

A Fresh Start

**A Healthy Eating Guide for
Newcomers to the United States**



Acknowledgment

This toolkit is adapted from the National Resource Center for Refugees, Immigrants and Migrants (NRC-RIM)'s [Afghan Dastarkhwan: Eating Healthy on a Budget in the United States](#) Toolkit. While the original toolkit was designed specifically for Afghan newcomers, this updated version has been adapted for a diverse range of populations. It acknowledges the nutrition education standards of the Society for Nutrition Education and Behavior (SNEB)¹ and is grounded in the three key principles of cultural humility.² This toolkit is also inspired and informed by the International Rescue Committee's [New Roots Food and Agriculture programs](#) in the U.S. The material was developed by Eugenia Gusev, MA, former Senior Technical Advisor, Food Security and Agriculture, International Rescue Committee.

Introduction

Navigating the U.S. food landscape can be challenging, especially for those with limited English proficiency and low literacy. Ideally, trained nutrition professionals would lead nutrition education efforts for newcomers. However, due to high demand and limited funding, this is often not feasible. Resettlement agencies and other service providers thus play crucial roles in supporting food navigation and providing nutrition education.

This Fresh Start toolkit is designed to be user-friendly for resettlement staff who may not have a nutrition or dietitian background but whose role involves introducing healthy eating basics to newly arrived populations. It is meant for refugee service providers who would like to expand their food access work by adding components of nutrition education and budgeting as part of cultural orientation or early food systems navigation.

Note that this toolkit offers a general introduction and essential information as a starting point for further learning. It is not meant to replace existing nutrition education and may need to be adapted to specific program constraints and population needs. For example, some populations may have strong needs for food safety and preparation guidelines, which are not covered in this guide. In addition, many newly resettled populations live in food deserts, where access to fresh and culturally appropriate food is limited and often unaffordable. Healthy eating education should be coupled with support for clients to improve food access, such as enrollment in or referrals to government programs and local community resources.

Key Approaches

This toolkit uses several approaches that take into account newcomers' diverse cultural traditions, experiences of trauma, literacy levels, and family structures:

- **Cultural humility:** Instead of a top-down approach, we acknowledge the participant as the authority in their culture, life, and practices. Cultural humility is a process that helps service providers see how they can meet participants' needs and begin building a foundation for a strong and trusting relationship. It does not require the provider to become an expert in the participants' culture but to be respectful and understanding to open dialogue. To learn more, see:
 - [Switchboard eLearning Course: Understanding Identities in Refugee Service Provision](#)
- **Trauma-informed approaches for nutrition education:** This approach recognizes the link between adversity, chronic disease, and nutritional health. It is important to focus on positive knowledge gains that help participants make healthier choices to the best of their ability without attaching shame or demonizing food practices. Attachment to certain foods or eating practices can be complex and may

result from food-related trauma that a person has experienced in the past or may still be experiencing. To learn more, see:

- [Switchboard Information Guide: Trauma-Informed Care: A Primer for Refugee Service Providers](#)
- [Switchboard Webinar: Applying a Trauma-Informed Approach to Nutrition Education for Newcomer Service Providers](#)
- [National Child Traumatic Stress Network \(NCTSN\) Tip Sheet: Understanding Refugee Trauma](#)
- **Experiential education:** Using “realia” is one of the most effective techniques when working with individuals who are non-native English speakers or pre-literate. Realia refers to real, everyday, concrete objects that can be used in the learning setting to build knowledge. The use of realia allows participants to handle objects that provide a multi-sensory experience. This technique can reduce anxiety and stress while enhancing knowledge retention, particularly for audiences with limited or no formal educational background.
- **Social learning theory:** Social learning theory focuses on learning through observing and co-learning with others. This is especially relevant for families with children, as they are going through a process of acculturation. When families engage together in activities that promote healthy behaviors, such as making nutritious food choices, cooking meals, or exercising, it reinforces a supportive environment. Providing opportunities for participants to include their children in some of the behaviors learned through this educational series can support whole-family nutrition outcomes.

Toolkit Overview

The facilitation guide contains the following:

Chapter Topic	Time Required	Materials (slides)	Additional materials to print
Module 1: Food: What to Expect in the United States	60 mins	Facilitation Guide Slides for Modules 1-5	<ol style="list-style-type: none"> 1. Annexes: Fruits and Vegetables 2. Handouts: N/A 3. Experiential Props: Empty food and drink packages (not provided)
Module 2: Smart Ways to Spend and Making a Food Budget	45 mins		<ol style="list-style-type: none"> 1. Annexes: Spending Priorities 2. Handouts: Tracking Your Food Spending 3. Experiential Props: N/A
Module 3: Ways to Access the Best Prices for Food	60 mins		<ol style="list-style-type: none"> 1. Annexes: N/A 2. Handouts: Meal Plan template, Grocery List template 3. Experiential Props: Coupons for facilitator to cut out (not provided)

Module 4: SNAP and WIC	50 mins		<ol style="list-style-type: none"> 1. Annexes: SNAP and WIC 2. Handouts: Resources in Your Community, Tips for Using SNAP 3. Experiential Props: N/A
Module 5: Cooking More at Home and Making a Healthy Plate	50 mins		<ol style="list-style-type: none"> 1. Annexes: N/A 2. Handouts: 6 Nutrition Tips, 5 a Day Portion Sizes 3. Experiential Props: N/A

Each module also contains:



Budgeting tips



Nutrition education components



An opportunity to discuss healthy recipes



Flexible format: The facilitation guide is modular and can be adjusted to fit the length of the typical cultural orientation class or the interests and needs of the participants. Note that the full curriculum takes approximately 120 minutes inclusive of experiential exercises; however, interpretation may extend this time. The modules are created so that they can be taught in one session or as separate sessions.



Experiential activities that staff can integrate into their Fresh Start education to reinforce concepts for an adult audience:

- In-person grocery store orientation
- Visiting a local farmers' market
- Supporting enrollment in SNAP/WIC/FMNP/Sun Bucks and dollar-for-dollar match programs
- Cooking lessons, food demonstrations, cooking circles
- Building a food budget



Monitoring and Evaluation (M&E):

- While pre- and post-knowledge surveys are not included in this guide, they are recommended
- M&E activities should focus on pre-post comparisons of participant knowledge with key concepts from the cultural orientation (CO) class
- Participatory, client-led approaches that provide an opportunity to use knowledge and personalize it are also recommended

Additional Resources

- [Switchboard eLearning Course: Introduction to M&E](#)
- [Switchboard Archived Webinar: Designing and Implementing Equitable and Inclusive Surveys](#)
- [Switchboard Archived Webinar: Practical Strategies for Collecting and Incorporating Client Feedback Data](#)
- [Tip Sheet: 5 Steps for Planning Surveys](#)

Lesson Structure

Each **Fresh Start** module is structured the same way. You can use this module structure to adapt the modules you lead with program participants.

