

INSTRUCTOR  
GUIDE

# 10 TIPS FOR ADULTS

**10tips**  
NUTRITION EDUCATION SERIES





# 10tips

NUTRITION EDUCATION SERIES

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*10 Tips for Adults* is part of the *10 Tips Nutrition Education Series* designed by Maine SNAP-Education to support healthy eating on a budget for all Mainers. There are two series within the adult curriculum:

**Series A: Choose MyPlate** has a theme of healthy eating and encourages participants to increase consumption of fruits, vegetables, whole grains, and lean protein.

**Series B: Eating Better on a Budget** focuses on food resource management and provides strategies for participants to stretch their food dollars.

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# **FOR 10 TIPS ADULTS**

INSTRUCTOR GUIDE



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# 10 TIPS FOR ADULTS

## INSTRUCTOR GUIDE – INTRODUCTION



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# 10 TIPS FOR ADULTS

## INSTRUCTOR GUIDE – INTRODUCTION



### INTRODUCTION

*10 Tips for Adults* was designed by Maine SNAP-Ed to address obesity among Maine adults with a curriculum that is based on the *USDA's 10 Tips Nutrition Education Series* tip sheets. There are two series within the curriculum, Series A: Choose MyPlate and Series B: Eating Better on a Budget. Series A has a focus on healthy eating, and Series B highlights strategies for food resource management.

The interactive nutrition education lessons in these two series were developed in consideration of the following factors:

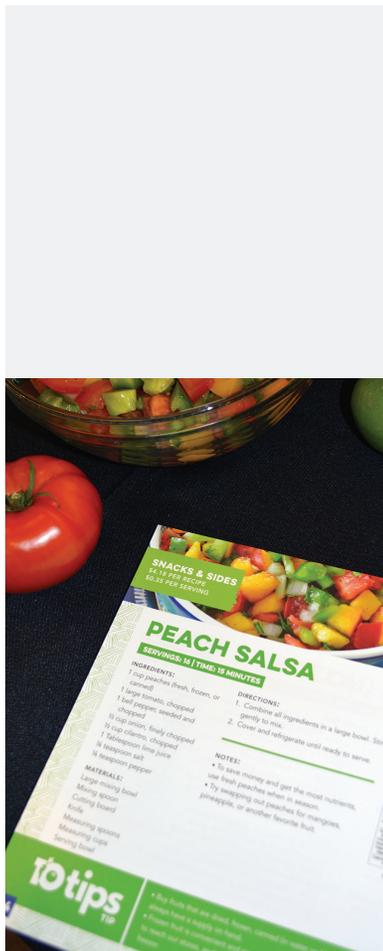
- The obesity rate in Maine is high and demonstrates a critical need for comprehensive nutrition education;
- Quality improvement data from Maine SNAP-Ed Nutrition Educators indicate a need for a more flexible nutrition education curriculum;
- Data support introducing an interactive curriculum with specific tips and strategies for healthy eating and food resource management

The two series were developed in 2014 and further adapted in 2018. The 2018 adaptations were made in response to the following: the 2015-2020 Dietary Guidelines for Americans, Maine SNAP-Ed process and outcome evaluation results, quality improvement data from participants, creation of the *Eating Better on a Budget* cookbook, and feedback from Nutrition Educators.

### OBJECTIVES

The purpose of the *10 Tips for Adults* curriculum is to provide a multi-level nutrition education and obesity prevention program in a variety of community-based settings frequented by SNAP-Ed eligible adults. Each series contains four lessons that feature priority learning objectives from the *USDA's 10 Tips Nutrition Education Series* tip sheets. Each lesson within the series builds on the previous objectives and includes additional tips and strategies to promote healthy food choices within a budget.

