

# Eating Healthy

One-Hour Training



## Ethiopia



"My argument was there will be no equality unless we address malnutrition"

*Frealem Shibabaw, Transform Nutrition Champion 2016  
Save the Children*



## HERhealth Module 4 • One Page Preview

### Eating Healthy

Eating healthy is important to us individually, our family and the greater community. Eating healthy is one of the primary ways to help children, women, and men stay healthy, work hard, and grow. Eating healthy means eating the right amount of vegetables, fruits, grains, and proteins.

- Open the Training
- The Importance of Eating Healthy
- The Healthy Eating Plate Activity
- Starting to Eat Healthy
- Eating Healthy for Children
- Close the Training
- 

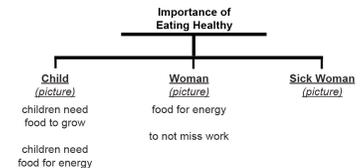
### Participant Centered

This training is to be facilitated in a participant centered manner using methods that involve all participants with active participation and holding all participants accountable. This requires the facilitator to effectively use methods that support a participant centered environment for active participation by all participants.

### Methods

The methods are used throughout the training include:

- **Collaborative Learning Methods** is a relationship among co-workers that requires positive inter-dependence, individual accountability, interpersonal skills, face-to-face interaction, and reflective processing.
- **Building Community** is developing authentic relationships between people to better understand each other's gifts, respect collaborations as part of the greater community, and learn from one another to develop a greater whole.
- **Visual Tools** are consistent visual patterns linked directly to specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts.
- **Use of Questions for Thinking and Understanding** – Interpretive questions stimulate ideas, communication, understanding and problem solving.



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# Trainer's Tips

**Start with the introductory module:** This training is part of a broader health training curriculum. We recommend starting with the introductory module, [Our Health Is Important](#).

**HERproject Toolbuilder:** Use the pictures in the [HERproject Toolbuilder](#) to develop your own personal materials focused on healthy eating. <http://herproject.org/toolbuilder>



## Overview

This is a guide about how to give a one-hour training on eating healthy. This training is best used in groups of between 10 and 40 people and can be given to both men and women.

### What Is Included?

This packet will help you lead a session about eating healthy. It includes a proposed training **agenda**, the **materials** needed to conduct the training, **key messages** to emphasize during the training, and **examples** of what to say while training.

### What if This Is My First Training on Eating Healthy?

While it can be intimidating to give a training for the first time, everyone has something to offer and something to learn. Preparing for the training by reviewing the lesson and key messages before the training will help you to feel familiar and comfortable with the content.

If someone asks a question during the training that you do not know the answer to, it is important that you say "I do not know" and then follow up with a health care professional in order to provide accurate information. No one trainer can have all of the answers—it is **okay** to say "I don't know." Only provide information that you are certain is accurate.

### How Do I Use the Document?

<p><b>Trainer's Tips</b></p> <p><b>Promise confidentiality:</b> While the goal is to enable everyone to speak openly, explain that the group must promise not to talk about who said what or asked which questions in the training. People are more likely to participate when confidentiality will be respected.</p> <p><b>Communicate effectively</b> Below are some tips on how to communicate effectively.</p> <ul style="list-style-type: none"> <li>• During the session, if someone asks a question, give him/her your full attention.</li> <li>• Listen carefully to the participants and ask clarifying questions if you do not understand the question or comment.</li> <li>• After participants have answered a question, paraphrase and clarify answers so that everyone in the room understands.</li> <li>• Reassure the participants that it is good to ask questions.</li> </ul>	<p><b>Eating Healthy One-Hour Training</b></p> <p>Open the Training</p> <p><b>Time:</b> 5 minutes</p> <p><b>TRAINER:</b> Open the training by (1) introducing the trainer and participants and (2) introducing the subject.</p> <p>1. <b>Introduce the trainer and participants</b></p> <p>Open the training by introducing yourself and the participants. See <i>Getting Started</i> for energizing ways to open a training and help people feel welcome and comfortable.</p> <p>2. <b>Introduce the topic</b></p> <p><b>Ask the participants an introductory question.</b> <i>What is your favorite food?</i></p> <p><b>Discuss what the training is about.</b> <i>Today we are going to talk about eating healthy.</i></p> <p>The Importance of Eating Healthy</p> <p><b>Time:</b> 15 minutes</p> <p><b>TRAINER:</b> During this time the participants will be introduced to the different functions that food plays in our lives.</p> <p>3. <b>Conduct a group activity on the importance of eating healthy</b></p> <p>Set up the activity</p>	<p>How much time you need for each section is indicated at the beginning of every section.</p> <p><i>Italics</i> (slanted letters) provide an example of what a trainer could say to session.</p> <p>Numbered items show the order of tasks to be completed by the trainer.</p>
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Trainer's Tips provide helpful information about how to conduct a session. Trainer's Tips might provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Trainer's Tips have been gathered from training professionals, including HERproject implementing partners in many countries and regions.

