot food stays above 140°F, we’re safe! I need 3 volunteers to check the temperature of the rice, beans and chicken.

Have the Giant Microbe Campylobacter Jejuni sit next to the chicken and B. cereus sit next to the rice. Allow the 3 participants to measure the temperatures using the food thermometers.

Let the participants who did not get to measure temperatures take the Giant Microbes away from the food if the temperature is correct.

I need volunteers to make sure our cold foods are chilled enough. How cold should all these foods be chilled?

Allow the participants to respond. Have participants volunteer to check the temperatures of the refrigerator, sour cream, cheese, onions and salsa. When all of the cold food passes, take them out of the refrigerator and to the taco building station.

**Important**
Participants should be in the center of the cooking area where they can see where the hot food and cold food are held, where they will be slicing food, and where the food can be served.

**Important**
Ensure each food has its own food thermometer or that the food thermometer is sanitized with an alcohol swab between measurements.
Allow participants to serve, build, and enjoy tacos. Reiterate the following point as participants are enjoying the taco:

- **Wash**- hands, cooking surfaces, utensils
- **Separate**- food that needs to be cooked from ready-to-eat food
- **Cook**- foods to the right temperature
- **Chill**- keep cold foods cold

**Before you go, don’t forget to take the magnet that tells you safe food temperatures and thermometers to practice what we went over today.** Disseminate magnets and thermometers.

**Adaptations**
Due to COVID-19, this lesson was presented in an online format via Zoom. Lead mentors should have screen sharing capabilities if they are presenting. Mentoring pairs should be assigned with other mentoring pairs in small groups for discussion and/or group activities. Discussion spaces or breakout rooms should be pre-assigned. See Appendix 15 for modified script. Contact Dr. Devona Dixon to obtain the accompanying PowerPoint.

1This may be in the form of a slow cooker or Crock pot. The hot holding container needs to be able to hold food at least 140°F.

2This poster was purchased through [https://www.enasco.com/](https://www.enasco.com/). The Keep Your Food Safe Food Poster may be substituted for another, easier to read poster as long as the Temperature Danger Zone is clearly depicted.

3The Bag of Germs set comes with fluorescent powder and UV light to simulate the number of bacteria on hands. An alternative to the powder, the Glo Germ Gel, is available.

4Bring multiple thermometers. Depending on availability, 7 thermometers are needed for one thermometer per food whose temperature is measured or each of the participants or mentees may have a thermometer.

**Sendoff & Clean Up**
Clean up the taco building station and keep leftover food in the appropriate places. Ensure that participants leave with a Food Safety Magnet and thermometer. In the beginning of the next lesson, ensure that mentees have filled out the relationship survey (Appendix 6) and the Fight Bac! Content Survey (Appendix 15).

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Left over-food</strong></td>
<td>Toss disposable plates and utensils. Wash non-disposable items and keep for future use. Participants may fill out their survey at this time. Give participants the option to take the temperature of the food before tossing or giving away the left overs.</td>
</tr>
</tbody>
</table>
Participant Send-Off

Provide participants with a magnet or handout of safe food temperatures for easy reference when they cook. Additional optional handouts may be found in the Additional Resources section.

Content Survey – Fight Bac!

Instruct all participants to complete and return the survey at the beginning of the next lesson or next group meeting.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Send your mentee an article of a recent food recall and have a conversation about it.</td>
</tr>
<tr>
<td>Watch clips from 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medium time commitment</th>
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</thead>
<tbody>
<tr>
<td>Go to a restaurant with your mentee 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>Sign up for a cooking class together and watch how the instructor and the rest of the class practices food safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High time commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have permission, go through your own or your mentee’s fridge or pantry and toss out food together that’s no longer safe to eat.</td>
</tr>
<tr>
<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.

Easy Food Safety Temperature Guide graphic can be found https://www.jessicagavin.com/barbecue-picnic-food-safety-tips/.

MyPlate Food Safety Summary can be found https://www.choosemyplate.gov/food-safety.

References

Fight BAC!®. Retrieved from https://www.fda.gov/Food/ResourcesForYou/HealthEducators/ucm117296.htm
Healthy Tips
Why Water?

Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Viotshia Sutton, Graduate Student</th>
</tr>
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<tbody>
<tr>
<td>Topic</td>
<td>Water</td>
</tr>
<tr>
<td>Duration</td>
<td>10 - 15 minutes</td>
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<tr>
<td>Purpose</td>
<td>Encourage participants to drink water by bringing awareness of its purpose in the body and providing different examples of ways to consume water.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Describe benefits of drinking water</td>
</tr>
<tr>
<td></td>
<td>• Identify ways to flavor water and consume water through foods</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Living</td>
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</tbody>
</table>

Materials

Setup

- Why Water.pptx
- Infused water

Lesson

- Food Hydration Handout
- Water: The Foundation of a Healthy Body

Setup

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Hydration Handout</td>
<td>Print out enough for all participants to read and take home after the lesson. See Appendix 16.</td>
</tr>
<tr>
<td>Water: The Foundation of a Healthy Body</td>
<td>Prepare enough for all participants to read and take home after the lesson. These may be purchased at <a href="https://getvisualz.com/">https://getvisualz.com/</a>.</td>
</tr>
<tr>
<td>Infused Water</td>
<td>Prepare water infused with presenter’s choice of fruits, vegetables and/or herbs for participants to try during the lesson.</td>
</tr>
</tbody>
</table>

Lesson Activity

Taste Testing Infused Water

Participants will try water infused with the presenter’s selected fruits, vegetables and/or herbs to taste one way they can flavor water without adding sugar.

Lesson Script

Opening

Estimated time: 1 – 2 minutes

Show Slide 1 of Why Water.pptx

Hi everyone, my name is (insert name) and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

Introduction

Estimated time: 2 – 3 minutes
How many of you all drink water?
Allow participants to raise their hands.

How many times did you all drink water today?
Allow a few participants to provide answers.

Water is a drink that our bodies need to stay healthy. Today we will talk about the benefits of water and give you all a tip on how to make water taste better for you to help you will drink more of it throughout the day.

Key Elements
Estimated time: 7 – 10 minutes

Show Slide 2 of Why Water.pptx

Water makes up 70% of the human body.

It is recommended that women take in least 9 cups of water and men take in least 13 cups.

You might not be able to drink that much water in one day, so the food you eat could make up for the cups of water you didn’t drink throughout the day.

Show Slide 3 of Why Water.pptx

Water has many benefits to us:

- It helps joints moves smoothly.
- It helps regulate your body temperature through sweat and breathing.
- It helps transport nutrients to give you energy and keep you healthy.

Show Slide 3 of Why Water.pptx

You can add a little flavor with fruit such as lemon, strawberry, peaches, and other fruits.

Presentation Tip:
Ask participants what challenges they encounter when trying to drink enough water.
I hope this tip helps you all include more water in your daily lives.

Application

Estimated time: 1 – 2 minutes

Allow participants to try infused water.


Here are some handouts that will help you all learn a little more about water.

One handout has fruits and vegetables that also gives you water.

These are more fruits that you can put in your water to drink.

Discuss which fruit would participants like to infuse in their water.

Review

Estimated time: 2 – 3 minutes

What are the benefits of water?

Ask a few participants for answers to review what was covered.

What are some ways that will help you drink more water?

Ask a few participants for answers to review what was covered.

Thank you all for listening, Now I am going to turn it over to (next instructor).

References


Eating Healthy!

Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Viotshia Sutton, Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Eating Healthy!</td>
</tr>
<tr>
<td>Duration</td>
<td>10 -15 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Encourage participants to eat healthy by bringing awareness of different reasons of eating healthy besides the norm and providing different examples of foods to consume.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>● Describe reasons to eat healthy</td>
</tr>
<tr>
<td></td>
<td>● Identify healthier options</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Living</td>
</tr>
</tbody>
</table>

Materials

**Setup**

- Eating Healthy.pptx
- Small Trade Samples

Lesson Activity

Small Trades

Participants will try a smoothie with the presenter’s selected fruits, vegetables and/or herbs to taste one way they can enjoy healthier options. Dark chocolate and infused water may also be made available for participants to try.

Lesson Script

Opening

*Estimated time: 1 – 2 minutes*

*Show Slide 1 of Eating Healthy.pptx*

Hi everyone, my name is *(insert name)* and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

Introduction

*Estimated time: 2 – 3 minutes*

How many of you all eat healthy or try to include some healthy foods when it’s time to eat?
Allow participants to raise their hands.

What are some reasons some people might eat healthy that you all know of? Allow a few participants to provide answers.

Yes! All of those answers you all said are reasons some people might eat healthy.

Today we will talk about eating healthy for other reasons that are not usually talked about and that could help you throughout the day, every day.

Key Elements
Estimated time: 7 – 10 minutes

Show Slide 2 of Eating Healthy!.pptx

Good nutrition plays an important part of living a healthy lifestyle.

It is recommended to eat a well-balanced diet to get great nutrients to prevent and fight off chronic diseases such as:

- diabetes,
- heart disease
- some cancers.

Also, it is recommended to eat a well-balanced diet to maintain a healthy weight.

All of these things are very very important and very good and it can help you live longer, but what if you don’t have any of these diseases or you are at a good weight that best fits you?

Show Slide 3 of Eating Healthy!.pptx

So, eating healthy is not always about those things if you are a healthy person.

It can be about:

- Feeling good and boosting your mood:
  - The brain needs a lot of energy.
    - It uses 20% of the energy you take in per day (about 400 calories or about an hour of running)
  - It is made of 60% fat and needs the good kind of fat (polyunsaturated) (PUFAs) such as Omega-3s and others.
    - This can leave you happy, feeling optimistic, and having self-esteem.
• You can find these good fats in fish such as salmon, mackerel, halibut, sardines, tuna, and herring

● Having more energy:
  - Eating certain types of foods in particular amounts can help prevent tiredness

● Wanting to improve or maintain your overall health: this can help prevent chronic diseases

● Outer Appearance:
  - Eating healthy can help with acne problems, wrinkles, control skin dryness, and strengthen your hair and nails.

*Presentation Tip:*
Ask participants to name one reason why they would want to try to eat healthy.

Show Slide 4 of Eating Healthy!.pptx

You can start off eating healthy by doing small trades to eat healthier foods such as trading:

● Ice cream for a smoothie
● Soda for water or infused water
● Milk chocolate for dark chocolate

I hope this tip helps you all make little trades to eat healthier.

Application

*Estimated time: 1 – 2 minutes*

Now I will give you all a sample of a smoothie to taste to see if you all will consider making a trade.

Allow participants to try smoothie.

Pass out vegetable and fruit bookmark.

Here is a handout/bookmark that will help you all keep track of what fruits and vegetables you have tried and some that you might try soon.

Discuss what fruits or vegetables participants would they like to put in their smoothies.

Review

*Estimated time: 2 – 3 minutes*

Besides losing weight and preventing diseases, what are some other reasons why some people may eat healthy?
Ask a few participants for answers to review what was covered.

Name a food that you could trade for a healthier option? And what would that option be?
Ask a few participants for answers to review what was covered.
Thank you all for listening, Now I am going to turn it over to (next instructor).

References

**Overview**

<table>
<thead>
<tr>
<th><strong>Content Developer</strong></th>
<th>Viotshia Sutton, Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Stretching</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Encourage participants to stretch by bringing awareness of what stretching does and to give some ideas of different kinds of stretches.</td>
</tr>
<tr>
<td><strong>Learning Objective</strong></td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Understand what stretching does</td>
</tr>
<tr>
<td></td>
<td>• Do light stretches</td>
</tr>
<tr>
<td><strong>Core Competency</strong></td>
<td>Healthy Living</td>
</tr>
</tbody>
</table>

**Materials**

**Setup**

- Stretches!!!.pptx

**Lesson Activity**

**Stretch Activity**

Participants will participate in a light stretch exercise.

**Lesson Script**

**Opening**

*Estimated time: 1 – 2 minutes*

*Show Slide 1 of Stretching.pptx*

Hello again, my name is *(insert name)* and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

**Introduction**

*Estimated time: 2 – 3 minutes*

Have any of you all heard of stretching, or seen, or did any stretching before?

Allow participants to raise their hands.

Can anyone show us a stretch that they have either seen or done?

Allow a few participants to provide answers.

Thank you all so much for sharing with us! All of you did a great job.

Today we will talk about stretching and what it does to the body and how it could help you throughout the day, every day.

**Key Elements**

*Estimated time: 7 – 10 minutes*
Stretching is a natural sense that your body already leads you to do.

Although this type of morning stretching is a great way to get your day started, aiming at more targeted stretching that is more fit for certain sections of the body such as legs, arms, during the day will have good benefits on your muscles and joints.

Stretching is a great way to keep your muscles healthy. Stretching on a regular basis could help with strengthen your muscles.

