**Cooking for One or Two**

Session 3: Healthy eating



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# Objectives and overview

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| Session objectives |
| By the end of this session participants will have:   * Identified if they are meeting the Australian Guide to Healthy Eating serves of the five food groups. * Identified ways in which they can include more of the five food groups, and the importance of consuming three meals per day. * Developed their food preparation skills. * Enjoyed a meal with a group of new friends. |

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| Session overview |
| Today’s discussion topics   * Healthy Eating (Australian Guide to Healthy Eating)   Today you will be cooking   * Vegetable casserole with steamed fish and crusty bread * Banana Berry Split |

# Session checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Facilitator | 🗸 |  | Assistant | 🗸 |
| Collect groceries using session shopping list |  |  | Assist with grocery shopping where required |  |
| Arrive approximately 45 minutes prior to the start of the session |  |  | Arrive approximately 30 minutes prior to the start of the session |  |
| Read first aid instructions |  |  | Help with set up of equipment |  |
| Set up cooking equipment |  |  | Help with set up of room |  |
| Set up room |  |  | Assist the facilitator following all instructions in **blue** |  |
| Print out evaluation sheets |  |  | Help with washing up/cleaning |  |
| Facilitate the program following all instructions in **green** |  |  |  |  |
| Wash up/cleaning |  |  |  |  |

# Ingredients list

tsp = teaspoon  
tb = tablespoon

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | To serve 2 people | To serve 4 people | To serve 6 people | To serve 8 people |
| Canola oil | 2 tsps | 4 tsps | 6 tsps | 8 tsps |
| Onion | 1 | 2 | 3 | 4 |
| Garlic (fresh or dried) | 1 tsp | 2 tsps | 3 tsps | 4 tsps |
| Carrot | 1 | 2 | 3 | 4 |
| Potato | 1 | 2 | 3 | 4 |
| Capsicum | ½ | 1 | 1½ | 2 |
| Zucchini | 1 | 2 | 3 | 4 |
| Eggplant | 1 | 2 | 3 | 4 |
| Tomatoes (410g can) | 1/2 | 1 | 1½ | 2 |
| Hot water | ½ cup | 1 cup | 1½ cups | 2 cups |
| Paprika | ¼ tsp | ½ tsp | ¾ tsp | 1 tsp |
| Borlotti beans(300g can) | 1 | 2 | 3 | 4 |
| Steamed Fish Fillets | 300g | 600g | 900g | 1.2 kg |
| Lemon | 1 | 2 | 3 | 4 |
| Parsley (fresh) | 2½ tbs | 5 tbs | 7½ tbs | 9 tbs |
| Pepper | Pinch | Pinch | Pinch | Pinch |
| Wine | 2 tbs | 4 tbs | 6 tbs | 8 tbs |
| Reduced-fat cheese, grated | 60g | 120g | 180g | 240g |
| Wholegrain crusty bread roll | 2 | 4 | 6 | 8 |
| Bananas | 2 | 4 | 6 | 8 |
| Reduced-fat frozen yoghurt | 4 scoops | 8 scoops | 12 scoops | 16 scoops |
| Frozen mixed berries | ½ cup | 1 cup | 1½ cups | 2 cups |
| Unsalted chopped peanuts | 3 tbs | 6 tbs | 9 tbs | 12 tbs |

