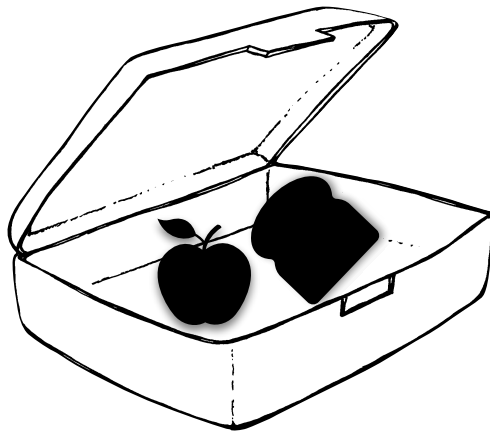


The Lunchbox Chronicles:

A How-To for Young Professionals to Increase Healthy Food (Meal and Snack) Preparation in the Home

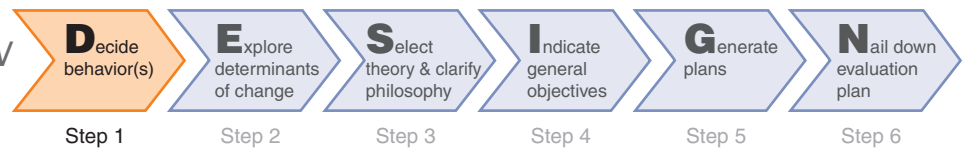


Presented By:

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Nutrition Education DESIGN Procedure



Step 1: Decide behavior change or action goal(s).

Before you design any nutrition education intervention, whether it is a few sessions or a larger intervention with several components, it is important to learn about your primary audience. From this you will be able to determine the behaviors and issues upon which to focus your intervention.

The Decide Behavior Change Worksheet will help you conduct assessments to obtain the information you will need within a framework that allows for your creativity. Use this worksheet as a guide to help you decide behavioral goals for your educational session.

Who is your audience? For example, moms, teens, older adults, diabetics, Head Start teachers

Sorority Women at American University. Age: 18-23 years old

SES: Middle class (lower and upper) and Upper Class

Race: Mainly white, but also Asian, brown, black, and mixed

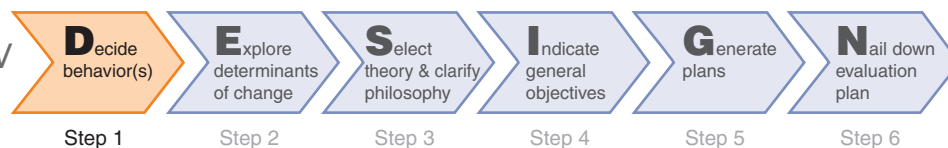
Ethnicity: Mixed, mainly white but also African American, Indian, Asian, LatinX, Middle Eastern

What can you learn about your audience in general? What do general sources, including the research literature and policy documents, tell you about your audience's issues and behaviors of concern? Consider demographics, eating patterns, and health risks. Remember, issues are health problems such as diabetes and obesity, food system problems such as excessive energy use from over processed food, and societal issues such as unfair wages for food workers. Behaviors include not enough fruits and vegetables, too many energy-dense snacks, etc.

ACHA - National College Health Assessment S '18

- 45% said their health was very good or excellent
- 15.2% of students treated for sinus infection
- Factors that affected academic performance: 26.5% have anxiety, 1.7% drug use, 1.5% ED, 7.6% Finances, 21.8% Sleep, 33.2% Stress, 12.3% work
- 51.3% drank alcohol in the last 10 days
- Reported Usual # of FNV servings/d: 7.5% 0x, 61.4% 1-2x, 26.1% 3-4x, 5% 5+
- Moderate intensity cardio: at least 30 min: 18.6% 5-7x, 59.8 1-4x, 21.5 0x, in the last 7 days
- Vigorous Intensity cardio 20+ min: 25.8% 3-7x, 30.9% 1-2, 43.3% 0x, in the last 7 days
- 44.6% of female students met recommended PA guidelines (2 mod = 1 big)
- BMI: under: 4.6, healthy weight: 57.4, overweight: 21.7, obesity I 9.4%, obesity II 4.2%, obesity III 2.8%. MEAN BMI: 25.09 overweight
- In past 7 days:
 - Enough sleep/felt rested in the am: 0d, 12.6%, 1-2d 32.9%, 3-5d 44.5%, 6+d 13.7%
 - Felt tired/sleepy/ dragged out during morning/ day:
 - 0 days: am: 12.6%, day: 6.4%
 - 1-2 days: am: 32.9%, day: 27.6%
 - 3-5 days: am: 44.5%, day: 46%
 - 6+ days: am: 10%, day: 20%
- 26.3% of females said sleepiness during daytime was more than a little problem but not a big problem yet
- Felt overwhelmed with anxiety: 19.9% no/never, 11.1% no, not last 12 months, 30.9% yes, last 2 weeks, 14.8% yes, in the last 30 days, 23.3% yes, in the last 12 months, 68.9%, any time within the last 12 months
- Within last 12 months, diagnosed or treated by professional for: 1.9% anorexia, 25.5% anxiety, 1.3% bulimia, 20.1% depression, 5.8% insomnia, 2.4% other sleep disorder,
- Last 12 months, rate overall level of stress experienced: 0.8% no stress, 4.4% less than average stress, 33.3% average stress, 47.9% more than average stress, 13.7% tremendous stress