Stretching loosens and realigns the muscles so the muscles will not shorten or tighten up which could cause soreness.

It also helps circulation, getting your blood flowing after your heart spent the night moving a little slower than it does during your waking hours.

It is recommended to stretch for 30 seconds or do the stretch 10 times.

Stretches can be done anywhere while you are working, watching TV, and in school.

There are plenty of stretches such as overhead stretch, shoulder rolls, and arm swings.

I hope this tip helps you all get a little stretching in during the day.
Application

Estimated time: 1 – 2 minutes

Show Slide 5 of Stretching.pptx

Now, I would like you all to some stretches with me.

So now we are going to spread out to give each other some space.

Tell participants to standup and/or stay seated and begin to instruct the light stretches

Our first stretch which are arm swings will stretch the muscles in the chest and shoulders by using the opposite muscles between your shoulder blades.

- We are going to standup straight and spread our feet shoulder-width apart.
- Then we will put our arms straight out in front of us
- Next we are going to inhale while swinging our arms back as far as they can go be careful not to stretch too far back that you might feel pain
- Then exhale while bringing our arms forward

Do this 10 times or less.

The next stretch we will do are shoulder rolls. This will stretch the shoulders, chest, and upper back.

- So now we are going to stand up/sit up straight with our arms by our sides and our feet shoulder width apart.
- Next, we will slowly rotate our shoulders forward making big circles 10x.
- Lastly, we will repeat the movement going backward 10x.

Discuss if participants would start to incorporate some stretches in their daily lives

Review

Estimated time: 2 – 3 minutes

What does stretching do to the body?
Ask a few participants for answers to review what was covered.

How many seconds is it recomanded to stretch?
Ask a few participants for answers to review what was covered.

Thank you all for listening, Now I am going to turn it over to (next instructor).

References


Building Strength!

Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Viotshia Sutton, Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Strength!</td>
</tr>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Encourage participants to do light exercise by bringing awareness of different exercises to build strength.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>•  Do a light exercise</td>
</tr>
<tr>
<td></td>
<td>•  Knowledge on why strength is important</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Living</td>
</tr>
</tbody>
</table>

Materials

Setup

- Building Strength!.pptx

Lesson

- Weighted Household Items
- Chair

Setup

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Household Items</td>
<td>Bring enough for participants to use for the activity and take home after the lesson. It is suggested to use weighted items that can serve</td>
</tr>
<tr>
<td>Chair</td>
<td>Have participants sit in chairs during the lesson and use the chair for the lesson activity.</td>
</tr>
</tbody>
</table>

Lesson Activity

Light Exercise
Participants will participate in a light exercise led by instructor.

Lesson Script

Opening

Estimated time: 1 – 2 minutes

Show Slide 1 of Strength!.pptx

Hi everyone, my name is (insert name) and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

Introduction

Estimated time: 2 – 3 minutes

Do any of you all exercise or do some type of physical activity?
Allow participants to raise their hands.

What type of exercise or physical activity are you doing now or have done? Allow a few participants to provide answers.

Today we will talk about a section of exercising which is strength and why we need it and how to gain it safely.

Key Elements
Estimated time: 7 – 10 minutes

Show Slide 2 of Strength!.pptx

Exercise/Physical Activities play an important part of living a healthy lifestyle. It is recommended to do a strength exercise at least 2 times a week.

When building strength, you are strengthening the muscles, tendons, bones and ligaments and increasing your muscle mass.

Building strength is important so people can do everyday tasks. Strength helps with:

- Not getting tired when carrying out activities:
  - Building muscle strength can help produce *endurance* which is how many times you can repeat a task without getting tired.

- Not getting injured while carrying out activities:
  - I stated earlier about when you are trying to build strength you are also strengthening your muscles, tendons, bones, and ligaments which all come together to help prevent any injuries.

- Keeping a healthy weight:
  - Muscle uses more energy than fat does, so building your muscles for some strength will help you burn more calories and maintain a healthy weight.

Show Slide 3 of Strength!.pptx

So, you don’t have to be a bodybuilder or have huge muscles to build strength or to look strong:

Here is a tip to help you all consider maintaining your strength:

Presentation Tip:
Ask participants: Would you consider exercising?
● Weighted household items such as a few pounds of sugar, canned goods and jug of any substance would be good to increase strength if they can be held safely/correctly.

● How do you know if your weighted item is too heavy?
  o If you are straining to lift it or you feel like you are using every muscle and it still does not move and your veins are showing more than usual, it is too heavy.
  o You will need to choose items that feels comfortable to you.

● You can use gym equipment like dumbbells 3 to 10 lbs only.
  o You could possibly find dumbbells sometimes in thrift stores, but you can always find them in places such as Wal-Mart, Target, and the Academy Sports and outdoors stores.

● If you want more weight, it is recommended that it should be supervised.
  o Weight machines should be supervised, as well as chin-ups and push-ups.

This helps build strength in the arms, legs, stomach and back.

(Application)

Estimated time: 1 – 2 minutes

Allow participants to participate in a light exercise activity.

Now we will stand up and do a light exercise that can increase strength in our arms and legs: The exercises are chair squats with cans and back leg raises

● First slide your chair back a little to give yourself some space

● Next, we are going to grab our cans and stand up straight while putting our hands (with the cans in them) in front of us

● Then plant our feet shoulder width apart, toes pointing forward. Inhale.

● We will slowly move down by bending our knees and while going into sitting form we are keeping our back, chest, and head straight.
- Make sure to exhale when you touch the chair.
- Touch the chair with your butt and then slowly rise
- Repeat the exercise.

Always make sure that you are keeping your shoulders back, back, chest, and head straight, as well as breathing.

The next exercise we are going to do will exercise your legs, and they are called back leg raises.

- First, we are going to stand behind our chair, holding the chair with both hands.
- Lift one leg out behind you slowly be careful to not go back to far to where you feel pain.
- Lower your leg slowly and repeat the number of reps and then switch legs.
- Keep your normal breath and your back straight, try not to bend forward, or lift your leg to high that it puts pressure on your lower back.

We will also be doing (5 or 10) reps on each leg.

Discuss what items they would use from home to gain strength.

Review

- What household item can you use to help build strength?
  Ask a few participants for answers to review what was covered.

- What does strength help with during an everyday task?
  Ask a few participants for answers to review what was covered.

Thank you all for listening, Now I am going to turn it over to (next instructor).

References


Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Viotshia Sutton, Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>No Time to Cook</td>
</tr>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>The mentees will have knowledge that there are other ways to eat healthy without using a stove or microwave.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Knowledge that there are other ways to eat healthy without using a stove or microwave.</td>
</tr>
<tr>
<td></td>
<td>• Show different ways to eat healthy</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Living</td>
</tr>
</tbody>
</table>

Materials

**Setup**

- No Time to Cook.pptx

**Lesson**

- Celebrate Veggies Handouts
- Turkey Stuffed Pita Pockets Recipe

Setup

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate Veggies Handout</td>
<td>Prepare enough for all participants to read and take home after the lesson.</td>
</tr>
<tr>
<td></td>
<td>These may be purchased at <a href="https://getvisualz.com/">https://getvisualz.com/</a>.</td>
</tr>
<tr>
<td>Turkey Stuffed Pita Pockets</td>
<td>Prepare enough for all participants to read and take home after the lesson.</td>
</tr>
<tr>
<td></td>
<td>See Appendix 16 for recipe.</td>
</tr>
</tbody>
</table>

Lesson Activity

Taste Testing

Participants will try a sample of turkey stuffed in pita pockets (serves 6, 15-minute meal).

Lesson Script

Opening

*Estimated time: 1 – 2 minutes*

*Show Slide 1 of No Time to Cook.pptx*

Hi everyone, my name is *(insert name)* and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

Introduction

*Estimated time: 2 – 3 minutes*

Do any of you all cook?

*Allow participants to raise their hands.*
If so, what do you all cook or have cooked?
If not, why don’t you cook?

Allow a few participants to provide answers.

So, today’s tip will be about making meals or snacks without using anything electric such as microwave, oven, and etc.

Key Elements
Estimated time: 7 – 10 minutes

Show Slide 2 of No Time to Cook.pptx

Creativity is needed when learning that there are other ways to make meals or snacks.

The reason you have to be creative is because you will not always have the money, time, or ingredients for certain meals/snacks.

Although you might not have the time, money, or ingredients, sometimes it is okay because you can make on-the-go meals/snacks and it is much:

- Faster: it takes food a while to cook in the microwave or oven
- Easier: it is easier to make a meal that you can stick in the fridge and not have to warm up the next day
- Convenient: Making meals without anything connected to electricity is great because that allows minimal supervision and ensures safety

Preparing a meal/snack should not be a hassle or put you in any danger. You can easily prepare a meal without using anything electric.

Show Slide 3 of No Time to Cook.pptx

It is possible to make quick and easy meals/snacks on the go or if you don’t feel like cooking over a hot stove!

Presentation Tip:
Ask participants what is something that they might have prepared that didn’t need to be heated up.

Tip: Leftovers from a previous night can be a quick on-the-go meal/snack, especially if they don’t need to be heated up to eat!
These types of meals or snacks are great and ready-to-eat when you take them out of your lunch box. Just make sure that you keep them in an insulated lunch box with an ice pack or keep your food in the refrigerator!

You don’t have to use a microwave or stove to eat healthy. Here are some options:

- Vegetable bowls
- Salads
- Sandwiches/wraps

Application

Estimated time: 1 – 2 minutes

Show Slide 4 of No Time to Cook.pptx
Allow participants to taste the turkey stuffed pita pocket.

Here are some samples for you all to taste. I hope you, like it!

Discuss what different foods they can make on their own at home.

Review

What are some meals/snacks that do not need to be heated?
Ask a few participants for answers to review what was covered.

What are some reasons we have to be creative sometimes with making meals/snacks?
Ask a few participants for answers to review what was covered.

Thank you all for listening, Now I am going to turn it over to (next instructor).

References


Microwaveable Meals

Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Viotshia Sutton, Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Microwaving meals/snacks</td>
</tr>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>The mentees will have knowledge that there are other ways to eat healthy by using a microwave.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Recognize that there are ways to eat healthy that include using a microwave.</td>
</tr>
<tr>
<td></td>
<td>• Show different ways to eat healthy</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Living</td>
</tr>
</tbody>
</table>

Materials

Setup

- Microwaveable Meals.pptx
- Microwave
- Chicken Quesadilla
- Ramekins
- Serving plates

Lesson

- Chicken Quesadilla Recipe
- Bowl
- Fork
- Knife (optional)

Setup

<table>
<thead>
<tr>
<th>Item</th>
<th>Setup Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>Ensure chicken strips/shredded chicken have been thoroughly cooked. Prepare ½ cup in a ramekin for demonstration.</td>
</tr>
<tr>
<td>Bell Peppers</td>
<td>Ensure peppers are diced and ½ cup is measured and placed in a ramekin for demonstration.</td>
</tr>
<tr>
<td>Onions</td>
<td>Prepare 2 tablespoons of diced onions and set aside in a ramekin for demonstration.</td>
</tr>
<tr>
<td>Cheddar Cheese</td>
<td>Measure out ¼ cup and set aside in a ramekin for demonstration.</td>
</tr>
<tr>
<td>Taco Seasoning</td>
<td>Premeasure 1 tablespoon of low sodium taco seasoning and set aside in a ramekin for demonstration.</td>
</tr>
<tr>
<td>Chicken Quesadilla</td>
<td>Prepare the chicken quesadilla and cut into enough small samples for participants to taste.</td>
</tr>
<tr>
<td>Chicken Quesadilla Recipe</td>
<td>Prepare enough for all participants to read and take home after the lesson. See Appendix 16.</td>
</tr>
</tbody>
</table>

Lesson Activity

Taste Testing

Participants will try a sample of chicken quesadilla (serves 6, 15-minute meal).

Lesson Script

Opening

*Estimated time: 1 – 2 minutes*
Hi everyone, my name is (insert name) and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

Introduction

*Estimated time: 2 – 3 minutes*

How many of you have helped your parents cook in the kitchen?

*Allow participants to raise their hands.*

If so, what are somethings that you have learned?

*Allow a few participants to provide answers.*

So, last week we talked about how to make quick and easy meals without using a microwave or stove, but today our tip will be about making meals/snacks with a microwave.

Key Elements

*Estimated time: 7 – 10 minutes*

*Show Slide 2 of Microwaveable.pptx*

Like last week, I said:

Creativity is needed when learning that there are other ways to make meals or snacks.

The reason you have to be creative is because you will not always have the money, time or ingredients for certain meals/snacks.

Eventually you will have the time, money, and ingredients so you are able to take your time and actually cook food and enjoy a warm meal or snack for yourself.