# Equipment

|  |  |  |  |
| --- | --- | --- | --- |
| For table one | 🗸 |  | 🗸 |
| 3 cooks knives |  | Measuring cups |  |
| 3 vegetable knives |  | Measuring spoons |  |
| 3 wooden spoons |  | Small, medium and large bowls |  |
| 3 serving spoons |  | Colander |  |
| Vegetable peelers |  | Chopping boards / Chux |  |
| Spatula |  | Baking tray |  |
| Can opener |  | Cling wrap and baking paper |  |
| Whisk |  | Oven proof dishes |  |
| Juicer |  | Foil |  |
| Ice cream scoop |  |  |  |
| For table two | | | |
| Place dry ingredients on table; amount dependent on number of people in the group |  |  |  |
| For Refrigerator | | | |
| Place ingredients that need to remain cool in the refrigerator; amount dependent on number of people in the group |  |  |  |
| For table three | | | |
| Electric frypan |  | Electric hot plate |  |
| Heat proof mats |  | Thermometer |  |
| Oven Mitts |  | Large saucepan |  |
| Extension cord (If necessary) |  |  |  |
| For the kitchen and washing up area | | | |
| Freezer |  | Oven |  |
| Tea towels |  | Washing up liquard |  |
| Dish brush |  | Pot scrub |  |
| Dish cloths |  |  |  |
| For food safety and washing hands | | | |
| Liquid soap |  | Paper hand Towel |  |
| For dining | | | |
| Cutlery (Knives, forks and spoons) |  | Serviettes |  |
| Plates |  | Cups |  |
| Bowls |  | Jug (with water) |  |
| Table cloth |  |  |  |
| For refreshments (to be set up wherever deemed suitable) | | | |
| Tea |  | Sugar |  |
| Coffee |  | UHT milk |  |
| For discussion sessions and miscellaneous items | | | |
| Australian Guide to Healthy Eating Booklet (Handout 3) |  | Australian Guide to Healthy Eating Poster (Handout 4) |  |
| Recipe cards |  | Whiteboard & markers |  |
| Pens |  | Name tags |  |
| ’What I ate yesterday’ (Handout 5) |  | ‘How you cook can make you and others crook’ Poster (see Session 1, Handout 1) |  |
| For occupational health and safety | | | |
| St Johns First Aid Kit |  | Duct tape to tape down electrical cords |  |

# Room set up

**TABLE TWO**

Place one table to the side for all ingredients to be displayed on.

**TABLE THREE**

Place electrical equipment here.

Place on side closest to power points. If extension cord is used ensure it is taped to the ground to prevent participants tripping and injuring themselves.

**TABLE ONE**

Set up a table with enough space for participants to stand around for food preparation in the centre of the room.

Set up all equipment other than electrical appliances at this table.

This table can later be set up for dining.

# Timeline

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Set up room, including table with ingredients, food preparation area, dining area and chairs and whiteboard for discussion (45 mins before session) |  |
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|  |  |  |
| Start  session |  |  |
|  | Introduction and safety (10 mins) |  |
|  |  |  |
|  |  | Group agreement (5 mins) |  |
|  |  | Discussion: Importance of healthy eating (60 mins) |  |
|  |  |  |
| 30 mins |  |  |
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|  |  |  |
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| 1 hr |  |  |
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|  |  |  |
|  |  | Food preparation (55 mins) |  |
|  |  |  |
| 90 mins |  |  |
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|  |  |  |
| 2 hrs |  |  |
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|  |  | Enjoy a meal together (40 mins) |  |
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| 150 mins |  |  |
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| 3 hrs  End |  | Thank you and conclusion (5 mins) |  |
|  | Session clean up (approx. 20-30 mins) |  |
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|  |  |  |
| 210 mins |  |  |

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| --- | --- |
| Introduction | 10 minutes |
| **The following section is to be conducted by the facilitator** | |
| 1. Welcome participants to Session Three of the Cooking for One or Two program.  2. Re-introduce yourself and the assistant to the group.  3. Outline your role and the assistant’s role in today session.  4. Ask the participants if any of them have tried cooking the beef and gnocchi casserole, pita pizzas or crumble made in Session Two (or anything else) at home.  5. Explain to the group that all sessions are well planned to reduce any risks, but it is still important to point out the safety risks. This includes:   * The exits [point out to group] in case of fire. * Fire blankets and fire extinguishers [point out to group] in case of fire. * Emergency rally points. * Electrical equipment and cords have been firmly taped down [point out all]. * The location of the first aid officer is [give location and name]. * The bathrooms [give location].   6. Ask the group to inform you if there are any accidents or incidents or if they are feeling unwell.  7. Address any participants who have previously reported an allergy. Check through ingredients of the recipe to ensure it is safe for any participant with an allergy to consume. If not the participant must be informed they cannot consume the meal today. | |

