

FACILITATION GUIDE

Afghan Dastarkhwan: Eating Healthy on a Budget in the United States



Module 0

How to Use This Toolkit for Newly-Arrived Afghans

ACKNOWLEDGMENT

This toolkit and video series were created by the **International Rescue Committee (IRC)** in partnership with the **National Resource Center for Refugees, Immigrants, and Migrants (NRC-RIM)**. The material was developed by **Eugenia Gusev, M.A.**, Senior Technical Advisor for Food Security and Agriculture at the IRC. Other contributors include **Lizbeth Gonzalez, M.A.S.** and **Anh Vi Lum, M.Ed.**

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Introduction

Afghan Dastarkhwan: Eating Healthy on a Budget in the United States is intended for newly-arrived Afghans in the U.S. In the Afghan culture, Dastarkhwan refers to the traditional mat or spread where food is placed. Families sit around it to enjoy their meal and time together. The name was selected to represent the beautiful tapestry of food traditions in Afghan culture and to provide a symbol of home, hope, and celebration. This toolkit weaves together best practices in nutrition and cultural humility with evidence that nutrition education efforts are most impactful when they respect and include cultural traditions.

Educational approaches and cultural validation

The series was co-developed with Afghan cultural validators with lived experience and is in line with nutrition education standards of the [Society for Nutrition Education and Behavior \(SNEB\)](#) and grounded in the [3 key principles of cultural humility](#).

Core components of the toolkit including videos and facilitation guides

All are vetted by Afghan cultural validators to make sure content is relatable, respectful, and realistic to an Afghan audience. We are grateful for their knowledge, expertise, time, and generosity in sharing their recipes and immigration stories.

KEY APPROACHES USED IN THIS TOOLKIT ARE LISTED AND EXPLAINED BELOW

- **Cultural Humility:** Instead of a top-down approach, we acknowledge the participant as the authority in their culture, life, and practices. Cultural humility is a process that helps service providers see how they can meet participants' needs and begin building a foundation for a strong and trusting relationship. It does not require the provider to become an expert in the participants' culture but to be respectful and understanding to open dialogue.
- **Trauma-informed approaches for Nutrition education:** This approach recognizes the link between adversity, chronic disease, and nutritional health. It is important to focus on positive knowledge gains that help participants make healthier choices to the best of their ability, without attaching shame or demonizing food practices. Attachment to certain foods or eating practices can be complex and may result from food-related trauma that a person has experienced in the past, or may be still experiencing.
- **Experiential education:** Using "realia" is one of the most effective techniques when working with individuals who are non-native English speakers or pre-literate. Realia refers to real, everyday concrete objects that can be used in the learning setting to build knowledge. The use of realia allows participants to handle objects that provide a multi-sensory experience. This technique can reduce anxiety and stress while enhancing knowledge retention, particularly for audiences with limited or no formal education background.
- **Social learning theory:** Social learning theory focuses on learning through the observation of others. This is especially relevant for families with children, as they are going through a process of acculturation. When families engage in activities that promote healthy behaviors together, such as making nutritious food choices, cooking meals, or exercising, it reinforces a supportive environment. Providing opportunities for participants to include their children in some of the behaviors learned through this educational series can support whole-family nutrition outcomes.

This toolkit has also been inspired and built on decades-long best practices of the International Rescue Committee's New Roots Food and Agriculture programs in the U.S. These programs have vast expertise in providing nutrition education and food systems navigation to newcomer populations.

NEEDS STATEMENT

Newcomers to the U.S. arrive with diverse health needs and food traditions. A significant proportion arrive with pre-existing health conditions. For newly-arrived Afghan populations in the U.S., specific conditions such as obesity, [diabetes](#), [dyslipidemia](#), vitamin D deficiency (women especially), anemia, and [iodine deficiency](#) as well as [high blood lead levels in children are common](#). The food landscape in the United States can be difficult to navigate for newcomers, especially for those less accustomed to Western settings, or for those who have lower literacy levels. One recent study mentions that for Afghan refugees in the U.S., the process of navigating a grocery store was "[fear-inducing](#)" and payment systems were "intimidating." Additionally, many newly resettled populations live in areas that are considered [food deserts](#), where fresh and culturally appropriate food may be limited and cost-prohibitive.