Microwave cooking can be:

- **Healthy:**
  - Cooking with a microwave helps protect vitamin C and other nutrients that break down when heated.

- **Worry-free:**
  - After reading the instructions on the product and finding the correct time the its need to be cooked thoroughly,
  - You are able to set the time on the microwave and
- When the time is up the microwave turns off by itself.
  - **Easy:**
    - You don’t need to pre-heat microwaves.
      - Does anyone know what pre-heating means?
      - It’s letting the stove heat up before putting food in
    - This makes it quicker and easier to heat and eat food compared to electric ovens.
  - **Safe and convenient:**
    - Microwave cooking times are shorter than the oven.
    - Also, the microwave does not produce any flames
      - do not use aluminum foil or it will create flames
    - and you can’t burn yourself from touching the microwave
      - if product is extremely hot wear mitten to take the product out.

*Presentation Tip:*
Ask participants what is something that they might have prepared that needed to be heated up.

*Show Slide 3 of Microwaveable.pptx*

Food that does require a microwave can also be healthy and easy.

  - With microwaving, a little bit of water steams food from the inside out. This keeps in more vitamins and minerals in.
  - Here are some tips to make sure you are being safe and eating healthy:

    - Make sure to avoid microwaving food in its original packaging.
      - Only do it if the product says microwave-safe. Otherwise, the packaging can melt into the food.
      - For example, some steamed vegetables in a bag can be put original package in microwave.
      - Heat in a microwave-safe container for storage for the next day.
    - Microwave frozen meals according to package directions so it is cooked thoroughly.
    - Cover food well to keep it moist, promote even cooking and prevent splatters.
    - Stir food for even cooking.
    - Let reheated foods sit after cooking in the microwave to let it cool down.
Microwaving foods can be healthy as well. Here are some options:

- Frozen Fruit
- Vegetables like sweet potatoes
- Oatmeal and some kinds of rice
- Fully cooked frozen chicken or hamburger patties

Application

Estimated time: 1 – 2 minutes

Demonstrate putting together the quesadilla, showing the mixing of the chicken, peppers, onions and seasonings then proceeding to step 4.

Allow participants to taste the chicken quesadilla.

Here are some samples for you all to taste. I hope you, like it.

Discuss what different foods they can make on their own at home.

Review

What are some safe tips when heating food?
Ask a few participants for answers to review what was covered.

Name a healthy food that can be microwaved?
Ask a few participants for answers to review what was covered.

Thank you all for listening, Now I am going to turn it over to (next instructor).

References


Flexibility!

Overview

<table>
<thead>
<tr>
<th>Content Developer</th>
<th>Viotshia Sutton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Flexibility!</td>
</tr>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>Encourage participants to do light flexibility exercises.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Do a light exercise</td>
</tr>
<tr>
<td></td>
<td>• Explain why flexibility is important</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Healthy Living</td>
</tr>
</tbody>
</table>

Materials

Setup
- Flexibility!.pptx

Lesson Activity

Light Exercise
Participants will participate in a light exercise led by instructor.

Lesson Script

Opening

Estimated time: 1 – 2 minutes

Show Slide 1 of Flexibility!.pptx

Hi everyone, my name is (insert name) and I am here to give you all some tips and tricks on how to include healthy actions throughout your day, every day.

Introduction

Estimated time: 2 – 3 minutes

Show Slide 2 of Flexibility!.pptx

Do any of you all know what flexibility is?
Allow participants to raise their hands.

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

Are you all flexible?
Allow a few participants to provide answers
Exercise or Physical Activity plays an important part of living a healthy life style.

Presentation Tip:
Ask participants whether they would consider adding flexibility exercises in their workouts.

WHAT IS FLEXIBILITY?

Flexibility is the ability to move the body normally without having any pain.
Today we will talk about flexibility and why we need it.

Key Elements
Estimated time: 7 – 10 minutes

Show Slide 3 of Flexibility!.pptx

Flexibility is good for you because it helps with movement, body pain, and blood flow throughout the body.

Benefits of flexibility exercises:

• Allows movement: Flexibility exercises allows your muscles to stretch and so your body can move normally

• Relaxation: loosens tight muscles which helps your muscles relax and increase blood flow.

• Pain Relief: With loosening the muscles helps increase blood flow which helps with pain and soreness

Show Slide 4 of Flexibility!.pptx

Here is a tip to help you all consider maintaining flexible exercises:

• When doing flexibility exercises, be smooth and slow, never jerky or bouncy. This can cause muscles to tighten and may result in injuries.

• It is recommended that adults should do flexibility exercises at least two or three days each week to improve movement.

• Each exercise should be held for 10 to 30 seconds to the point of slight discomfort then let go because you do not want to injure yourself.

Show Slide 5 of Flexibility!.pptx

Application
Estimated time: 1 – 2 minutes

Allow participants to participate in a light exercise activity.

Now we will do some flexible exercises: the chest mobilizer and neck and shoulder releases.
• We will start out with the chest mobilizer.
• First, we are going to stand up straight and open your arms wide.
• Now we tilt our head back and push our chest out. As we push our chest out, we are going to take a deep breath in.
• Next, we will breathe out as we bring our arms in crossing each other as if we are hugging ourselves and hunch your back forwards.
• Now we are going to repeat one more time.

The next exercise we are going to do is neck and shoulder release.

• First, we are going to sit up straight with your shoulders relaxed.
• Then we are going to slowly lay our head to our right shoulder, as far as comfortable, feeling the stretch on the other side of our neck.
• Next, we are going push our fingers of our left hand towards the floor, extending the stretch into the top of your shoulder. Now we will hold this for 10 seconds.
• Finally, we will repeat it on the other side.

Review

How does flexibility help the body?
Ask a few participants for answers to review what was covered.

How many days is recommended to do flexible exercises?
Ask a few participants for answers to review what was covered.

Thank you all for listening, Now I am going to turn it over to (next instructor).

References


Appendix 1
Mentor Knowledge Assessment
Knowledge Assessment for Mentors

The following items are questions created by the researchers derived from specialized curriculum developed for the Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program funded research project. The purpose of the questions are to test the knowledge of the mentors (undergraduate Family and Consumer Sciences research assistants) prior to receiving any specialized training related to developed curriculum. The individual results of the assessment will be used to determine a base-line score of the current knowledge of the mentors. At the end of the academic year, the mentors will receive the same assessment to determine individual scores as an indicator of the knowledge gained upon completing the activities related to the research project.

**Directions:** Mentors should complete the following questions and return the completed assessment to the assessment proctor. 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 5= always, indicate your response

1. I am always making new friends.

5  4  3  2  1
Always  Sometimes  Never

2. I have a close relationship with my family.

5  4  3  2  1
Always  Sometimes  Never

3. I enjoy spending time with my friends.

5  4  3  2  1
Always  Sometimes  Never

4. I enjoy spending time with my family.

5  4  3  2  1
Always  Sometimes  Never

5. I always take time to do the things I enjoy.

5  4  3  2  1
Always  Sometimes  Never
6. I never have time for myself.

Always  Sometimes  Never

7. Nothing really interests me.

Always  Sometimes  Never

8. I am good at saving money.

Always  Sometimes  Never

9. I buy whatever I want regardless of the price.

Always  Sometimes  Never

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

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 21-A. If he/she checks “c,” they will answer question 21-B.

21.A When I treat stains, I use the same stain remover no matter what kind of stain I am treating.
   f. Yes
   g. 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?
   c. Yes
   d. No
Good Fitting Clothes Gets You Noticed

23. Characteristics of poor fitting clothing include all of the following except:
   a) Excessive wrinkles
   b) Loose baggy appearance
   c) Clothing that is too small or too tight for the wearer
   d) Clothing that is the proper length for one’s arms and legs

24. Benefits of wearing clothing that fit well include all of the following except:
   a) Wearer feels and shows confidence
   b) Wearer gets positive attention from others
   c) Wearer will not be comfortable
   d) Others will want to get to know you

Question Set 3. Nutrition Related Content

My Plate

25. Cross out the foods that are not part of the MyPlate Dairy group:
   Kefir        Vanilla pudding        Chocolate        Butter
   Almond Milk  Olive Oil              Hummus           Ricotta
   Chocolate Milk  1% milk          Cashew-based ice cream  Orange Juice
   Frozen Yogurt   Lactose-Free milk  Mayonnaise        Rice milk

26. What percentage of the plate should each of these food groups take up? The total of all responses should equal 100%.
   Fruits: ______
   Vegetables: ______
   Grains: ______
   Proteins: ______
27. Categorize the following foods into their appropriate MyPlate food group. If it fits into more than one food group, provide a brief explanation why. Categories are: Fruits, Vegetables, Grains, and Proteins.
   Pineapple: ________________
   Watermelon: ________________
   Chicken: _______________________
   Yogurt: _______________________
   Tomato: _______________________
   Corn: _________________________
   Black beans: ___________________
   Collard greens: __________________
   French bread: __________________
   Berry Granola Parfait: ____________

Eating Out / Dining In

28. Select the healthiest order out of the three options:

<table>
<thead>
<tr>
<th>a.</th>
<th>Fresh Apple Slices</th>
<th>Apple Pie</th>
<th>Apple Fritters (Doughnuts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Baked Potato</td>
<td>Waffle Fries</td>
<td>Regular Fries</td>
</tr>
<tr>
<td>c.</td>
<td>Kids meal burger</td>
<td>Quarter Pounder Burger</td>
<td>Double Quarter Pounder Burger</td>
</tr>
<tr>
<td>d.</td>
<td>Apple</td>
<td>Chips</td>
<td>Bread</td>
</tr>
<tr>
<td>e.</td>
<td>Grilled chicken salad w/ dressing</td>
<td>Fried chicken salad with dressing</td>
<td>Grilled chicken salad w/o dressing</td>
</tr>
<tr>
<td>f.</td>
<td>Cheesy Bean &amp; Rice burrito</td>
<td>Cheese quesadilla</td>
<td>Nacho Fries</td>
</tr>
<tr>
<td>g.</td>
<td>Kids Ice cream cone</td>
<td>Adult sized ice cream cone</td>
<td>Large Sundae</td>
</tr>
<tr>
<td>h.</td>
<td>Green Beans</td>
<td>Mac &amp; Cheese</td>
<td>Mashed potatoes</td>
</tr>
<tr>
<td>i.</td>
<td>Blueberry Muffin</td>
<td>Blueberry Scone</td>
<td>Blueberry Oatmeal</td>
</tr>
<tr>
<td>j.</td>
<td>Baked Chips</td>
<td>Large Cookie</td>
<td>Banana</td>
</tr>
</tbody>
</table>
29. Select the healthier drink:

<table>
<thead>
<tr>
<th></th>
<th>Water</th>
<th>Orange Juice</th>
<th>Orange Sports Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Water</td>
<td>Orange Juice</td>
<td>Orange Sports Drink</td>
</tr>
<tr>
<td>b.</td>
<td>Unsweetened Tea</td>
<td>Water</td>
<td>Soda</td>
</tr>
<tr>
<td>c.</td>
<td>Diet Soda</td>
<td>Soda</td>
<td>Water</td>
</tr>
<tr>
<td>d.</td>
<td>Small Milkshake</td>
<td>Medium Milkshake</td>
<td>Large Milkshake</td>
</tr>
<tr>
<td>e.</td>
<td>Green Tea Frappuccino</td>
<td>Plain Green Tea</td>
<td>Green Tea Lemonade</td>
</tr>
</tbody>
</table>

30. Select all the ways to eat healthier at a restaurant.

- Look at the menu before you go
- Split the meal with a friend
- Save leftovers
- Load up on veggies
- Try ALL the samples of food
- Ask for extra cheese
- Skip the next meal to make up for eating too much
- Drink apple cider vinegar after eating out
- Load up on condiments
- Drink water with the meal

LET’S GO GROCERY SHOPPING

31. Which item is a non-necessity? Circle your response.

- Coca-Cola
- V8 Juice
- Chili Beans
- Honey Nut Cheerios
- Pancake Batter
- Strawberries
- Chocolate Peanut Butter
- Garlic Bread
- Cheddar Cheese