Nutrition Education *DESIGN* Procedure



What can you learn about your specific audience? What do you learn from your specific audience about their issues and behaviors of concern through questionnaires, focus groups, interviews, and visiting the neighborhood?

★ **Super busy (time)** → classes + job + internship + social life

★ **Don't know** → understand carrots are a healthy snack but wants other options. Easier to grab a bag of chips.
→ basics. Why is nutritional health out the route of everything else?
→ how to cook a healthy meal.

★ **Social media** → Fad diets / influencers say so many things. What's true?

★ **Money** → huge barrier.

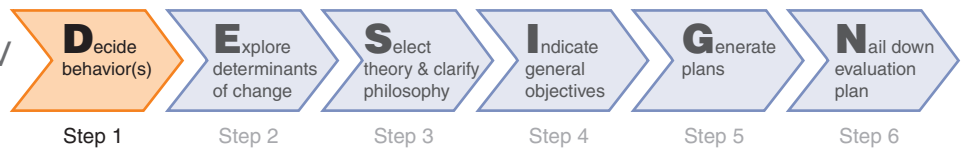
Conclusion:

• They "know" they should, but don't know at the same time.

What could be the behavioral goals for your session? Given the assets and concerns you described on the previous page, list potential behavior change goals for your session(s) or intervention in the left column of the table. Then, in the right column, consider the importance, feasibility, and desirability of each of these potential behavior change goals and think about how modifiable and measurable each would be.

Potential Goal Behaviors	Considerations
Increased FNV Intake	<ul style="list-style-type: none"> • How important is this behavior in addressing the issues of concern? • How feasible is changing this behavior, given the time allotted and resources available? • How desirable is changing this behavior from the audience's point of view? • How modifiable is this behavior by educational means? • How measurable is change in this behavior?
Decrease Eating Out/ Increase Cooking	<ul style="list-style-type: none"> • Very Important • Very Feasible if on meal plan, if not pretty feasible • Yes, but with out spending too much money or having to put in a lot of excess work • Not sure about educational/ but importance might help. How to prepare might help • Survey pre lesson, and at the end of the semester
Decrease Stress Related to Food	<ul style="list-style-type: none"> • Moderately important, not as much of an issue for some than others • Not sure about feasibility, I think this should be multiple lesson program of learning to cook • Yes desirable, but not always feasible, especially with grub hub, social experience, etc • Think Supersize me, show calorie intake with imitation recipes? Possibly modifiable • Survey rates of eating out pre lesson and at the end of the semester
Decrease the frequency of quick consumption meals / Increase total eating allotted time	<ul style="list-style-type: none"> • Very important: multiple factors: cost, access, body image • Might need to be longer than a 45 minute lesson (probably not feasible after one lesson). • Yes, takes one less thing off of the plate • Definitely, especially overtime • Survey, observation, look at stress levels.
	<ul style="list-style-type: none"> • Important. Eating meals quickly causes the body to not be satisfied, which leads to overeating. • Feasible. Short lesson with tasting example to introduce intuitive eating. • Desirable. More over finding the time to actually eat instead of a working lunch/ on the go. • Definitely can be modified overtime once consciousness is raised. • Survey pre lesson and at the end of the semester, personal observations (diet recall)

Nutrition Education DESIGN Procedure



What is your behavior change goal? Evaluate the information in the above table and decide on the behavioral goal(s) for your session(s) or program. This decision will guide you as you complete the DESIGN Procedure.

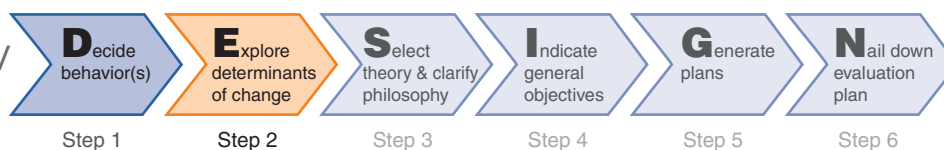
↑ healthy food (snacks + meals)
preparation in the home.