Although the two series are distinct and provide more in-depth learning on specific topics, both series reinforce messages related to increasing fruit and vegetable consumption, increasing physical activity, consuming more water, and providing SNAP-Ed eligible adults with the skills to purchase healthy foods on a budget. The curriculum was designed to be implemented by qualified, professional Nutrition Educators who are highly trained to facilitate a flexible curriculum with diverse audiences in a variety of settings. Each



lesson within series A and B was developed with key objectives in mind. These learning objectives are noted at the beginning of each lesson and are based on the *USDA's 10 Tips Nutrition Education Series* tip sheets.

## CURRICULUM FIDELITY

The *10 Tips for Adults* nutrition education lessons are comprised of standard lesson components but are designed to allow flexibility and more time for participatory learning. Participants receive information on how to choose healthy foods in the USDA MyPlate food groups and/or information about food resource management. MyPlate is the current nutrition guide published by the USDA Center for Nutrition Policy and Promotion. The key messages of MyPlate should be stated in every class. In addition, the key messages for each lesson should be reviewed at the start and end of every class. Repeating these key messages throughout the series will allow the participants to absorb and retain the learned information.

The lessons in the curriculum are designed to build on each other—they should be taught in the order presented in this curriculum guidance. Lessons may be adapted to fit individual needs, space constraints, timelines, and resource challenges. For example, Nutrition Educators may teach a series in a room without a kitchen. Lesson content may also be tailored to meet the particular learning needs and literacy levels of the audience. If lesson adaptations are needed, please refer to Maine SNAP-Ed's *Curriculum Modification Guidelines* to retain fidelity of the curriculum.

Both Series A and B may be conducted in the same setting with the same participants. It does not matter the order in which the series are conducted.

## LESSON COMPONENTS

Each lesson will follow the same structure and will include:

- **Goal:** Each lesson has a goal that is supported by the lesson objectives.
- **Objectives:** Each lesson has three key objectives for participants to learn.
- **Materials:** The materials needed for each lesson are listed in the shaded column on the first page of each lesson and divided into the following sections:
  - Standard Supplies
  - Handouts
  - Activity Supplies
  - Recipe Supplies

### EACH SERIES AT A GLANCE:

- Four lessons
- 30–60 minutes
- Lessons may be taught weekly, biweekly, monthly
- Combine two lessons into longer sessions

## Core Messages



- **Core Messages:** Both Series A and Series B have four overarching Core Messages. At the bottom of the first page of each lesson, the Core Message related to that specific lesson will be listed in bold print inside the teal bar and indicated by the apple core.
- **Key Messages:** The Introduction and Closing Discussion for each lesson will repeat the key messages specific to that individual lesson plan and link to the Core Messages described above, indicated by the bitten apple.
- **Discussion:** Within each lesson, there are guidelines on discussion topics and questions, indicated by the conversation bubbles. These topics and questions will help instructors or Nutrition Educators facilitate conversation and engage participants, teaching them how to apply these concepts to their daily lives. During the discussion portion of each lesson, it is important for the Nutrition Educators to ask open-ended questions and invite participants to share their own tips and strategies. This curriculum is designed to be participatory; the adults learn from each other and share ideas with the Nutrition Educator and other participants alike. It is also critical that the Nutrition Educator consider the audience they are working with and tailor the activities to their literacy levels.
- **Activities:** Each lesson contains three activities: a welcome activity and two lesson activities indicated by the hand image. The welcome activity is meant for the participants to engage with each other and learn new ideas from their peers. The second activity is designed for participants to apply the knowledge they have learned throughout the discussion. The third activity is meant to get participants moving and show them physical activities they can do at home or in their daily lives. *Modifications are suggested for those with mobility issues. Additional activities will be available as extension activities for longer class times.*
- **Recipe Demonstration:** Each lesson includes recipe demonstrations that are described in detail for the Nutrition Educators and indicated in the lesson plan by the spoon and broccoli. The activities are hands-on and apply concepts that are discussed in each lesson. The Nutrition Educator demonstrates the preparation of the recipe and provides participants with information about the cost per item and resources to support preparing recipes at home.