32. Circle the healthier choice of the food sets listed below.

<table>
<thead>
<tr>
<th></th>
<th>100% Orange Juice Vs 3 Oranges</th>
<th>Dried Banana Chips Vs Freeze Dried Bananas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Frozen Peach Slices Vs Canned Peaches</td>
<td>Blueberry Granola Vs Homemade Blueberry Oatmeal</td>
</tr>
<tr>
<td>b.</td>
<td>Watermelon Vs Gatorade</td>
<td>Sparkling Water Vs Ginger Ale</td>
</tr>
<tr>
<td>c.</td>
<td>Plain Popcorn Vs Plain Potato Chips</td>
<td>16 oz can Energy Drink Vs 16 oz Black Coffee</td>
</tr>
<tr>
<td>d.</td>
<td>Veggie Straw Chips Vs Carrot Chips</td>
<td>Grapes Vs Raisins</td>
</tr>
</tbody>
</table>
33. Choose the more economical option of the food sets below.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Cost</th>
<th>Compared To</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>2 lb bag dried beans</td>
<td>$1.59</td>
<td>15.5 oz can of beans</td>
<td>$1.23</td>
</tr>
<tr>
<td>b.</td>
<td>15 lbs whole watermelon</td>
<td>$4.99</td>
<td>12 oz tub of watermelon</td>
<td>$4.69</td>
</tr>
<tr>
<td>c.</td>
<td>Box of 6 granola bars</td>
<td>$3.99</td>
<td>Box of 24 granola bars</td>
<td>$11.99</td>
</tr>
<tr>
<td>d.</td>
<td>Bag of 6 apples</td>
<td>$3.99</td>
<td>4 apples (1.2 lbs)</td>
<td>$2.15/lbs</td>
</tr>
<tr>
<td>e.</td>
<td>2 oz almonds packet</td>
<td>$1.99</td>
<td>16 oz almond canister</td>
<td>$11.99</td>
</tr>
<tr>
<td>f.</td>
<td>6 oz box seasoned rice</td>
<td>$2.69</td>
<td>1 lb bag uncooked rice</td>
<td>$0.99</td>
</tr>
<tr>
<td>g.</td>
<td>Box of 12 oatmeal packets</td>
<td>$2.99</td>
<td>42 oz canister uncooked oatmeal</td>
<td>$2.99</td>
</tr>
<tr>
<td>h.</td>
<td>Case of 6 PB jars (16 oz)</td>
<td>$21.03</td>
<td>1 jar (16 oz) of Peanut Butter</td>
<td>$4.00</td>
</tr>
<tr>
<td>i.</td>
<td>10 lb Pancake mix bag</td>
<td>$7.42</td>
<td>32 oz Pancake mix box</td>
<td>$2.50</td>
</tr>
<tr>
<td>j.</td>
<td>68 oz can of olive oil</td>
<td>$16.98</td>
<td>16 oz bottle of olive oil</td>
<td>$2.56</td>
</tr>
</tbody>
</table>

Fight Bac!

34. What is the minimum amount of time needed to wash hands?
   - a. 10 seconds
   - b. 20 seconds
   - c. 30 seconds
   - d. 1 minute

35. Circle the foods that are likely unsafe to eat: Select all that apply.
   - Unripe avocados left on the counter
   - Milkshake left in the car overnight
   - Guacamole left at 57°F for 6 hours
   - Thawed then re-frozen fish
   - Ice cream at 35°F
   - Individually packaged corn flakes
   - Well-done cheese burger
   - Fried rice at 166°F for 2 hours
   - Unrefrigerated ripe bananas
   - Veggies cut on the same cutting board as pork
   - Refrigerated bean salad
   - Fresh chocolate chip muffins

36. Circle the foods that have probiotics: (Select all that apply.)
   - Kefir
   - Almond Milk
   - Chocolate Milk
   - Yogurt
   - Sauerkraut
   - Eggs
   - Raw chicken
   - Lactose-Free milk
   - Pickles
   - Hummus
   - Raw carrots
   - Mayonnaise
   - Butter
   - Ricotta
   - Onions
   - Oatmeal
37. **Circle the harmful microorganisms found in food.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Coli</strong></td>
<td><strong>Bacillus Cereus</strong></td>
<td><strong>Staphylococcus aureus</strong></td>
</tr>
<tr>
<td><strong>Lactobacillus acidophilus</strong></td>
<td><strong>H. Pylori</strong></td>
<td><strong>Camplobacter Jejuni</strong></td>
</tr>
<tr>
<td><strong>Lactobacillus casei</strong></td>
<td><strong>Lactobacillus bulgaricus</strong></td>
<td><strong>Bifidobacterium</strong></td>
</tr>
</tbody>
</table>
Appendix 2

Mentee Knowledge Assessment
“Nutrition and Self-Sufficiency of Adults with Disabilities through a Mentoring Program”

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 Lyndsay Champion or Devona Dixon. 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.

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

Always  Sometimes  Never

2. I have a close relationship with my family.

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

Always  Sometimes  Never

3. I enjoy spending time with my friends.

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

Always  Sometimes  Never

4. I enjoy spending time with my family.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
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></td>
<td><strong>Apple Slices</strong></td>
<td><strong>Apple Pie</strong></td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td><strong>Baked Potato</strong></td>
<td><strong>Waffle Fries</strong></td>
</tr>
<tr>
<td>c.</td>
<td><strong>Kids' size Cheeseburger</strong></td>
<td><strong>Quarter Pounder with Cheese</strong></td>
</tr>
<tr>
<td>d.</td>
<td><strong>Apple</strong></td>
<td><strong>Chips</strong></td>
</tr>
<tr>
<td>e.</td>
<td><strong>Blueberry Muffin</strong></td>
<td><strong>Blueberry Scone</strong></td>
</tr>
</tbody>
</table>
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>Iced Tea</td>
<td>Soda</td>
<td>Water</td>
</tr>
<tr>
<td>b</td>
<td>Water</td>
<td>Soda</td>
<td>Diet Soda</td>
</tr>
<tr>
<td>c</td>
<td>Small Milkshake</td>
<td>Regular Milkshake</td>
<td>Large Milkshake</td>
</tr>
<tr>
<td>d</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
- 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
31. Which item is not important to buy?

31. Circle the healthier option:
32. Which food actually costs less?

$1.59 for 2 lbs
$0.05 per oz

Vs

$1.23 for 15.5 oz can
$0.08 per oz

$2.09 for 6 oz box
$0.35 per oz

Vs

$0.89 per 1 lb
$0.06 per oz

$5.64 for 10 packets
$0.48 per oz

Vs

$2.39 for 42 oz can
$0.06 per oz

$6.40 for 20 lbs
$0.02 per oz

Vs

$4.00 for 24 oz
$0.16 per oz
33. 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

34. Circle the foods might be unsafe to eat.

35. Which food has good bacteria in it?
Appendix 3

Mentor Knowledge Assessment Answer Key
Questions Set 1. Relationship Building and Resource Management

1-10. Responses will vary.

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
   e. Trust
   f. Honesty
   g. Money
   h. Caring

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

14. Developing and maintaining friendships is a key component of
   e. Physical development
   a. Cognitive development
   b. Socio-emotional development
   c. Biological development

15. In the hierarchy of relationships, what is the correct order:
   d. Romantic partners, parents, children, friends
   e. Friends, romantic partners, parents, children
   f. Children, romantic partners, friends, parents
   g. Parents, friends, romantic partners, children
**Question Set 2. APPEARANCE RELATED CONTENT**

16-21. *Responses will vary.*

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. Characteristics of poor fitting clothing include all of the following except:

   a) Excessive wrinkles
   b) Loose baggy appearance
   c) Clothing that is too small or too tight for the wearer
   d) **Clothing that is the proper length for one’s arms and legs**

24. Benefits of wearing clothing that fit well include all of the following except:

   a) Wearer feels and shows confidence
   b) Wearer gets positive attention from others
   c) **Wearer will not be comfortable**
   d) Others will want to get to know you

**Question Set 3. Nutrition Related Content**

*My Plate*

25. Cross out the foods that are not part of the MyPlate Dairy group:

<table>
<thead>
<tr>
<th>Kefir</th>
<th>Vanilla pudding</th>
<th>Chocolate</th>
<th>Butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almond Milk</td>
<td>Olive Oil</td>
<td>Hummus</td>
<td>Ricotta</td>
</tr>
<tr>
<td>Chocolate Milk</td>
<td>1% milk</td>
<td>Cashew-based ice cream</td>
<td>Orange Juice</td>
</tr>
<tr>
<td>Frozen Yogurt</td>
<td>Lactose-Free milk</td>
<td>Mayonnaise</td>
<td>Rice milk</td>
</tr>
</tbody>
</table>

26. What percentage of the plate should each of these food groups take up? The total of all responses should equal 100%.

   Fruits: **25%**
   Vegetables: **25%**
   Grains: **25%**
   Proteins: **25%**
27. Categorize the following foods into their appropriate MyPlate food group. If it fits into more than one food group, provide a brief explanation why. Categories are: Fruits, Vegetables, Grains, and Proteins.

Pineapple: **Fruit**

Watermelon: **Fruit**

Chicken: **Protein**

Yogurt: **Dairy**

Tomato: **Fruit (botanical classification) & Vegetable (culinary classification)**

Corn: **Vegetable, can be made into Grain**

Black beans: **Vegetable & Protein (can count as both based off protein intake)**

Collard greens: **Vegetable**

French bread: **Grain**

Berry Granola Parfait: **Parfait: Fruit (Berries), Grain (Granola) and Dairy (Yogurt); Protein (if Granola has Nuts)**

**Eating Out / Dining In**

28. Select the healthiest order out of the three options:

<table>
<thead>
<tr>
<th></th>
<th>a. Fresh Apple Slices</th>
<th>Apple Pie</th>
<th>Apple Fritters (Doughnuts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Baked Potato</td>
<td>Waffle Fries</td>
<td>Regular Fries</td>
</tr>
<tr>
<td>c.</td>
<td>Kids meal burger</td>
<td>Quarter Pounder Burger</td>
<td>Double Quarter Pounder Burger</td>
</tr>
<tr>
<td>d.</td>
<td>Apple</td>
<td>Chips</td>
<td>Bread</td>
</tr>
<tr>
<td>e.</td>
<td>Grilled chicken salad w/ dressing</td>
<td>Fried chicken salad with dressing</td>
<td>Grilled chicken salad w/o dressing</td>
</tr>
<tr>
<td>f.</td>
<td>Cheesy Bean &amp; Rice burrito</td>
<td>Cheese quesadilla</td>
<td>Nacho Fries</td>
</tr>
<tr>
<td>g.</td>
<td>Kids Ice cream cone</td>
<td>Adult sized ice cream cone</td>
<td>Large Sundae</td>
</tr>
<tr>
<td>h.</td>
<td>Green Beans</td>
<td>Mac &amp; Cheese</td>
<td>Mashed potatoes</td>
</tr>
<tr>
<td>i.</td>
<td>Blueberry Muffin</td>
<td>Blueberry Scone</td>
<td>Blueberry Oatmeal</td>
</tr>
<tr>
<td>j.</td>
<td>Baked Chips</td>
<td>Large Cookie</td>
<td>Banana</td>
</tr>
</tbody>
</table>
29. Select the healthier drink:

<table>
<thead>
<tr>
<th></th>
<th>Water</th>
<th>Orange Juice</th>
<th>Orange Sports Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Unsweetened Tea</td>
<td>Water</td>
<td>Soda</td>
</tr>
<tr>
<td>b.</td>
<td>Diet Soda</td>
<td>Soda</td>
<td>Water</td>
</tr>
<tr>
<td>c.</td>
<td>Small Milkshake</td>
<td>Medium Milkshake</td>
<td>Large Milkshake</td>
</tr>
<tr>
<td>d.</td>
<td>Green Tea Frappuccino</td>
<td>Plain Green Tea</td>
<td>Green Tea Lemonade</td>
</tr>
</tbody>
</table>

30. Select all the ways to eat healthier at a restaurant.

- Look at the menu before you go
- Split the meal with a friend
- Save leftovers
- Load up on veggies
- Try ALL the samples of food
- Ask for extra cheese
- Drink apple cider vinegar after eating out
- Skip the next meal to make up for eating too much
- Load up on condiments
- Drink water with the meal

**LET’S GO GROCERY SHOPPING**

32. Which item is a non-necessity? Circle your response.

<table>
<thead>
<tr>
<th>Coca-Cola</th>
<th>V8 Juice</th>
<th>Chili Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honey Nut Cheerios</td>
<td>Pancake Batter</td>
<td>Strawberries</td>
</tr>
<tr>
<td>Chocolate Peanut Butter</td>
<td>Garlic Bread</td>
<td>Cheddar Cheese</td>
</tr>
</tbody>
</table>

32. Circle the healthier choice of the food sets listed below.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>100% Orange Juice Vs 3 Oranges</td>
<td>f. Dried Banana Chips Vs Freeze Dried Bananas</td>
</tr>
<tr>
<td>b.</td>
<td>Frozen Peach Slices Vs Canned Peaches</td>
<td>g. Blueberry Granola Vs Homemade Blueberry Oatmeal</td>
</tr>
<tr>
<td>c.</td>
<td>Watermelon Vs Gatorade</td>
<td>h. Sparkling Water Vs Ginger Ale</td>
</tr>
<tr>
<td>d.</td>
<td>Plain Popcorn Vs Plain Potato Chips</td>
<td>i. 16 oz can Energy Drink Vs 16 oz Black Coffee</td>
</tr>
<tr>
<td>e.</td>
<td>Veggie Straw Chips Vs Carrot Chips</td>
<td>j. Grapes Vs Raisins</td>
</tr>
</tbody>
</table>
33. Choose the more economical option of the food sets below.