|  |  |
| --- | --- |
| Group agreement reminder | 10 minutes |
| **The following section is to be conducted by the assistant** | |
| 1. Remind the group of their Group agreement from Session One. They all agreed to:   * Follow safe food practices; washing hands when required, not cross-contaminating, checking temperatures, and informing us if you are ill. . Refer the group to the poster ‘How you cook can make you and others crook’ Poster (see Session 1 Handout 1). * Listen to each other; this means trying to talk one at a time, and letting everyone have their say. * Support each other; you are all here to learn new skills so support each other in this endeavour. * Take care (consider your own and others safety) when using knives, hot equipment and food; try to prevent slips, trips, falls and heavy lifting. * Most importantly have fun, whilst learning. The group should be a time for you to make new friends.   2. Outline the session:   * Discuss healthy eating. * Preparing vegetable casserole with steamed fish and crusty bread and banana berry split.   3. Reintroduce the facilitator who will now be presenting the discussion topic; Healthy eating. | |

|  |  |  |  |
| --- | --- | --- | --- |
| Discussion: Importance of healthy eating | | 60 minutes | |
| The following section is to be conducted by the facilitator | | | |
| Some assistance is required by the assistant | | | |
| 1. Introduce the group to the discussion topic: ‘today we will be discussing healthy eating’.  2. Read the following explaining to the group why ‘healthy eating’ is important | | | |
|  | Why is healthy eating important | |  |
|  | * Many of the risk factors of malnutrition (discussed last week) are associated with what we eat. * Therefore it is important that you have an understanding of what is involved with healthy eating. | |  |
| 3. Ask the group if they have heard of the Australian Guide to Healthy Eating before. Hand each participant a AGHE hand out and display AGHE Poster (see Handout 4).  4. Explain to the group that the guide:   * Provides information on the types of foods to choose and eat each day. * Is divided into five food groups:   1. Breads, cereals, rice, pasta and noodles,  2. Vegetables and legumes,  3. Fruit,  4. Milk, yoghurt and cheese,  5. Meat, fish, poultry, eggs, nuts and legumes.  5. Ask the group to complete the form ‘What I ate yesterday’ (see Handout 5).  6. The assistant should provide help to any participants that have questions or need assistance. | | | |
| 7. Make sure participants write down the type of food and how much they consumed. | | | |
|  | Assistant to write on the whiteboard:  **What I ate yesterday… example**  **Breakfast:**  1 cup of porridge ½ cup milk  Banana  **Morning Tea:**  Cup of tea (no milk or sugar) with 2 biscuits  **Lunch:**  Chicken (2 Slices) & Cheese (1 slice) Sandwich (Wholemeal Bread 2 Slices)  **Afternoon Tea**  1 tub yoghurt  **Dinner**  Steak with mashed potato, peas and carrots (1/2 cup each)  **Supper**  Nothing | |  |
| 8. Read the following and explain to the participants what foods fit into each of the food groups of the Australian Guide to Healthy Eating | | | |
|  | **Food groups** | |  |
|  | **Breads, cereals, rice, pasta and noodles group** including:   * White, wholemeal, wholegrain and rye bread, along with those from different cultures e.g. pita and lavish bread * All ready to eat breakfast cereals and oats. * Rice, pasta and noodles.   Wholemeal or wholegrain varieties are preferable because they provide more dietary fibre, vitamins and minerals than refined grains.  At least two-thirds of our choices should be wholegrain varieties.  Eating grain (cereal) foods, mostly wholegrain, can help protect us against heart disease, type two diabetes and excessive weight gain and may help reduce risk of some cancers.  **Vegetables and legumes group** including:   * All types of vegetables including: dark green and leafy (ie cabbage, lettuce),and orange varieties (i.e. pumpkin, carrot) * All legumes including: kidney beans, broad beans, lima beans, split peas.   Different vegetables can help protect the body in different ways so it is important to have a variety of colours  Fresh, frozen, canned or dry varieties of vegetables are all suitable to purchase, cook and consume. Choose canned vegetables without added salt.  **Fruit group** including:   * All fresh, canned and dried fruits.   Fruit juices provide energy (kilojoules) but most lack dietary fibre. They are acidic and frequent consumption may contribute to an increased risk of dental erosion. Try eating the whole fruit, with skin (where possible) to get maximum benefits.  **Milk, yoghurt and cheese group** including:   * All milk, whether full cream, reduced-fat, or skim, flavoured or plain. * All hard cheeses- full cream and reduced-fat. * All yoghurts and custards whether full cream, reduced-fat, plain or flavoured.   Consuming milk, yoghurt and cheese can protect us against heart disease and stroke, can reduce our risk of high blood pressure and some cancers, may reduce our risk of type 2 diabetes and may contribute to stronger bones.  Dairy foods provide many nutrients including protein, iron, zinc and other minerals and vitamins, particularly those of the vitamin B group.  **Meat, fish, poultry, eggs, nuts and legumes group** including:   * Lean beef, lamb, pork, veal, kangaroo. * All poultry including chicken, turkey and duck. * Eggs. * All nuts and seeds, including: almonds, peanuts, pine nuts, walnuts, pumpkin, sesame or sunflower seeds. * Fish - either fresh or canned. Oily fish such as salmon and tuna, are a valuable source of omega 3 fatty acids.   Regular consumption of fish may help to reduce your risk of heart disease, stroke, and dementia in older adults and macular degeneration in the eyes.  Fresh, frozen and canned varieties of meats, poultry or fish are all suitable, but choose varieties that are low in salt and saturated fat. Processed meats such as salami, mettwurst, bacon and ham are not part of this food group.  **Discretionary foods are not an essential or necessary part of our dietary patterns. Discretionary choices are high in saturated fat (natural or added) and/or added sugars or salt or alcohol.**  Examples of extra foods include; “oils and margarines, sweet biscuits, cakes, buns, sweet pastries, pies, pasties, sausage rolls and savoury pastry items, chocolate and lollies, deep fried take-away foods such as hot-chips, fried savoury snack items such as chips, corn chips, ice cream and ice confections and alcohol.” Australian Guide to Healthy Eating. | |  |
| 9. Explain to the group that there are five guidelines in the Australian Dietary Guidelines. These are outlined in your copy of the Australian guide to healthy eating summary handout on page 5.  10. State that guideline 2 is to ‘Enjoy a wide variety of nutritious foods from these five food groups every day’.  11. Read the following explaining to the group the amount of breads, cereals, rice, pasta and noodles they should consume each day. | | | |
|  | **Amount of breads, cereals, rice, pasta and noodles you should be consuming each day** | |  |
|  | The minimum number of recommended serves of **Breads, cereals, rice, pasta and noodles** healthy men and women aged 70 years and over should consume **each day** to meet their requirements include 4 ½ serves for men and3 serves for women.  How much is one serve?   * 1 slice of bread or ½ medium bread roll. * ½ cup of rice, pasta or noodles. * ½ cup of porridge. * 2/3 cup of wheat cereal flakes or ¼ cup of muesli.   Refer to page 19 of your Eat for Health Australian Dietary Guidelines Summary booklet for additional information. | |  |
| 12. Ask the group to quantify how many serves of breads, cereals, rice, pasta or noodles they ate the day before on the sheet ‘What I ate yesterday…’ They should firstly quantify each meal then a total number of serves for the day.  13. The facilitator should read the following and ask the assistant to write on the whiteboard next to ‘what I ate yesterday…’ the number of serves of breads, cereal, rice and pasta consumed in the example: | | | |
|  | **Number of breads, cereal, rice and pasta consumed in the example** | |  |
|  | * Breakfast has 2 serves. * Morning Tea has 0 serves. * Lunch has 2 serve. * Afternoon Tea has 0 serves. * Dinner has 0 serves. * Supper has 0 Serves.   Total of 4 serves of breads, cereals, rice, pasta and noodles. | |  |
|  | Assistant should write the number of breads, cereal, rice and pasta consumed on the white board (as stated above) and help any participant who needs help identifying how many serves they are having. | |  |
| 14. Ask the group if they are eating enough (or too many) serves from the breads, cereals, rice, pasta and noodles group.  15. Read the following explaining to the group how they can include additional serves from the breads, cereals, rice, pasta and noodles group | | | |
|  | **Way to include more breads, cereals, rice, pasta and noodles each day** | |  |
|  | * Add barley to your soups and casseroles. * Add rice as part of a main meal and dessert (as we had in the Session One with the beef stir-fry. We will also cook a rice pudding for dessert in Session Five). * Add some oats to your rissoles (which we will do in Session Four). * Try new types of pasta, or couscous (just make sure you follow the instructions on the back of the packet). | |  |
| 16. Read the following explaining to the group the amount of vegetables and legumes they should consume each day | | | |
|  | **Amount of vegetables and legumes you should be consuming each day** | |  |
|  | The minimum number of recommended serves of **vegetables and legumes** healthy men and women aged 70 years and over should consume **each day** to meet their requirements include 5 serves for men and 5 serves for women.  How much is one serve?   * ½ cup of cooked green or orange vegetables, or dried beans, peas or lentil. * 1 cup of green leafy or raw salad vegetables. * ½ medium potato. | |  |
| 17. Ask the group to quantify how many serves of vegetables and legumes they ate the day before on the sheet ‘What I ate yesterday…’ They should firstly quantify each meal then a total number of serves for the day.  18. Facilitator should read the following and ask the assistant to write on whiteboard next to ‘what I ate yesterday…’ the number of serves of vegetables & legumes consumed in the example: | | | |
|  | **Number of vegetables and legumes consumed in the example** | |  |
|  | * Breakfast has 0 serves. * Morning Tea has 0 serves. * Lunch has 0 serves. * Afternoon Tea has 0 serves. * Dinner has 3 serves.   Total of 3 serves of vegetables and legumes. | |  |