Many recipes from this curriculum are available in the *10 Tips Nutrition Education Series Eating Better on a Budget* cookbook—an accompanying and complementary teaching tool and resource for participants. All of the recipes referenced in this curriculum, including those from the cookbook, are available on [www.mainesnap-ed.org](http://www.mainesnap-ed.org). The cookbook has tips that reinforce and build upon lesson content. Distribute copies of the cookbook to each participant and encourage participants to practice what

they learn in class by trying recipes from the cookbook and the Maine SNAP-Ed website.

If a participant has attended a *10 Tips for Adults* series in the past and previously received the *10 Tips Nutrition Education Series Eating Better on a Budget* cookbook, the participant is encouraged to share the cookbook with family members, neighbors, or community members that may benefit from the information.



- **Closing Discussion:** Each lesson ends with a discussion about what each participant learned. This will reinforce key concepts covered during each lesson. The Nutrition Educator asks questions to assess whether or not the learning objectives were met. This is also an opportunity to remind participants about the Maine SNAP-Ed website and the *10 Tips Nutrition Education Series Eating Better on a Budget* cookbook and to direct them to the recipes and resources available.

## SERIES A: CHOOSE MYPLATE SUMMARY

Series A	Goal	Objectives—Participants will:	Handouts	Activities	Recipes
<b>1</b> INTRODUCTION TO MYPLATE	Encourage participants to incorporate choices towards a healthy eating style.	<ul style="list-style-type: none"> <li>Become familiar with the USDA MyPlate and learn the key messages of the MyPlate, MyWins tip sheet.</li> <li>Learn the health benefits of eating an overall healthy diet.</li> <li>Identify strategies to choose foods and beverages with healthier fats, less sodium, and less added sugar.</li> </ul>	<ul style="list-style-type: none"> <li>MyPlate, MyWins</li> <li>Choose MyPlate</li> <li>Eat Healthy Your Way</li> <li>Find Someone Who</li> </ul>	<p>Welcome: Find Someone Who</p> <p>Activity 1: Sometimes vs. Everyday Heads-up</p> <p>Activity 2: Name Your Favorite Healthy Snack (movement)</p>	<ul style="list-style-type: none"> <li>Yogurt Berry Parfait: cookbook pg.10</li> <li>Peanut Butter Yogurt Dip: cookbook pg. 45</li> <li>Harvest Vegetable Salad: cookbook pg. 40</li> <li>Blueberry Tofu Smoothie: website</li> <li>Fruit Pizza: website</li> </ul>