## Trainer's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:** Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions.

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training after work or before meals may not be as effective because the participants might be too tired or too hungry.



Source: [Harvard School of Public Health](#).

## Prepare for the Training

### Agenda

Familiarize yourself with the agenda of the training. The one-hour training agenda below provides guidance about how much time you should spend on each section of the training.

Time	Topics
5 minutes	Open the Training
15 minutes	The Importance of Eating Healthy
10 minutes	The Healthy Eating Plate Activity
15 minutes	Starting to Eat Healthy
5 minutes	Eating Healthy for Children
10 minutes	Close the Training

### Understand the Key Messages

These are the key messages to be emphasized during the training.

Eating Healthy Key Messages
<ul style="list-style-type: none"><li>» Eating healthy is one of the primary ways to help children, women, and men stay healthy, work hard, and grow.</li><li>» Eating healthy means eating the right amount of vegetables, fruits, grains, and proteins.</li><li>» Eating healthy means avoiding food that is bad for you—eating few or no sugary drinks, candies, pastries, and fatty foods.</li><li>» Eating healthy means always eating a good breakfast in the morning to provide energy throughout the day.</li><li>» Women need to eat lots of food containing iron to help them maintain healthy blood.</li><li>» Eating healthy does not require you to be rich—you can make choices about what you buy to get better food.</li></ul>

### Gather Information

Gather information about the following in your area:

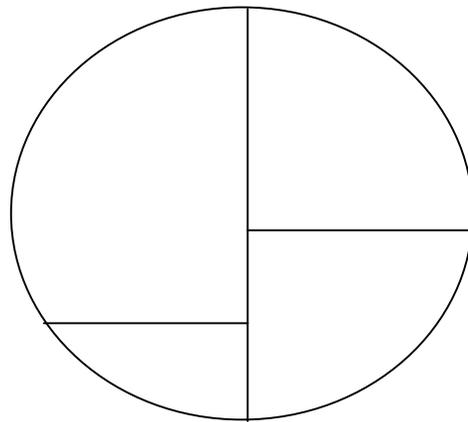
- Types of vegetables, fruits, grains, and proteins that are affordable
- Markets where participants can purchase healthy foods at affordable prices

## Gather Materials

The materials listed below will be used during the eating healthy training:

1. Flip chart or large sheet of paper taped to the wall and markers
2. The Importance of Eating Healthy Activity (see p. 6) requires three pictures. You will need a picture of a child, a woman worker, and a sick person. Some pictures can be found on the HERproject Toolbuilder at <http://herproject.org/toolbuilder>. Print out pictures beforehand, and be ready to show them to participants.
3. For the Short Activity on Types of Foods (see p. 7), you will need pictures or flashcards of foods from each food group: vegetables (e.g., carrots), fruits (e.g., mangos), grains (e.g., rice), and proteins (e.g., eggs).
4. The Short Activity on Iron-Rich Foods (see p. 8) will require flash cards with pictures of different foods. Find pictures of foods in magazines or on the internet, or draw them yourself. Ensure that foods are accessible and affordable to participants.
5. For the Healthy Eating Plate Activity (see p. 9), draw the outline of a Healthy Eating Plate on a flip chart or a large sheet of paper. Do *not* fill in the categories (**Vegetables**, **Fruits**, **Grains**, and **Proteins**).