Evidence shows that after five years or more in the U.S., immigrants are 1.5 times more likely to have [high blood pressure](#) – and be obese – than when they arrive. Within one generation, their health is as poor as other individuals living in the United States of similar income status. This is attributed to common barriers including:

- Lack of healthy food access
- Poor transportation
- Lack of culturally appropriate food options
- Overabundance of cheap, processed food
- Lack of familiarity with the retail food environment and its products, as well as [language barriers](#)

At the same time, educational resources for nutrition and food system navigation for non-English speakers, and especially people from non-Western cultures, are lacking. We recognize that education is one of several key components to helping improve and perhaps prevent diet-related disease in newcomer populations. Service providers, including resettlement agencies, can play a key role in supporting food navigation, nutrition education, budgeting skills as well as providing a safe space for recent arrivals to share their experience and build connections to their peers.

This toolkit is aimed to help fill that gap specifically for Afghans new to the United States and has been designed with those needs and cultural considerations in mind. The toolkit contains multimedia resources that are meant to be ready to use or to be adapted to reflect specific needs and organizational resources.

WHO THIS TOOLKIT IS FOR

This guidance document and toolkit were developed to assist resettlement agencies, grassroots organizations, and other service providers in their efforts to support food navigation and nutrition for Afghan populations. The “Eating Healthy on a Budget” toolkit is intended for organizations and service providers who work, or seek to work, specifically with newly resettled Afghan communities in the U.S. It aims to enhance nutrition education and nutrition access supports by adding culturally and linguistically appropriate components on healthy food navigation, nutrition, and food budgeting.

This guidance document is designed to assist service provider staff in exploring various ways to utilize the full toolkit, including a facilitation guide, “Eating Healthy on a Budget” video series, module presentation slides, and additional supports. This toolkit does not replace medical supervision or education that is tailored to specific diet-related conditions. While it covers some health conditions in brief, it does not provide guidance on diet-specific conditions such as diabetes and high cholesterol.

OBJECTIVES OF THE TOOLKIT

- Provide a safe environment to learn about navigating the U.S. food system
- Provide general knowledge of diet-related conditions
- Educate on benefits of eating less highly-processed foods
- Step-by-step cooking demonstration of healthy and affordable Afghan recipes
- Introduce steps of making a food budget and shopping list and why it’s important
- Navigate savings opportunities in grocery stores
- Orient on how to read labels and identify key nutrition information

COMPONENTS OF THE TOOLKIT

The toolkit contains:

- 6 educational videos and 3 cooking demonstration videos
- A facilitation guide for group exercises and discussions in a classroom setting
- Presentation slides to accompany each module, annexes that support facilitator exercises, and handouts in Dari and Pashto for participants to take home

All materials have been culturally validated and translated from English to Dari and Pashto. The toolkit provides budgeting tips, nutritional education components, and an opportunity to discuss ways to cook healthy recipes.

SUPPORTING MATERIALS

- Pre-assessment
- Video series in English, Dari, and Pashto with captions including:
 - Video 1: Food - What To Expect in the United States
 - Video 2: Tips To Stay Healthy by Cooking
 - Video 3: Shorba Recipe
 - Video 4: Shopping For Food and Making a Food Budget
 - Video 5: Ways to Save and Community Food Resources
 - Video 6: Bolani Recipe
 - Video 7: How to Save Money by Meal Planning
 - Video 8: Healthy Plate and Eating the Rainbow
 - Video 9: Lobia Recipe
- 2 Promotional video teasers
- Presentation slides
- Other supports like pictorial handouts and lesson extension suggestions
- Pre- and post-assessment survey to check knowledge gains and participant satisfaction

WAYS SERVICE PROVIDERS CAN LEVERAGE THE VIDEO SERIES

1. Group class: These videos complement classroom instruction. For instance, the facilitator may show the video during class, and follow up by 1) reviewing key concepts, 2) engaging participants in hands-on experiential activities to reinforce knowledge, and 3) incorporating additional components not included in this toolkit to address the management of specific health conditions like diabetes, high blood pressure, or cholesterol.

2. Community Health Promotion (CHP): If collaborating with CHP, videos can be sent in advance of a home visit with the client. Similar to the group workshop setting, a conversation can be facilitated around key nutrition and budgeting tips. This can be complemented with hands-on practical activities to build self-efficacy in healthy eating, food budget management, and food system navigation.

3. Virtual programming: If engaging with participants in a virtual setting, the videos can be shared with or without additional discussion forums around key concepts. However, providing a forum for discussion, client feedback, and questions is preferable for knowledge integration and potentially influencing behavior change outcomes. Including resource guides on SNAP, WIC, Double Up Food Bucks enrollment, locating culturally suitable food locally, and accessing free food resources in the community are also valuable additions.