- **Module Time:** Each step in the module has an estimated time. The total time is listed at the top.
- **Learning Objectives:** These statements describe the knowledge and skills that learners will build by the end of the module.
- **Materials & Preparation:** This is a list of materials needed for the module. Gather them ahead of time. All the steps required to prepare for the lesson will also be listed here.
- **Activity Breakdown:** This section explains all the activities to be completed during the module, with a breakdown of time needed for each step.
- **Recommended Experiential Extensions:** These are proposed hands-on, experiential activities to help adult learners understand and remember the key concepts covered.
- **Learner Action** in orange indicates recommended questions or concepts to discuss as a group.
- **Resources:** If there are additional resources or links to related information, they will be listed at the beginning of the lesson.
- **Italics** indicate *Facilitator speaking*.
- **Text in non-italics** indicates directions to Facilitator.

Important Note: Working with Interpreters

The facilitator should secure live interpretation for English-language learners for all sessions. The facilitator should walk through the facilitation guide with the interpreter in advance of each session and ask if the interpreter has any questions about the content or vocabulary. For more, see:

- [Switchboard eLearning Course: Introduction to Working with Interpreters](#)
- [Switchboard Tool: Scripts for Working with Interpreters](#)


For facilitation with Pashto- and Dari-speaking clients, see NRC-RIM's [Afghan Dastarkhwan: Eating Healthy on a Budget in the United States](#), available in both Pashto and Dari.

Additional Resources


- [Switchboard Blog: How to Talk to Newcomers About Nutrition—Without Being a Nutritionist](#)
- [Switchboard Onboarding Guide: Comprehensive Food and Nutrition Security for Newcomers](#)
- [Elyn Satter's How to Eat: Eating Competence Resources](#)
- [New Entry: Refugee Farmer Teaching Handbook](#)


Module 1: Food: What to Expect in the United States

Time = 60 minutes

Learning Objectives	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ○ Compare the outcomes of habitually eating unprocessed vs. processed foods ○ Locate “hidden sugar” in popular drinks ○ Explain at least three ways to make healthy and joyful food choices
Materials Needed	<ul style="list-style-type: none"> ○ Slide Deck ○ Handouts: N/A ○ Annexes/Experiential Props: Fruits and Vegetables, Empty food and drink packages (not provided)
Welcome and Introductions: 10 mins	
Slide 1	<p>[Introduce course, introduce module, introduce facilitator(s) and interpreters.]</p> <p><i>Because there is a lot of new and unfamiliar food in the U.S., we hope this course can help you find healthy options for you and your family as you start to explore food in the U.S. And while we will learn about some things to be aware of in the U.S. when shopping for food, I also want to emphasize that eating should always be joyful, and you and your family are the best placed to make healthy choices about what to eat.</i></p>
Slide 2	<p><i>There are five modules in this course, [read all module titles]. We'll start with Module 1. In Module 1, we'll learn some tips and ways to stay healthy in the U.S. while finding affordable food options for you and your families. [Amend this if not covering all 5 modules].</i></p>
Slide 3	<p><i>Here are the Module 1 learning objectives [read objectives].</i></p>
Slide 4	<p><i>Get a good start in the United States... [read slide].</i></p>
Warm Up: 10 mins	
Slide 4	<p> Experiential Scaffold: Pre-cut images of fruits, pulses, and vegetables, or provide actual food items as realia. Model using the image(s) (or realia) to support giving the verbal response. Give the images (or realia) to the learner(s) and ask them to hold it up when they speak about their favorite recipe, mirroring your model.</p>
Slide 5	<p><i>To start, let's talk about our favorite foods using the words “My favorite food is ____.” Or “My favorite meal is ____.” For example, I read, “What is your favorite food or meal?” and I say: “My favorite meal is [insert favorite meal].” Everyone think about your favorite food or your favorite meal and now let's go around the room</i></p>

	<p>and introduce ourselves and share “My favorite food is _____”, as you feel comfortable.</p> <p>*Learner Action: Respond to question using sentence stem and target vocabulary: “My favorite food/ meal is _____.”</p>
Slide 6	<p>Now let’s talk about the differences we notice between the food back home and food in the United States using the words, “One difference between food back home and food in the United States is _____.”</p> <p>*Learner Action: Respond to question using sentence stem: “One difference between food back home and food in the United States is _____.”</p>
Direct Instruction: 30 mins	
Slide 7	<p>As some of you have mentioned, in your country, the food you ate most of the time was less processed than food in the United States. In the U.S. processed food is often cheaper, easier to buy, and easier to find, but it is not as healthy as unprocessed foods. There’s a lot of <u>fast food</u> and <u>processed food</u> that’s not good for our <u>health</u>. Eating too much of this food causes common <u>illnesses</u> like <u>diabetes</u> and <u>high blood pressure</u>.</p> <p>Processed foods are made by machines and have many ingredients. They usually come in packages and can last a long time. Examples include chips, sugary snacks, and canned foods.</p>
Slide 8	<p>Fast food is made <u>quickly</u> and is easy to get, like burgers and fries. Fast food is often <u>high in calories</u>, <u>unhealthy fats</u>, and <u>sugar</u>. Fast food is convenient but not very good for our health and can also cause common <u>illnesses</u> like <u>diabetes</u> and <u>high blood pressure</u>.</p>
Slide 9	<p>One thing you will notice in the U.S. is brightly colored foods and hidden ingredients that are often added to make food look and taste better. These are called additives and preservatives.</p> <ul style="list-style-type: none"> ○ Artificial food coloring makes food look brighter and is often used in children’s foods. They can sometimes replace healthy ingredients, like in fruit drinks that contain very little actual fruit juice. Artificial coloring is often labeled as colors and numbers, like “Red 40” or “Blue 1.” ○ Not all preservatives and additives are bad, though. Some coloring is made with natural ingredients like spices, fruit, or vegetable juice. ○ Emulsifiers and preservatives help to blend oil and water together and are often used as food additives. Small quantities are added to packaged and frozen foods to improve texture and stability, to prevent oil from separating, and to keep food from spoiling for a long period of time. They contain small amounts of bad fats called trans fats, which are considered unhealthy in large amounts. Trans fats are considered the worst fat to eat because they can cause heart problems over time.