### Healthy Eating Plate Example



Use the pictures that you gathered for **Short Activity on Iron-Rich Foods** and the **Short Activity on Types of Foods** for **The Importance of Eating Healthy Activity**.

6. Make a Cost of Food Chart. The chart should include the price of healthy foods on one side and the price of more expensive nonessential foods on the other. Use the names and pictures of local foods when making your chart.

## Trainer's Tips

### Introduce the trainer and participants

When possible, use a fun and interactive way to introduce participants. For example, you might divide participants into two groups and ask one person in each group to identify all of the people in their group. See which participant can remember all of the names of the participants in their group.

### Ensure confidentiality:

While the goal is to enable everyone to speak openly, explain that the group must promise not to talk about who said what or asked which questions in the training. People are more likely to participate when confidentiality will be respected.

### Communicate effectively:

Below are some tips on how to communicate effectively.

- » During the session, if someone asks a question, give him or her your full attention.
- » Listen carefully to the participants and ask clarifying questions if you do not understand the question or comment.
- » After participants have answered a question, paraphrase and clarify answers so that everyone in the room understands.
- » Reassure the participants that it is good to ask questions.

### Use introductory

**questions:** Introductory questions help people participate in a training in an easy way for the first time.

## Eating Healthy One-Hour Training

### Open the Training

**Time:** 5 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

### 1. Introduce the trainer and participants

**Open the training by introducing yourself and the participants.** When possible, use a fun and interactive way to introduce participants.

### Trust - Community Building

Participants are in pairs. They will connect with hands (you could also do it with elbows, fingers, etc.). One person will close their eyes and the leader will keep their eyes open. They will then start walking together. It is the responsibility of the leader with the eyes open to lead the other person who is trusting them on a safe path while they are walking around. Initially do for short segments (e.g. 30 seconds), then have the pairs switch who is the leader.

### 2. Introduce the topic

**Ask the participants an introductory question:** *What is your favorite food?*

**Discuss what the training is about.** *Today we are going to talk about eating healthy.*

### The Importance of Eating Healthy

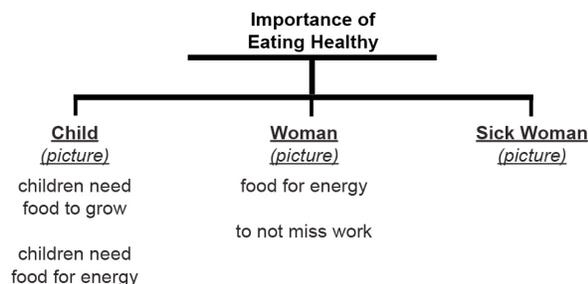
**Time:** 15 minutes

**TRAINER:** During this time the participants will be introduced to the different functions that food plays in our lives.

### 3. Conduct a group activity on the importance of eating healthy

#### SET UP THE ACTIVITY

This activity can be conducted in three small groups or as one large group. The instructions below are for one large group. See Trainer's Tips for how to conduct it in three smaller groups. You will need three pictures 1) **Child**, 2) **Woman Worker**, and 3) **Sick Woman**. Use pictures that look like the people in your area.



## Trainer's Tips

**Adapt The Importance of Eating Healthy Activity**  
Distribute The Importance of Eating Healthy pictures (**Child, Woman Worker, and Sick Woman**) to all three groups. Ask the groups to identify why it is important for each of these people to eat healthy.

**Discuss examples of iron-rich foods:** There are many foods that are rich in iron. Identify which foods are common in your region and accessible and affordable to participants.

Examples include:

- » Dried dates
- » Raisins
- » Dried figs
- » Kale
- » Spinach
- » Seaweed
- » Beef
- » Pork
- » Mutton
- » Chicken
- » Beans
- » Brown rice
- » Whole-grain bread
- » Drumstick
- » Nuts



## DO THE ACTIVITY

Hold up the first picture (**Child**) so that all of the participants can see the picture. Tape the picture to the flip chart (or large sheet of paper taped to the wall)

using a categorization visual tool (see above). Ask the participants: *Why do children need to eat enough healthy food?*

Use Think-Pair-Share to initially have all participants participating, which develops many ideas and holds all participants accountable. The steps are:

- facilitator – participant
- participant – participant
- all participants paired up

Then share with the whole group. Continue with other questions and do just the last two steps of participants pair up, then whole group sharing. With whole group sharing have one person share one thing they know about *Why do children need to eat enough healthy food?*, then they select another participant to share and so forth with the whole group.