EXPERIENTIAL ACTIVITIES

Experiential activities service providers can integrate into their program to reinforce concepts for an adult audience

- In-person grocery store orientation
- Visit to a local farmers market
- Support enrollment in SNAP, WIC, and dollar-for-dollar match programs
- Cooking lessons, food demonstrations, and cooking circles
- Building a food budget and shopping list
- Instapot, crockpot, or air fryer demonstrations

MONITORING AND EVALUATION (M&E)

- M&E activities should focus on pre-and post-comparisons of participant knowledge gains with key concepts from the videos, as well as participant feedback on the overall relevance of the topics covered.
- Included in the toolkit:
 - A pre-assessment which should be done prior to starting Module 1
 - A post-assessment that focuses on overall knowledge gained and satisfaction with the nutrition educational series. The assessment should be used as a monitoring and evaluation tool to better understand the effectiveness of the curricula and adjust the curricula for other groups as needed to increase effectiveness and participant satisfaction. For those participants who can't read or write, an interpreter should be provided to conduct and fill out the survey.

If the facilitator has the ability to include more participatory M&E and client-led approaches that provide opportunities to use knowledge with personalization, those are also recommended. For example, participants can be asked to cook their favorite food focusing on a fundamental health concept they have learned. Or they can be encouraged to teach back a lesson using examples that resonate with them, serving to reinforce concepts and provide additional demonstration of their learned knowledge in combination with their own cultural expertise. Examples of these are included in the facilitation modules.



How to Use This Toolkit

Below is a summary of the components in sequential order as they were designed to be delivered. They can, however, be adapted to shorter formats based on the needs of the facilitator and the participants.

Overview	Key Learning	Resources	Video Links
MODULE 0 How to Use This Toolkit for Newly-Arrived Afghans	<ul style="list-style-type: none">• Background & need statement• Key approaches• Application of toolkit	Pre-assessment	
MODULE 1 Food: What to Expect in the U.S.	<ul style="list-style-type: none">• Nutrition tips• Diabetes• Hypertension• Processed food and fast food	<ul style="list-style-type: none">• Presentation slides• Annex 1: Fruits and Vegetables• Handout: 6 Nutrition Tips• Handout: Portion Sizes	Video 1: Food - What to Expect in the U.S. English Dari Pashto
MODULE 2 Tips to Stay Healthy by Cooking	<ul style="list-style-type: none">• Avoiding additives & preservatives• Health benefits of cooking• Reducing oil, salt, sugar	<ul style="list-style-type: none">• Presentation slides• Handout: Healthy Baking - Sugar and Fat Substitutes• Handout: Healthy Baking Recipe	Video 2: Tips to Stay Healthy by Cooking English Dari Pashto Video 3: Shorba Recipe English Dari Pashto
MODULE 3 Shopping for Food and Making a Food Budget	<ul style="list-style-type: none">• Shopping for food• How to freeze foods• Making a food budget	<ul style="list-style-type: none">• Presentation slides• Annex 2: Foods that Freeze Well at Home• Annex 3: Spending Priorities• Handout: Foods that Freeze Well at Home• Handout: Tracking Your Food Spending	Video 4: Shopping for Food and Making a Food Budget English Dari Pashto

Overview	Key Learning	Resources	Video Links
<p>MODULE 4 Ways to Save & Community Food Resources</p>	<ul style="list-style-type: none"> • Where to shop • Coupons • Sales • Store rewards programs • Free community resources 	<ul style="list-style-type: none"> • Presentation slides • Annex 4: SNAP and WIC • Handout: Parts of a Coupon • Handout: Tips for Using SNAP • Handout: Community Food Resources 	<p>Video 5: Ways to Save & Community Food Resources English Dari Pashto</p> <p>Video 6: Bolani Recipe English Dari Pashto</p>
<p>MODULE 5 Saving Money by Meal Planning & Creating a Healthy Plate of Food</p>	<ul style="list-style-type: none"> • How to plan meals • Shopping on a budget • Making a healthy plate • 5 key nutrient groups • Healthy eating habits for children 	<ul style="list-style-type: none"> • Presentation slides • Handout: Meal Planner • Handout: Grocery List 	<p>Video 7: How to Save Money by Meal Planning English Dari Pashto</p> <p>Video 8: Healthy Plate and Eating the Rainbow English Dari Pashto</p> <p>Video 9: Lobia Recipe English Dari Pashto</p>






Recommended Background Reading

- **Trauma-informed nutrition explainer and fact sheet:**
 - <https://www.co.kittitas.wa.us/health/community/snap-ed/trauma-informed-nutrition.aspx>
- **Cultural Humility:**
 - Cultural Humility in Food & Nutrition, By Sharon Palmer, MSFS, RDN, Today's Dietitian
 - Vol. 23, No. 2, P. 24: <https://www.todaysdietitian.com/newarchives/0221p24.shtml>



Toolkit Icons

This facilitation guide includes several icons to help users navigate the steps of the lesson plan. Below is a summary chart of these icons.