|  | Assistant should write the number of vegetables and legumes consumed on the white board (as stated above) and help any participant who needs help identifying how many serves they are having. | |  |
| 19. Ask the group if they are eating enough vegetables and/or legumes.  20. Read the following explaining to the group how they could consume more vegetables or legumes if they are not currently getting enough. | | | |
|  | **Ways to include more vegetables or legumes each day** | |  |
|  | * Add lots of vegetables to your soups, stews or casseroles (or making a vegetable casserole as we will today). * Using vegetables in toasted sandwiches, or salad vegetables in cold sandwiches. * Include vegetables in snacks such as carrot sticks and hummus. | |  |
| 21. Read the following explaining to the group the amount of fruit they should consume each day. | | | |
|  | **Amount of fruit you should be consuming each day** | |  |
|  | The minimum number of recommended serves of **fruit** healthy men and women aged 70 years and over should consume **each day** to meet their requirements include 2 serves for men and 2 serves for women.  How much is one serve?   * 1 medium piece of fruit e.g. apple, banana, orange or pear. * 2 small pieces of fruit e.g. apricot, kiwi fruits or plums. * 1 cup of diced or canned pieces of fruit. * ½ cup of fruit juice (only consume this occasionally). | |  |
| 22. Ask the group to quantify how many serves of fruit they ate the day before on the sheet ‘What I ate yesterday…’ They should firstly quantify each meal then a total number of serves for the day.  23. Facilitator should read the following and ask the assistant to write on whiteboard next to ‘what I ate yesterday…’ the number of serves of fruit consumed in the example: | | | |
|  | **Number of fruit consumed in the example** | |  |
|  | * Breakfast has 1 serves. * Morning Tea has 0 serves. * Lunch has 0 serves. * Afternoon Tea has 0 serves. * Dinner has 0 serves. * Supper has 0 Serves.   Total of 1 serve of fruit. | |  |
|  | Assistant should write the number of fruit consumed on the white board (as stated above) and help any participant who needs help identifying how many serves they are having. | |  |
| 24. Ask the group if they are eating adequate serves of fruit.  25. Read the following explaining to the group how they could consume more fruit each day to meet their requirements | | | |
|  | Ways to include more fruit each day | |  |
|  | * Add fruit to a homemade smoothie or mocktail (see recipes on page 47 and 48 of Recipes for Life) * Snack on fruit throughout the day. * Add fruit to your breakfast e.g. on cereal. | |  |
| 26. Read the following explaining to the group the number of serves from the milk, yoghurt and cheese group they should consume each day. | | | |
|  | Amount of milk, yoghurt and cheese you should be consuming each day | |  |
|  | The minimum number of recommended serves of **Milk, yoghurt and cheese** healthy men and women aged 70 years and over should consume **each day** to meet their requirements include 3½ serves for men and 4 serves for women.  One serve is equivalent to:   * 250mL of milk (fresh, long-life (UHT), reconstituted dried milk (powdered). * ½ cup of evaporated milk. * 2 slices of cheese (40g). * 1 small carton of yoghurt (200g). | |  |
| 27. Ask the group to quantify how many serves from the milk, yoghurt and cheese group they ate the day before on the sheet ‘What I ate yesterday…’ They should first quantify each meal then a total number of serves for the day.  28. Facilitator should read the following and ask the assistant to write on whiteboard next to ‘what I ate yesterday…’ the number of serves of milk, yoghurt and cheese consumed in the example: | | | |
|  | Number of milk, yoghurt and cheese consumed in the example | |  |
|  | * Breakfast has ½ a serve. * Morning Tea has 0 serves. * Lunch has ½ a serve. * Afternoon Tea has 1 serve. * Dinner has 0 serves. * Supper has 0 Serves.   Total of 2 serves from milk, yoghurt and cheese group. | |  |
|  | Assistant should write the number of milk, yoghurt and cheese consumed on the white board (as stated above) and help any participant who needs help identifying how many serves they are having. | |  |
| 29. Read the following explaining to the group how they could consume more serves from the milk, yoghurt and cheese group each day to meet their requirements. | | | |
|  | Ways to include more milk, yoghurt and cheese each day | |  |
|  | * Having yoghurt or custard as a dessert or with a dessert (which is done in our program). * Adding cheese to salads or sandwiches. * Try milk as a drink. * If you are experiencing reduced appetite and/or unintentional weight loss use full cream dairy products. | |  |
| 30 Read the following explaining to the group the number of serves from the meat, fish, poultry, eggs, nuts and legumes group they should consume each day. | | | |
|  | Amount of meat, fish, poultry, eggs, nuts and legumes you should be consuming each day | |  |
|  | The minimum number of recommended serves of **meat, fish, poultry, eggs, nuts and legumes** healthy men and women aged 51 years and over should consume **each day** to meet their requirements include 2 ½ serves for men and 2 serves for women.  A serve is equivalent to:   * 65g cooked lean red meats such as beef, lamb, veal, pork goat or kangaroo. * 80g cooked lean poultry such as chicken or turkey. * 100g cooked fish fillet. * 2 large eggs. * 1 cup of cooked or canned legumes/beans such as lentils, chickpeas or split peas. * 30g nuts, seeds, peanut or almond butter or tahini. | |  |
