

You Are What You Eat: Community Food Education Guide **Facilitator's Manual**

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Introduction

Thank you for taking an active interest in your own health and the well-being of those around you! Initiating dialog around healthy eating is the first step in restoring our health. As the USDA's Dietary Guidelines for Americans states, "the more an individual knows, the more choices they have."- By providing people with information about diet and health they will be better equipped to make choices that contribute to their own health and the health of their families and communities.

"You Are What You Eat: Community Food Education Guide" is a starting point for building a community around healthy food. The journey continues by looking beyond individual eating habits and examining the food system on a local, state, national and even international level. In addition to being aware of the foods we eat, we recognize the importance of knowing where our food comes from and how it was grown, harvested and distributed. Our concern for health is not limited to the dinner table, but includes our treatment of the earth, the economic well-being of our farmers and city residents, equal food access and the many other components of a just food system.

The facilitator is encouraged to continue the process of education and empowerment by asking her or his community to critically examine the current food system and envision a more just and equitable system of food production, distribution and consumption. Community Farm Alliance's community food assessment "Bridging the Divide: Growing Self-Sufficiency in Our Food Supply" is another valuable tool to guide a discussion around food access and food insecurity in Louisville. By identifying our needs, understanding our past, and with a common vision for the future, we can rebuild the health of our families, communities and family farmers!

Short and Long Term Goals

The goal of the Community Food Education Guide is to encourage people to think about the choices they make related to their diet. The Guide should be used as a tool to initiate dialog around healthy eating. It is not necessary for the audience to memorize all of the information in the presentation. Rather, the presentation is meant to encourage the audience to think about their diets and the different choices they have throughout the day. Through education, dialog and the support of a community, individuals can better identify what their health needs are and begin to take steps to transform the way they eat.

Although this presentation introduces very basic information on food and nutrition, it is also important to emphasize eating local foods. In this way, participants learn that a healthy diet should not focus solely on the individual, but should include the well-being of producers,

distributors, fellow consumers, and the earth that nurtures the food as it grows. Individual health must be seen as interdependent to the health of all urban and rural residents, of the earth, and of future generations. When we eat local, we contribute to building a Locally Integrated Food Economy in the state of Kentucky, which provides our urban residents and KY farmers the opportunity to live healthy and sustainable lives!

While eating healthy food depends on the individual choices people make, there are also external barriers that make it hard for people to nurture their bodies with healthy, fresh foods. For some, healthy food is not as easily accessible as it is for others. There might also be issues of affordability, quality and/or variety of the food offered. All of these barriers are due to structural injustices within the food system. A long term goal of this presentation is to encourage members of the audience to explore injustices in the food system and to become empowered to transform it so that it works for everyone. Community Farm Alliance can serve as a resource for people who want to learn more and build a movement of urban and rural residents to regain control of our food system. Participants who want to learn more should be encouraged to contact CFA to find out how to get involved and should continue to work in their community to identify action steps for moving towards healthy diets and healthy communities.

The Role of the Facilitator

As an Organizer

The facilitator, either independently or with the help of others, must first organize a group of people who will agree to participate in the Community Food Education Guide presentation. Changes in an individual's lifestyle require motivation and support. By bringing individuals together, the facilitator has the opportunity to encourage the group to continue the discussion and the journey of transforming their diet. Bringing a group together also creates a space to explore more aspects of the food system and the racial and socio-economic inequalities that exist in health and food access. The facilitator can help the group identify barriers they face, envision goals for moving forward and plan out action steps to get them closer to their goals.

As a Presenter:

The facilitator should first make her or himself familiar with the contents of the powerpoint presentations so that she/he is prepared to engage the audience appropriately. Many of the slides have animation that requires participation and attention from the facilitator. Going through the presentation in its Slideshow format beforehand will help prepare the facilitator to encourage interaction between the audience and the slides. This manual is meant to give guidance and support to the facilitator to make the presentation engaging. The facilitator's own creativity and ideas can and should be used throughout. Every facilitator will lead the presentation differently and that is welcomed!

The Community Food Education Guide is meant to be equally interactive as it is educational. The facilitator should ask the audience **AS MANY QUESTIONS AS POSSIBLE!** The audience may already know a lot about food. The facilitator should tap into the audience's knowledge so that participants share information with each other. The goal is not to get the audience to

memorize all of the information in the presentation. Rather, the goal is to encourage the audience to think about their diets and the different choices they have throughout the day.

Presentation Guide

The following notes are suggestions for engaging the audience. Reading over the notes will be useful in understanding the organization of the Guide and how it can be used to encourage the audience to reflect and participate. The Guide is divided into three parts. Part I discusses illnesses and chronic diseases that are related to poor diet. It details the morbidity and mortality rates of Louisville residents, with a focus on racial disparities. This segment of the presentation is meant to illuminate the relationship between diet and health.