 Video	Indicates where there is corresponding video link
 Group Discussion	Marks where participants should be split into groups for discussion
 EXPERIENTIAL ACTIVITY	Indicates hands-on exercises that may use props or cutouts
 PROVIDE COPIES OF HANDOUT	Indicates that supporting materials should be printed and distributed to participants
SLIDE #	Marks the number of the presentation slide that corresponds with that section of the facilitation guide
 OPTIONAL LESSON EXTENSION	Indicates where there are optional links or materials that may help deepen learning
DURATION = MINUTES	The estimated time a section should take to complete
<i>Black text in italics</i>	Italicized black text indicates where the facilitator should be speaking



Module 1

Food: What to Expect in the United States

Overview	This introductory lesson focuses on creating rapport with participants, getting to know their local food system, and building awareness of healthy eating and how it can prevent diet-related disease.
Learning Objectives	After this lesson, participants will be able to understand concepts such as highly-processed food, hypertension and diabetes, and name 6 nutrition tips.
Materials	<ul style="list-style-type: none">• Tools (computer, pen, paper)• Module 1 Presentation slides• Video projector for facilitator to project video from Wifi or from file• Actual fruits and vegetables are optional to use in the group discussion
Methodology	<p>The session uses video content as a foundation to support participants in understanding terminology and key concepts covered in the Afghan “How to Eat Healthy on a Budget” video series. The facilitated discussion helps to deepen understanding and to provide hands-on experiential activities to integrate knowledge and provide cultural nuance drawn from the experience of the participants. Linked in each facilitation plan are tools such as presentation slides, hands-on materials, and printouts with useful tips and localized resources.</p> <p>Discussion will include participatory elements, recipe sharing, and Q&A.</p> <p>All of these tools help to maintain a framework of cultural humility in the class setting, with a focus on positive nutrition tips.</p>
Assessment	Pre-Assessment
Resources for Facilitators	<ul style="list-style-type: none">• Presentation slides• Annex 1: Fruits & Vegetables• Handouts:<ul style="list-style-type: none">◦ Six Nutrition Tips◦ Five-a-Day Portion Sizes• Video: Food - What to Expect in the United States

Welcome & Introduction to Class

The facilitator should welcome participants, introduce themselves, provide a course overview, and administer the pre-assessment if not previously done. Following this, the facilitator should engage participants in a warm-up exercise.

WARM-UP EXERCISE

SLIDES 1-3

Today, we will learn some tips and ways to stay healthy in the U.S. while finding affordable food options for you and your family. By taking care of ourselves, we are also taking care of our children and families. But first, let's get to know one another.

- Turn to the person next to you, introduce yourself, and share where you are from.
- Ask them what their favorite food is.
- Now turn to the person on your opposite side and ask the same.
- I will now ask you to introduce your neighbors until we make the full circle.

In the U.S., grocery stores and the variety of available food might be different from what you're used to in Afghanistan. We're here to guide you through this and share tips for eating healthy without spending too much money. Let's watch part of a video and learn about differences in U.S. food traditions.

Video

SLIDE 4

Play Video 1: "Food - What to Expect in the United States." Play from the beginning until it reaches the yellow screen titled "Highly Processed Food and Fast Food" (00:00 – 01:06). This video segment focuses on Differences in Food Traditions.

Group Discussion

DURATION = 10 MINUTES

This is an opportunity for the facilitator to learn about the challenges the participants currently face and to get to know the group as a whole.

DISCUSSION POINTS

SLIDE 5

- *What is one thing you found different in the U.S. compared to your previous home in relation to food?*
Go around the room—provide a safe space for people to share their experiences.
- *What has been surprising? What has been interesting? What has been difficult?*

Video

SLIDE 6

Continue playing Video 1 until it reaches the yellow screen titled "Health Concerns" (01:07 – 01:46). This video segment introduces Highly Processed Food and Fast Food.



Group Discussion

DURATION = 10 MINUTES

Let's review what the video told us: What are processed foods? What are fast foods?

VIDEO SUMMARY

SLIDE 7

The video describes how fast food and processed food in the U.S. can have a negative impact on health. Many families in the U.S. eat much of this food, which is why people in the U.S. have so many health problems related to diet. To maintain good health, we need to buy and eat things that are as fresh and as natural as possible.

ABOUT PROCESSED FOODS

SLIDE 8

- Processed foods are made by machines and have many ingredients.
- They usually come in packages and can last a long time.
- Examples include: chips, sugary snacks, and canned foods.

