

[Program and Training Process Overview](#)

[Family Program Philosophy](#)

[Teaching Philosophy](#)

[Limitations of Training and What Laypeople are Allowed to Teach](#)

[What are the 2010 Dietary Guidelines?](#)

[What topics are covered in a Nurture class?](#)

[Tips for Teaching](#)

[\(Eight\) Tips for Working with Children](#)

[Teaching the Recipe Framework](#)

[Food Sanitation and Safety Procedures](#)

[Tips for Working with Rice Cookers](#)

[Tips for Working with Slow Cookers](#)

Overview of the Nurture Family Program and Coach and Cook Training Process

- We recommend coaches and cooks start by reviewing the Family Program [Introduction Letter](#) to understand the basics the program.
- Coaches should be familiar with all the content in this document, with the content of the specific lessons and with the [Teaching and Program Implementation Kits](#) document. Each lesson contains a suggested timeline for the class, links to visuals, and scripts for the lesson. The [Recipe Selection and Giveaways](#) document can help guide selection of recipes to be sampled during each lesson.
- Cooks should be familiar with Food Sanitation guidelines and how to use a slow cooker and rice cooker.

Family Program Philosophy

The Nurture Family Program promotes a positive relationship with food. It does not promote the exclusion of any food group, nor strict consumption of select “super” foods. It does not classify food as “good” or “bad” but rather promotes a balanced diet of wholesome, unprocessed foods. Nurture believes that good nutrition is not centered on the exclusion of foods, but rather the inclusion of and emphasis on: fruit, vegetables, whole grain, lean protein, and water.

The Nurture Family Program reinforces general nutrition guidelines as set forth by the USDA dietary guidelines. It advocates seven wellness goals:

1. Eat more home-cooked meals
2. Choose whole grains
3. Choose lean proteins
4. Increase consumption and eat a variety of colorful fruits and vegetables
5. Stay hydrated
6. Eat adequate portions to feel satisfied but not too full
7. Be physically active every day

Teaching Philosophy

To create the greatest impact with students:

- Keep messages positive
- Promote a collaborative environment
- Maintain an upbeat and fun atmosphere
- Encourage participants to share ideas
- Welcome and value all participants
- Use your own choices and life circumstances as examples, such as,
“To increase my physical activity, I walk with my children to and from school.”

Do NOT

- Advocate for any specific weight loss or nutrition program
- Portray yourself as an exclusive expert on any topic
- Do all the talking
- Judge participant food or fitness choices
- Tell people what they ‘should’ do. For example,
“To get more exercise, you should walk to school.”
- Provide medical advice of any kind
- Provide individualized or group nutrition or psychological counseling

Limitations of Training and What Laypeople are Allowed to Teach

Completion of the Coach Training does not enable an individual to call him/herself a ‘nutritionist’ or dietitian.

Illinois State Law prohibits individuals from providing medical nutrition advice unless he/she is a licensed dietitian.

<http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1297&ChapAct=225%26nbsp;ILCS%26nbsp;30/&ChapterID=24&ChapterName=PROFESSIONS+AND+OCCUPATIONS&ActName=Dietetic+and+Nutrition+Services+Practice+Act>.

Laypeople are able to share ‘general’ nutrition information, but **are prohibited from:**

- providing medical advice
- offering nutrition counseling
- diagnosing a nutrition-related condition
- eliciting medical nutrition information

Nurture Family Program lessons provide general nutrition information with an emphasis on meal preparation. In order to comply with the Illinois law, when answering participant questions, focus answers on the **application** of general nutrition concepts: share recipes, demonstrate cooking techniques, provide shopping tips, and discuss the 2010 Dietary Guidelines.

What are the 2010 Dietary guidelines?

The 2010 Dietary Guidelines are general nutrition recommendations for optimal health. Topics covered in the 2010 Dietary Guidelines include: fruits, vegetables, dairy, whole grains, protein, salt, sugar, energy balance, portion control, and exercise.

Please be familiar the following documents: [Introduction to the Guidelines](#), [Foods and Nutrients to Increase](#), and the [2010 Dietary Guidelines Consumer Brochure](#).

What topics are covered in a Nurture class?

Below is a list of topics covered in Nurture classes. The tip sheets provide excellent talking points when teaching a class. When following the links to MyPlate, there is a wealth of additional information. Take some time and explore!