a. 2 lb bag dried beans $1.59 Vs 15.5 oz can of beans $1.23
b. 15 lbs whole watermelon $4.99 Vs 12 oz tub of watermelon $4.69
c. Box of 6 granola bars $3.99 Vs Box of 24 granola bars $11.99
d. Bag of 6 apples $3.99 Vs 4 apples (1.2 lbs) $2.15/lbs
e. 2 oz almonds packet $1.99 Vs 16 oz almond canister $11.99
f. 6 oz box seasoned rice $2.69 Vs 1 lb bag uncooked rice $0.99
g. Box of 12 oatmeal packets (4 oz each) $2.99 Vs 42 oz canister uncooked oatmeal
h. Case of 6 PB jars (16 oz) $21.03 Vs 1 jar (16 oz) of Peanut Butter $4.00
i. 10 lb Pancake mix bag $7.42 Vs 32 oz Pancake mix box $2.50
j. 68 oz can of olive oil $16.98 Vs 16 oz bottle of olive oil $2.56

**Fight Bac!**

34. What is the minimum amount of time needed to wash hands?
   a. 10 seconds
   b. 20 seconds
   c. 30 seconds
   d. 1 minute

35. Circle the foods that are **likely unsafe** to eat: Select all that apply.

   Unripe avocados left on the counter
   Milkshake left in the car overnight
   Guacamole left at 57°F for 6 hours
   Thawed then re-frozen fish
   Ice cream at 35°F
   Individually packaged corn flakes
   Well-done cheese burger
   Fried rice at 166°F for 2 hours
   Unrefrigerated ripe bananas
   Refrigerated bean salad
   Fresh chocolate chip muffins

36. Circle the foods that have probiotics: (Select all that apply.)

   Kefir
   Almond Milk
   Chocolate Milk
   Yogurt
   Sauerkraut
   Eggs
   Raw chicken
   Lactose-Free milk
   Pickles
   Hummus
   Raw carrots
   Mayonnaise
   Butter
   Ricotta
   Onions
   Oatmeal
37. Circle the harmful microorganisms found in food.

<table>
<thead>
<tr>
<th>E. Coli</th>
<th>Bacillus Cereus</th>
<th>Staphylococcus aureus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lactobacillus acidophilus</td>
<td>H. Pylori</td>
<td>Campylobacter Jejuni</td>
</tr>
<tr>
<td>Lactobacillus casei</td>
<td>Lactobacillus bulgaricus</td>
<td>Bifidobacterium</td>
</tr>
</tbody>
</table>
Appendix 4

Mentee Knowledge Assessment Answers
Questions Set 1. Relationship Building and Resource Management

1-10. Responses will vary.

16. It is important to maintain friendships
   e. For at least 2 years
   f. For at least 5 years
   g. For a lifetime
   h. It depends on the individual

17. All of the factors enhance friendships except
   i. Trust
   j. Honesty
   k. Money
   l. Caring

18. True friendship is important because friends do all of the following, except
   i. Support one another
   j. Listen to each other
   k. Take your side even when you’re wrong
   l. Give advice

19. Developing and maintaining friendships is a key component of
   e. Physical development
   f. Cognitive development
   g. Socio-emotional development
   h. Biological development

20. In the hierarchy of relationships, what is the correct order:
   i. Romantic partners, parents, children, friends
   j. Friends, romantic partners, parents, children
   k. Children, romantic partners, friends, parents
   l. Parents, friends, romantic partners, children
Question Set 2. APPEARANCE RELATED CONTENT

16-21. Responses will vary.

23. Should you wash a garment in the machine if it has the following care label?

    c. Yes
    d. No

Good Fitting Clothes Gets You Noticed

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

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

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

- Wearer feels and shows confidence
- Wearer gets positive attention from others
- Others will want to get to know you
- Wearer will not be comfortable
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:
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>28a.</td>
<td>Apple Slices</td>
<td>Apple Pie</td>
</tr>
<tr>
<td>28b.</td>
<td>Baked Potato</td>
<td>Waffle Fries</td>
</tr>
<tr>
<td>28c.</td>
<td>Kids’ size Cheeseburger</td>
<td>Quarter Pounder with Cheese</td>
</tr>
<tr>
<td>28d.</td>
<td>Apple</td>
<td>Chips</td>
</tr>
<tr>
<td>28e.</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>Option</th>
<th>Drink 1</th>
<th>Drink 2</th>
<th>Drink 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>29a</td>
<td>Orange Juice</td>
<td>Water</td>
<td>Orange Sports Drink</td>
</tr>
<tr>
<td>29b</td>
<td>Iced Tea</td>
<td>Soda</td>
<td>Water</td>
</tr>
<tr>
<td>29c</td>
<td>Water</td>
<td>Soda</td>
<td>Diet Soda</td>
</tr>
<tr>
<td>29d</td>
<td>Small Milkshake</td>
<td>Regular Milkshake</td>
<td>Large Milkshake</td>
</tr>
<tr>
<td>29e</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
- 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
31. Which item is not important to buy?

31. Circle the healthier option:

Vs

Vs

Vs
32. Which food actually costs less?

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

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

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

- **Whole Grain Oats**
  - $2.39 for 42 oz can
  - $0.06 per oz

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

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

33. 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

34. Circle the foods might be unsafe to eat.

35. Which food has good bacteria in it?
Appendix 5

Mentor/Mentee Preference Survey
Buddy Preferences

1. What are your most comfortable ways to communicate/talk to friends? Check all that apply.
   - □ Face-to-face
   - □ Text message
   - □ Social Media
   - □ Phone call
   - □ Facetime/video call
   - □ Email
   Other: _____________________

2. What are your favorite things to talk to your friends about? Circle all that apply.
   - • What you did today
   - • Your accomplishments
   - • Current news/events
   - • Celebrity news/Celebrity gossip
   - • Music/Movies/TV Shows
   - • Upcoming plans
   - • Your emotions/How you feel
   - • “Memes”
   - • Things that excite you/Make you happy
   - • Other: _____________________

3. What are you expecting from your Aggie Friend? Check all that apply.
   - □ Fun
   - □ Learning something new
   - □ Building a great friendship
   - □ Spending time together participating in activities
   - □ Doing nothing at all
   Other: _____________________
4. What activities do you enjoy? Check all that apply.
   □ Cooking
   □ Shopping
   □ Watching or learning about investing
   □ Being with friends
   □ Playing sports
   Other: _____________________________________

5. What is something new you would like to learn? Check all that apply.
   □ Meal preparation
   □ How to save money
   □ How to dress for different occasions
   □ Different ways to communicate
   Other: _____________________________________

6. What are some behaviors that you dislike from others? Check all that apply.
   □ Loud noises/Loud talking
   □ People invading your personal space/touching you
   □ Heavy perfume or cologne
   □ Someone asking you a question more than twice/being repetitive
   □ None of the above bothers me
   Other: ______________________

7. What type of learner are you?
   □ Visual
   □ Auditory
   □ Hands-on
   □ Read/Write
8. What environment do you like to have fun/participate in activities?
   □ Outdoors (if so, what kind of weather/setting? Hot, Nature/Forest, Warm, Water [pool, lake, beach], cold)
   □ Indoors (like watching television/movies, library, mall, restaurants)
   □ Quiet/Not many people/Isolated
   □ Lots of people

9. What kind of games do you like? Check all that apply.
   □ Card games (such as goldfish, UNO, solitaire)
   □ Multiplayer/group games
   □ One-on-One (such as you and a friend)
   □ Video Games
   □ Games where you are to act out something in front of the group/other players
   □ Quiet games (mahjong, checkers, chess)
   □ Loud noise games (Operation, Bop It!)

10. How often do you talk to your friends? / How often would you like to talk to your Aggie Friend? Choose only one.
    □ Every day
    □ 2-3 times per week
    □ Once a week
    □ Only on certain days
Appendix 6

Mentor / Mentee 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
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?
Appendix 7

#FriendsMatter Additional Material:

- #FriendsMatter Worksheet
- Friendship B.I.N.G.O. Sheet
- 5-Finger Friendship Challenge Sheet
- Content Survey - #friendsmatter
Name: ______________________

1. What is something fun you did with your friend this week?

2. What is something you did to be a good friend this week?

3. Share a fun activity you did with a family member or friend.

   What did you enjoy most about the activity?
**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</td>
<td>WEARS THE SAME</td>
<td>HAS THE SAME COLOR</td>
</tr>
<tr>
<td>SHIRT</td>
<td>SIZE SHOE</td>
<td>HAIR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIND SOMEONE WHO</th>
<th>FIND SOMEONE WHO</th>
<th>FIND SOMEONE WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAS THE SAME</td>
<td>WHOSE FIRST NAME</td>
<td>WHO LIKES THE SAME</td>
</tr>
<tr>
<td>NUMBER OF SIBLINGS</td>
<td>BEGINS WITH THE</td>
<td>FAVORITE FLAVOR ICE</td>
</tr>
<tr>
<td></td>
<td>SAME LETTER</td>
<td>CREAM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIND SOMEONE WHO</th>
<th>FIND SOMEONE WHO</th>
<th>FIND SOMEONE WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS THE SAME HEIGHT</td>
<td>WHO LIKES THE</td>
<td>KNOWS HOW TO SWIM</td>
</tr>
<tr>
<td></td>
<td>SAME FAVORITE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FOOD</td>
<td></td>
</tr>
</tbody>
</table>
Take the 5-finger friendship challenge!
In each finger, write what makes you a good friend.
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
- ☐ Information taught
- ☐ Discussions & conversations during the lesson
- ☐ Interacting with Mentors

**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.)

- ☐ Listen carefully to my friends/family members when I talked with them.
- ☐ Cheer up my friends/family members when they were sad.
- ☐ Encourage my friends/family members
- ☐ 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
Appendix 8

Relationships Matter Additional Materials

- 8 Stages of Healthy Dating Relationships
- Content Survey – Relationships Matter
- Relationship B.I.N.G.O. Card
- Relationship B.I.N.G.O. Terms & Definitions
- Relationships Matter: Online Script
Relationships Matter:

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
<table>
<thead>
<tr>
<th>Having some of the same interests</th>
<th>Supporting goals</th>
<th>Compromising</th>
<th><strong>Free Space</strong></th>
<th>Dependence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jealousy</strong></td>
<td><strong>Trust</strong></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><strong>Control</strong></td>
</tr>
<tr>
<td>Blaming</td>
<td>Understanding boundaries</td>
<td><strong>Safety</strong></td>
<td>Open Communication</td>
<td>Working together, not against each other</td>
</tr>
</tbody>
</table>
Relationship B.I.N.G.O. Terms & Definitions

Having same interests: Important so you can enjoy going on dates and doing things together
Supporting goals: Important so you are able to do better
Compromising: Sometimes it is important to compromise and not always be right
Dependence: Important that you can depend on someone and that they can also depend on you
Jealousy: Not a good trait to have. You should be happy for other people
Non-Judgmental: Never pass judgement on other people
Feeling left out: It is not good leave out your good friends for special events
Respecting differences: Everyone is not the same and if your dating partner should respect your difference
Taking time to learn about one another: Talking on the phone, meeting up, important to know about more about someone
Keeping promises: If you say you are going to do something you must stick to your word
Focusing on strengths: In a healthy relationship focus on the good not the bad
Dishonesty: Always tell the truth
Balancing relationship and self-care: Always try to find balance in life
Ignoring: It is not good in a dating relationship to ignore the other person
Problem solving: Important to think through all situations
Comparing yourself: Do not compare yourself or others
Being nervous to talk about your feelings: In a healthy relationship you should always feel comfortable
Control: Do not let anyone control you in a dating relationship nor should you control anyone
Blaming: Take responsibility for your actions – do not blame others
Understanding boundaries: Realize that you have personal space that should be respected and vice versa
Safety: You should always feel safe and secure in a dating relationship
Open communication: Always feel free to share your thoughts and feelings in your dating relationship
Working together not against each other: Important to be on one accord when in a dating relationship
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 Mentors

**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.)

- 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

Lesson Script

Opening

*Show Slide 1 of RelationshipsMatter Online.pptx*

Today we are going to talk about dating relationships and intimate relationships.

*Show Slide 2 of RelationshipsMatter.pptx*

In #friendsmatter, we discussed the importance of developing healthy friendships and what skills we need to have in place to keep and maintain healthy friendships.

*Show Slide 3 of RelationshipsMatter Online.pptx*

So what does it take to be a good friend – good listener, good communicator, helper, a giver.