ABOUT FAST FOOD

SLIDE 9

- Fast food is made quickly and is easy to get, like burgers and fries.
- It's often high in calories, unhealthy fats, and sugar.
- Fast food is convenient but not very good for our health.
- How do these foods make us feel?
 - The food may look appetizing and even taste delicious, but afterwards, we may not feel so great. Eating processed foods might lead to feeling tired and sluggish.
 - Too much fast food can make us gain weight and feel unhealthy.

Let's watch more of the video to learn about health concerns.



Video

SLIDE 10

Continue playing Video 1 until it ends (01:47 – end). This video segment focuses on Health Concerns From Eating Unhealthy Food.

How to Recognize Unhealthy vs. Healthy Foods

DURATION = 20 MINUTES

Ask participants to share what kinds of diet-related diseases can eating processed food cause if eaten over time.

VIDEO SUMMARY

- These foods increase the risk of diabetes and high blood pressure and cause other health problems. As you learn more about what foods to avoid, you can make better choices for you and your family.
- Processed foods can contribute to common health conditions like **diabetes** and **high blood pressure**.

ABOUT DIABETES

SLIDE 11

- Diabetes is a condition when the body can't use glucose (a type of sugar) normally.
- A hormone called insulin (which is made in the pancreas) helps glucose get into the cells.
- For people with diabetes, either the pancreas does not make enough insulin (Type 1 Diabetes) or the body can't respond normally to the insulin that is made (Type 2 Diabetes).
- Symptoms of diabetes include extreme thirst, the need to go to the bathroom more than usual, and feeling tired often.

DID YOU KNOW?

SLIDE 12

- Many people don't know they have diabetes or pre-diabetes. Knowing you have it, or are at risk of getting it can help you prevent or even reverse it through lifestyle changes.
- Not treating diabetes can result in very serious complications.
- In the United States, people have a yearly exam called a "Wellness Exam" or "Yearly Physical." They usually draw blood at this exam and they check for things like high sugar levels. It is important that people have this exam every year so they can be aware of health concerns early so they have time to change them.

ABOUT HIGH BLOOD PRESSURE

SLIDE 13

- Hypertension or high blood pressure can lead to heart attacks and strokes.
- This condition has many causes such as unhealthy lifestyle choices, lack of regular physical activity, family history, and stress.
- Certain health conditions, like diabetes and obesity, can increase the risk for developing high blood pressure.
- High blood pressure can also occur during pregnancy.
- People can prevent and manage high blood pressure by eating healthy, exercising regularly, and managing weight.

SECTION CONCLUSION

SLIDE 14

- Fast food and processed food can be hard to avoid, given their affordability and accessibility in certain stores and neighborhoods compared to healthier, fresh produce.
- This is a real problem – as many children and adults in the U.S. suffer from diet-related health problems or problems caused by eating unhealthy food and lack of exercise. Many immigrants start to also eat this way, and after 5 years of being in the U.S. they start to experience similar issues.
- Poor diets and lack of exercise contribute to poor health.
- All of our bodies are built to look differently—and there is no one "normal" body type. However, no matter your size or shape or height there are ways to keep YOUR BODY healthy. Eating fresh, unprocessed foods when possible and including more movement will help keep your body and your children's bodies healthy and strong.

SLIDE 15

Health Recommendations

To maintain good health, keep these general recommendations in mind:

6 NUTRITION RECOMMENDATIONS

SLIDE 16

1. **Eat different types of food daily** (some fruits, vegetables, meats, dairy, lentils, and beans)
2. **Remember: 5 servings** of fruit and vegetables per day can help lower the risk of major health problems like heart disease, stroke, and cancer.
3. **Eat lean meat** like poultry, fish, eggs, and dairy products.
4. **Reduce how much sugar you eat** and avoid sweet, carbonated beverages.
5. **Use less salt** and eat fewer fatty and highly processed foods.
6. **Drink more water** instead of juice, sodas, and other sweetened beverages.

SERVING SIZES

SLIDE 17

What is considered a fruit or vegetable serving? Let's look at the slide and discuss.

EXERCISE

SLIDE 18

If you are unable to incorporate regular exercise into your routine, try to engage in some gentle physical activity or movement for at least 20–30 minutes daily. This can be walking, playing with your children, climbing stairs, flying a kite with your family, etc.



Group Discussion: Fruits & Vegetables

DURATION = 10 MINUTES

Think about your typical day: what meals do you eat? Do you eat five servings of fruits and vegetables? If not, where can you include more?

