



FAB! FOOD AND WELLBEING TRAINING

Toolkit sample - Week 4

**food
matters**

sustainable, fair food systems

Week 4 Planning, budgeting & understanding labels

CHECKLIST

Things you will need for the session

Materials

- ☐ Flip chart paper and pens
- ☐ Handout 17 - **Shopping on a Budget**
- ☐ Handout 18 - **What to Buy**
- ☐ Handout 19 - **Cutting down on salt**
- ☐ Handout 20 - **Traffic Light Labelling**
- ☐ Handout 8 - **Goal Sheet**
- ☐ Summary sheet
- ☐ Feedback Sheet
- ☐ Print 'good' & 'bad' from the CD - Sample labels
- ☐ Blank food diary

Foods - for preparing

For the practical food demo -Veggie Snacks - (see recipe book for ingredients)
Spanish Tortilla
Malt Loaf

For additional information

www.eatwell.gov.uk

www.takelifeon.co.uk

www.bhfood.org.uk - for fact sheets

Section 3

Week 4 Planning, budgeting & understanding labels

FACILITATOR'S NOTES

In this session the participants will look at how other factors influence our eating habits, such as where we live, how much money we have, our levels of confidence, knowledge and skills. The session will cover, shopping and cooking on a budget, understanding food labels and planning the dishes to be cooked in week 5.

Timing	Course activities	Teaching methods														
15mins	Re-cap – feed back from previous week.	Facilitator to lead														
5mins	Last week's goals and diaries	Discussion														
20mins	<p>Main activity* What makes planning and shopping for a nutritious meal difficult. Draw the diagram below on a flip chart - chart to be blank – below are example suggestions to add as participants talk about their own situations.</p> <table border="1"><thead><tr><th colspan="2">NO CONTROL <<< >>> TOTAL CONTROL</th></tr></thead><tbody><tr><td>No permanent housing</td><td>Permanent housing / own place</td></tr><tr><td>No access to a kitchen</td><td>Access to equipped kitchen</td></tr><tr><td>Little or no confidence</td><td>Confidence</td></tr><tr><td>Little or no budget</td><td>Budget</td></tr><tr><td>Lack of desire</td><td>Desire</td></tr><tr><td>Lack of knowledge</td><td>Knowledge</td></tr></tbody></table> <p>Ask participants where they see themselves between having no control and total control.</p> <p>Ask each participant to describe their living and eating situation. E.g. sofa surfing, living in a hostel, living with a friend, living alone, living with kids, living with partner, living on the street. Facilitator to write up (using participants words) on the chart.</p>	NO CONTROL <<< >>> TOTAL CONTROL		No permanent housing	Permanent housing / own place	No access to a kitchen	Access to equipped kitchen	Little or no confidence	Confidence	Little or no budget	Budget	Lack of desire	Desire	Lack of knowledge	Knowledge	<p>NB What is covered in this session should be led by the needs of the participants. Some groups may want to talk mainly about labelling while others might want to focus on budgeting – take your lead from the participants. The following exercises are suggestions.</p> <p>Discussion and activities led by facilitators - to cover,</p> <ul style="list-style-type: none">• constraints of environment, circumstances, knowledge and money• shopping on a budget• shopping and food labels <p>This activity should help facilitate discussion about what each individual can do about their diet – how they might influence what and how they eat. How they might take more control.</p>
NO CONTROL <<< >>> TOTAL CONTROL																
No permanent housing	Permanent housing / own place															
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Week 4 Planning, budgeting & understanding labels

FACILITATOR'S NOTES continued

Timing	Course activities	Teaching methods
15mins	General tips on budgeting, shopping, planning. (Be led by participants)	Open discussion - brainstorm ways to eat on a budget - write on a flip chart. Give out Handout 17 - Shopping on a budget
20mins	Understanding labels To cover: Nutritional content Ingredients – key ingredients to look out for (Saturated fat, sugar, salt, additives etc) Healthy alternatives to sugar, fat and salt. Cooking instructions	Facilitator to give an overview of how to read labels with questions. Give out copies of labels ('good' & 'bad' labels on CD) Give out Handout 26, 27 Group activity - looking at comparative food stuffs to identify differences in contents.
15mins	What shall we cook? Facilitators to talk about what participants would like to cook the following week. Consider: Participants favourite dishes (week 1)- healthy versions	Bring a list of dishes for the participants to choose from and perhaps add to. Consideration has to be given to the constraints of the kitchen. Participants to create the shopping list.
10mins	Food Hygiene	Give brief overview - see week 5 handouts
10mins	Practical food demo and tasting	Veggie snacks - Spanish Tortilla and Malt Loaf (See recipe book for ingredients)
5mins	What we have learned	Give out summary sheet
5mins	Next week	

*Points you can cover in the main activity

Can I prepare a meal? If not, can I influence what I eat?

Staying with a friend - ask to help prepare the meal.

Living in a hostel - can you volunteer in the kitchen. Can you ask for more vegetables than meat, can you ask for different meals?

Where can you go to get a cheap nutritious meal?

Do I have any say in what I eat?

Exercising control. Buying sandwiches and a coke is control.

Choose wholemeal bread over white bread, juice or water over a can of coke. Buy an apple or banana rather than a bag of crisps.

Try to cut down on your tea and coffee intake. See if you can gradually reduce the amount of sugar you add to your tea or coffee.

Drink water instead.

How can I make cooking and eating enjoyable?

Cooking and eating with friends

Try one new food / meal each week

For meal ideas collect the free recipe cards offered in supermarkets and magazines

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Fab! COURSE OUTLINE

What we will cover this week:

- **Feedback on last week's goals - usefulness & any difficulties encountered**
- **Planning affordable healthy meals**
- **Shopping on a budget**
- **Cooking on a budget**
- **Understanding food labels**
- **Setting a SMART goal for the week**
- **Food tasting**

Section 3