How would adopting this behavior benefit your audience? What issues of concern* will be made better if your audience reaches your behavior change goal(s)?

- Issue of concern overall is obesity rates
 - Behavior overall is to increase healthy food preparation in the home
 - Decreases money spent on food/ Could be more cost effective
 - Allows participants to know what they are actually eating/ they are more aware of how consuming self-prepared food makes them feel
 - Has the ability to decrease over-eating, by not purchasing extra snacks or sides
 - Has the ability to decrease some anxiety/stress surrounded by food that in-turn decreases overall stress and anxiety that could be associated with weight gain
 - Increases overall intake of fruit and vegetables
 - Stays fuller for longer, has increased energy, better for digestion and overall nutritional health, decreases risk for nutrient deficiencies, possible change in headache, stomachache, and bloating rates, increased self worth/ love
 - Can help decrease risk of chronic diseases

* Note: You may or may not discuss these issues of concern with your audience.

Nutrition Education *DESIGN* Procedure



Step 2: Explore determinants of behavior change or action(s).

After deciding on the behavioral goal for your educational session(s), it is important to figure out what might motivate and facilitate your audience in taking on the goal behavior(s). You should always strive to keep in mind what you have learned about your audience as you proceed through the Nutrition Education DESIGN Procedure. By combining these insights with new information about your audience's beliefs and feelings about the goal behavior and their knowledge and skills related to the goal behavior, you will be able to identify the theoretical determinants that will become the framework for your session(s).

Use the Explore Determinants of Change worksheet as a guide to help you identify and select motivations and skills that relate to the behavioral goals of your educational session or intervention.

What can you learn about your audience's sociocultural environment? What do you learn about your audience's interests, as well as their social and cultural context, by talking with them and visiting the neighborhood?

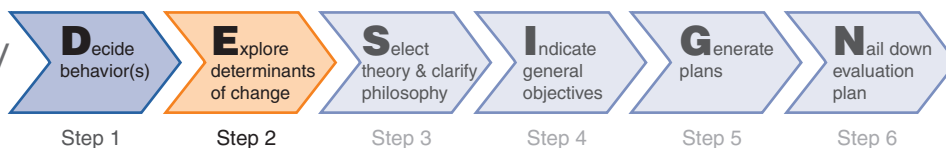
From talking with the sorority members and interacting with them on and off AU's campus, I am able to learn that "instagramable" food is preferred when possible. This might not always mean the healthy option, however. Most sorority members also live off of campus. This changed my views to looking at the popular lunch options in the Capitol Hill, Dupont, and Farragut Square neighborhoods. There are some healthy options, some "healthy" options (think over-filled chipotle bowl or burrito), and a lot of other food options. These restaurants are mainly fast casual and food trucks. Food is eaten inside in the winter, but is eaten outside on benches in the summer. Summer weather leads towards eating with friends from other offices more and long lunch breaks, where winter weather promotes eating at one's desk/ a working lunch.

What I learned can also be summed up into four points. 1. They are super busy 2. Some are more culinarily challenged than others 3. Food preparation should be done in a short amount of time and be able to travel well and 4. sorority members don't always know what "healthy" means




What can you learn about your audience's assets? What can you learn about individual or community strengths by talking with your audience and visiting the neighborhood?

- They support each other, and do their best to not judge.
- They are health conscious, but do not always make the "healthy" choice.
- Pizza is cheaper for a larger audience than salad or shrimp tacos. (example)
- Social Media: posting picture on social media of food one makes produces a happiness/proudness/ sense of accomplishment.
- Support: Staying in and cooking with friends can be a fun event instead of going out. They can also comment on each other's stories, praising how "good," a food looks. This happens for both healthy and unhealthy meals.
- Physical Environment: C-stores do not always have healthy options, this gives back time into their daily lives and ensures they have a snack option on hand. Fad foods (and diets)/ instagramable foods can also change the way sorority members change their views on specific foods.
- With dietary restrictions some participants might feel like they have more options to eat while out of the home by bringing a meal/snack prepared in the home.
- Social Determinants: Money is an issue. Preparing food at home can save money. Some spend money on the "cool" foods out with friends when they cannot afford it, to stay inside the social norm.