SLIDE 19



EXPERIENTIAL ACTIVITY



HAND OUT CUT OUTS FROM
ANNEX 1: FRUITS & VEGETABLES

ANNEX 1: Fruits & Vegetables Instructions - For this hands-on activity, cut out the images of various fruits and vegetables. Have participants hold up the images as you ask them questions. Engage in a thoughtful discussion around the practical aspects of including fruits and vegetables in daily meals. *Hold up your choice of fruit or vegetable as I ask you questions. If your item isn't pictured, you can draw your choice of fruit or vegetable in the blank cutout provided.*

Personal Preferences

- What fruits or vegetables do you include in your daily diet? What do you like most?

Incorporating Fruits and Vegetables

- Which fruit or vegetable would you consider adding to your meals that you don't already?
- What fruit or vegetable could you add to breakfast? What could you add to lunch or dinner? Snacks?

Family Involvement

- What fruits and vegetables do your children eat?
- Can you hold up (or draw) another fruit or vegetable they might be willing to try?

Homework



PROVIDE COPIES OF
HANDOUT 1: SIX NUTRITION TIPS
HANDOUT 2: FIVE-A-DAY PORTION SIZES

SLIDE 20

- Consider the 6 nutrition tips discussed and also outlined in Handout 1. Determine which you can apply to yourself and family.
- Which ones are easy to implement? Which ones are hard, and why?
- For your homework assignment, pick one area you would like to improve, and think about ways you can incorporate one of the nutrition recommendations into your routine. We will discuss it next time. Remember that eating healthy is about balance, not deprivation.



OPTIONAL LESSON EXTENSION

- Cash cards can be provided to buy food for recipes with or without an interactive component, such as asking for feedback on recipes, documenting cooking with pictures to share at the next class session. This helps support positive behavior change and adoption.
- Lead prevention materials can be provided or added to the facilitator's presentation. If lead is an issue in the community, explore ways to provide more in-depth information such as a cook pot exchange.

Thank you for attending today's class!

SLIDE 21



Module 2

Tips to Stay Healthy by Cooking

Overview	<p>This lesson focuses on tips to stay healthy in the United States by cooking more at home. Participants will learn to recognize foods with many additives so that they can make healthier choices when they shop. They will also share healthy recipes and learn quick tips to make traditional meals more healthy by reducing salt, sugar, and oil.</p>
Learning Objectives	<p>After this session, participants will be able to apply nutrition recommendations to their own food practices based on the previous lesson. They will explore healthy recipes as a group, identify ways to modify recipes to make them more nutritious, and engage their children in cooking for intergenerational benefits.</p>
Materials	<ul style="list-style-type: none">• Tools (computer, pen, paper)• Module 2 Presentation slides• Video projector for facilitator to project video from Wifi or from file• Food packages from a local store if participating in experiential exercise
Methodology	<p>The session uses video content as a foundation to support participants in understanding terminology and key concepts covered in the Afghan “How to Eat Healthy on a Budget” video series. The facilitated discussion helps to deepen understanding and to provide hands-on experiential activities to integrate knowledge and provide cultural nuance drawn from the experience of the participants. Linked in each facilitation plan are tools such as slides, hands-on materials, and print outs with useful tips and localized resources. Discussion will include participatory elements, recipe sharing, and Q&A.</p> <p>All of these tools help to maintain a framework of cultural humility in the class setting, with a focus on positive nutrition tips.</p>
Assessment	None
Resources for Facilitators	<ul style="list-style-type: none">• Presentation slides• Handouts:<ul style="list-style-type: none">◦ Healthy Baking: Sugar and Fat Replacements◦ Healthy Baking Recipe: Sugar-free Banana Bread• Videos:<ul style="list-style-type: none">◦ Tips to Stay Healthy by Cooking◦ Shorba Recipe

Welcome & Introduction to Class

DURATION = 15 MINUTES

Welcome to the second module of "Eating Healthy on a Budget." Today, we will explore some healthy recipes to benefit your whole family by improving their future eating habits.

SLIDES 1-2

RECAP DISCUSSION

- Let's review what we learned last time. What do you remember?
- From your homework assignment, we are going to take turns talking about which nutrition tip you chose to focus on. Let's go around the room and share. Will they be easy or hard to implement with your family? Why or why not?

Video

SLIDE 3

Play Video 2: "Tips To Stay Healthy By Cooking." Play from the beginning until it reaches the yellow screen titled "Cooking at Home" (00:00 – 00:54). This video segment introduces Additives and Preservatives.

Processed Foods and Additives

DURATION = 10 MINUTES

RECAP DISCUSSION

Ask participants what they learned from the video.