Part II details basic information about the Food Groups according to the DASH meal plan and the USDA food guide. The emphasis here should be on the importance of balance and variety among and within the food groups. Specific focus should be given to fruits and vegetables, as less than half of Louisville Metro residents eat the recommended serving amount per week. The disparity between what most people eat and what is recommended for a healthy diet highlights the importance of having a supportive community that will encourage the changes required to eat healthy. The Guide presents information needed to determine what goes into a healthy diet, but the relationships that can grow among the audience will be key in promoting real changes in a person's diet. The audience should discuss ways they can support one another and action steps to making changes in the way they eat.

Part III gives basic nutrition information. Again, the goal is not to have the audience memorize the information presented. The main purpose of Part III is to strengthen the audience's understanding of the relationship between food and health. With a basic understanding of nutrition and its role in our healthy growth and development, individuals may be more conscious of the foods they eat and have a deeper awareness of how they nurture and respect their bodies. Education around healthy eating is an entry point for further discussion and analysis of our food system. When an individual is empowered to make changes in their eating habits, they become part of a movement to build individual health and a just and sustainable food system. At the conclusion of the presentation, the participants should help one another identify steps they can take to initiate changes in their diet. The facilitator can also lead the audience to ask deeper questions about food access inequalities and health disparities. Together, the facilitator and audience can continue exploring what they can do to build individual and community health by eating healthy, local food and building a Locally Integrated Food Economy.

Part I: Diet and Health

Slide 1

Introduce yourself to the audience and have the audience introduce themselves in any way you like. Give a brief explanation of how you plan to go through the presentation and some of the information that will be covered. Explain that the presentation is meant to be interactive and that

you value and encourage input from the audience. The more everyone participates, the more the group is able to share and learn from one another.

Slide 2

Images can help familiarize the audience with important concepts such as foods within a food group, fresh foods, and visual keys for a healthful diet.

1. To warm up, ask the audience to call out foods that they recognize.

Slide 3

These images are meant to contrast with the previous pictures of fresh produce.

1. Ask the audience to discuss some of the differences they notice between the two slides. Think about color, variety, where the food comes from, and how it is prepared.

Slide 4

The beginning of the powerpoint makes the connection between diet and health. The point of the following slides is to acknowledge that our food choices influence our overall health. Many people are suffering from the food choices that are available and the lack of information about what our bodies need. It is important to recognize that our daily food choices impact our lives in significant ways.

Slide 5

These diseases and health conditions are referenced in the Dietary Guidelines for Americans, 2005.

1. Check in to see how familiar people are with these illnesses. Allow people to share their thoughts and experiences
2. Check in to see if people have been told that diet is related to these illnesses and what they think about it.

Slide 6

These health disparities are closely related to racial and socio-economic injustices among and within our communities. Health disparities relate to many different issues, including access to healthy affordable food, health care, safety, economic opportunities, environmental issues, and many others. The audience should be encouraged to acknowledge that structural injustices have contributed to the health disparities that will be looked at more closely in the following slides.

1. Ask if anyone is familiar with these statistics and how they feel about them.

Slide 7

Make sure that the audience understands the information that the graphs communicate. In the following slides, have the audience respond verbally to the information being shown by asking what the graph shows.

1. What was the leading cause of death for Metro Louisville in 2004?

Slide 8

1. Which causes of death affect more African Americans than white residents?

Slide 9

1. Which group has higher rates of death for diseases of the heart?
2. What are different types of diseases of the heart?

Slide 10

1. Which group has the highest rates of death from stroke?

Slide 11

1. Which group has the highest rate of death due to diabetes?

Slide 12

1. What were the obesity rates for African Americans in Metro Louisville in 2005?
2. What were the obesity rates for the U.S. in 2005?

Slide 13

1. What percentage of African Americans in Metro Louisville ate five or more servings per day of fruits and/or vegetables?
2. What percentage of people in the US ate five or more servings per day of fruits and vegetables in 2005?

Slide 14

1. What lifestyle changes can reduce the risk of suffering from the chronic diseases discussed in the presentation so far?
2. Which of these behavioral risk factors will we discuss next in more detail?

Slide 15

There are many obstacles to overcome in order to rebuild our health, but there are many things we can do to achieve this goal. The rest of the presentation should focus on the healthy choices we can make and should build a supportive environment to help each person reach their own goals.

Slide 16

This is a very important question to address with the audience. It gives them an opportunity to discuss their own health and to identify elements of health that are important to them. It is also important to have them discuss this concept to show that they have control over their health and it is something that they can take an active part in.

1. Ask these questions to the audience. Have them share their thoughts about how they define “health,” when they feel healthy, and what it means to them to be and feel healthy.

Slide 17

This information is meant to show the relationship between food and health. Because food is related to nutrition, and nutrition is one element that contributes to our health, it is important to look at foods and explore the differences and varieties in our food options.