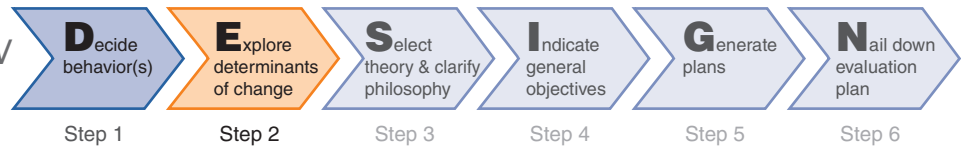
Nutrition Education DESIGN Procedure



Why would your audience want to engage in the behavior change goal(s)? Being mindful of what you learned about your audience's sociocultural environment and community assets, find out your audience's beliefs and feelings about the goal behavior. What would motivate them to change their behavior or take action? If possible, use information from your audience; however, the research literature may be equally helpful in identifying motivators. After you've listed the motivators in the left column of the table, identify the motivational determinants from psychosocial theories to which they correspond in the right column.

Audience-Identified Motivators	Psychosocial Determinant(s)
Teenage girls say they would eat vegetables if they tasted good. Students say they do not like salad (especially when they feel like they have to eat it for every meal).	Outcome expectations Negative Outcome Expectations
Teenage girls say they would eat fruits and vegetables at school if it were perceived as "cool" by their peers. Students say that grabbing pre-made food is easier.	Perceived social norms Perceived Barrier
 Students say they do not have enough time to cook, or do not know how.	Perceived Barrier
Students say eating certain foods can be trendy, and influence their eating habits.	Perceived Social Norms
Students say eating less or snacking less will help them consume less calories and therefore pounds.	Positive Outcome Expectations
Students feel that "there's always tomorrow" to be healthy.	Low Self-Efficacy
Students might find vegetables more appealing if they knew multiple easy ways to prepare them. 	Perceived Barrier / Low Self-Efficacy
Some students might feel judged for being a health nut, while others use it as a self-identification tool. 	Perceived Risk/ Perceived Social Norms/ Perceived Benefit

Nutrition Education DESIGN Procedure



What knowledge and skills will enable your audience to change their behavior? Again, being mindful of what you learned about your audience, find out about your audience's knowledge and skills related to the goal behavior. This includes skills needed to choose and prepare foods, as well as goal setting and self-monitoring. If possible, use information from your audience; however, the research literature may be equally helpful in identifying facilitators. After you've listed the facilitators in the left column of the table, identify the facilitating determinants from psychosocial theories to which they correspond in the right column.

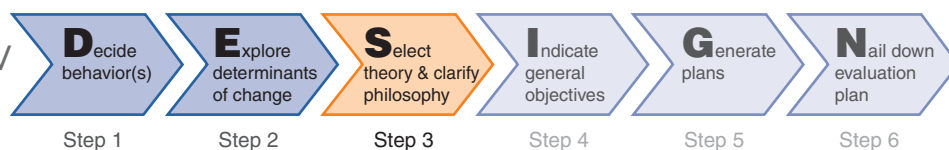
Audience-Identified Facilitators	Psychosocial Determinant(s)
Teenage girls say they would eat fruits and vegetables if they knew how to prepare tasty snacks with them. Know how to prepare tasty snacks from fruit and vegetables	Food preparation skills Food prep skills
Teenage girls say they would eat fruits and vegetables at school if they received a daily reminder message on their phones. Know what food are more beneficial than others for specific reasons	Self-monitoring Raising Awareness
How to stay on a plan they set for themselves	self-monitoring/ goal setting
how to be more mindful/ present while eating	self-monitoring / self-efficacy
how to cook meals for cheap	behavioral capability. skills
how to change up leftovers, so that you are eating something new, and still getting your vegetables	self-efficacy, food prep skills, consciousness raising, behavioral capability

Which motivators and facilitators will be useful for your session(s)? Keep your behavior change goal(s) in mind and go back through the two tables to identify which determinants you will use in your session(s). Indicate them with a highlight or a star.

- self-efficacy
- perceived benefits
- perceived barriers

- self-regulation skills
- behavioral capabilities/ self-knowledge
- food preparation skills.

Nutrition Education DESIGN Procedure



Step 3: Select theory and clarify philosophy.