<p>Slide 10</p>	<p>Many foods that are processed contain more <u>salt</u> and <u>sugar</u> than we realize. The daily recommended amount of sugar for men is 36 grams (or 9 teaspoons). For women it's 25 grams (or 6 teaspoons), and for children from 2 to 4 years old, it's less than 19 grams (or 5 teaspoons). Let's look at some popular drinks to guess how much sugar is in them.</p> <p>*Learner Action: Learners guess how much sugar is in each popular drink.</p> <p> Experiential Scaffold</p> <ul style="list-style-type: none"> ○ Prepare several popular drink containers with intact labels: a soda, a fruit drink, orange juice, Gatorade, a vitamin water, and plain water. ○ Prepare bags or cubes of sugar representing the amount of sugar in each drink you have prepared. ○ After learners guess how much sugar is in each popular drink, reveal the correct answers by placing the sugar next to the matching drink. Respond by affirming learners' reactions to the correct answers. <p><i>Some of those answers were surprising! Now remember, the daily recommended amount of sugar for men is 36 grams (or 9 teaspoons). For women it's 25 grams (or 6 teaspoons), and for children from 2 to 4 years old, it's less than 19 grams (or 5 teaspoons).</i></p> <p><i>When I look at this soda, I notice that the amount of sugar in this soda is already more sugar than the recommended amount of sugar I should have in a whole day.</i></p> <p><i>Most people eat sugary and salty processed foods once in a while. They are made to taste, smell, and look good. Occasionally eating unhealthy foods won't impact your health too much, but only eating processed foods, or eating a diet that does not also include nutritious, diverse foods can lead to serious health problems. So avoid eating too much processed or fast food, and choose a healthy substitute whenever you can.</i></p>
<p>Group Activity & Discussion</p>	
<p>Slide 11</p>	<p>The point of this exercise is not to teach participants how to read food labels, as that would require a high level of literacy, which your participants may not have. Instead, this group exercise is tailored to a mixed literacy group and will support recognition and awareness of food label purpose, components, and things they can use to orient themselves on healthy vs. unhealthy options. You can adjust this exercise based on literacy levels.</p> <p>*Learner Action: Participants respond to questions: I notice that the food labels _____.</p>

	 <p>Experiential Scaffold: Prepare a variety of food labels and boxes to distribute in class. Some of these boxes should show pictures of brightly colored food with artificial coloring. Other boxes should have food that clearly does not have artificial food coloring. Labels should include a variety, with some having very long ingredient lists and some having short ones. Ideally, the facilitator would compare two of the same types of food in each. For example, brightly colored cereal versus granola or bran cereal or bread labels with many ingredients vs. few (many = additives).</p> <p>Hand out the food packages with artificially colored and non-artificially colored foods to learners.</p> <ul style="list-style-type: none"> ○ <i>Let's compare these different food packages.</i> ○ <i>What do you notice?</i> ○ <i>Which food do you think is healthier?</i> ○ <i>Why do you think some companies use artificial coloring in their food?</i> ○ <i>Who do you think these foods most appeal to?</i> ○ <i>What else do you notice about the food labels?</i> <p>Hand out food labels.</p> <ul style="list-style-type: none"> ○ <i>Now let's compare these different food labels.</i> ○ <i>Just by looking at these labels, what do you notice?</i> ○ <i>Which labels do you think show the healthier foods?</i> ○ <i>Why do you think some companies use artificial colors in food?</i> ○ <i>Who likes to see bright colors on food?</i> <p><i>Try to choose foods without artificial coloring for the healthiest options. Even if you don't read a label, it's often possible to tell by looking at a food or food package if the ingredients contain artificial color.</i></p> <p><i>Try to choose foods that are unprocessed or "lightly" processed" rather than foods that are "ultra processed."</i></p> <p><i>Some lightly processed foods like canned peas, canned beans, frozen fruit, or frozen vegetables are actually relatively healthy, if they are low in salt. You can check the bag or the can to see if they have salt or sugar added.</i></p> <p><i>You can tell if a product is very processed by looking at the label. If it has a lot of ingredients, it likely means it has a lot of additives and preservatives and maybe coloring.</i></p> <p><i>Try to avoid those foods when you can and opt for more natural alternatives with fewer additives and preservatives.</i></p>
<p>Slide 12</p>	<p><i>Fast and processed food can be hard to avoid, and as a result, many children and adults in the U.S. suffer from diet-related health problems or problems caused by unhealthy food and lack of exercise.</i></p>

	<p>Many immigrants start to also eat this way after 5 years of being here and start to experience similar issues. Poor diet and lack of exercise contribute to poor health.</p>
<p>Slide 13</p>	<p>One diet-related health condition is called <u>diabetes</u>. Diabetes is a condition in which the body cannot use glucose (a type of sugar) normally.</p> <ul style="list-style-type: none"> ○ A hormone called insulin (which is made in the pancreas) helps glucose get into the cells. ○ For people with diabetes, either the pancreas does not make enough insulin (Type 1 Diabetes), or the body does not respond normally to the insulin that is made (Type 2 Diabetes). ○ Symptoms of diabetes include extreme thirst, the need to go to the bathroom more than usual and feeling tired often. ○ Not treating diabetes can result in very serious health complications, but many people don't know they have diabetes or pre-diabetes. ○ Knowing you have it, or are at risk of getting it, can help you prevent or even reverse it through lifestyle changes related to healthy eating and exercise. ○ In the United States, people have a yearly health exam called a "wellness exam" or "yearly physical." They usually draw blood at this exam, and they check for things like high sugar levels. It's important that people have this exam every year so they can be aware of health concerns early and have time to change them.
<p>Slide 14</p>	<p>Another diet-related health condition is called <u>hypertension</u>. <u>Hypertension, or high blood pressure</u>, can lead to heart attacks and strokes.</p> <ul style="list-style-type: none"> ○ High blood pressure may run in your family and also be caused by constant stress and unhealthy lifestyle choices like not exercising regularly. ○ Certain health conditions, like diabetes and obesity, can also increase the risk for developing high blood pressure. ○ High blood pressure can also occur during pregnancy and can be very dangerous for the mother and baby. ○ People can prevent and manage high blood pressure by eating healthy, exercising regularly, and managing their weight. <p>As you learn more about what foods to avoid, you can make better choices for you and your family.</p>

Verbal Assessment: 7 mins	
Slide 15 & 16	<p>Discussion and Closure</p> <ul style="list-style-type: none">○ <i>Compare the outcomes of habitually eating unprocessed vs. processed foods</i>○ <i>Which popular drinks have a lot of sugar? Give 3 examples.</i>○ <i>Explain at least 3 ways to make healthy and joyful food choices</i> <p>*Learner Action: Learners take turns responding to the questions for collective review of session objectives.</p>
Closing: 5-10 mins	
Slide 17	<p><i>I hope you enjoyed today's session. See you next time, when we will cover [next module title]. Please let me know if you have any questions!</i></p> <p>*Learner Action: Learners ask questions.</p>