Write the answers provided by the participants next to the picture.

Potential answers may include:

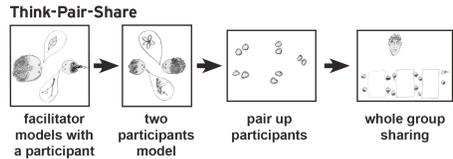
- » Children need food to grow.
- » Children need food for energy.
- » Children need food to stay healthy and fight off diseases.
- » Eating well from birth until age two, when children develop the fastest, will help a child be healthier when he or she grows up.

a) Hold up the second picture (**Woman Worker**), and tape it to the flip chart so that all of the participants can see the picture. Ask the participants: *Why does this woman worker need to eat?* Write the answers provided by the participants next to the picture. Potential answers may include, or the trainer should prompt participants:

- » She needs food for energy to do her work and participate in her community.
- » She needs food to stay healthy, not miss work, and care for her family.
- » She needs iron-rich foods to keep her blood healthy.
- » She needs food to nourish her baby when she becomes pregnant and while she is breast-feeding.

b) Hold up the third picture (**Sick Woman**) so that all of the participants can see the picture. Ask the participants: *Why does this sick woman need to eat?* Write the answers provided by the participants next to the picture. Potential answers may include, or the trainer should prompt participants:

- » She needs food to give her energy.
- » She needs iron-rich foods to keep her blood healthy.
- » She needs food in order for her body to recover and then stay healthy.



## Trainer's Tips

**Adapt for regions:** If using plates is uncommon in your country, adapt the exercise by using a bowl or other eating utensil so that participants will be able to relate to and apply the exercise at home.

Use regional-specific food references that are relevant to the group, religion, customs, and income level(s).

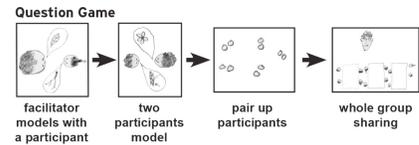
Be sure to talk about nutrition and health in the context of national health messages. For example, different countries have different food charts.

**Provide a healthy snack:** One way to help participants better understand healthy eating is to provide a healthy snack during the training. For example, provide slices of apple or other fruit to participants during the training. Do this when talking about alternatives to eating junk foods or when discussing the different parts of the Healthy Eating Plate.

**Connect these lessons to other trainings:** Remind participants what they learned in the Maternal Health Training: For the first six months, give a baby nothing but breast milk. It is the most nutritious and best food for a baby.

## 4. Discuss the importance of eating healthy

We will begin this with the 'Question Game' using the image below. The purpose of using questions is participants will be more open posing questions than making statements. The Question Game is similar to the format with Think-Pair-Share in regards to how to introduce. Ask the participants to ask questions about the image below in regards to 'How the whole community is engaged in eating healthy'?



*Eating healthy is one of the primary ways to help the body stay healthy, work hard, and grow. To stay healthy, the body needs the right amounts of the right kinds of food. Food provides energy to keep the body active and strong. It also helps the body build, repair, and protect its different parts. In order to do this, the body needs a combination of foods every day. Different foods contain different nutrients and other healthful substances. No single food can supply all of the nutrients in the amounts that a person needs.*

*Eating different foods will help you get many vitamins and nutrients you need. Let's think of these foods in four different categories: vegetables, fruits, grains, and proteins. There are also foods containing high fat and sugar that are not healthy and should be eaten less than the other kinds of food.*

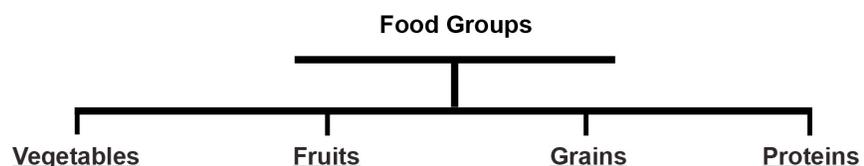
## 5. Conduct the Short Activity on Types of Foods

### SET UP THE ACTIVITY

You will need pictures or flash cards of different food types from the five groups.