| 31. Ask the group to quantify how many serves from the meat, fish, poultry, eggs, nuts and legumes group they ate the day before on the sheet ‘What I ate yesterday…’ They should firstly quantify each meal then a total number of serves for the day.  32. Facilitator should read the following and ask the assistant to write on whiteboard next to ‘what I ate yesterday…’ the number of serves of meat, fish, poultry, eggs, nuts and legumes consumed in the example: | | | |
|  | Number of meat, fish, poultry, eggs, nuts and legumes consumed in the example | |  |
|  | * Breakfast has 0 serves. * Morning Tea has 0 serves. * Lunch has ½- 1 serve. * Afternoon Tea has 0 serves. * Dinner has 1 serve. * Supper has 0 Serves.   Total of 1½- 2 serves from meat, fish, poultry, eggs, nuts and legumes group. | |  |
|  | Assistant should write the number of meat, fish, poultry, eggs, nuts and legumes consumed on the white board (as stated above) and help any participant who needs help identifying how many serves they are having. | |  |
| 33. Ask the group if they eat adequate serves from the meat, fish, poultry, eggs, nuts and legumes group. | | | |
| 34. Read the following explaining to the group how they could consume more serves from the meat, fish, poultry, eggs, nuts and legumes group each day to meet their requirements. | | | |
|  | Ways to include more meat, fish, poultry, eggs, nuts and legumes each day | |  |
|  | * If you can’t fit a whole serve in at one meal, spread it over two such as lunch and dinner. * Try meat or egg on a sandwich for lunch. * Add legumes to a stir fry, salad, or dishes with lean minced meat like lasagne and bolognaise. | |  |
| 35. Read the following explaining to the group the number of serves from the extras group they should consume each day | | | |
|  | Amount of extras you should be consuming each day | |  |
|  | Limit intake of foods containing saturated fats, added salt, added sugars and alcohol to 0-2 ½ serves per day for men and 0-2 serves for day for women aged 70 years and over   * 1 serve of extra foods is equivalent to about 500-600 kilojoules, examples include: * 1 doughnut. * 2-3 sweet plain biscuits. * ½ small chocolate bar (25g). * 400ml of standard beer or 600ml light beer or 200ml wine or 60ml spirits. * 12 fried hot chips. * 2 scoops of ice-cream. | |  |
| 36. Ask the group to quantify how many serves of extra foods they ate the day before on the sheet ‘What I ate yesterday…’ They should first quantify each meal then a total number of serves for the day. | | | |
| 37. Facilitator should read the following and ask the assistant to write on whiteboard next to ‘what I ate yesterday…’ the number of serves of extras consumed in the example: | | | |
|  | Number of extra foods consumed in the example | |  |
|  | * Breakfast has 0 serves. * Morning Tea has ½ serve. * Lunch has 0 serve. * Afternoon Tea has 0 serves. * Dinner has 0 serves. * Supper has 0 Serves.   Total of ½ serve of extra foods. | |  |
|  | Assistant should write the number of extra foods consumed on the white board (as stated above) and help any participant who needs help identifying how many serves they are having. | |  |
| 38. Ask the group if they ate too many extra foods.  39. Read the following explaining to the group how they could consume less ‘extras’ and more serves from the 5 food groups | | | |
|  | Ways to consume less extra foods each day | |  |
|  | Ensure each day that you eat enough foods from each of the 5 food groups before eating any extra foods (most likely you won’t be able to fit in any extra foods!). | |  |
| 40. Ask the group if they have any questions about eating a wide variety of nutritious foods.  41. Read out the five guidelines of healthy eating (as shown below): | | | |
|  | Assistant to write guidelines on whiteboard: | |  |
|  | Guidelines for healthy eating | |  |
|  | **Guideline One:** Achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.  **Guideline Two:** Enjoy a wide variety of nutritious foods from these five food groups every day  Variety is required in two ways:   * Firstly by including variety among the groups. Make sure you eat from each of the 5 food groups daily. * Secondly by including variety within the groups; ie choosing vegetables and fruits of different types and colours.   **Guideline Three:** limit your intake of foods containing saturated fat, added salt, added sugars and alcohol.   * This includes foods such as processed meats, many biscuits, cakes, pastries, pies, pizza and fried food. * Replace high fat foods which contain predominately saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominately polyunsaturated and monoustaturated fats such as oils, spreads, nut butters/pastes and avocado.   **Guideline four:** Encourage, support and promote breastfeeding.  **Guideline five:** Care for your food; prepare and store it safely.   * It is important to consume three meals per day to:   + Help you consume a variety of foods.   + Help you consume enough of each different food group.   Missing meals on a regular basis could mean that you are not eating enough food. | |  |
| 42. Thank the group for their involvement in the discussion topic and get ready to assist with food preparation. | | | |