Module 2: Smart Ways to Spend and Making a Food Budget

Time = 45 minutes

Learning Objectives	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ○ Describe why a food budget is helpful ○ Discuss what a food budget includes ○ Name 3 ways one can reduce food costs
Materials Needed	<ul style="list-style-type: none"> ○ Slide Deck ○ Handouts: Tracking Your Food Spending ○ Annexes/ Experiential Props: Spending Priorities
Helpful Resources for Facilitator	<ul style="list-style-type: none"> ○ Switchboard Blog: Three Ways to Support Newcomers Personal Financial Health ○ Switchboard Info Guide: Promoting Your Clients Financial Wellbeing
Welcome, Introductions, & Recap: 10 mins	
Slide 18	<p>[Introduce course, introduce module, introduce facilitator(s) and interpreters].</p> <ul style="list-style-type: none"> • Complete if module sessions are taught on different days • Skip if modules are taught without breaking in between <p>Today we will cover the following objectives [read slide].</p> <p>*Learner Action: Learners share 3 things they learned in last session.</p>
Direct Instruction: 30 mins	
Slide 19	<p>Discussion Question: What is a <u>budget</u>? Have them explain in their own words—and help define it if needed. Facilitator encourages the best guesses.</p> <p>Prompts can include: Who may use a budget? - What does a budget include?</p> <p>*Learner Action: Learners describe what the word “budget” means to them.</p>
Slide 20	<p>These are the steps for making a food budget:</p> <ul style="list-style-type: none"> ○ Step 1: See how much you are spending, and on what. ○ Step 2: Subtract expenses from income. Keep track of your income and expenses each week to see how much you are spending. When you subtract your expenses from your income, you can see how much money is left over. ○ Step 3: Review your spending at the end of the week. Look for ways to spend less money.

	<ul style="list-style-type: none"> ○ Step 4: Know how much money you have to spend on food. This means understanding your <u>income</u> and <u>expenses</u>. Your income comes from benefits like SNAP, WIC, or cash assistance, and also salary from jobs. Expenses are things you pay for, like rent, utilities, and cell phone bills. ○ Having a low income can be challenging, but if you combine careful planning and saving strategies, this can help you make your money last longer each month. ○ One important aspect is understanding your meal expenses and tracking your monthly spending. ○ Once you've observed how much you spend on meals at home compared to dining out or on special occasions, you can determine a specific amount or spending range. ○ Understanding how much money you're spending on food compared to your other household expenses can help you save and provide insights into your overall financial situation. ○ Keeping track of food expenses can help you know whether you're spending too much on food and if there's an opportunity to save money on food so that you can spend more on other aspects of your life. Or maybe you're finding you don't have enough spending on food—and you can be saving on other household expenses. <p>Once you have completed steps 1–4 and you understand how much you're spending vs. how much you have left, you can set a realistic goal for future food spending.</p> <ul style="list-style-type: none"> ○ Step 5 is setting that goal. This will be your <u>Food Budget</u>. Each week or month, you can review if you have spent under or over your budget. This will help you plan for your future food spending.
<p>Slide 21</p>	<p>What should we include in our <u>income</u> when we're making a household budget?</p> <ul style="list-style-type: none"> ○ Salary ○ Benefits ○ Cash assistance <p><i>*Learner Action: Learners share what they think should be included in income. "Income can include _____." And "Income is something that you _____."</i></p>
<p>Slide 22</p>	<p>What should we subtract from our income as <u>expenses</u>?</p> <ul style="list-style-type: none"> ○ Rent ○ Utilities ○ Food (groceries, restaurants) ○ Gas ○ Debt <p>It's good to think about this in terms of needs as compared to wants.</p>

Group Activity & Discussion

<p>Slide 23</p>	 <p>Experiential Scaffold: Prepare pictures or icons from Module 2 Annex: Spending Priorities or provide pictures to represent credit card, dollar bills, utilities, rent, cinema tickets, ordered food, ordered coffee, grocery items, medicine, alcohol.</p> <p>Step 1:</p> <ul style="list-style-type: none"> ○ Have participants divide into groups. ○ Distribute cutouts except for the dollar bill icon and credit card icon. There should be one set of cutouts for each person or group. <p>Step 2:</p> <ul style="list-style-type: none"> ○ Have participants place the cutouts into two groups of spending priorities: <ul style="list-style-type: none"> ○ Needs - Things they should spend money on first ○ Wants - Things they should spend money on next <p>Step 3:</p> <ul style="list-style-type: none"> ○ Hand out a few dollar cutouts to each participant and tell them this is money left over at the end of the month. Discuss options for what they might do with this money, including saving or spending the money. Emphasize that even small savings of a few dollars a week can be helpful if done regularly and over time. <p>Step 4:</p> <ul style="list-style-type: none"> ○ Hand out the credit card icon and discuss credit card debt. Encourage responsible credit use: Advise newcomers on how to use credit responsibly, including making on-time payments and avoiding high levels of debt. <p>Step 5:</p> <ul style="list-style-type: none"> ○ Ask the groups to share anything interesting from their group discussions. Did they have any difficulty deciding between needs and wants? What did they decide to do with the extra money?
<p>Slide 24</p>	<p><i>It takes time to learn to spend this way, and you need to be flexible. Adjust your budget based on your current family situation, upcoming events that may require more spending, and changes in your income.</i></p> <p><i>To stay within your budget, it's important to:</i></p> <ol style="list-style-type: none"> 1. Track how much you're spending as a family. Keep track of your expenses by saving receipts, writing things down, and checking your bills. Financial experts recommend meeting with your partner or income earner weekly to discuss finances (like spending, saving, and upcoming expenses). 2. Start saving early, even if it's only 50 dollars a month, and place it into a savings bank account.

	<ol style="list-style-type: none"> 3. Use your benefits before they expire. Keep your benefit information up to date on the SNAP or WIC online platforms. 4. Be very careful about credit cards: Only sign up for credit cards with 0% APR and low interest rates. Be aware of their late payment fees. There are a few types of credit cards to consider, the most common being rewards cards and low-interest cards. Credit cards are useful for credit building in the U.S., but they must be paid off immediately, as their fees can get you into a lot of debt. Every time you spend on a credit card, subtract that amount immediately from your budget. Pay your entire amount you owe or automate your payments so that you pay off your credit card balances in full and don't lose money by getting charged late fees. 5. Reduce costs such as utilities (like water, electricity). Use your air conditioner less and use blankets when it's cold. Take quick showers or baths, and turn off lights when you are not in a room. Spend less on subscriptions, like phone and cable, and "want" items like coffee or take-out food from restaurants until you reach your budget goal. <p>Purchasing food is an essential part of your family spending. There are ways you can shop smarter and eat healthier while finding ways to save.</p>
Verbal Assessment: 7 mins	
Slide 25 & 26	<p>Discussion and Closure</p> <ul style="list-style-type: none"> ○ Describe why a food budget is helpful ○ Discuss what a food budget includes ○ Name 3 ways one can reduce food costs <p>*Learner Action: Learners take turns responding to the questions for collective review of session objectives.</p>

Closing: 5-10 mins**Slide 27**


I hope you enjoyed today's session. See you next time, when we will cover [next module title]. Please let me know if you have any questions!