### DO THE ACTIVITY

Show pictures or flash cards of vegetables (e.g., carrots), fruits (e.g., mango), grains (e.g., rice), and proteins (e.g., eggs) to the group and pass them around. Ask the participants to identify the foods in the picture, and ask which food groups each food belongs to.



Ask participants to share how often they eat them, where they buy them, and whether they are expensive or cheap to buy. For example:

- » *Do you eat eggs?*
- » *Do you eat meat or chicken? Which kinds? Is it affordable?*
- » *Do you eat green leafy vegetables?*
- » *In which markets do you buy your vegetables?*

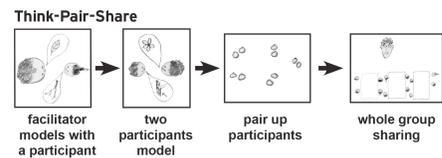
## 6. Discuss malnutrition

*Not eating enough nutritious food, such as vegetables, fruits, and proteins, can make you weak and sick. Eating too much junk food can also make you sick. Women and children are at risk of many health problems when they do not have enough nutritious food to eat.*

*Children who do not get enough nutritious food might develop these signs of malnutrition: round belly with thinning hair, thin, swollen face, thin upper arms, and swollen hands and feet. If you see these signs in your children, yourself, or other members of your family, take steps to improve diet. If symptoms are severe, consult a doctor.*

Ask participants questions to test their knowledge of poor nutrition:

- » *Who might have poor nutrition?*
- » *Why does someone have poor nutrition?*
- » *What are warning signs of malnutrition?*



Have the participants do a Think-Pair-Share to briefly share responses to the above questions. Follow the same format you did at the beginning of this module:

- facilitator – participant
- participant – participant
- all participants paired up

Correct answers as needed.

## 7. Discuss anemia

*Women especially need to eat iron-rich foods such as lentils, beans, eggs, spinach and other greens, and red meat, including organ meat. Iron helps prevent anemia, a sickness where the blood becomes weak. Women need even more iron when they are pregnant to keep themselves and their baby healthy and to give birth safely.*

*Symptoms of anemia include pale skin, pale insides of eyelids, white fingernails, pale gums, and weakness and fatigue. Severe symptoms include a swollen face and feet and shortness of breath.*

*To prevent or correct anemia, women can eat more iron-rich foods, such as eggs, spinach, beef, lentils, and beans. When anemia is very bad or if you are pregnant, you can take iron supplements, but you should talk to a health worker or pharmacist about the right amount to take.*

## 8. Conduct the Short Activity on Iron-Rich Foods

### SET UP THE ACTIVITY

You will need pictures of iron-rich foods. Ensure that foods you choose are accessible to participants.

### DO THE ACTIVITY

Show pictures of iron-rich foods to the group and pass them around. Ask the participants to identify the foods in the picture and to share how often they eat them and where they buy them. Ask the participants to share whether these foods are expensive or cheap to buy.

## 9. Answer questions posed by participants

Encourage participants to ask questions and comment about the importance of eating healthy. Correct statements as necessary.

## The Healthy Eating Plate Activity



**Time:** 10 minutes

**TRAINER:** The purpose of the following activity is to help participants think about the variety and portion sizes we should eat of vegetables, fruits, grains, and proteins. Participants will be asked to guess what portion of our plate should be filled with different vegetables, fruits, grains, and proteins.

## 10. Do the Healthy Eating Plate Activity

### SET UP THE ACTIVITY

Tape a drawing of the Healthy Eating Plate on the wall. Instruct participants to break up into pairs.