Many of us have a lot of friends. Some of us only have a few friends. And some of us may only have one best friend.

So what do we look for in a “good friend”?

What are some of the things you like about your friends?

Now, what types of things do you to be a good friend?

*Show Slide 4 of RelationshipsMatter Online.pptx*

So it is important to know before we begin to date and establish intimate relationships, we must first have a healthy friendship.

But we know going into a dating relationship that is much different than a friendship.

We will now focus on love, what love is and how to attract love in developing a healthy dating relationship.
In small breakout groups, go over the Relationship BINGO terms. Groups may choose whatever BINGO direction they choose to go over terms. After going over the BINGO direction terms, allow participants to pick different terms to go over as a group.

Introduction

Before we talk about dating and intimate relationships, here are a few pictures of some famous celebrity couples.

Is there a couple who you admire their relationship? Why?

Are you interested in having a dating relationship one day? Why?

So when we talk about dating and intimate relationships, we are referring to healthy relationships.

Healthy dating relationships must encompass LOVE.

It is important to know that the foundation of a dating relationship is not gifts, presents, money or monetary gifts.

Also, it is not how pretty she is or how handsome he is....it is not how much money they have or the type of job they have.

These things are important but certainly is NOT the basis of a healthy dating relationships.
There are various ways to notice love in your partner.

It could be in their actions, behavior, what they say, what they do, how they do certain things.

So before we go into details about behaviors in a dating relationship, we are going to do an activity entitled “Love is...”

Depending on group size, have one big group or 2-3 smaller groups.

What words describe what love is for you?

Each person should fill in the BIG Heart the answer to the question “Love is...” In the heart, write a word(s) to what love is to you. Take about 10-12 minutes for the “Love is...” activity.

Discuss the type of words listen in the hearts?

Are there words that appear a lot or multiple times?

What kind of words are these?

How do these words make you feel?

Is there anything you are unsure of whether it should be in the heart?

Why are there so many different words in the heart?

Come back as a group (if broken up into smaller groups). Emphasize the following:

Remember, a healthy relationship will have some of these words that are listed in our hearts and make you feel good, feel special, feel loved! Those are positive/good feelings.

Key Elements

How do you think friendships can develop into healthy dating relationships?

How can you learn to trust someone?
We will now watch a 5-minute video which highlights 8 stages of a dating.

After we watch the video, we will discuss each of the stages and why each stage is important in developing a healthy dating relationship.

Cue the video https://www.youtube.com/watch?v=X6Hk7hIAStw

So let’s review. We just saw in the short video 8 stages of dating:

Stage 1 - Attraction,
Stage 2 - Learning more about them,
Stage 3 - Building comfort/trust,
Stage 4 - Going on dates,
Stage 5 – Seduction
Stage 6 - Honeymoon,
Stage 7 - Doubting phase, and
Stage 8 - Commitment/stability.

Which of the 8 stages of dating are most important to you? Why?

It is important to remember these stages to make sure you are doing the rights step to dating and forming a healthy relationship.

Application

Now we will create a L.O.V.E. board. This is just like a vision board.

If needed, explain:

A vision board represents your goals and aspirations of the future.

But our LOVE BOARD WILL be very similar with include images, pictures, words that represent LOVE.
You will reflect on what we discussed today in developing and maintaining healthy relationships.

Instruct participants to use Microsoft Word, PowerPoint, Paint, or another application to create a L.O.V.E. Board. Allow participants to look up pictures and words on the internet to make their L.O.V.E. Boards.

Allow 15 minutes to complete the LOVE board. If possible, share the presenter screen with participants to share what they have created.

Show Slide 14 of RelationshipsMatter.pptx.

Who would like to share their LOVE board?

Close the session with a 5-minute wrap-up/recap and Q&A.
Appendix 9

Managing M. E. T. Additional Materials

- Spending Log Worksheet
- Monthly Budget Worksheet
- Sleep/Exercise Tracker Worksheet
- Daily Schedule Planner Worksheet
- Disaster Cards
- Content Survey: Balancing M.E.T.
<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>
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## Monthly Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
<th>Amount Budgeted</th>
<th>Actual Amount Spent</th>
<th>Remaining Budget</th>
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<td>$1100.00</td>
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<td>Rent Utilities</td>
<td>Rent Gas, Electric, Water</td>
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<td>$120.00</td>
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<td>Transportation</td>
<td>Gas</td>
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<td>$150.00</td>
</tr>
<tr>
<td>Clothes</td>
<td>Clothing stores &amp; websites</td>
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</tr>
<tr>
<td>Entertainment</td>
<td>Movies and fun activities</td>
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</tr>
</tbody>
</table>
### Sleep Tracker

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<tr>
<th>Day</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>
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<tr>
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### Exercise Tracker

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<th>Goal</th>
<th>Exercises</th>
<th>Goal Met?</th>
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<td>11:00 PM</td>
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</tbody>
</table>
LIFE HAPPENS
| Your phone screen shattered!  
Pay $115 to have the screen repaired so you can use your phone again. | Your tire went flat!  
It will cost you $110 to buy a new tire and have it installed. | A family emergency calls you out of town!  
You need to spend $120 to cover the cost of travel and food | As you were cleaning up, you found a bill you forgot to pay!  
You need to send in $90 for the bill and pay a $20 late fee ASAP. |
|---|---|---|---|
| Your computer got a virus!  
It cost $90 to have it repaired and restore all your files. | A natural disaster forces you to evacuate your home!  
You spend $125 to travel to a safe place and spend a night at a hotel. | You lost your wallet with all your IDs and cards!  
You have to pay $130 to replace your wallet and all your lost ID cards. | Your car got towed since you parked in a place you weren’t supposed to!  
You have to pay $150 for the cost of towing and fines. |
Content Survey: Managing 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
- 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.)

- To create a budget
- To spend money within my budget
- To save money in the bank
- To get enough sleep
- To exercise this week
- To create a schedule to better use my time
- To make time to relax and rest

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

- Created 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
Appendix 10

What to Where, Where & Proper Fit

Additional Materials

- Good Fit Worksheet
- Good Fit Answer Key
- What to Where, Where Worksheet
- What to Where, Where Answer Key
- Content Survey: What to Wear, Where and Proper Fit
Good Fit

Section 1

Multiple Choice. Circle One

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

a. A lot  
b. None  
c. A little bit  
d. It depends

Dressing for different activities is easier when you have?

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

What is the definition of good fit?

a. Clothing that is neither too tight nor too loose.  
b. Wearing really baggy clothes.  
c. Clothes that are too tight.  
d. 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
What are some **benefits** of good fit? List at least 2 responses.

What are some **indicators** of good fit? List at least 2 responses.
Activities

I. Fit Assessment
   Activity “Rules”

   - 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.
Good Fit Answer Key

Section 1

Multiple Choice. Circle One

How much thought do you put into what you wear each day? This is an open question to see what responses the mentees are going choose.

a. A lot
b. None
c. A little bit
d. It depends

Dressing for different activities is easier when you have?

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

What is the definition of good fit?

a. Clothing that is neither too tight nor too loose.
b. Wearing really baggy clothes.
c. Clothes that are too tight.
d. 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. This is an open question to see what responses the mentees are going choose.

- 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 3

What are some **benefits** of good fit? *List at least 2 responses.*

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

What are some **indicators** of good fit? *List at least 2 responses.*

- Clothing compliments body shape and size
- Clothing is smooth and lays flat
- At proper length (sleeves and pant)
- Wear appears comfortable in clothing
What to Wear, Where.

Section 1

Multiple Choice. **Circle One**

How can you spot a clothing basic?

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**.

Section 4

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

- T-shirts
- Button-Front Blouse
- Sweaters
- Black Pants
- Dark Jeans
- Skirt
- Casual Shorts
- Dresses
- Blazers
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 item’s you have selected.

1.

2.

3.
Activity Sheet

I. WHAT TO WEAR, WHERE
Activity “Rules”

• 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

II. FIT ASSESSMENT “FASHION SHOW”

The group can convene at which time the mentors will conduct a fit assessment “fashion show wearing preselected 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.

III. WRITING AND REFLECTION

1. During the session, mentees identified items they already have in their closets.
   – Determine if there are potential usage issues with any of the items (i.e. due to closures, weight, etc.),
   – Work together to try to identify some alternatives if necessary.

2. During the session, mentees may have mentioned styles they liked/enjoy most.
   – Work together to complete the “What to Wear, Where” activity,
   – Mentors should save the final styled outfits, and record the significance/purpose/use of the saved Outfits.

Reflect on clothing fit in your wardrobe
3. Do you consider the majority of your clothing as good fitting or poor fitting? Why?

4. 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.)

5. 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.)
What to Wear, Where Answer Key

Section 1

Multiple Choice. Circle One

How can you spot a clothing basic?

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 Dye
Section 3

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

- Straight, flared, skinny
- Shapes you see every year

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

- Feels good when you touch it and hold it
- Is not see through

Give an example of at least two basic tops.

Women: T-Shirts, Button-Front Shirt, Sweaters
Men: T-shirts, Dress Shirt, Sweaters

Give an example of at least two basic bottoms.

Women: Black Pants, Dark-wash Jeans, Knee-length Skirt, Casual Shorts
Men: Dark-wash Jeans, Chinos, Casual shorts

Give an example of at least two accessories.

Women: Flats, Booties, Sneakers, Medium-sized handbag
Men: Sneakers, Oxfords / Derbys, Tie

Section 4

Choose at least three items below. Women’s Clothing Items There is no correct answer for this question.

- T-shirts
- Button-Front Blouse
- Sweaters
- Black Pants
- Dark Jeans
- Skirt
Casual Shorts
Dresses
Blazers
Layers
Ballet Flats
Booties
Sneakers
Purses Choo

Choose at least three items below. *Men's Clothing Items* There is no correct answer for this question.

- 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 item’s you have selected. (Slides 28-41; and Slides

1.

2.

3.
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 Mentor

**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
Appendix 11

Shopping Strategies Additional Material

- Shopping Strategies Worksheet
- Shopping Strategies Answer Key
- Shopping Tips Handout
- Thrifting Tips Handout
- Content Survey: Shopping Strategies
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, or No
2. Are you missing any of the wardrobe basics? Yes, or No
3. Would you like to get something that is trendy? Yes, or No
4. Do you need anything special for an upcoming activity? Yes, or No
5. Do you have some favorite store? Yes, or No. Give examples.

6. Have you shopped at thrift stores? Yes, or No. 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

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.

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.
Activities

I. 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.

II. Thrifter Tricks
Activity “Rules”
• Your buddy is wearing something that is thifted
• Can you guess what it is?
• Share what you own that is thifted

III. “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 Answer Key

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, or No
2. Are you missing any of the wardrobe basics? Yes, or No
3. Would you like to get something that is trendy? Yes, or No
4. Do you need anything special for an upcoming activity? Yes, or No
5. Do you have some favorite store? Yes, or No. Give examples.

6. Have you shopped at thrift stores? Yes, or No. 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

Section 4

Please write either higher or lower in the blank.

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

13. ___Higher_____ quality fabrics are thick and sturdy.

14. ___Higher_____ 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. ___Lower_______ quality fabrics use synthetic fibers, such as Polyester, Acrylic, Rayon, and Nylon.

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

17. ___Higher_______ 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. Lower 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.

1. Ask the associates!
   - What day do clothes get unpacked?
   - What day do different items go on sale – watch the colored tags.
2. 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.
3. Evaluate the clothes before you buy.
   - Check for QUALITY
   - Avoid things with holes or unknown stains
   - Avoid swimwear and underwear

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

1. New clothes are marked down on a schedule
   - Usually within 4 weeks of coming out
   - On certain days of the week - ask!
2. Clearance garments are found
   - In the back of the store
   - On a separate "sale" or "clearance" section online
3. Shopping "off season" helps you get the biggest markdown
   - Buy clothes in advance, especially the basics

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

1. Ask about price-match policies
   - vs other stores and online
2. Take advantage of special shopping events
   - such as Senior Day, Member Day
3. Use available coupons
   - opt-in for emails from your favorite stores
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

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
Apps

Download apps for your favorite stores for fast and easy shopping

Compare prices

• ShopSavvy, ScanLife

Earn rewards

• Ebates, Mrrebates, BeFrugal, Swagbucks, Shopkick
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
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 Mentors

**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
Appendix 12

Make MyPlate Additional Material

- Homemade Ranch Recipe
- Pumpkin Hummus Recipe
- Pear and Oat Crumble Recipe
- Suggested Food Models & Containers to Bring to the Lesson
- Mindful Eating Worksheet
- Create a Grocery Game Plan Weekly Schedule Worksheet
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.

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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.
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.
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.
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.

Nutrition Facts
4 servings per container
1/4 Recipe

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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.