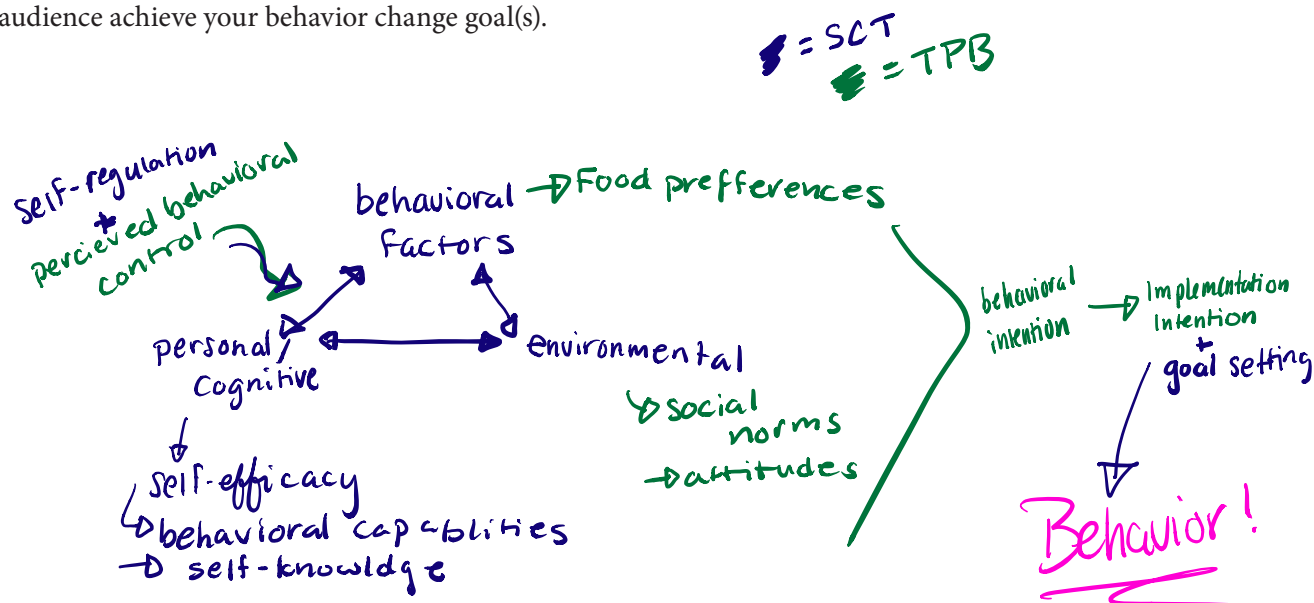
Now that you have identified the psychosocial determinants that will motivate and facilitate your audience's achieving the behavioral goal, it is time to put them together in a theoretical framework that will guide your planning and evaluation. It is also important to reflect on your personal philosophy of nutrition education and see how it meshes with any other nutrition educators you may be collaborating with during your session(s).

Use the Select Theory and Clarify Philosophy Worksheet to help you select a theory model for your session(s) or intervention and describe your personal philosophies related to nutrition education in general as well as the goals of your session(s) or intervention.

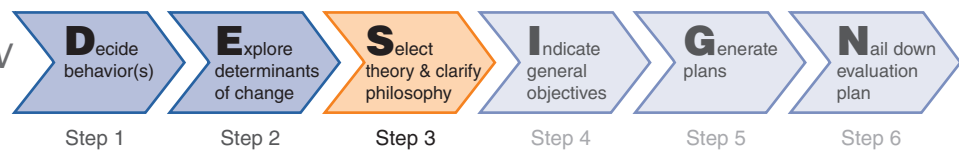
What theory (or combination of theories) will guide your educational session(s)? Compare the determinants you identified from your audience in Step 2 to the theories in Chapters 4 and 5 and choose the one(s) most representative of the determinants you highlighted in Step 2.

Social Cognitive Theory and Theory of Planned Behavior

How can your theoretical framework be visually represented? Modify the theory or theories you chose to be suitable for your audience based on your determinants from Step 2 in order to create a theory model. Below draw a visual of the theory model to show the flow of how your determinants relate to each other to help your audience achieve your behavior change goal(s).



Nutrition Education *DESIGN* Procedure



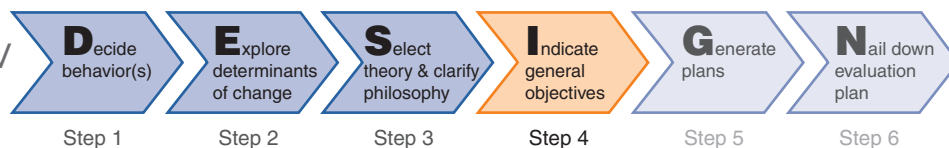
What is your educational philosophy? How do you view your approach as an educator? Look at Table 9-1 and decide which of Brickman's models is appropriate for your audience and your behavior change focus. State the model, and then describe why it is appropriate and what you will do to apply the model in your session or intervention.

With this target audience (sorority women), I believe utilizing the compensatory model is the right educational philosophy for my NE program. These women do not need discipline (enlightened model), because they are already so disciplined in their everyday life, wearing multiple hats, they need to be empowered to know they are able to make the healthy change of increasing their vegetable consumption. These women, are not responsible for not understanding the benefits of vegetable consumption, and not knowing how to prepare them in an interesting way. These women have other more important things that have been on their mind. They are however, responsible to the solution. By increasing their vegetable consumption, they are working towards preventing the onset of obesity and chronic diseases associated with low vegetable intake.