Topic	What to discuss?	What to avoid?
MyPlate Tips: MyPlate Tips	-Overview of 5 food groups -Discussion of what foods belong in each group -Benefit of eating a variety of foods -Preparing well balanced meals	-Prescribing total caloric intake. Energy requirements vary depending on: age, activity level, and health status. -Restricting or avoiding a food group.

Topic	What to discuss?	What to avoid?
Vegetables Fruits Tips: Fruit & Vegetables Kids and Fruits and Veggies	<ul style="list-style-type: none"> -The benefits of consuming a variety of (whole) fruits and vegetables -General recommendation of filling half your plates with fruits and vegetables -Tips on how to eat more fruits and vegetables -Tips on how to pick and store fruits and vegetables -List of seasonal fruits and vegetables -Tips on how to increase children’s consumption of fruits and vegetables 	<ul style="list-style-type: none"> -Exclusive consumption of organic produce. Don’t promote exclusive consumption of organics as this is cost-prohibitive for many people.
Beverages Drinking Water	<ul style="list-style-type: none"> -Benefits of drinking water -Signs of dehydration -Sugar content of beverages -Tips on how to consume more water -Tips for how to limit intake of sugary beverages and juice. 	<ul style="list-style-type: none"> -Specific water intake (ie. 8 cups of water per day). If people are on medications, pregnant, lactating or have heart complications, there are significant variances in water recommendations.
Grains Whole Grains Fiber Carbohydrates	<ul style="list-style-type: none"> -The benefits of consuming whole grains -How to read ingredient labels -Tips on how to consume more whole grains -Introduction to ‘unique’ whole grains (bulgur, millet, quinoa). -Recipes that include whole grains 	<ul style="list-style-type: none"> -Specific carbohydrate (grams) recommendations. There are varying levels of carbohydrate needs based on age, activity level and health status. -Suggesting participants go gluten free. Participants struggling with food intolerances should visit their primary care provider.

Topic	What to discuss?	What to avoid?
Protein Tips: Vegetarians Protein	<ul style="list-style-type: none"> -Benefits of eating a variety of proteins -Examples of protein-rich foods -Tips for purchasing economical sources of protein (beans, lentil, split peas, eggs, lean cuts of meat) 	<ul style="list-style-type: none"> -Promoting a strict vegetarian diet -Encouraging vegetarians to eat fish and/or meat -Assigning specific protein intake (grams). Individual protein needs vary based on age, gender, activity level and health status.
Dairy	<ul style="list-style-type: none"> -Benefits of getting sufficient calcium and vitamin D for healthy bones and teeth -Examples of dairy and calcium rich foods 	<ul style="list-style-type: none"> -Recommending the use of ANY supplement, vitamin, or mineral. -Encouraging people with dairy sensitivities or cultural restrictions to eat dairy -Discussing reasons why cow's milk may be bad for our health
Vitamins Minerals Salt Reducing Sodium	<ul style="list-style-type: none"> -Promoting the consumption of 'whole' foods to get vitamins and minerals -For the prenatal class, stress the importance of working with primary care provider to ensure nutrients are being met (you can say that a daily multivitamin is generally recommended for this population) -ALWAYS encourage participants to speak with their primary care provider in regards to specific metabolic concerns, vitamins, minerals, and supplements. 	<ul style="list-style-type: none"> -Recommending the use of ANY supplement, vitamin, or mineral.

Topic	What to discuss?	What to avoid?
Oils Fats Cholesterol	-Promoting the consumption of healthy fats in moderation -Discussing that fats enable our bodies to absorb some vitamins -Limit the consumption of saturated fats -Avoid the consumption of transfats	-Recommending eliminating fat and oils from diets -Saying fats are unhealthy or bad
Physical Activity Tips for Increasing Physical Activity	-Tips on how to incorporate more exercise or daily physical activity -Benefits of exercise -Always encourage participants to speak with a primary care provider if they are new to exercise, have undergone surgery or are on medications before they begin an exercise routine.	-Prescribing specific exercise routines -Leading participants through a vigorous exercise routine during class. Exercises should be performed at a moderate intensity level and participants should always be encouraged to take breaks when needed.
What kids really eat Breakfast Snacks Kids and Sweets Eating on a Budget Healthy Role Model Food Labels Portion Distortion Calories Listening to your body	-The benefits of home cooked meals -Cost savings of making meals at home -Strategies and tips for smart grocery shopping -Ideas for leftovers -How to be a good role model -Calories are units of energy and essential for life -It is important to balance your energy consumption with energy expenditures -How to listen to your body to determine if you are hungry, thirsty, sleepy, or anxious	-Restricting all processed or fast foods (this is not realistic for many people) -Recommending amounts of calories to consume -Speaking of calories in a negative fashion -Be aware that eating disorders like anorexia and bulimia are also problems -Do not to give advice for eating disorders (overeating, underrating) or weight loss

Tips for Teaching

Nurture classes promote a welcoming environment. One of our greatest strengths is the ability to make classes personal, fun, and engaging. The Coach sets the tone for the class. Here are a few tips to keep the class upbeat, fun, and within the Nurture scope.