ChooseMyPlate.gov
Suggest food models and containers to bring to the lesson

Fruit:
- Dried Fruit
- Applesauce*
- Bananas
- Grapes
- Avocado
- Blueberries
- Fruit Juice

Vegetables:
- Corn
- Beans
- Peas
- Onion
- Chickpeas*
- Potatoes
- Spinach*
- Carrots

Grains:
- Corn Chips
- Veggie straws
- Oatmeal*
- White Bread
- Whole Grain Crackers*
- Cereal
- Popcorn
- Rice
- Popcorn
- Cake
- Pancakes
- Cookies

Protein:
- Chicken
- Fish
- Beef
- Nuts
- Peanut Butter
- Sunflower seeds
- Sesame seeds*

Dairy:
- Chocolate Milk
- Almond Milk
- Soy Milk
- Yogurt*

Mixed foods:
- Parfait with fruit & granola
- Spanish Rice
- Lasagna
- Omelet
- Pizza
- Trail Mix
- Shepherd’s Pie

Sugars & Fats:
- Mayonnaise
- Olive Oil*
- Chocolate Bar
- Soda
- Syrup
- Sugar*

*Necessary for lesson
Before eating:

How hungry are you?

[Diagram: Hunger & Satisfaction Guide]

How are you feeling?

[Emoticon grid with various expressions]

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  Dank  Rich
Bitter  Floral  Savory
Bland  Fragrant  Sour
Burnt  Foul  Sweet
Comforting  Overpowering  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?**
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 Mentors

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
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!
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NOTES:

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Grocery Game Plan Ingredients
Appendix 13

Let’s Go Grocery Shopping Additional Material

- Suggested Foods for the Simulated Grocery Store
- Content Survey: Let’s Go Grocery Shopping
<table>
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<th>Fresh Produce Section</th>
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<td>Fruit Yogurt</td>
<td>Diet Iced Tea</td>
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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
☐ 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.)

☐ 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
☐ 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
☐ Stuck to my food budget
Appendix 14

Eating Out / Dining In Additional Material:

- Restaurant Guides: Best Choices at
  - Biscuitville
  - Bojangle’s
  - Chick-Fil-A
  - McDonald’s
  - Starbucks
  - Wendy’s

- Baking Swap
- Restaurant Swap Worksheet
- Content Survey: Eating In / Dining Out!
Best Choices at Biscuitville

Breakfast Platters
- BUTTERMILK SHORT STACK-3
- BUTTERMILK STACK-5
- BUTTERMILK PANCAKES W/HAM

English Muffins
- ORIGINAL STYLE
- GRILLED CHICKEN CLUB
- GRILLED CHICKEN, EGG, & CHEESE

Sides
- GRITS
- OATMEAL

Beverages
- ORANGE JUICE
- CLASSIC COFFEE
- UNSWEET TEA
- CHOCOLATE MILK

Sweets
- BLUEBERRY MUFFIN
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<th>% sat fat&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Sodium (mg)</th>
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<td>350</td>
<td>23</td>
<td>8</td>
<td>880</td>
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<td>390</td>
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<sup>1</sup> % fat reflects % of food made up of fat.

<sup>2</sup> % sat fat reflects % of recommended maximum saturated fat consumed in a 2,000-calorie diet.
## Worst Choices at Bojangles

### Biscuits
- PIMENTO CHEESE BISCUIT
- SAUSAGE AND EGG BISCUIT
- SAUSAGE BISCUIT
- SOUTHERN FILET BISCUIT

### Salsas
- GARDEN SALAD
- CHICKEN SUPREMES SALAD
- HOMESTYLE TENDERS SALAD

### Sweets
- CINNAMON TWIST W/ NUTS
- SWEET POTATO PIE
- CINNAMON BISCUIT

### Best Bets
- **FIXIN’S:**
  - DIRTY RICE
  - MASHED POTATOES & GRAVY
  - GRITS

### Fixin’s
- MASHED POTATOES ‘N OLD FASHIONED GRAVY
- BOJANGLES CAJUN PINTOS

### Sandwiches
- CAJUN FILET CLUB SANDWICH
- CAJUN FILET SANDWICH

### Dinners
- 3 PIECE DINNER: LEG & TWO THIGHS
- 2 PIECE DINNER: LEG & THIGH
- 2 PIECE DINNER: BREAST & WING

---

**Bojangles**

Famous Chicken ‘n Biscuits
<table>
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<th></th>
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<td>23</td>
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<td>Sausage and Egg Biscuit</td>
<td>550</td>
<td>56</td>
<td>21</td>
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<td>Sausage Biscuit</td>
<td>470</td>
<td>54</td>
<td>21</td>
<td>890</td>
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<td>Southern Filet Biscuit</td>
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<td>44</td>
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<td><strong>Fixins</strong></td>
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<td>Dirty Rice (Individual)</td>
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<td>23</td>
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<td>Cinnamon biscuit</td>
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<td>50</td>
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<td>910</td>
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</table>

\(^1\) % fat reflects % of food made up of fat.
\(^2\) % sat fat reflects % of recommended maximum saturated fat consumed in a 2,000-calorie diet.
Best Choices at Chick-Fil-A

**Entrees**
- GRILLED CHICKEN SANDWICH
- GRILLED CHICKEN CLUB
  - WITHOUT CHEESE
  - WITH AMERICAN
- GRILLED NUGGETS
- KIDS MEAL
  - NUGGETS
  - GRILLED NUGGETS
  - CHICK-N-STRIPS (1 COUNT)

**Breakfast**
- ENGLISH MUFFIN
- SUNFLOWER MULTIGRAIN BAGEL (WITHOUT CREAM CHEESE)
- EGG WHITE GRILL

**Sides**
- FRUIT CUPS
- BUDDY FRUITS APPLE SAUCE
- GREEK YOGURT PARFAIT
- CHICKEN NOODLE SOUP
- CHICKEN TORTILLA SOUP

**Sauces & Dressings**
- BBQ SAUCE
- SWEET & SPICY SRIRACHA SAUCE
- HONEY MUSTARD SAUCE
- FAT-FREE HONEY MUSTARD DRESSING

**Treats**
- ICEDREAM
  - CUP
  - CONE
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<td>16</td>
<td>4</td>
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<td>Grilled Chicken Club with No Cheese</td>
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<td>6</td>
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<td>10</td>
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*% fat reflects % of food made up of fat.

Developed by: North Carolina A&T State University, Department of Family Consumer Sciences, Food and Nutritional Sciences Program
Lauren San Diego, RDN, LDN; Heather L. Colleran, Ph.D. RDN CSSD LDN CSCS
With help from: Adriana Keith and the Department of Kinesiology
For Nutrition and Self-Sufficiency for Adults with Disabilities through a Mentoring Program (NIFA Project No. NC.X312-5-18-170-1)
Based off the modified Traffic Light System:
Best Choices at McDonald’s

Snacks/Sides
- Apple Slices
- YoPlait Go-Gurt Lowfat Strawberry Yogurt
- Minute Maid Slushie
  - Blue Raspberry
  - Peach
  - Fruit Punch

Burgers and Sandwiches
- Hamburger
- Artisan Grilled Chicken Sandwich

Breakfast
- Fruit & Maple Oatmeal
- Fruit n Yogurt Parfait
- Hotcakes

Desserts & Shakes
- Kiddie Cone
- Sundaes
  - Hot Caramel
  - Hot Fudge Sundae
  - Strawberry
- Snack Size Oreo McFlurry
- Café Shake
  - Chocolate
  - Vanilla
  - Strawberry

McCafé Drinks
- Americano
- Latte (Hot & Iced)
  - Caramel
  - French Vanilla
- Caramel Macchiato (Hot & Iced)
- Cupppucino
  - Caramel
  - French Vanilla
- Smoothies
  - Strawberry Banana
  - Mango Pineapple
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<td>310</td>
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<tr>
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<td>530</td>
<td>25</td>
<td>260</td>
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<tr>
<td>Strawberry Café Shake- Small</td>
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<td>0</td>
<td>10</td>
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<td>330</td>
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<td>330</td>
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<td>260</td>
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<td>Mango Pineapple Smoothie-Small</td>
<td>200</td>
<td>2</td>
<td>35</td>
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</table>
**Best Choices at Starbucks**

*Limit fancy drinks, enjoy a simple cup of coffee!*

### Yogurt & Fruit
- SEASONAL HARVEST FRUIT BLEND
- BANANA
- ORANGE
- SISGI’S 0% VANILLA YOGURT
- FRESH BLUEBERRIES AND HONEY GREEK YOGURT PARFAIT
- MANGO & COCONUT YOGURT BOWL

### Snacks & Sweets
- STRAWBERRY BEAR YOYOS
- BISSINGER’S GUMMY PANDAS
  - BLACKBERRY HIBISCUS
  - RASPBERRY YUMBERRY
- BARE FRUIT MEDLEY
- PETER RABBIT ORGANICS
  - APPLE & GRAPE
  - STRAWBERRY BANANA
- THAT’S IT BARS
  - APPLE BLUEBERRY
  - APPLE MANGO
- COUNTRY ARCHER JERKY
  - HICKORY SMOKED TURKEY
  - ORIGINAL BEEF
- FOODSTIR SPRINKLE MUG CAKE MIX
- CHOCOLATE CHIP KIDS CIFF ZBAR
- BLUEBERRY & OATMEAL JAMMY SAMMY

### Bakery:
- BAGLES
  - PLAIN
  - CINNAMON RAISIN
  - BLUEBERRY
  - EVERYTHING
  - SPROUTED GRAIN
  - CHONGA
- 8- GRAIN ROLL
- MARSHMALLOWS DREAM BAR
- BLUEBERRY OAT CAKE

### Salads & Soups:
- CAULIFLOWER TABBOULEH SIDE SALAD
- GARDEN GREENS & SHAVED PARMARASAN SIDE SADA
- CHICKEN QUINOA SOUP

### Hot Breakfast
- CLASSIC OATMEAL
- HEARTY BLUEBERRY OATMEAL
- REDUCED-FAT TURKEY BACON & CAGE FREE EGG WHITE SANDWHICH
- SPINACH, FETA & CAGE FREE EGG WHITE WRAP

### Sandwiches, Paninis & Wraps:
- HONEY BBQ SRIRACHA CHICKEN
- CHICKEN MAKI ROLL
- CHICKEN & FIG SPREAD
<table>
<thead>
<tr>
<th>Bakery</th>
<th>Calories</th>
<th>% fat</th>
<th>% sat fat</th>
<th>Sodium (mg)</th>
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<tbody>
<tr>
<td>Plain Bagel</td>
<td>280</td>
<td>5</td>
<td>0</td>
<td>620</td>
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<tr>
<td>Cinnamon Raisin</td>
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<td>370</td>
</tr>
<tr>
<td>Blueberry</td>
<td>270</td>
<td>3</td>
<td>0</td>
<td>390</td>
</tr>
<tr>
<td>Everything Bagel</td>
<td>290</td>
<td>12</td>
<td>5</td>
<td>450</td>
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<tr>
<td>Sprouted Grain Bagel</td>
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<td>16</td>
<td>3</td>
<td>490</td>
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<td>300</td>
<td>15</td>
<td>10</td>
<td>530</td>
</tr>
<tr>
<td>8-Grain roll</td>
<td>340</td>
<td>13</td>
<td>3</td>
<td>430</td>
</tr>
<tr>
<td>Marshmallow Dream Bar</td>
<td>230</td>
<td>19</td>
<td>17</td>
<td>220</td>
</tr>
<tr>
<td>Blueberry Oat Cake</td>
<td>390</td>
<td>28</td>
<td>5</td>
<td>430</td>
</tr>
</tbody>
</table>

| Salad & Soups                            |          |       |           |             |
| Cauliflower Tabbouleh Side Salad         | 130      | 10    | 7         | 520         |
| Garden Greens & Shaved Pareesan Side Salad | 170     | 21    | 20        | 600         |
| Chicken Quinoa Soup                      | 120      | 26    | 3         | 0           |

| Hot Breakfast                            |          |       |           |             |
| Classic Whole-Grain Oatmeal              | 160      | 14    | 3         | 125         |
| Hearty Blueberry Oatmeal                 | 220      | 10    | 3         | 125         |
| Reduced-Fat Turkey Bacon & Cage Free Egg White Sandwich | 230   | 14    | 10        | 550         |
| Spinach, Feta & Cage Free Egg White Wrap | 280     | 26    | 15        | 830         |

| Sandwiches, Panini & Wraps              |          |       |           |             |
| Honey BBQ Sriracha Chicken              | 370      | 19    | 7         | 1090        |
| Chicken Maki Roll                       | 320      | 25    | 7         | 0           |
| Chicken & Fig Spread                    | 460      | 25    | 13        | 940         |

| Yogurt & Fruit                          |          |       |           |             |
| Seasonal Harvest Fruit Blend            | 90       | 0     | 0         | 0           |
| Banana                                  | 110      | 0     | 0         | 0           |
| Orange                                  | 90       | 0     | 0         | 0           |
| Siggi’s 0% Vanilla Yogurt               | 110      | 0     | 0         | 55          |
| Fresh Blueberries and Honey Greek Yogurt Parfait | 240 | 9     | 0         | 100         |
| Mango & Coconut Yogurt Bowl             | 250      | 22    | 23        | 60          |

| Snacks & Sweets                         |          |       |           |             |
| Strawberry Bear YoYos                   | 60       | 0     | 0         | 0           |
| Bissinger’s Gummy Pandas Blackberry Hibiscus | 130   | 0     | 0         | 20          |
| Bissinger’s Gummy Pandas Raspberry Yumberry | 130  | 0     | 0         | 20          |
| Bare Fruit Medley                       | 130      | 0     | 0         | 0           |
| Peter Rabbit Organics Apple & Grape     | 100      | 0     | 0         | 10          |
| Peter Rabbit Organics Strawberry Banana | 80       | 0     | 0         | 0           |
| That’s It Apple Blueberry Bar           | 100      | 0     | 0         | 25          |
| That’s It Apple Mango Bar               | 100      | 0     | 0         | 25          |
| Country Archer Hickory Smoked Turkey Jerky | 70     | 13    | 0         | 330         |
| Country Archer Original Beef Jerky      | 10       | 13    | 0         | 330         |
| Foodstirs Sprinkle Mug Cake Mix         | 280      | 23    | 5         | 180         |
| Chocolate Chip Kids Cliff ZBar          | 130      | 24    | 0         | 100         |
| Blueberry & Oatmeal Jammy Sammy         | 110      | 29    | 0         | 40          |