What is your perspective about food and nutrition? Look at the section in Chapter 9 titled "Articulating the Intervention's Perspectives on How Nutrition content Will Be Addressed," and in this section write about your perspectives on the food and nutrition content issues you will need to consider in your session(s) or intervention.

- **Weight:** I will encourage health at every size by using myself as an example. By BMI, I am obese. However, you wouldn't think so by looking at me or my lifestyle. Whatever the women weighs right now is not my priority, increasing their vegetable content is. This in-turn can aid in losing weight.
- **Whole Foods v. Fortified Highly Processed Foods:** I am going to focus on consuming whole foods to gain the nutrients needs without saying one is not allowed to have fortified highly processed foods. I am not shaming these women for their current health issue. I am aiding them in finding a solution that works for them and benefits their overall health. Also, by definition vegetables are whole foods.
- **Food System Sustainability Issues:** I would focus on this by offering cheap options for purchasing vegetables. The frozen food section is great!

Nutrition Education DESIGN Procedure



Step 4: Indicate general objectives.

Translating your behavioral theory into educational objectives to guide your session planning is essential. Remind yourself of your behavior change goal(s) and use your theoretical framework as a guide to work through this step and develop general objectives for your session(s). These objectives will also guide your evaluation plan.

Note that you need one set of general objectives for each behavior change goal. If you are planning only one behavior change goal (e.g., to increase fruit and vegetable consumption) you will have only one set of general motivating and facilitating objectives, whether you devote one or several sessions to the same goal.

Use the Step 4 Indicate General Objectives worksheet to help you develop the overarching educational objectives for your one session or several sessions devoted to the same behavior as well as the practical considerations necessary for it to be a success.

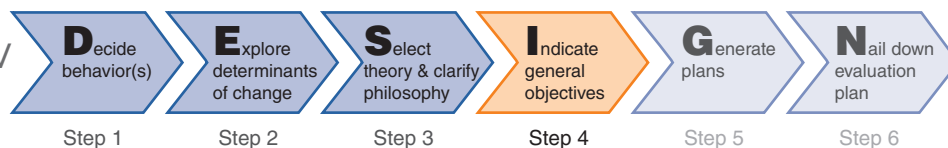
Which of the behavior change goals from Step 1 do these general educational objectives address?

↑ healthy food preparation in the home

What general motivational objectives will guide your session(s) or intervention? First, list the motivational theoretical determinants you identified in Step 3 in the left column of the table, below. Then, in the right column, use the stem provided to write a general objective for each of the motivational determinants. Carefully consider which verb appropriately expresses your objective. Use the word banks provided on the following page to help you write your objectives.

Motivational Psychosocial Determinant	General Educational Objective Participants will be able to [verb]...
Perceived social norms	Participants will be able to persuasively argue to their peer group why they should eat more fruits and vegetables.
Perceived Social Norms	Students will be able to confidently construct a meal at home to bring to a group lunch with friends outside of the home. (Ex: meeting w/ friends for lunch during their lunch breaks).
Perceived Benefits	Students will be able to justify preparing meals/snacks at home instead of purchasing out.
Perceived Barriers	Students will be able to assess their schedules and develop strategies to in home meal/snack preparation.

Nutrition Education *DESIGN* Procedure



What general facilitating objectives will guide your session(s) or intervention? Now list the facilitating theoretical determinants and write a general objective for each. Continue to use the word banks to help you consider which verb appropriately expresses your objective.

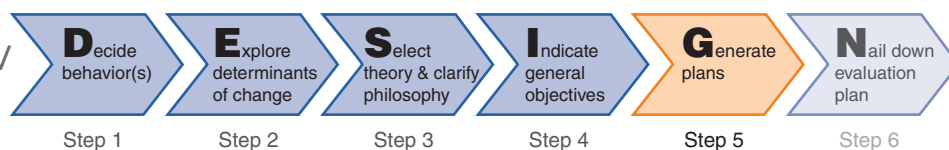
Facilitating Psychosocial Determinant	General Educational Objective Participants will be able to [verb]...
Food and nutrition skills	Students will be able to prepare appealing fruit and vegetable snacks.
Self-Regulation Skills	Students will choose preparing meals/snacks at home for consumption out of the home instead of purchased meals/snacks outside of the home.
Behavioral Capabilities/ Self-Knowledge	Students will be able to plan healthy meals/snacks for out of home consumption.
Food Preparation Skills	Students will be able to assemble healthy snack options for outside of home consumption.