1. See if anyone will read this information out loud. Ask if there are any questions or if people have heard this information before.
2. How is food related to health?
3. What is the relationship between food and nutrition?

Slide 1

Remember, try to encourage as much participation from the audience as possible. The point is not to get them to memorize all of the information in this presentation, but to get them to start thinking about their diets and the different choices they have throughout the day.

Slide 2

An overview of what is included in Part II. The Food Groups, serving sizes, and diet related information are taken from the DASH eating plan and USDA food guide. Much of the information was compiled from the Dietary Guidelines for Americans, 2005 as well as other food and nutrition information resources online.

Slide 3

These Food Groups are taken from the DASH eating plan and the USDA food guide.

1. Ask the audience to identify the different food groups. Once everyone is done sharing, allow the answers to appear on the screen.

Slide 4-9

There is a lot of information presented on these slides. The presentation is formatted with specific animations so that the audience can be introduced to the different information at an appropriate pace. When the slide first appears, the audience sees the name of the food group, an image relating to the food group, and specific nutrients the food group provides. With each additional click, the audience will see 1) recommended servings for adults 2) examples of one serving size from the food group 3) tips for optimal healthy choices within the food group. Go through this information slowly so the audience has time to think and ask questions.

1. What is the recommended serving size per day for an adult?
2. What are some examples of one serving from this food group?
3. What are some difficulties eating the right amount of food from this group?
4. What tips can you share about getting your full servings of this food group?
5. What are some foods you like to eat or prepare from this group?

Slide 10

This slide is meant to show how much variety and choice we have when adding vegetables to our diet. Sometimes changing our diet means learning about new foods and experimenting with new recipes. We have to be open to new tastes and foods and try to expand our diets to include more variety of foods!

1. First ask the audience to think of vegetables within this food group. After they are done responding, allow the animations to begin to show the audience how much variety there is within local produce.
2. Are there any vegetables shown that you enjoy cooking and eating?
- 3) Are there any vegetables shown that you have never seen or heard of before?

Slide 11

More emphasis on eating a variety of foods within each food group, especially fruits and vegetables.

Slide 12

A reminder of the relationship between food, health, and illness.

Slide 13

This is a very important visual to help the audience envision what their plate should look like for as many meals as possible. A balanced plate helps ensure that the right amount of nutrients is being consumed.

1. Ask the audience what might be some difficulties in preparing balanced meals
2. Ask the audience if they have tips for balancing their plate.

Slide 14

A healthy diet includes lots of flexibility and variety. The audience should not feel overwhelmed, but should help brainstorm small ways to begin to make dietary changes. Allow the audience to share any concerns or difficulties they foresee in making changes to their diet.

Slide 15

Awareness is an important element to making any behavioral changes. Encourage the audience to think about the Balanced Plate when preparing and eating meals.

Slide 16

Switching from processed foods to cooking with whole foods is a major change in how an individual consumes food. Making these changes requires planning, resources, and time that might not be readily available to all participants. Again, encourage the audience to brainstorm smaller action steps they can take.

Slide 17

1. What are the benefits of eating a diet with plenty of whole foods?
2. What are ways we can begin to include whole foods into our diet?

Slide 18

This slide is meant to create awareness around some of the negative consequences of relying on processed foods in our diet. Processed foods might offer short term benefits, but carry short and long term consequences.

Slide 19

There are many obstacles to eating a healthy diet. In the short term it might be easier to rely on pre-packed and processed foods, however, long-term effects of these habits can be extremely detrimental to an individual's health. Eating healthy, fresh produce requires planning and preparation. Encourage the audience to continue the discussion outside of this presentation. Do people have recipes they can exchange with each other? Do people have tips for buying and preparing fresh food? What are the obstacles they will face and how can they overcome them? How can the group continue to support one another after the presentation is over?

Part III: Nutrition 101

Slide 1

Keep up the good work! Continue to engage the audience whenever possible.

Slide 2

The main focus of Part III is to strengthen the connection between food and health. The link here is nutrition. Whole foods provide the essential nutrients for healthy growth and development. Without these nutrients, we become vulnerable to various deficiencies and illnesses. Again, the goal is not to have the audience memorize the information, but to clearly understand the importance of following the USDA food guide and DASH eating plan to contribute to overall health. The slides are also meant to show the importance of variety in a healthy diet. The goal is that the audience sees how many options and varieties of foods they have to choose from and to give them more visual keys for a healthy diet and balanced plate.

Slide 3

Variety in the diet is key to getting all of the nutrients we need.

Slide 4

The nutrients that will be discussed are Vitamins and Minerals, as they are most likely to be deficient in a person's diet who does not eat the recommended amount of fruits and vegetables.

Slide 5

There are also many unidentified nutrients that whole foods provide, which is why the USDA Dietary Guidelines for Americans emphasize eating whole foods as opposed to nutritional supplements.