### DO THE ACTIVITY

- Give each pair two cards with food pictures on them. Make sure that each group gets two different cards (e.g., vegetable and fruit or grains and protein).
- Give instructions to participants. *Think of the drawing of the plate on the wall as your dinner plate. The plate is divided into four different sections. Some sections are bigger than others and therefore can hold more food. Today we learned about four different types of foods: vegetables, fruits, grains, and proteins. Think about the sections of a plate as representing how much of each food group we should eat. Think about which foods we must eat the most of, and put the pictures of that food group in the biggest section of the plate. Think about which foods we only need some of each day, and put the pictures of that food group in the smaller section of the plate.*
- Give participants time to tape their pictures of the food groups onto the Healthy Eating Plate.

### DISCUSS THE ACTIVITY

Use the Healthy Eating Plate to discuss the activity.

Healthy eating means eating a variety of foods that are good for you every day. Ideally, you will eat at least three times each day.

You can think of the different food types as sections of a plate. Each section of your plate should have a different kind of food in it to make sure that you are receiving all of the nutrients and proteins you need. What are the foods on the plate?

All of these foods can be grouped into four different groups. What are these four groups? Answers include vegetables, fruits, grains, and proteins.

Now let's talk about each of these groups and where they should go on the Healthy Eating Plate.

As you discuss the different food groups, move the pictures of the foods onto the right section on the healthy eating plate.

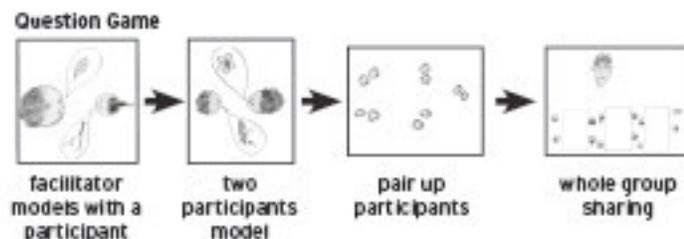
- » **Fill half of your plate with vegetables and fruits.** Because different colors usually mean different nutrients, the more color and variety on this part of the plate, the better. A variety of fruits and vegetables will help you stay healthy. Move all of the fruits and vegetables to one half of the plate.
- » **Save a quarter of your plate for grains.** Grains such as rice, wheat (bread), and (list grains eaten in your country) provide you with energy. Move all of the grains to one quarter of the plate.
- » **Put a source of protein in the last quarter of your plate.** Protein can be found in different types of meat, fish, chicken, nuts, and beans. Protein is important to eat because it helps you to grow and helps your body repair itself when you are injured. Move all of the proteins to the last quarter of the plate.

## 11. Answer questions posed by participants

The participants will ask questions they have about the Healthy Eating Plate. To facilitate all participants are active learners we will quickly do the Question Game.

- facilitator models with participant (several questions back and forth)
- two participants model (after several questions have all participants pair up)
- all participants pair up

The participants will only ask questions back and forth with one another on: *The Healthy Eating Plate*.



e.g.

What is the best protein?

What do colors of food tell me?

Do children need more of a food group?

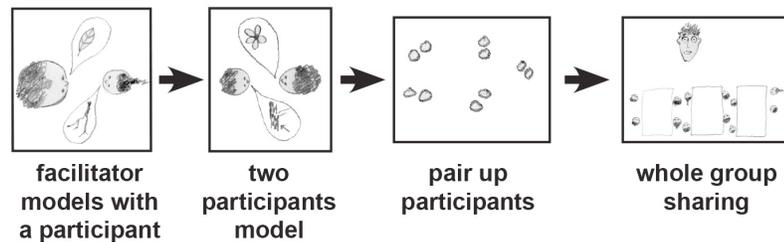
When sharing with the whole group, have the participants share one question, then pick a participant who has not shared to the whole group. The facilitator will have a person (or better two people to alternate writing) write the participants questions.

## Starting to Eat Healthy

**Time:** 15 minutes

**TRAINER:** During this time participants will discuss the constraints to eating healthy that they face. Participants will also be introduced to helpful ways to overcome these constraints to eating healthy. The trainer should use Think-Pair-Share for some of the questions so ALL participants are actively involved with answers. After modeling with all steps with the first question, the trainer can simply pair up participants for further questions.