As an optional take-home tool, please take a copy of Tracking Your Food Spending to use as your home spending tool. You can use it to record daily spending: one column for date, middle column for item you bought, right column for cost. At the bottom, you add up everything you purchased. [If handing out this tool, please adapt to native language of learners if they are not English speakers].


Module 3: Ways to Save

Time = 60 minutes

Learning Objectives	Learners will be able to: <ul style="list-style-type: none"> ○ Explain 3 ways you can save money on food ○ Find the best deals in the grocery store
Materials Needed	<ul style="list-style-type: none"> ○ Slide Deck ○ Handouts: Meal Plan Template, Grocery List Template ○ Annexes/ Experiential Props: Coupons for facilitator to cut out (not provided)
Welcome, Introductions, & Recap: 10 mins	
Slide 28	<p><i>[Introduce course, introduce module, introduce facilitator(s) and interpreters].</i></p> <ul style="list-style-type: none"> • Complete if module sessions are taught on different days • Skip if modules are taught without breaking in between <p>Today we will cover the following objectives [read slide].</p> <p>*Learner Action: Learners share 3 things they learned in last session.</p>
Direct Instruction: 40 mins	
Slide 29	<p>Now that we've learned how to make a budget and how to save, we need to discuss how to make a <u>meal plan</u>.</p> <ul style="list-style-type: none"> ○ One way to eat healthy on a budget is to plan in advance. A meal plan and a shopping list are great tools to help you eat healthy on a budget. ○ Do you know what meal planning is? [Allow a few minutes for participant response.] ○ Making a meal plan has two parts: 1) planning your meals for the week, and 2) planning the ingredients needed for those meals. ○ Making a list and planning can save you money—you will buy what you need and not purchase too much. ○ There are different ways to do this: ○ For example, you can write a meal plan out on paper or record the food items on your phone. You can use a simple list or a day-by-day plan of each meal. ○ Some people even prefer to write out ingredients and organize the things they need at the store by sections of the grocery store, like “fruit and vegetables” or “dairy” so it’s easier to find the items and not get distracted by other grocery items not on the list. Try different ways and see what works best for your family.

	<p><i>This is simple, but it's a proven way to save money. The key is the 4 steps listed on the slide:</i></p> <ol style="list-style-type: none"> 1. <i>Check what food ingredients you already have.</i> 2. <i>Look for food sales and coupons you can use.</i> 3. <i>Decide on the meals and snacks for the week.</i> 4. <i>Make a shopping list.</i> <p>*Learner Action: <i>Learners share their ideas about what “meal planning” means and what it requires doing.</i></p>
<p>Slide 30</p>	<p>How do you organize your shopping list?</p> <p>Use this slide to complete the Learner Action below and the optional extension.</p> <p>*Learner Action: <i>Learners describe how they organize their shopping or which way from the ways described they would like to try. They can organize by section of grocery store or by meal. Any other ways they would like to try?</i></p> <p> Optional extension: Take a look at the template for meal plans and grocery list template we have for you to take home. You can use this to help you plan your food shopping. [Adapt template to language of learners].</p> <p><i>Looking at the meal plan template, you can see days of the week at the top, and the 3 main meals of the day on the left-hand side. You can adapt this to fit your eating schedule, for example, add snacks as well, and record what you plan to eat with your family.</i></p> <p><i>As a take-home tool, please take a copy of the Grocery List template, which helps you organize your shopping list by aisle of the grocery store. [If handing out this tool, please adapt to native language of learners if they are not English speakers].</i></p>
<p>Slide 31</p>	<p><i>The grocery store is set up in such a way to make you want to buy things.</i></p> <ul style="list-style-type: none"> ○ <i>There is a saying, “We eat with our eyes.”</i> ○ <i>You may notice that there are foods right at the entrance to catch your eye.</i> ○ <i>You may also notice when you're paying, there are sweets, sugary drinks, and toys at eye level for children. All of this is designed to make people purchase more. This is why it's important to shop smart.</i> <p><i>The grocery store is generally laid out like this plan on the slide.</i></p> <ul style="list-style-type: none"> ○ <i>The outer edges of the store are where you have fresh produce, meats, and dairy. Visit the middle aisles for grains (like rice and pasta) and canned or dry beans or oils and spices.</i> ○ <i>The refrigeration section has frozen fruits and vegetables that are healthy. But pre-packaged frozen meals often have a lot of salt, sugar, and other additives and are best to avoid most of the time.</i>

<p>Slide 32</p>	<p>Parents of young children will usually have to take them to the grocery store.</p> <p>When you take your kids food shopping, what is that experience like?</p> <p>Yes, shopping with children can be fun and challenging, and it can be helpful to plan ahead.</p> <p>*Learner Action: Learners share their experience food shopping with their children, if they wish.</p> <ul style="list-style-type: none"> ○ One way to make food shopping a fun learning experience for children is to let them be helpers. For example, you can ask children to pick out three onions or to weigh an item. You can also ask them to find a new vegetable or fruit to try. ○ You will also notice that stores often place candy and other bright and unhealthy items at children’s eye level, especially in the check-out area. Children may ask their parents to buy these items while they’re waiting in line at check-out. Parents can feel pressured to buy food that is not healthy or that they had not budgeted for, especially if the line is long or their children are tired. ○ One way to avoid this is to bring a snack for the child and let them know ahead of time that they can have the snack while you are waiting in the check-out line. ○ You can also have a child pick out a healthy item in the store that they can snack on after you have paid. ○ Children are very sensitive to the language that adults use to describe food. Avoid saying things like “That will make you fat,” or “That’s junk,” as this could cause unhealthy eating habits later in life. Instead, you can say, “Let’s find something with more fuel for your body,” or “Let’s pick something that’s going to help you grow.” Giving children healthy food options and having positive interactions with food can help them build lifelong healthy habits.
<p>Slide 33</p>	<p>In the grocery store, you can find savings and make healthy choices. We want to learn about how to find the best and lowest prices in stores where you shop and how to use up your benefits before they expire.</p> <p>Finding free food resources in your community is also a great way to add more variety to your meals.</p>