<b>2</b> MAKE HALF YOUR PLATE FRUITS AND VEGETABLES	Encourage participants to incorporate more fruits and vegetables into their meals and snacks.	<ul style="list-style-type: none"> <li>Learn the key message of the Fruits Group and of the Vegetables Group.</li> <li>Learn the health benefits of eating fruits and vegetables as part of an overall healthy diet.</li> <li>Identify strategies to add a variety of fruits and vegetables to meals and snacks.</li> </ul>	<ul style="list-style-type: none"> <li>Vary Your Fruits and Veggies</li> <li>What Counts as 1 cup?</li> <li>Maine Produce Season Availability</li> <li>Focus on Fruits</li> <li>Add More Vegetables to Your Day</li> </ul>	<p>Welcome: Generic vs. Brand Taste Test</p> <p>Activity 1: Cookbook Activity</p> <p>Activity 2: Standing Push-ups</p>	<ul style="list-style-type: none"> <li>Spunky Vegetable Pizza: cookbook pg. 28</li> <li>Vinaigrette Salad Dressing: cookbook pg. 46</li> <li>Peach Salsa: cookbook pg. 44</li> <li>Roasted Vegetables: cookbook pg.38</li> <li>Fruit and Nut Slaw: cookbook pg. 34</li> </ul>
<b>3</b> MAKE HALF YOUR GRAINS WHOLE GRAINS	Encourage participants to eat more whole grains and fewer refined grains.	<ul style="list-style-type: none"> <li>Learn the key message of the Grains Group.</li> <li>Learn the health benefits of eating whole grains as part of an overall healthy diet.</li> <li>Identify strategies to add a variety of whole grains to meals and snacks.</li> </ul>	<ul style="list-style-type: none"> <li>Make Half Your Grains</li> <li>Whole Grains</li> <li>MyPlate, MyWins: Meal Planning for One</li> </ul>	<p>Welcome: Whole Grain Tasting</p> <p>Activity 1: Identifying Whole Grains</p> <p>Activity 2: Standing Squats</p>	<ul style="list-style-type: none"> <li>Home Run Hummus Wrap: cookbook pg. 14</li> <li>Baked Tortilla Chips: cookbook pg.42</li> <li>Barley, Bean and Corn Salad: cookbook pg. 16</li> <li>Barley Summer Salad: website</li> <li>Breakfast Banana Split: website</li> </ul>
<b>4</b> VARY YOUR PROTEIN ROUTINE	Encourage participants to vary their protein food sources.	<ul style="list-style-type: none"> <li>Learn the key message of the Protein Group.</li> <li>Learn the health benefits of eating a variety of protein foods as part of an overall healthy diet.</li> <li>Identify strategies to vary protein food choices in meals and snacks.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce your Sodium (salt) Intake: Tips for Using Herbs and Spices (instead of salt)</li> <li>Vary Your Protein Routine</li> <li>Know Your Fats</li> </ul>	<p>Welcome: Spice &amp; Herb Taste Test</p> <p>Activity 1: Know Your Beans and Peas</p> <p>Activity 2: Air Writing</p>	<ul style="list-style-type: none"> <li>Pasta Salad: cookbook pg. 36</li> <li>Lentil Soup with Lime Juice: cookbook pg. 22</li> <li>Spinach and Chicken Italian: cookbook pg. 24</li> <li>Sunshine Roll-Ups: website; (garbanzo bean version): website</li> <li>Mediterranean Tuna Salad: website</li> </ul>