When discussing food, always share personal stories.

To build on the fruit and veggie lesson (or MyPlate lesson) for example, give real life examples of how to increase fruit and vegetable consumption.

“In our home, I find that my children struggle with vegetable consumption. However, they love soup, so I try to add extra veggies to our homemade soups.
Does anyone else have tips on how to increase the consumption of vegetables?”

Avoid telling people what they should do, instead talk about what they could do in a relatable way.

If a participant asks how to get their family to consume fewer sugary beverages, **instead of** responding with the following suggestions: “You shouldn’t have sugary beverages around the house. You should only buy water”.

Try a more relatable approach:

“My kids love juice. One way that I reduce the amount of sugar they drink is that I water the juice down before I put it in the refrigerator.”

“My kids love flavored water, but we’ve agreed as a family to limit flavored water to the weekends.”

Refer participants to www.choosemyplate.gov when they ask specific questions about calorie intake.

If a participant asks how many calories he/she should be eating, let him/her know that energy needs vary by age, gender, activity level, and health status. Never give participants an exact number; refer them to the USDA website where they can complete an energy intake questionnaire: www.choosemyplate.gov

How do you answer specific questions about weight loss?

Specific weight loss recommendations are beyond the scope of a nutrition educator. Always recommend that participants consult with their health care provider about their weight loss goals. The overall Nurture mission is to promote good health (the emphasis is not on weight loss).

(Eight) Tips for Working with Children

A general/overall rule we follow at Nurture: Get everyone actively engaged! Sitting and listening to talking heads is boring! Also:

1. Get to know your students/audience

a. **Learn everyone's name and something special about them.** Kids are much more cooperative when they feel like you've taken a personal interest in them.

b. Remember Your Audience

We do our best work when we know who we're doing it for. So who are our program participants?

- For the Northfield Township Food Pantry, program participants qualify for food stamps and free school lunches for their children.
- They are likely to be a single parent out of work or perhaps working two jobs. They often have health issues such as hypertension, diabetes, and cardiovascular disease.
- Usually they have a lot of responsibility and very little support which is why our job is so important.
- Our participants' degree of cooking skills will vary greatly, so listening to them and asking questions about how they cook, who they cook for and what they like to eat will provide further insight into who they are and what their food challenges might be.

2. Set expectations

a. **During the first class, set high expectations.** Children are use to being in a structured classroom, and while Nurture is not quite like school, some of the same rules apply. **Start off by emphasizing one rule: Respect.**

- i. Respect each other
 1. Do not talk over one another
 2. No put downs
 3. Keep your hands to yourself
- ii. Respect the equipment/space
 1. Use caution with all kitchen equipment
 2. Clean up after yourself
- iii. Respect yourself

b. **Establish a procedure for how you will handle difficult behavior- and stick to it!**

Consistency is key.

- i. If a child is engaging in disrespectful behavior, address the child privately. Do not embarrass him/her by publicly reprimanding.
- ii. Publicly praise the child that is following directions; it will help get everyone on track.

3. Give clear and precise directions

a. Keep directions short and concise

b. Break directions down and have a pause every two to three steps.

For example: "Please wash your hands, put on your aprons, and take a seat so I know you're ready. Once everyone is seated, I will explain what we're going to do next."

4. **While your directions should be stated in simple vocabulary, you do not need to talk in a "baby" voice, or in a condescending manner.** Children are able to see thru this tactic and do not appreciate being spoken down to.

5. **Allow children to be creative.** They will probably do things differently when in the kitchen. As long as they are being safe, allow them freedom to modify with judiciousness. **Having said that, they should still follow the recipe.** You don't want them preparing foods that are inedible.