<p>Slide 34</p>	<p>See if there are ways you can save on your food costs:</p> <p>*Learner Action: Learners respond to the questions about coupons. Use prompts and probing questions to help learners share their observations.</p> <ol style="list-style-type: none"> 1. Some common ways to do this are to use <u>coupons</u>, buy what is on <u>sale</u>, identify the stores where products are <u>less expensive</u>, <u>buy in bulk</u>, or use <u>local food banks</u>. 2. Some cheaper store chains include Aldi, Walmart, and Lidl, as well as African, Asian, or Latino food markets that often have great prices and fresh produce. 3. A <u>weekly ad</u> from the local grocery store will help you find what's on sale.
<p>Slide 35</p>	<p>A sale means a temporary lower price on a product.</p> <p>Sales are shown on the price tag of the item in the store itself, or coupon books from stores you can get in the mail.</p>
<p>Group Activity & Discussion</p>	
<p>Slide 36</p>	<p>A coupon tells you if a lower price is available on a food item. They can be paper or found online, and you must present it to the cashier.</p> <p> Experiential Scaffold: Bring some cut-out coupons, as well as a local newspaper with coupons and deals listed for participants to look at.</p> <p>Let's look at some coupons.</p> <p>We can tell by the picture what the discount is. If you need assistance with the terms and amounts, you may need help from a family member who can read.</p> <p>Let's look at some coupons in groups. Share what you have learned with your group and discuss:</p> <ul style="list-style-type: none"> ○ What do these coupons help you buy? ○ How big are the discounts? ○ Can you combine them with other coupons or deals? <p>Optional experiential extension: You can also provide local store brand packages and do a similar hands-on discussion for participants to identify this packaging easier in the store. They can compare them with other name brands, which are usually more colorful.</p>
<p>Slide 37 & 38</p>	<p>Store rewards programs are usually offered in grocery stores. To be able to use it, a customer needs to sign up for it for free and receive a rewards card that gives access to discounts and rewards from that store on certain products.</p>

	<ul style="list-style-type: none"> • Rewards programs are often tied to phone numbers. Phone numbers can be entered at the register (either on a screen or given to the cashier), and you do not need your physical card. • Some larger supermarkets may also have phone apps customers can download and use to access coupons and discounts. • These cards are not credit cards. (Avoid credit cards unless you are clear on the terms and conditions.) • Store rewards cards give you additional discounts on food, similar to a coupon, and many supermarkets have them. • You can't use them to pay for anything, but they are scanned at the end of your purchase and savings are subtracted from your bill. <p>Note to facilitator: Provide example images or actual store cards. Make sure to underline the difference between store rewards cards and credit cards.</p> <p><u>Weekly ads</u> summarize the best deals on produce and other products in the store. They sometimes contain coupons as well.</p>
<p>Slide 39</p>	<p>Sometimes it's possible to combine deals and coupons.</p> <ul style="list-style-type: none"> ○ Combine multiple coupons to get a better deal ○ Use competitor's coupons ○ Ask the produce managers for specials, sales, and markdowns <p>Before you start combining coupons, try checking in with your local supermarket, drugstore, or retail store to learn more about their coupon use policies.</p> <p>Some stores won't accept coupons or won't accept multiple coupons on a purchase, while others will let you stack or combine more than one coupon or the same coupon multiple times to save more money.</p>
<p>Slide 40</p>	<p>You can find local store deals:</p> <ul style="list-style-type: none"> ○ Through a store's website ○ Through a store's mobile app ○ In weekly ads – This is a good resource for a lot of deals, not just for groceries ○ By looking for signs or price tags, or special sections at the store ○ Online with printable coupons ○ By subscribing to e-newsletters <p>Over time you'll find the best deals and ways to save that are not too time consuming for you and your family.</p>
<p>Verbal Assessment: 7 mins</p>	


Slide 41 & 42	Discussion and Closure <ul style="list-style-type: none">○ Explain 3 ways you can save money on food○ Find the best deals in the grocery store <p><i>*Learner Action: Participants take turns responding to the questions for collective review of session objectives.</i></p>
Closing: 5-10 mins	
Slide 43	<i>I hope you enjoyed today's session. See you next time, when we'll cover [next module title]. Please let me know if you have any questions!</i>


Module 4: SNAP and WIC

Time = 50 minutes

Learning Objectives	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ○ Identify government-funded programs that help you access food ○ Find local community resources that support healthy food access
Materials Needed	<ul style="list-style-type: none"> ○ Slide Deck ○ Handouts: Resources in Your Community ○ Annexes/Experiential Props: SNAP and WIC
Welcome, Introductions, & Recap: 10 mins	
Slide 44	<p>[Introduce course, introduce module, introduce facilitator(s) and interpreters].</p> <ul style="list-style-type: none"> • Complete if module sessions are taught on different days • Skip if modules are taught without breaking in between <p>Today we will cover the following objectives [read slide].</p> <p>*Learner Action: Learners share 3 things they learned in last session.</p>
Direct Instruction: 40 mins	
Slide 44	<p>Now we will talk about <u>SNAP</u> and <u>WIC</u> benefits.</p> <p><i>The Supplemental Nutrition Assistance Program (SNAP), formerly called “food stamps,” is a government assistance program that helps eligible low-income individuals and families afford nutritious food.</i></p> <p><i>Women, Infants, and Children (WIC) is a government assistance program that provides nutrition education, healthy food, and support to low-income pregnant women, new mothers, and children under the age of 5.</i></p> <p><i>It’s important to note that these additional resources for food are meant to supplement your income and are not enough to live on alone.</i></p>
Slide 45	<p>SNAP CAN buy:</p> <ul style="list-style-type: none"> ○ Fruits and vegetables ○ Meat, poultry, and fish ○ Dairy products ○ Breads and cereals ○ Other foods such as snack foods and non-alcoholic beverages ○ Seeds and plants, which produce food for the household to eat