PROMPTS

- How do you make food last longer in your culture?
 - Some answers may be freezing, drying, pickling, salting, transforming milk to cheese, etc.

ABOUT ADDITIVES

Additives have been used for centuries to preserve food, but some modern additives have been shown to be harmful to health, especially for children. Some additives enhance the visual appeal and taste of food, and are specifically designed to make the food taste really good. While occasionally eating foods with additives is okay, eating them too often has been proven to be bad for our health.

SLIDE 4

2 TYPES OF ADDITIVES

Let's look at two main kinds of additives:

SLIDE 5

1. **Artificial food coloring** makes food look brighter and is often used in children's foods. Artificial coloring is often labeled as colors and numbers like Red 40 or Blue 1, and has been shown to impact children in a negative way.
2. **Emulsifiers and preservatives** help to blend oil and water and are often used as food additives. Small amounts are added to packaged and frozen foods to improve texture and stability, to prevent oil from separating, and to keep food from spoiling for a longer period of time. They contain small amounts of bad fats called *trans fats* which are considered unhealthy in large amounts. *Trans fats* are considered the worst fat to eat because it can cause heart problems over time.

It's important to know that not all preservatives and additives are bad. Some coloring is made with natural ingredients like spices, fruit, or vegetable juice. Let's look at some foods and see how to tell if something is processed and has chemical additives.



Group Discussion: Additives

DURATION = 20 MINUTES

Note to Facilitator: The point of this exercise is not to teach participants how to read food labels but to demonstrate how they can identify foods that are heavily processed or that use artificial food color by looking at packages and labels. Facilitators will need to collect a variety of food labels and boxes to distribute in class. Some of these boxes should show pictures of brightly colored food with artificial coloring. Other boxes should have food that clearly does not have artificial food coloring. Labels should include a variety, with some having very long ingredient lists and some having short ones. Ideally, the facilitator would compare two of the same types of food in each. For example, brightly colored cereal versus granola or bran cereal or bread labels with many ingredients vs. few (many = additives).

SLIDE 6

Facilitator should disseminate the food packages with artificially colored and non-artificially colored foods.

Let's look at some food packages.

- *Compare these different food packages. What do you notice?*
- *Which food do you think is healthier?*

Facilitator should disseminate the food labels.

Now, let's look at some labels.

- *Just by looking at these labels, what do you notice?*
- *Which labels do you think show the healthier foods?*

Conclusion: *People should try to choose food without artificial coloring for the healthiest options. Even if people don't read a label, they can often tell by looking at a food or food package if the ingredients contain artificial color.*



EXPERIENTIAL ACTIVITY

Bring in different types of bread from local shops to show. Have participants compare the labels and also allow participants to touch, feel, smell and taste breads so they can compare them.



Group Discussion: Artificial Colors

Some people will say that “we eat with our eyes.” How food looks is very important. Would you agree?

SLIDE 7

- This is why artificial coloring is so popular in foods available in the U.S. and other products.
- Who do you think brightly colored food most appeals to?

Studies show that artificial colors cause many health and behavioral problems especially for children when consumed in large quantities.

TIPS: HOW TO AVOID ARTIFICIAL COLORING

1. To find foods without artificial coloring, check the ingredients label on food and make sure none are listed. You can also look for foods that state that “only natural colors and flavors were used.”
2. For medicine, look for products that are “dye-free” which most brands carry.
3. When possible purchase food labeled “organic” which often uses natural coloring based on fruits, vegetables, and spices. Supermarkets may have their own organic brand that can be more affordable.



Video

SLIDE 8

Continue playing Video 2 until it ends (00:54 – end). This video segment focuses on Cooking at Home.

Cooking at Home

DURATION = 10 MINUTES

The video discussed how cooking at home is healthier for many reasons. Let’s look at some of those reasons.

SLIDE 9

- When you cook at home, you select your own ingredients which allows you to make healthy choices.
- You can control the amount of oil, sugar, and salt in your food.
- You can make traditional food or try new recipes.



Group Discussion: Nutrition Tips

NUTRITION TIP #1: COOK ONE-POT MEALS

SLIDES 10-11

- One example of a healthy and cheap meal that is easy to make and exists in most cultures is a “one-pot meal.” Can you guess what that is? Do you have an example of this?
- Answer: A one-pot meal is usually a soup or stew that contains a protein, broth base, and also several vegetables, beans, or lentils. It’s made in one pot and feeds a large family. One-pot meals can also be inexpensive.