1% fat reflects % of food made up of fat.
2% sat fat reflects % of recommended maximum saturated fat consumed in a 2,000-calorie diet.
## Best & Worst Choices at Wendy’s

### Best Choices

**Frosties**
- CHOCOLATE FROSTY
- VANILLA FROSTY

**Coffee**
- COLD BREW ICED COFFEE
- VANILLA FROSTY-CCINO
- CHOCOLATE FROSTY-CCINO

**Premium Burgers**
- ¾ LBS TRIPLE PREMIUM BURGER
- BACONATOR
- BACON JALAPENO CHEESEBURGER TRIPLE
- BIG BACON CLASSIC TRIPLE

**Breakfast**
- SAUSAGE BISCUIT
- SAUSAGE EGG AND CHEESE BISCUIT
- SAUSAGE EGG AND SWISS CROISSANT

### Worst Choices

**Sides**
- SOUR CREAM & CHIVE POTATO
- CHILLI & CHEESE BAKED POTATO
- BACON CHEESE POTATO
- CHILLI
- APPLE SLICES

**Chicken**
- CRISPY CHICKEN BLT
- SPICY CHICKEN GO WRAP
- 4 PIECE NUGGET
- 10 PIECE SPICY NUGGET
- HOMESTYLE AVOCADO BLT CHICKEN SANDWICH

**Salads**
- SOUTHWEST AVOCADO CHICKEN SALAD
- PARMESAN CHICKEN CAESAR SALAD
- SPICY BUFFALO CHICKEN SALAD
- GARDEN SIDE SALAD WITH RANCH
<table>
<thead>
<tr>
<th>Premium Burgers</th>
<th>Calories</th>
<th>% fat&lt;sup&gt;1&lt;/sup&gt;</th>
<th>% sat fat&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Sodium (mg)</th>
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<tbody>
<tr>
<td>3/4lbs. Triple</td>
<td>1100</td>
<td>60</td>
<td>25</td>
<td>1560</td>
</tr>
<tr>
<td>Baconator</td>
<td>970</td>
<td>58</td>
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<tr>
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<td>61</td>
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<td>Big Bacon Classic Triple</td>
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<td>24</td>
<td>1760</td>
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<tr>
<td>Chicken</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>Crispy Chicken BLT</td>
<td>420</td>
<td>51</td>
<td>8</td>
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<td>11</td>
<td>770</td>
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<tr>
<td>4 Piece Nugget</td>
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<td>58</td>
<td>13</td>
<td>370</td>
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<td>10 Piece Spicy Nugget</td>
<td>470</td>
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<td>1410</td>
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<td>470</td>
<td>67</td>
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<td>6</td>
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<td>14</td>
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<td>190</td>
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<td>14</td>
<td>90</td>
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<tr>
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<tr>
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<td>270</td>
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</table>

<sup>1</sup> % fat reflects % of food made up of fat.
<sup>2</sup> % sat fat reflects % of recommended maximum saturated fat consumed in a 2,000-calorie diet.
Choose health. Drink water.

<table>
<thead>
<tr>
<th>Drink, Calories and Container Size (16 oz container)</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>
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</thead>
<tbody>
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<td>Soda</td>
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<td>125 calories</td>
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<td>Energy Drink</td>
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<tr>
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<td>305 calories</td>
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<tr>
<td>Fruit-flavored Soda</td>
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<tr>
<td>165 calories</td>
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<tr>
<td>Vitamin-added Water</td>
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<td>125 calories</td>
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<tr>
<td>Sweetened Tea</td>
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<tr>
<td>213 calories</td>
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<tr>
<td>Water</td>
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<td>0 min</td>
</tr>
<tr>
<td>0 calories</td>
<td>20 fl. oz.</td>
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</tbody>
</table>

*Note: Walking times are based on the average calorie requirements for a brisk walk/mile an hour of 300 kcal per hour. Calories burned can vary and will depend on body weight. A 125-calorie sports drink has 9 teaspoons of sugar. A 165-calorie fruit-flavored soda has 11 teaspoons of sugar. A 213-calorie sweetened tea has 14 teaspoons of sugar.*
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:**

- **FOR:** Flour
- **1 CUP** to **7/8 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.

**Pure Vanilla Extract**

- **FOR:** Sugar
- **1/2 TSP** to **2 TBSP**

**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!

**Unsweetened Apple Sauce**

- **FOR:** Sugar
- **1 CUP** to **1 CUP**

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

**WHERE IT WORKS:**
Lots of things! Especially oatmeal cookies.

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

**Marshmallow Fluff**

- **FOR:** Frosting
- **1 CUP** to **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.
## Restaurant Swap

<table>
<thead>
<tr>
<th>Usual Order</th>
<th>Healthier Option</th>
<th>Homemade Recipe</th>
</tr>
</thead>
</table>

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
Appendix 15

Fight Bac! Additional Material:

- Fight Bac! Worksheet
- Fight Bac! Worksheet (Answer Key)
- Fight Bac! Matching Printouts
- Content Survey: Fight Bac!
- Fight Bac! Online
Draw a line matching the following bacteria to their source

- **E. Coli**
- **Probiotic Yogurt**
- **S. Thermophilus**
- **Pasta kept out too long**
- **L. acidophilus**
- **Kefir milk**
- **B. cereus** (food poisoning)
- **Probiotic Yogurt**
- **B. Longum**
- **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
Draw a line matching the following bacteria to their source (Answer Key)

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

**Important**
This Probiotic can be found in both Kefir milk and Probiotic Yogurt.

- **Probiotic Yogurt**
- **Pasta kept out too long**
- **Kefir milk**
- **Unwashed Hands**
Draw a line matching the following bacteria to their source (Answer Key)

- **L. Casei**
  - Important: This Probiotic can be found in both Kefir milk and Probiotic Yogurt.
  - Raw/Undercooked Chicken

- **Salmonella**
  - Kefir milk

- **Campylobacter jejuni (diarrhea)**
  - Probiotic Yogurt

- **L. Bulgaricus**
  - Important: This Probiotic can be found in both Kefir milk and Probiotic Yogurt.
  - Raw/Undercooked Egg
E. Coli
S. Thermophilus
L. acidophilus
B. cereus
(food poisoning)
B. Longum
L. Casei
Salmonella
Campylobacter jejuni (diarrhea)
L. Bulgaricus
Probiotic Yogurt
Probiotic Yogurt
Probiotic Yogurt

Probiotic Yogurt
Kefir milk
Kefir milk
Pasta kept out too long
Unwashed Hands
Raw or Undercooked Egg
Raw or Undercooked Chicken
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
Lesson Script

Opening

*Show Slides 1 – 2 of Fight Bac!.pptx*

Have you ever gotten sick from food or gotten food poisoning?

*Allow up to 2 participants to share their experiences or just have a show of hands.*

Could you tell that something was wrong with the food/beverage before you ate it?

*Have mentor/mentee pairs talk to each other about how they decide whether the food was safe to eat.*

We can’t always tell by how a food looks or smells if it’s safe to eat. What are some ways you make sure your food is safe to eat?

*Show Slide 3 of Fight Bac!.pptx*

All food has some bacteria. You may have heard of the bad bacteria before. Sometimes they make news because they make a lot of people sick.

We can avoid the bad bacteria by using Food Safety. Food Safety is important in all parts of handling food:

- Buying food
- Cooking or Preparing
- Serving food
- Storing or Keeping Food

There are different ways bad bacteria can get into your food:
**E. Coli** can come from:
- uncooked or undercooked meat
- contaminated fruits and vegetables
- unwashed hands.

**B. cereus** (food poisoning) can come from food that sits out too long like:
- pasta
- rice
- soups and sauces

**Salmonella** can come from:
- uncooked or undercooked eggs or meat
- contaminated raw fruits and vegetables

**Campylobacter jejuni** (diarrhea) can come from uncooked meat, usually chicken
Play the game of the Case of the Bacteria that Kept Growing.

You can get rid of the Bad Bacteria by using soap (bubbles) or heat (fire).

Chilling them with ice cubes won’t get rid of them, but it can slow down the Bad Bacteria!

Germs can get into food in many ways:

- When things that touch the food are dirty like utensils, hands, and cooking/serving surfaces
- When food is contaminated before you buy it
- When dirty foods get mixed with clean food
- When food isn’t cooked long enough or hot enough
- When food is kept out too long like in a buffet or picnic

There are 4 ways you fight bad bacteria:

- Clean
- Separate
- Cook &
- Chill

CLEAN:
Wash hands
- before cooking food, touching a new food
- after going to the bathroom, taking out the trash, touching something dirty
- wash hands for at least 20 seconds
- use soap to scrub your wrists and under your nails

Make sure utensils are clean

How do you make sure you’re washing your hands for 20 seconds?
SEPARATE raw food from cooked food
This may happen when you:

- Put a cooked piece of meat where an uncooked piece of meat was
- Use the same utensil for raw meat for fresh fruits or vegetables
- Let the juice from raw meat drip on fruits and vegetables in a refrigerator

COOK food to the right temperatures:

- Different foods need to be cooked at different temperatures,
- but all hot foods should be kept warm at over 140°F

CHILL: keep cold food cold

- while serving: under 41°F
- keep all leftover food under 41°F within 4 hours after bringing it out.

We want to make sure that food stays out of the Temperature Danger Zone.

- This is the temperature above 40°F and over 140°F
- Bad Bacteria grows very quickly between these temperatures and can make food unsafe.

Play the Game of the Case of the Filthy Fingers to see if you are doing the right things to Fight Back against Bad Bacteria.
Good Bacteria are called Probiotics. They can help make sure the Bad Bacteria don’t take over and make you sick.

- Have you ever heard about Probiotics?
- What do you know about them?
- Have you ever seen them before?

They’re usually found in yogurt, but they can be in other fermented foods:

- Kefir – a drink like milk
- Kombucha – fermented tea
- Pickled foods – Pickled foods that you make from home have probiotics! The kind you buy in stores usually don’t.

You can help probiotics in your body by eating food that has a lot of fiber.

- Probiotics use fiber as their food.
- What foods do you eat have a lot of fiber?
- You can find fiber in whole grains, whole fruits and vegetables and beans!

Can you tell which foods have good and bad bacteria?

Keep score of how many you get right!

How many of the bad bacteria can you name?
Appendix 16

Healthy Tips Additional Material:

- Why Water? Food Hydration Handout
- Eat Healthy! Smoothie Recipe
- No Time to Cook Turkey Stuffed Pita
- Microwavable Meals Chicken Quesadilla Recipe
## 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>
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<th>Fruits</th>
<th>Percent Water</th>
<th>Vegetables</th>
<th>Percent Water</th>
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<tbody>
<tr>
<td>Strawberries</td>
<td>92</td>
<td>Cucumber</td>
<td>96</td>
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<tr>
<td>Watermelon</td>
<td>92</td>
<td>Lettuce (iceberg)</td>
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<td>Grapefruit</td>
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<td>Banana</td>
<td>74</td>
<td>White Potato</td>
<td>79</td>
</tr>
</tbody>
</table>

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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!
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!
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!