	<p>SNAP cannot buy:</p> <ul style="list-style-type: none"> ○ Beer, wine, liquor, cigarettes, or tobacco ○ Vitamins, medicines, or supplements. If an item has a Supplement Facts label, it is considered a supplement and is not eligible for SNAP purchase. ○ Live animals (except shellfish, fish removed from water, and animals slaughtered prior to pick-up from the store) ○ Foods that are hot at the point-of-sale ○ Any nonfood items such as: <ul style="list-style-type: none"> ○ Pet food ○ Cleaning supplies, paper products, and other household supplies ○ Hygiene items, cosmetics
<p>Slide 46</p>	<p>Note for facilitator: Skip this slide if your state does not participate.</p> <ul style="list-style-type: none"> ○ Sometimes grocery stores and farmer’s markets accept SNAP benefits and also offer discounts to SNAP or WIC card holders. For example, if a SNAP participant spends \$10 on fresh fruits and vegetables, they could receive another \$10 Double Up Food Bucks to spend on more fresh produce. These programs are sometimes called “SNAPMatch” or “Double Up Food Bucks.” ○ These benefits are available in more than 25 U.S. states, so ask your caseworker or staff person who assists with applying for benefits if your state is eligible, or use the Internet to look for key words like “SNAP match” or “Double Up Food Bucks.” ○ You have to enroll at each grocery store or farmer’s market for SNAP Match or Double Up Food Bucks. ○ At these locations, staff can explain what kind of limits they have on these programs. ○ Double Up America is a national website where you can check for specifics about your state. However, you should also contact the listed free food resource locations directly to make sure the information is up to date.
<p>Slide 47</p>	<ul style="list-style-type: none"> ○ The WIC program offers nutrition education, healthy food, and support for low-income women who are pregnant, breastfeeding, or for non-breastfeeding postpartum women, and infants and children up to age five who are at nutritional risk. ○ This is a short-term program (6 months to 1 year) that requires reapplication to renew. ○ The WIC program, like SNAP, requires you to apply to determine eligibility. ○ WIC participants can obtain specific food items that are designed to meet their nutritional needs. These items typically include fruits, vegetables, whole grains, dairy products, and protein sources.
<p>Slide 48</p>	<p>WIC-eligible foods include:</p> <ul style="list-style-type: none"> ○ infant formula ○ infant and adult cereal ○ baby food ○ fruits, vegetables, and meats

	<ul style="list-style-type: none"> ○ whole wheat bread, brown rice, soft corn and whole wheat tortillas ○ juice, eggs, milk, cheese, peanut butter ○ dried beans or peas, soy beverages, tofu, and canned fish <p>You can qualify for both SNAP and WIC and use both to purchase eligible items for your nutritional needs.</p> <p>*Learner Action: Learners share what they understood about the differences between WIC and SNAP.</p> <ul style="list-style-type: none"> ○ Learners describe what SNAP and WIC CAN and CANNOT be used to purchase ○ Learners describe who SNAP and WIC are for. <p> Experiential Extension: Cut out images from SNAP and WIC Annex and distribute each full set of images for SNAP and WIC.</p> <ul style="list-style-type: none"> • Who can tell me what SNAP and WIC allow you to buy? • Let's put the pictures of food and other items into one pile for things you can buy with SNAP. Another pile for things you can buy with WIC. And a third pile for things you can't buy with SNAP or WIC. • Where can you use them? • What is the major difference between WIC and SNAP? <p><i>In addition to the standard SNAP and WIC, there have been new programs that are added on to SNAP and WIC. Some of them are seasonal.</i></p>
<p>Slide 49</p>	<p>As a WIC participant, you also can access the Farmers Market Nutrition Program (FMNP). WIC clinics print checks for a limited number of clients each year, usually beginning around March or April.</p> <ul style="list-style-type: none"> ○ You will receive a check or coupon totaling no more than \$30 once during the FMNP season (March to October 31). These checks can be used to purchase fresh, locally-grown vegetables, fruits, and herbs approved by farmers markets. ○ You can find more information at your WIC state agency.
<p>Slide 50</p>	<p>SNAP benefits roll over month to month but will expire if not used after 9 months! WIC benefits are typically issued monthly and will expire at the end of the month (or during the WIC benefit period).</p> <ul style="list-style-type: none"> ○ Be sure to use your SNAP and WIC benefits before they expire. ○ Summer resources: Many states are now offering summer benefits for families with children. This program is called "Sun Bucks." Check with your local SNAP benefit office about whether your state has or plans to have this program and how to sign up. If you receive free school meals (also income based), you would be automatically enrolled, but it's always good

	to check. [Have up-to-date local information on enrolment to provide to learners].
Group Activity	
Slide 51	<p>What community resources for free food have you found?</p>  <p>Experiential Scaffold: Have participants share any resources they are aware of. Share adapted map from Module 4 Handout: Resources in Your Community with a list of places, and point out a few options.</p> <p>*Learner Action: Learners share the resources they may have found locally. Learners speak about local free food resources. Learners share about going to SNAP or WIC offices.</p> <p>[Provide addresses of verified SNAP, WIC, and any other community or food-related government resources. Free school meals are also available in most states and counties. Provide this information to your participants, and if possible facilitate their enrollment].</p>
Slide 52	<p><i>Food Bank or Pantry: This is a place where you can receive free food in your community.</i></p> <p>Note to facilitator: Provide some information about local food pantries or food banks at this point or at end of class.</p> <p><i>Free food resources:</i></p> <ol style="list-style-type: none"> 1. To find local free food resources, consult the National Hunger Hotline: 1-866-3-HUNGRY 2. Or ask your local house of worship or food access nonprofit for their recommendations on food banks, pantries, or free food distribution events. 3. Most schools offer free or low-cost meals to eligible students. Contact your child's school for more information. 4. You can ask your school about Halal options. <p><i>Benefit match and other special programs:</i></p> <ol style="list-style-type: none"> 1. If you have SNAP or WIC benefits, some stores and farmers markets offer discounts on fruits and vegetables. 2. It's free to enroll in these discount programs, and you can save a lot of money. 3. They have different names like "SNAP Match" or "Double-Up Food Bucks."
Verbal Assessment: 7 mins	

<p>Slide 53 & 54</p>	<p>Discussion and Closure</p> <ul style="list-style-type: none"> ○ Explain 3 ways you can save money on food ○ Find the best deals in the grocery store <p><i>*Learner Action: Participants take turns responding to the questions for collective review of session objectives.</i></p>
<p>Closing: 5-10 mins</p>	
<p>Slide 55</p>	<p><i>I hope you enjoyed today's session. See you next time, when we will cover [next module title]. Please let me know if you have any questions!</i></p> <ul style="list-style-type: none"> ○ You can find the summary of information about SNAP in Module 4 Handout: Tips for Using SNAP [Translate this resource into learners' language]. ○ You can find addresses of local food resources on this handout. [Update with local referrals to food banks, pantries, and benefit offices and translate into learners' language].