6. **Avoid the negative.** Think of the lifeguard at the pool who screams "don't run!" Rather than telling kids what not to do, ask them what you would like them to do, "can you walk, please?"

a. If a child is not being compliant with your request, simply state an explanation. I'm asking you to walk so you don't fall and hurt yourself. If you get hurt, you won't be able to enjoy this gorgeous day at the pool.

b. A simple framework:

i. Ask to engage in a positive behavior

ii. If not complying, explain why his/her chosen behavior needs modification

iii. Follow up with a potential consequence if the behavior continues

7. **Master the compliment.** Many adults praise by saying "good job" or "that's great". Try to be more specific when complimenting and always follow up with a question. Children love to show and tell. When you combine a compliment with an action you are reinforcing their special skill set and effectively improving their self esteem. Examples:

a. "I really enjoyed the dip you made. How did you make it?"

b. "I love how you set the table. Can you show me how you folded the napkins?"

8. **Listen!** There are going to be activities that don't go over so well. It's okay! Listen to what the kids have to say. Their feedback is what makes our program stronger!

Teaching the Recipe Framework

The Recipe Framework is a tool used to teach adults how to adapt and create nutritionally balanced recipes. While frameworks vary slightly based on the piece of equipment or meal served, the overall concept is the same:

Whole Grain + Vegetables/Fruits + Seasonings + Protein = Balanced Meal

After introducing and tasting a recipe use a flip chart to draw the appropriate recipe framework and ask the participants to brainstorm ways of adapting the ingredients to better suit their tastes and the tastes of their family. This process helps participants start to envision how they would make a recipe at home thereby encouraging behavior change.

Whole Grain	Veggies//Fruit	Seasonings	Protein
Rice Barley Quinoa	Onions Jalapenos Tomatoes Celery	Oregano Paprika Garlic Pepper Vinegar Olive Oil	Chicken Black beans

As you are teaching the recipe framework, also refer to MyPlate.

Encourage participants to create recipes that follow the guidelines:

- ½ the recipe contains fruits and/or vegetables
- ~1/4 of the recipe contains grain
- ~1/4 of the recipe contains protein
- 1 serving of dairy



Food Sanitation and Safety Procedures

To ensure the health and safety of our participants, volunteers must use these procedures.

Hand Washing

- Always wash hands with soap and warm water for 20 seconds before beginning food preparation, after handling food, and after using the bathroom, changing diapers, or touching pets.
- After hands are washed do not touch face, hair or other body parts. If this happens, go through the hand washing process again to prevent food contamination.

Proper Hand Washing Technique

- Wet hands and arms with warm (100 degrees F.) running water.
- Apply soap
- Scrub hands and arms vigorously for 10 to 15 seconds.
- Rinse hands thoroughly
- Dry hands and arms with a single paper towel or warm air hand dryer

Surfaces and Utensils

- Wash cutting boards, dishes, and countertops with hot, soapy water **before** you begin cooking, **after** preparing each food item and **before** you go on to the next item.
- Knives are not allowed in Nurture classes except for butter knives or plastic knives. Pizza cutters can function as an alternative when a butter knife will not suffice.

Kitchen Cleanup

Use hot, soapy water and a clean dishcloth (or paper towels) to clean kitchen surfaces and wipe up spills.

Important Food Safety and Sanitary Tips

- Do not handle foods if you are sick
- Wear clean and appropriate clothing when handling food.
- Always use gloves to handle food if you have a cut or infection, or are handling ready to eat foods. Wash hands before putting on gloves and after taking them off.
- Abstain from eating, drinking, smoking and chewing gum while handling food.
- Do not sneeze or cough into food.
- Use ice tongs to get ice
- Keep hair tied back and in hair net at all times while in the kitchen
- Place garbage disposal containers away from food preparation and serving areas.

When Preparing Raw Meats, Poultry, Fish and Eggs

- Each item, meat, poultry, eggs, fish should have their own cutting boards, utensils and containers.
- Prepare raw meat, seafood and poultry in specially designated areas
- Properly clean equipment and utensils after each task
- Wash hands properly after handling raw meat, fish, poultry and eggs
- Work with small quantities and keep remaining products refrigerated

- Hot food must be at 135 degrees Fahrenheit or higher and cold food must be at 41 degrees Fahrenheit or lower
- Clean and sanitize all work surfaces
- Eliminate bare hand contact with food

Working with Slow Cookers and Rice Cookers

During Nurture Family Programs families receive slow cookers to speed and ease meal preparation. Rice Cookers are useful for preparing grains for the Whole Grains class and for Children's classes. Please review the following if you've not used this equipment before.

[Tips for Working with Rice Cookers](#)

[Tips for Working with Slow Cookers](#)