**SERIES B: EATING BETTER ON A BUDGET SUMMARY**

Series B	Goal	Objectives—Participants will:	Handouts	Activities	Recipes
<b>1</b> EATING BETTER ON A BUDGET	Introduce participants to strategies they can use to make healthy food choices on a budget.	<ul style="list-style-type: none"> <li>Become familiar with USDA MyPlate and learn the key messages of the MyPlate, MyWins tip sheet.</li> <li>Learn how to use the Nutrition Facts label to identify healthier foods.</li> <li>Learn strategies to eat better on a budget.</li> </ul>	<ul style="list-style-type: none"> <li>MyPlate, MyWins, Make it Yours</li> <li>Understanding and Using the Nutrition Facts Label Eating Better on a Budget, MyPlate MyWins</li> <li>Find Someone Who</li> </ul>	<p>Welcome: Find Someone Who</p> <p>Activity 1: Using the Nutrition Facts Label</p> <p>Activity 2: Label Moves</p>	<ul style="list-style-type: none"> <li>English Muffin Veggie Pizza: cookbook pg. 12</li> <li>Asian Carrot Salad: cookbook pg. 32</li> <li>Indian Lentils and Pasta: cookbook pg. 20</li> <li>Chunky Black Bean Dip: website; (served with fresh vegetables): website</li> <li>Peanut Power Drink: website</li> </ul>
<b>2</b> PLAN MEALS AHEAD	Introduce participants to tools they can use to plan ahead and build healthy meals at home.	<ul style="list-style-type: none"> <li>Gain the knowledge and skills to make a meal calendar that is healthy and within a limited budget.</li> <li>Learn strategies for writing a grocery shopping list.</li> <li>Develop the confidence to build a healthy meal plan on a limited budget.</li> </ul>	<ul style="list-style-type: none"> <li>Build a Healthy Meal</li> <li>Create a Grocery Game Plan Weekly Calendar (2 per participant)</li> </ul>	<p>Welcome: Kitchen Manager</p> <p>Activity 1: Grocery Game Plan</p> <p>Activity 2: Sometimes vs. Everyday Heads-up</p>	<ul style="list-style-type: none"> <li>Perfect Pumpkin Pancakes: cookbook pg. 6</li> <li>Spinach Black Bean Salad: cookbook pg. 18</li> <li>Easy Red Beans and Rice: cookbook pg. 30</li> <li>Yogurt Berry Parfait: cookbook pg. 10</li> <li>Easy Cheesy Enchiladas: website</li> </ul>
<b>3</b> PURCHASING VEGGIES AND FRUITS AT THE BEST PRICE	Introduce participants to strategies they can use to shop for veggies and fruits on a budget.	<ul style="list-style-type: none"> <li>Learn to use the unit price tag to compare food items at the store and get the best price.</li> <li>Identify strategies to save money while shopping for vegetables and fruits (e.g. buying in bulk, in season, frozen, or canned).</li> <li>Build confidence using nutrition fact labels and MyPlate messages to shop for healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>How to Freeze 20 Fruit and Vegetables</li> <li>Maine Produce Season Availability</li> <li>Smart Shopping for Veggies and Fruits</li> <li>Prepared Fruit Tray Activity Sheet</li> </ul>	<p>Welcome: Freezing Food Tips</p> <p>Activity 1: Prepared Fruit Tray</p> <p>Activity 2: Fruit and Veggie Recall</p>	<ul style="list-style-type: none"> <li>Bell Pepper Smoothie: website</li> <li>Quick Chili: website</li> <li>Lemony Garbanzo Bean Dip (served with fresh vegetables): website</li> <li>Pumpkin Fruit Dip (served with fresh fruit): website</li> <li>Garden Sloppy Joes: website</li> </ul>
<b>4</b> PREPARE HEALTHY FOOD AND BEVERAGES FOR AN ACTIVE LIFESTYLE	Encourage participants to combine healthy food and beverages with an active lifestyle.	<ul style="list-style-type: none"> <li>Identify strategies to drink more water and fewer sugary drinks.</li> <li>Learn physical activity recommendations and how to incorporate movement into a daily routine.</li> <li>Practice meal planning to fuel an active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Why Should I Be Physically Active?</li> <li>Make Better Beverage Choices</li> <li>MyPlate, MyWins, Reach your Nutrition Goals</li> <li>Rethink Your Drink Matching Game Worksheet</li> </ul>	<p>Welcome: Rethink your Drink</p> <p>Activity 1: Group Walk</p> <p>Activity 2: Practice Planning</p>	<ul style="list-style-type: none"> <li>Hummus (with fresh vegetables): cookbook pg. 43</li> <li>Veggie Skillet Eggs: cookbook pg. 26</li> <li>Blueberry Tofu Smoothie: website</li> <li>Salmon Salad Mix (served in pita bread): website</li> <li>Whole Wheat Blueberry Muffins: cookbook pg. 8</li> </ul>

## LESSON A1: INTRODUCTION TO MYPLATE

10 tips to help you build your healthy eating style

### GETTING READY

#### Standard Supplies:

- USDA MyPlate poster
- And Justice for All poster
- Maine SNAP-Ed nametag, apron, and tablecloth
- Nametag stickers for participants
- *Eating Better on a Budget 10 Tips* cookbooks for distribution
- Website cards for distribution: [www.mainesnap-ed.org](http://www.mainesnap-ed.org)

#### Handouts:

- MyPlate, MyWins Choose MyPlate tip sheet
- Eat Healthy Your Way

#### Activity Supplies:

- Find Someone Who game sheet
- Heads-up cards (one laminated set for up to 18 people to play)

#### Recipe Supplies:

- Ingredients and tasting supplies for the chosen recipe

### TARGET AUDIENCE

SNAP-Ed eligible adults

### GOAL

Encourage participants to incorporate choices towards a healthy eating style.