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| --- | --- |
| Food preparation | 55 minutes |
| **The following section is to be conducted by the facilitator** | |
| 1. Introduce the participants to the meal preparation:   * Firstly vegetable casserole with steamed fish will be prepared. * Secondly the banana berry split will be prepared.   2. Ask all participants to wash their hands.  3. Ask the participants to view the vegetable casserole with steamed fish recipe card. Read the recipe card explaining step-by-step to the group the recipe. Once you have read these steps give each participant a role in preparing the recipe according to these steps.  4. Ask the participants to view the banana berry split recipe card. Read the recipe card explaining step-by-step the recipe. Once you have read these steps give each participant a role in preparing the recipe according to these steps. | |

|  |  |
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| Enjoy a meal together | 40 minutes |
| **The following section is to be conducted by the assistant** | |
| 1. Set each participant, the facilitator and the assistant a place at the dining table. Use the table cloth, serviettes, crockery and cutlery to create an inviting space to share the meal together.  2. Enjoy! | |

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| Thank you and conclusion | 5 minutes |
| **The following section is to be conducted by the facilitator** | |
| 1. Congratulate the group on a job well done.  2. Remind them the importance of consuming three meals per day.  3. Outline the session content:   * Meal; Rissoles with sweet potato mash and green salad served with fruit strudel and vanilla yoghurt. * Discussion topic; physical activity and alcohol guidelines.   4. Ask two group members to stay and assist with the washing up and packing up of equipment.  5. Remind participants who volunteered to clean up that it shouldn’t take long and their help is appreciated. Direct volunteers on what needs to be cleaned. | |