Cognitive Verbs	
Remember	List, record, state, define, name, describe, tell, recall
Understand	Explain, describe, summarize, classify, discuss, compare, illustrate
Apply	Sketch, perform, use, solve, construct, role-play, demonstrate, conduct
Analyze	Test, distinguish, critique, appraise, calculate, measure, debate
Evaluate	Review, appraise, justify, argue, conclude, assess, rate, defend
Create	Develop, plan, collect, build, construct, create, design, integrate

Affective Verbs
Express, value, feel, appreciate, care, defend, challenge, judge, question, adopt, advocate, justify, cooperate, persuade, approve, choose, endorse, dispute

Psychomotor Verbs
Cut, prepare, cook, choose, measure, demonstrate, assemble, produce, adjust, locate, arrange, conduct, manipulate, perform, sort, draw, construct

Nutrition Education DESIGN Procedure



Step 5: Generate educational plans.

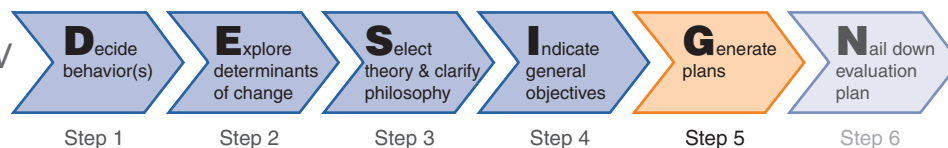
In this step, you use everything you have learned about your audience to generate educational plans for sessions that will help your audience attain your behavior change goal(s). Generate one educational plan for each of your sessions. You use your theory model and general educational objectives to create activities that are engaging, interesting, and meaningful for your audience. This is also the time to take stock of the practical aspects of working with your specific audience.

Use the Step 5 Generate Educational Plans worksheet as an organizational guide to help you design each of your educational sessions and translate theory into practice. You first use the planning matrix tool to outline your session. Then you convert the matrix outline into a narrative teaching format to use with your audience.

What are the practical considerations? Think about the practical considerations that will play a role in how you operationalize your objectives when you begin planning your session(s). When possible, use information from the audience itself; however, the research literature may also be helpful in completing this step.

Audience Trait	Description
Educational level or schooling	Undergraduate Students
Physical/cognitive level	Mixed active physical activity levels of students, high cognitive levels
Literacy and numeracy skills	Students needs a minimum 2.5 GPA to go through recruitment. Average/ Above Average literacy and numeracy skills
Preferred learning style	Mixed: analytic, common sense, dynamic, imaginative (visual, note taking, discussion based
Special needs	N/A
Emotional needs	Food can be a very emotional topic at this stage of life. Need to watch out to not shame anyone for their diet.
Social needs	Support, acceptance, and guidance both in person and on social media platforms (esp. Instagram)
Resources Needed	Resources Available
Time	45 minutes
Space	Classroom with whiteboard. (MGC 330N)
Equipment	Whiteboard, Dry Erase Markers, Tables and Chairs
Administrative support	Promotion for the event through Panhellenic delegates and a facebook event.
Other	

Nutrition Education *DESIGN* Procedure



What is the behavior change goal from Step 1 for this session?

Increase healthy food (snacks and meal) preparation in the home.

What general educational objectives will you address in this session? Which motivational and/or facilitating objectives from Step 4 will guide your session?

- justify preparing meals/snacks at home instead of purchasing out.
- assess their schedules and develop strategies to overcome perceived barriers to in home meal/snack preparation.
- confidently construct a meal at home to bring to a group lunch with friends outside of the home. (Ex: Meeting with friends for lunch during their lunch breaks).
- choose preparing meals/snacks at home for consumption out of the home instead of purchased meals/snacks outside of the home.
- plan healthy meals/ snacks for out of home consumption.
- assemble healthy snack options for outside of home consumption.

Planning matrix to outline your session: What activities will you do to guide your audience to your educational objectives?

	Sequencing the 4 E's	Determinant from Step 2	Theory Based Strategies	Specific Educational Objectives	Educational Activities
	Excite	Food Preparation Skills	Provide active guided practice	Students will prepare a travel-able snack.	Students will create their own chia pudding, from the pre-made vegan chia pudding bar
	Excite	Perceived Social Norms	Food Recall	Students will describe their childhood lunch-time diet.	Reflect to Elementary/ Middle/ High School to bringing/ buying brunch. Have a LITTLE discussion about what was in their lunch.
Sequencing:	Excite	Knowledge and Cognitive Skills	Provide factual knowledge to the behavior	Students will recall basic nutrition recommendations.	Provide basic nutrition and cooking information (visuals)
	Explain	Perceived Barriers and Perceived Benefits	Group ID of barriers and ways to overcome them & Provide Information about positive outcomes	Group will identify barriers for not cooking meals/snacks at home. Students will list benefits of consuming meals and prepared at the home, outside of the home.	Brainstorm session and Group Conversation about how to overcome barriers. These will be ID'ed by the students on post-it notes and shared with the group.
	Expand	Behavioral Capabilities	Stimulate Cognitive Thinking	Students will become aware of how to create healthy meal options on a budget.	Students will be given a food shopping basket with \$20 worth of food in it and come up with meal ideas from the basket.
	Exit	Self-Regulation Skills	Stimulate goal setting/ activity plan	Students will be able to design a meal for their own consumption.	Utilizing learned knowledge, students will be able fill out the blank lunch box on the back of the leave behind, for a meal they would what to consume.
	Q & A				

*Strategies are similar to behavior change techniques used in health psychology (e.g., Michie et al., 2013), and procedures described by Baranowski (2009).