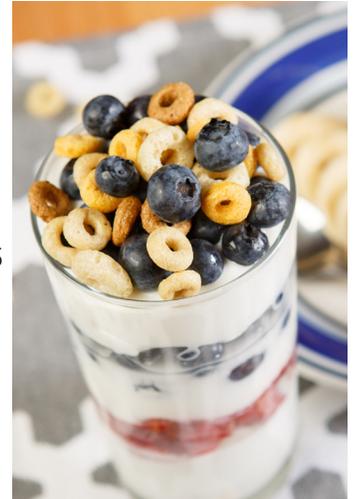
### OBJECTIVES

Participants will:

- Become familiar with the **USDA MyPlate** and learn the key messages of the MyPlate, MyWins tip sheet.
- Learn the health benefits of eating an overall healthy diet.
- Identify strategies to choose foods and beverages with healthier fats, less sodium, and less added sugar.

### SUGGESTED RECIPES

- Yogurt Berry Parfait, cookbook - page 10
- Fruit Pizza, website
- Blueberry Tofu Smoothie, website
- Peanut Butter Yogurt Dip, cookbook - page 45
- Harvest Vegetable Salad, cookbook - page 40



- Eat foods from every food group, every day and focus on choosing foods and beverages with less added sugar.
- Make half your plate fruits and vegetables.
- Make half your grains whole grains.
- Vary your protein routine.

# LESSON PLAN



5 minutes

## WELCOME ACTIVITY: *FIND SOMEONE WHO*

This bingo-like game reinforces the winning combination of a healthy diet and physical activity and allows participants to get to know one another. Pass out the **Find Someone Who game sheet** and ask participants to walk around the room and talk to one another to learn which healthy lifestyle activities each person enjoys. Participants then sign their names in the boxes for the activities they do. Depending on the size of the group, set a limit on how many boxes the same person can sign on a participant's game sheet (usually just two). To keep the game going, ask participants to try and complete two rows, a "T" pattern, or even the whole grid.



5 minutes

## INTRODUCTION

Once everyone has arrived and played the **Find Someone Who** game, welcome the entire group. Introduce yourself and your role as a Maine SNAP-Ed Nutrition Educator. Thank everyone for playing the bingo game and encourage them to continue getting to know each other during the session.

Provide an overview of the four-lesson series with a theme of *Choose MyPlate*. Ask participants how they heard about the class and what motivated them to attend. Share an outline of this lesson (you may use chart paper to write and display).



### Key messages for this lesson:

- Eat foods from every food group, every day.
- Focus on choosing foods and beverages with healthier fats, less sodium, and less added sugar.

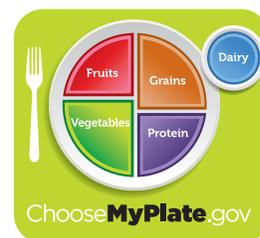


10 minutes

## DISCUSSION

Ask the group why it is important to eat healthy. Then ask participants to share what they are currently doing to eat healthy and what challenges they face. Tell participants there is already a lot of knowledge among the group, that you encourage sharing during the lessons, and you will provide credible information and resources to assist them.

Refer to the **USDA MyPlate poster** and ask if and where the participants have seen it before. Explain that MyPlate is a useful guide for helping us make healthy choices each day that support our short-term and long-term health.





EXAMPLE QUESTIONS:

**For an everyday food:**

- Is it in the vegetable group?*
- Is it green?*
- Is it cold?*
- Is it round?*
- Do you cook it?*

**For a sometimes food:**

- Is it a baked good?*
- Is it in a package?*
- Is it a dessert?*
- Does it have fruit in it?*



Ask the group to share the five food groups. Ask why it is important to eat from all five groups every day. Reinforce that eating a variety of foods helps us get the many different nutrients we need to be healthy and lower our risk of developing some diseases. Ask the group to share some health benefits that foods from the five food groups provide. Explain that the group will learn all the benefits of eating from all five food groups throughout the four-lesson series.