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| Session clean up | 30 minutes |
| **The following section is to conducted by the assistant** | |
| 1. When cleaning up, it is important that you use hot soapy water, and refill the sink once the water has become either warm or discolored (dirty). At all stages in the washing up process please be mindful of sharp objects being left in the water.  2. All equipment must be washed and sanitised prior to being packed away for the next session. It is also important that all equipment goes back to where it was found. It is the facilitator’s role to assist the assistant and participants with this. | |

# Handout 3: Australian Dietary Guidelines Booklet

Download and print some copies from the NHMRC website:

<http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/n55a_australian_dietary_guidelines_summary_book_0.pdf>

# Handout 4: Australian Guide to healthy eating poster

Can be downloaded from: <http://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55_agthe_large.pdf>



# Handout 5: What I ate yesterday

How many serves of each of the food groups did you eat yesterday?

**Example**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Number of serves** | | | | |
| **Breads** | **Vegetables** | **Fruit** | **Milk** | **Meat** |
| Breakfast: | 1 cup of muesli with 1/2 cup milk, one banana |  |  |  |  |  |
| Morning Tea: | Cup of tea (no milk or sugar) with 2 biscuits |  |  |  |  |  |
| Lunch: | Ham (2 Slices) & Cheese (1 slice) Sandwich (wholemeal bread 2 Slices) |  |  |  |  |  |
| Afternoon Tea: | 1 tub yoghurt |  |  |  |  |  |
| Dinner: | Steak with mashed potato, peas and carrots (1/2 cup each) |  |  |  |  |  |
| Supper: | Nothing |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Number of serves:** | | | | |
| **Breads** | **Vegetables** | **Fruit** | **Milk** | **Meat** |
| Breakfast: |  |  |  |  |  |  |
| Morning Tea: |  |  |  |  |  |  |
| Lunch: |  |  |  |  |  |  |
| Afternoon Tea: |  |  |  |  |  |  |
| Dinner: |  |  |  |  |  |  |
| Supper: |  |  |  |  |  |  |

# Recipes

|  |  |  |
| --- | --- | --- |
|  |  | Serves 2  Preparation Time 12 min  Cooking Time 20 min |
| Vegetable casserole with steamed fish fillets | | |
| Method | | Ingredients |
| 1. Heat oil in a saucepan on medium heat. Add onion and garlic. Gently fry until soft.  2. Add carrot and potato, cover and allow to cook for 10 minutes.  3. Add the remaining vegetable casserole ingredients (except the beans), cover and simmer for 10 minutes, stirring occasionally.  4. Meanwhile place fish fillets on top of foil (shiny side down) and cover with lemon juice, lemon pieces, parsley, pepper and wine. Wrap the fish in foil, ensuring no juices escape. Cook fish in oven for 15 minutes or until cooked through.  5. Add beans to the vegetable casserole and allow to heat through.  6. Serve vegetable casserole, grated cheese, bread, and fish fillets. | | 2 tsps oil  1 medium onion, chopped  1 clove garlic, chopped  1 carrot, diced  1 medium potato, diced  ½ large capsicum, diced  1 medium zucchini, sliced  1 eggplant, diced  ½ x 440g can tomatoes, chopped (use liquid)  ½ cup hot water  1 tsp fresh parsley, chopped  ¼ tsp paprika  300g can beans, e.g. borlotti, drained and rinsed  Steamed Fish Fillets  200-300g fish in season (eg tailor, mackerel, perch)  1 lemon (½ juiced; ½ sliced)  1 tb chopped parsley (fresh or dried)  Pepper  2 tbs wine (optional)  Serve with:  60g reduced-fat cheese, grated  1 tsp fresh parsley, chopped  Wholegrain crusty bread roll or cous cous |

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| --- | --- | --- |
|  |  | Serves 2  Preparation Time 10 min  Cooking Time Nil |
| Banana berry split | | |
| Method | | Ingredients |
| 1. Slice the bananas in half longways and place in two separate serving bowls.  2. Place 2 scoops of frozen yoghurt on top of each banana.  3. Scatter mixed berries and chopped nuts on top of yoghurt to serve. | | 2 bananas, peeled  4 scoops reduced-fat frozen yoghurt  ½ cup frozen mixed berries  2-4 tbs unsalted chopped peanuts (or any other nut) |