Educational Plan Narrative

Catchy Title: The Lunchbox Chronicles

Behavioral Goal: Increase healthy food (meal and snack) preparation in the home.

Overview (teaching point): When we know what we are putting into our body, we are able to maintain our total caloric intake in an effort to reduce the risk of obesity. Therefore, by preparing meals at home instead of purchasing food out, we are able to have a larger say about what we put into our bodies.

General educational objectives:

Students will be able to...

- justify preparing meals/snacks at home instead of purchasing out.
- assess their schedules and develop strategies to overcome perceived barriers to in home meal/snack preparation.
- confidently construct a meal at home to bring to a group lunch with friends outside of the home. (Ex: Meeting with friends for lunch during their lunch breaks).
- choose preparing meals/snacks at home for consumption out of the home instead of purchased meals/snacks outside of the home.
- plan healthy meals/ snacks for out of home consumption.
- assemble healthy snack options for outside of home consumption.

Materials: Classroom with a white board, dry erase markers, dry erase eraser, chia pudding, chia pudding toppings (coconut flakes, cut up fruit, mini chocolate chips, nut butter, shaved almonds), cups for chia pudding, spoons for chia pudding, \$20 basket items page, 2 different colored stacks of post-it notes, mini cookbook, leave behind business card, pens

Procedure:

- Excite

Provide active guided practice: Make-your-own chia pudding (food prep skills).

Vegan chia pudding will be prepared in advanced and placed into individual cups. Students will be invited up to the front of the room to collect a chia pudding and top it with their individual choice of toppings from the toppings provided. They will return to their seats to eat the chia pudding. (5 minutes).

Food Recall: Recall childhood lunches (perceived social norms).

Ask students to reflect on what their guardian would pack them for lunch or what they would buy in middle and/or high school. Encourage sharing with whole group, with my example to start it off (5 answers max). Answers will be written on the whiteboard behind instructor. (5 minutes)

Provide factual knowledge related to the behavior (knowledge and cognitive skills).

Ask students if they know what MyPlate is. Have one volunteer go to the board to draw it. Review MyPlate and compare to middle and high school lunch examples on the board. (2 minutes).

Running Time: 12 minutes

- Explain

Group identification of barriers and ways to overcome them & Provide information about positive outcomes: Brainstorm barriers and benefits to preparing food at home (perceived barriers and benefits).

Distribute post-it notes to students. Have students write down on 2 different colored post-its barriers and benefits to preparing food at home. Once finished, have students place post it's on

the scales of justice (drawn on the whiteboard). Have a discussion about the post-its highlighting the benefits and coming up with ideas on how to overcome barriers. (10 minutes).

Running Time: 22 minutes

- Expand

Stimulate cognitive thinking: Creating meals on a budget (behavioral capabilities)

On two sheets of paper, students will be shown a basket of food valued at \$20 from Giant. As a group, as a whole, we will come up with two meal ideas that we could create from this basket. Additional pieces of paper will list many food items and their prices (from Giant). This slide will also be printed on a sheet of paper, to be distributed to the small groups. Students will build their own \$20 basket and at least 2 meals that can be made from their basket. Students will share with the class. A good amount of meal examples will be written on the board as they were said by the instructor. (15 minutes)

Running Time: 37 minutes

- Exit

Stimulate goal setting/ activity plan: Build your own lunchbox (self-regulation skills)

Distribute handout/ leave behind to the students, and describe what is on it and in it. Using their newly learned knowledge, have students fill out the blank lunchbox in the handout with an example of a meal they would want to make for themselves. Invite them to share their lunch boxes with the class, but this is not necessary. (5 minutes)

Q & A

Running Time: 42 minutes

Extra Activity if the lesson goes faster than expected:

Promote personal food policies and routines: Self assessment of time (self-regulation skills)

Distribute sheets of paper with time of 6:00AM - 12:00AM broken into 30 minute intervals. Ask students to self assess their daily routines. Once finished, discuss/create a mock daily routine of the students on the whiteboard. Utilizing strategies from above we will find ways to add cooking into the day and where to add meal and snack time ideas in. (5-10 minutes)