Ask the participants if they think that all foods within each food group are okay to eat every day and give an example such as apple pie in the Fruits Group. Have participants share examples of "sometimes" versus "everyday" foods in each food group (e.g. ice cream versus skim or low-fat milk in the Dairy Group, a hamburger versus black beans in the Protein Group). Explain that half of MyPlate is for fruits and vegetables, a quarter for grains, and a quarter for protein, with a glass on the side representing dairy. The size of each group on the plate helps us think about which food groups to eat from in larger or smaller amounts. Ask the group how this compares to the way they usually serve their plates.

## **ACTIVITY 1: SOMETIMES vs. EVERYDAY HEADS-UP CARDS**

Participants each take a Heads-up card without looking at it, and they place it on their forehead. Everyone walks around asking YES or NO questions with the exception of the first question which has to be "*is my food an everyday or a sometimes food?*" Once that first question is asked, everyone walks around the room trying to figure out what they have by asking only yes or no questions. For example, the apple and the apple pie are a "match." All matches are an "everyday" and a "sometimes." Then, they have to discuss with their "match" why one is an "everyday" and one is a "sometimes." Three people share out to the full group with their partner.

## **DISCUSSION**

Pass out the **MyPlate, MyWins tip sheet**. Explain that all 10 Tips are used as a guide to build a healthy plate. Discuss the 10 Tips with the group and ask participants which tips they currently use at home and which tips they can choose as action steps. Explain that everything you eat and drink over time matters, and the right mix can help you be healthier now and in the future. People who eat an overall healthy diet are likely to have a reduced risk of some chronic diseases such as obesity, heart disease, type 2 diabetes, and some types of cancer.

Let the group know that on the **Eat Healthy Your Way** handout there are tips for making small changes at home that encourage a healthy plate. Ask participants which tips they can choose as action steps or which ones they are currently doing. Explain that the group can enjoy flavorful food and



Remind participants they have just completed 5 minutes of physical activity toward a goal of 30 minutes each day, which is the recommendation for healthy adults. Breaking up physical activity into smaller chunks and incorporating it into everyday activities can help achieve this goal.



beverages that use healthier fats, have less sodium, and less added sugar and still taste great.

## **ACTIVITY 2: NAME YOUR FAVORITE HEALTHY SNACK**

Remind participants to only engage in activities they are physically comfortable with and to modify the exercise if needed. Ask participants to stand up, find a partner, and walk around the room, with one partner sharing his or her favorite healthy snack and how to prepare it. After 30 seconds, ask partners to switch roles so that the other partners can share. After each partner has shared, ask them to find a new partner and repeat the exercise - this time sharing a different healthy snack idea. Be sure participants keep moving/walking the entire time. Ask participants to share their creative ideas with the group.

## **RECIPE DEMONSTRATION**

Whenever possible, invite participants to assist in preparing the recipe. Begin the food demonstration by telling the group what recipe is being used. Wash your hands as a group and clean the food preparation surface. Further model food safety by washing the produce in front of the group, or explain how you did this earlier, if time is limited.

Let the group know they can find this recipe and other recipes on the [www.mainesnap-ed.org](http://www.mainesnap-ed.org) website or in the **Eating Better on a Budget 10 Tips cookbook**. Explain the groceries needed and the cost per serving of the recipe. Talk through the steps of the recipe and have interested participants assist you. Ask the group how this recipe matches what you have discussed and learned today.

Sample the recipe as a group. Have participants comment on the taste of the recipe. Ask the group to share how they might adjust the recipe if they were making it at home.

## **CLOSING DISCUSSION**

Ask participants what they enjoyed about today's lesson and the action step(s) they will take at home based on the tips they learned today. Have them assist you in summarizing the key messages of the lesson, including **eat foods from every food group, every day, and focus on choosing and enjoying foods and beverages with healthier fats, less sodium, and less added sugar.**



Share the details for the remaining sessions with attention to the next session and thank them for their participation. Pass out the **Eating Better on a Budget 10 Tips cookbook** to participants.