Slide 6-22

The following slides show 1) the benefit of specific vitamins and minerals to our health
2) foods that provide the specific vitamin or mineral.

It is not necessary that the audience memorize all of the functions of each vitamin and mineral. What is important is that they make the connection between the foods they eat and their overall health. These are merely examples of how nutrients are related to health. The photos do not encompass all of the foods that provide the nutrient discussed, they are merely a starting point to

thinking about how whole foods provide different nutrients and why we should include them in our everyday diets.

1. Ask the audience to volunteer reading some or all of the information included in the slide.
2. Ask if people can name any foods that provide the specific vitamin or mineral before revealing the photos of foods that provide the nutrients.

Slide 23

Again, variety is key!

Slide 24

Reminder of a balanced plate. Encourage the audience to think about this concept during every meal as a way to build awareness of what their body is getting and how it compares to what their body needs.

Slide 25

1. Why is eating whole foods important?
2. Name some examples of whole foods.

Slide 26

This slide is meant to show the connection between what we eat and the food system our food is grown and distributed in. This topic can be very complex and requires lots of time to discuss the issues related to food systems. The facilitator should feel free to spend as much or little time exploring this topic with the audience. Some questions to help guide the discussion if desired are included.

1. Can you think of any differences between food grown on an industrial farm in California and food grown on a family farm in Kentucky? Think about transportation, farming practices, local economies, food quality and freshness, pricing, etc.
2. How does buying food from a local farmer help strengthen the local economy?
3. What are some of the barriers to eating a healthful diet?

Slide 27

1. Ask the audience what they think “food justice” means.
2. Ask if they agree that all people deserve access to affordable, healthy foods.
3. Ask if the audience can identify any existing injustices in the current food system.
4. Ask what a “just food system” might look like.

Slide 28

Community Farm Alliance is a good resource for people who want to learn more or get involved in building a local food economy. The facilitator should also familiarize her or himself with some CFA initiatives that contribute to building LIFE including but not limited to:

- Smoketown/Shelby Park Farmers' Market
- Victory Park Farmers' Market
- Stone Soup Community Kitchen
- C-LIFE: Corner Stores Supporting LIFE
- Fresh Stops
- Urban Gardeners' Guild

Conclusion and Planning Ahead

After the presentation, the facilitator should check in to see what the audience learned, what questions or concerns they have, and where they would like to go from here. The group now has the opportunity to identify how they can continue to encourage one another to make changes in their diet. How will the group continue to support one another? What events or activities can the group plan or participate in that will help them continue to learn and transform their diets? What other resources are available to explore problems in our food system and begin to build a healthier food economy? By organizing a group of people to discuss diet and health, the facilitator has created a space where education can transform into action.

A useful tool to facilitate this exploration and planning is CFA's Community Food Assessment, "Bridging the Divide: Growing Self-Sufficiency in Our Food Supply." Bridging the Divide provides a historical framework for our current food system and barriers to food access. Other useful resources are the many ongoing projects in the CFA Jefferson Country Chapter. Participants should find out how and if they would like to participate in the CFA farmers' markets, Stone Soup Community Kitchen events, Fresh Stops, policy campaigns, the Urban Gardeners' Guild and more. Together, urban and rural Kentucky residents can rebuild our food system to support everyone's health and well-being!

Thank you for putting your time, energy and imagination into the Community Food Education Guide!

Remember, real change comes from the ground up!

Glossary

Animation – the movement of elements within a slide, such as text or photos appearing or disappearing on the slide in accordance with each click of the mouse, spacebar or forward/backward arrows on the keyboard.

Diet – the foods eaten by an individual.

Health – the general condition of the body and mind when free from injury, damage, defect, disease, etc. A condition of optimal well-being; when the body is in good condition and functioning properly.

Whole foods – foods that have not been processed or refined and have no additives. Examples include whole grains, fresh or frozen fruits and vegetables, unprocessed meats, poultry and fish.

Nutrition – the act or process of nourishment or being nourished; using food to nourish the body.

Nutrients – sources of nourishment for the body; food that the body needs to live and grow

Locally Integrated Food Economy (LIFE) – a system where people grow and eat food closer to home; a system in which food production, processing, distribution, and consumption are integrated to enhance the environmental, economic, social, and nutritional health of a particular geographic location and population.

Food Justice – a food system that is free from oppression, discrimination and inequality; a food system that provides healthy, affordable food for all residents and maintains the well-being of the farmers that produce the food and the ecosystems the food is grown in.

Sustainability – the ability of the earth to maintain processes, functions, biodiversity and productivity into the future; using resources at a rate that allows them to be replenished; the quality of life in a community when the economic, social and environmental systems that make up the community are providing a healthy, productive, meaningful life for all community residents, present and future.

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