### Think-Pair-Share



## 12. Identify constraints to eating healthy

*What do you think is the biggest challenge to eating healthy?* Address the challenges to eating healthy mentioned by participants.

Discuss breakfast: *How many of us eat breakfast? How do we feel throughout the day if we do not eat breakfast? How do we feel throughout the day if we do eat breakfast?*

Encourage answers: *Breakfast is an important meal because it gives us energy to function throughout the rest of the day. Even when we are busy we need to set aside some time to eat breakfast. What are some of the challenges to eating breakfast?*

Address the challenges faced by participants. Provide helpful tips about how to overcome these challenges. Participants may identify time as a big obstacle to eating breakfast. Try to think of quick things that someone can eat for breakfast including fruit or yogurt.

Discuss lunch: *Do you bring your lunch, eat what is offered in the workplace cafeteria, or do you buy your lunch outside of the factory? What are some challenges to eating a healthy lunch?*

Ask participants to share experiences about the ways they can meet some of these challenges.

Discuss dinner: *What are the challenges to eating a healthy dinner?* Encourage responses. If participants are not offering responses, follow up with additional questions: *Do you have time to shop for fresh foods? Do you have enough energy and time to cook a healthy meal?*

Ask participants to share experiences about the ways they meet some of these challenges.

### 13. Discuss the cost of eating healthy

*Many people think that eating healthy is too hard because it is too expensive. First, let's consider the price of food. Use your Cost of Food chart to explain how eating healthy can be affordable.*

*Eating healthy cannot only be affordable but can save you money. How much work did you miss last month because you or a member of your family were sick? Eating healthy can help you and your children stay healthy. Staying healthy means that you do not need to miss work because of your health or your family's health.*

Ask participants some questions to encourage discussion:

- » *What protein rich food would you eat if you could afford it?*
- » *What protein-rich foods can you eat instead that are more affordable? Where can you buy them?*
- » *What is the most expensive food you buy? Sweet or fatty foods or fruits and vegetables?*

## Eating Healthy for Children

**Time:** 5 minutes

**TRAINER:** During this time participants will be introduced to healthy ways that children can eat. The most important lesson is that babies should breast-feed for the first six months.

### 14. Discuss ways that children can also eat healthy

*Today we have discussed how we can eat healthy. When we feed our children, it is important for them to eat similar healthy foods to what we eat.*

*Babies, however, are different. For the first six months, give a baby nothing but breast milk. It is the most nutritious and best food for a baby. Keep breastfeeding, but if the baby is still hungry also give her other milks and nutritious foods from ages six months to two years.*

*From six months to two years, your child can eat most of the same foods (mashed up) that you and the rest of your family eat. There is no need to buy expensive "baby food."*

## Close the Training

**Time:** 10 minutes

**TRAINER:** During this time you will ask the group a series of questions that help them summarize and reflect on the knowledge they have learned.

### 15. Review participant knowledge

Ask participants a series of questions to test their knowledge.

#### QUESTIONS AND ANSWERS

**Question:** *What should half of your plate be made up of?*

**Answer:** *Fruits and vegetables*

**Question:** *What is a good source of protein?*

**Answer:** *Chicken, fish, meat, and eggs*

**Question:** *Why do we need to eat healthy?*

**Answer:** *There are many answers to this question. Eating healthy helps us to grow, gives us energy, and helps us to stay healthy.*

**Question:** *What is the most important meal of the day and why?*

**Answer:** *Breakfast is the most important meal of the day. It gives us energy to work throughout the entire day. (There are a variety of reasons why breakfast is important.)*

### 16. Provide information to participants

Provide participants information about the following in your area:

- » Types of vegetables, fruits, grains, and proteins that are affordable in your area
- » Markets where participants can purchase these foods

### 17. Encourage the participants to act

Ask the participants:

- » *Now that we have talked about eating healthy, who is one person that you can share the benefits of eating healthy with?*
- » *What is one thing that you have learned today that you will be able to put into practice?*
- » *What more information would you like to learn about eating healthy?*

### 18. Test participants' knowledge

Administer the [Eating Healthy Post Training Quiz](#) immediately or shortly after the training.