Module 5: Cooking More at Home and Building a Healthy Plate

Time = 50 minutes

Learning Objectives	Learners will be able to: <ul style="list-style-type: none"> ○ Describe 6 main nutrient groups ○ Explain how to build a healthy meal or plate
Materials Needed	<ul style="list-style-type: none"> ○ Slide Deck ○ Handouts: 6 Nutrition Tips, 5 a Day Portion Sizes ○ Annexes/Experiential Props: N/A
Welcome, Introductions, & Recap: 10 mins	
Slide 56	<p>[Introduce course, introduce module, introduce facilitator(s) and interpreters].</p> <ul style="list-style-type: none"> ○ Complete if module sessions are taught on different days. ○ Skip if modules are taught without breaking in between. <p><i>Here are the Module 5 learning objectives [read objectives].</i></p> <p>*Learner Action: Learners share 3 things they learned in the last session.</p>
Direct Instruction: 40 mins	
Slide 57	<i>Cooking at home and putting together healthy meals for your family is key to staying healthy in the U.S.</i>
Slide 58	<p><i>What is <u>nutrition</u>?</i></p> <ul style="list-style-type: none"> ○ <i>Our body is like a car.</i> ○ <i>We need fuel to power us up.</i> ○ <i>We need a lot of it to keep us running.</i> ○ <i>The fuel for our body is food and water.</i>
Slide 59	<p><i>When we talk about eating healthy, we talk about nutrition. To be able to eat healthy, it's important to be aware of the 6 key nutrient groups.</i></p> <p><i>All the food and water we eat and drink falls into one of these groups. Who can guess what they are? Think about the food you like to eat and about what those ingredients are. Based on the ingredients of your food, what are the key benefits of eating those types of foods?</i></p> <ul style="list-style-type: none"> ○ <i>Proteins: Build muscles, repair the body.</i> ○ <i>Carbohydrates: Give us quick energy.</i> ○ <i>Fats: Keep organs working, store energy.</i>

	<ul style="list-style-type: none"> ○ Minerals and vitamins are important to fight off disease, making our bones strong and regulating hormones. ○ Water is the most important essential nutrient. While you can obtain water through the foods you eat, plain water with no added sugar or other ingredients is the best way to access this nutrient. <p><i>In your culture, you have amazing, delicious and nutritious foods. Cooking them and continuing your special traditions is the best way to stay healthy in America.</i></p> <p><i>Based on the nutrient groups, can you give an example of healthy meals from your culture? What are the main ingredients? What main nutrient groups does the meal have?</i></p> <p>*Learner Action: Learners guess the nutrient groups.</p> <ul style="list-style-type: none"> ● Learners list their favorite food, perhaps recalling their earlier food share-out in Module 1. ● Learners describe key ingredients like milk, beans, meat. ● Learners describe the benefits of those different ingredients to their body as far as they know. <p>*Learner Action: Learners share their favorite meals from their culture and answer questions about nutrient groups.</p>
<p>Slide 60</p>	<p>You can follow these 6 key nutrition tips when cooking or eating out:</p> <ul style="list-style-type: none"> ○ Eat different types of food daily ○ Eat 5 servings of fruit and vegetables per day ○ Eat lean protein ○ Reduce how much sugar you eat ○ Use less salt ○ Drink more water
<p>Slide 61</p>	<p>When making healthy meals, you should try to include a variety of foods from the 6 main food nutrient groups and drink plenty of water.</p> <ul style="list-style-type: none"> ○ First fill your plate with healthy vegetables, and then add meat. ○ Add other carbohydrates like rice, pasta, or bread last. Try to eat whole grains instead of white refined grains (like whole wheat pasta or brown rice). ○ The vegetables should take up about half of your plate.
<p>Slide 62</p>	<p>When cooking at home, we can use low-processed foods and many different ingredients. We can also control how much oil, sugar, and salt are in our foods. Too much oil, sugar, and salt can be unhealthy over time.</p> <ul style="list-style-type: none"> ○ Cooking at home is usually also much cheaper than buying pre-made food or ordering from a restaurant. ○ You can make traditional food you're familiar with or try new recipes from other cultures depending on the available ingredients.

Slide 63	<p>A one-pot meal, soup or stew is:</p> <ul style="list-style-type: none"> ○ Healthy—contains liquid, proteins, and vegetables ○ Feeds a lot of people ○ Inexpensive
Slide 64	<p>Eat colorful foods for better nutrition.</p> <ul style="list-style-type: none"> ○ When you're creating your plate, think about how you include fruits and vegetables that are the colors of the rainbow. ○ Each color does something good for the body. ○ Red helps reduce cholesterol and blood pressure and promotes heart health. ○ Green is good for strong bones. ○ Blue, purple, and violet help fight injury and infection. ○ Orange and yellow help maintain a healthy nervous system (like your brain), and they support your eyes and skin. ○ White lowers blood pressure and helps fight infections. <p>Comparing colorful fruits and vegetables to the rainbow is also a fun way to teach children about eating healthy.</p>
Slide 65	<p>[Read the slide]</p> <ul style="list-style-type: none"> ○ Poor diet and lack of exercise contribute to poor health. ○ Eating fresh, unprocessed foods and keeping your body moving (walks, swimming, playing outside, flying a kite) will keep your body and mind healthy. ○ If you're unable to incorporate regular exercise into your routine, try to engage in some gentle physical activity or movement for at least 20–30 minutes daily. This can be walking, playing with your children, climbing stairs, flying a kite with your family, etc.
Verbal Assessment: 7 mins	
Slide 66 & 67	<p>Discussion and Closure</p> <ul style="list-style-type: none"> ○ Describe the six main nutrient groups ○ Explain how to build a healthy meal or plate ○ What parts of this training did you find the most useful? ○ What aspects do you feel are the easiest to use in your day-to-day life? ○ Which aspect would you like to try to use with your children to help them be strong and healthy? <p><i>*Learner Action: Learners take turns responding to the questions for collective review of session objectives.</i></p>
Closing: 5-10 mins	
Slide 68	<p><i>I hope you enjoyed today's session. Please let me know if you have any questions!</i></p>

As a take-home resource, please see Module 5 Handouts: [6 Nutrition Tips](#) and [5 a Day Portion Sizes](#).



The International Rescue Committee (IRC) helps people to survive, recover, and rebuild their lives. The IRC serves people whose lives have been upended by war, conflict, and natural disasters by responding to the world's worst humanitarian crises, including the conflict in Ukraine and the crisis in Afghanistan. We help to restore health, safety, education, economic wellbeing and power to people devastated by conflict and disaster. The mission of the IRC is to help people whose lives and livelihoods are shattered by conflict and disaster to survive, recover and gain control of their future. The IRC works to serve as a leader in the humanitarian field by implementing high-impact, cost-effective programs for people affected by crisis, and by using learning and experience to shape policy and practice.

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Switchboard is a one-stop resource hub for refugee service providers in the United States. With the support of the Office of Refugee Resettlement (ORR), we offer tools and materials, learning opportunities, research, and technical assistance on resettlement-related topics. From employment, education, and health, to monitoring and evaluation, Switchboard's focus areas reflect real-world needs.

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