Group Discussion: Recipe Substitutions

DURATION = 10 MINUTES

BREAK-OUT GROUPS

SLIDE 12

- *Let's share some recipes with each other in small groups.*

Close the discussion by having participants talk about the recipes that they learned in their group and what they want to try at home.



PROVIDE COPIES OF
**HANDOUT: HEALTHY BAKING - SUGAR AND FAT
REPLACEMENTS**

NUTRITION TIP #2: REDUCE OIL, SALT, SUGAR

SLIDE 13

Some easy ways to reduce oil or fat in your diet are:

- *Bake your food instead of frying in oil.*
- *Use lean proteins like fish, chicken, lentils, or beans.*
- *Use a measuring spoon for salt and sugar so that you can reduce as needed.*
- *Reduce sugar in your baked desserts by substituting with banana or unsweetened apple sauce.*

SUBSTITUTES AND REPLACEMENTS

SLIDES 14-16

Use bananas, applesauce, and yogurt as substitutes in baked desserts.

Go over replacements and proportions.

PORTION CONTROL

SLIDE 17

Remember that controlling your portions is still important even with healthy sugar and butter replacements for sweets.

Homework



PROVIDE COPIES OF
HANDOUT: HEALTHY BAKING RECIPE

SLIDE 18

- **Watch the Shorba Recipe video: [English](#) | [Dari](#) | [Pashto](#)**
- *Pick one recipe for you to cook that's either salty or sweet, and make an adjustment to the recipe like we discussed today, such as a fat/oil reduction or salt and sugar reduction. If you want to try something new, here is a healthy banana bread recipe created by an Afghan cook. If you know how to take pictures on your phone, take pictures of your process to discuss them in our next class.*

Note to facilitator: Remember to share video link. If you plan to use photos of the participants' cooking process beyond the classroom, obtain appropriate written consent from the participants.

Resources

- [NRC-RIM Lead Poisoning Prevention materials](#)

Thank you for attending today's class!

SLIDE 19



Module 3

Shopping for Food and Making a Food Budget

Overview	In this lesson plan, participants explore the importance of a food budget, and discover simple ways to start tracking and planning their food expenses.
Learning Objectives	After this session, participants will be able to set financial priorities for their food budget and use tools to track their food spending.
Materials	<ul style="list-style-type: none">• Tools (computer, pen, paper)• Handouts• Cutouts of Annex 2: Foods that Freeze Well at Home• Cutouts of Annex 3: Spending Priorities• Module 3 Presentation slides• Video projector for facilitator to project video from Wifi or from file
Methodology	<p>The session uses video content as a foundation to support participants in understanding terminology and key concepts covered in the Afghan “How to Eat Healthy on a Budget” video series. The facilitated discussion helps to deepen understanding and to provide hands-on experiential activities to integrate knowledge and provide cultural nuance drawn from the experience of the participants. Linked in each facilitation plan are tools such as PowerPoint slides, hands-on materials, and print outs with useful tips and localized resources. Discussion will include participatory elements, learning how to make a food budget and Q&A.</p> <p>All of these tools help to maintain a framework of cultural humility in the class setting, with a focus on positive nutrition and budgeting tips. There is also a goal setting element to promote positive financial saving behavior.</p>
Assessment	None
Resources for Facilitators	<ul style="list-style-type: none">• Presentation slides• Annexes:<ul style="list-style-type: none">◦ Foods that Freeze Well at Home◦ Spending Priorities• Handouts:<ul style="list-style-type: none">◦ Foods that Freeze Well At Home◦ Tracking Your Food Spending• Video: Shopping for Food and Making a Food Budget

The facilitator should welcome participants and introduce themselves and any supporting staff, such as an interpreter.

SLIDE 1

RECAP DISCUSSION

Welcome to the third module of "Eating Healthy on a Budget." Today, we will discover tips and ways to manage your food spending, and find ways to save money on food to benefit your family's finances.

Ask participants what they remember about the last session.

- *Let's review what we learned last time. What do you remember?*
- *What did you think about Rabia's Shorba? Do you cook Shorba often?*

Follow up on participant's homework cooking assignment: Ask participants if they made any changes to the recipe such as a reduction in salt, sugar, and/or fat. Ask how their recipes turned out. If you obtained prior permission and have participants' photos from the homework assignment, project pictures for all participants to view.

DISCUSSING BUDGETS

SLIDE 2

This session will focus on money and budgets. We will discuss smart ways to shop and learn how to make a food budget. These tips can make it easier for you to make healthy choices and stay on budget.

Before we play today's video, I'd like to acknowledge two things:

1. *Talking about money can be hard.*
2. *You may not be the financial decision maker or "money" person in your family.*

That is okay. We will discuss some tips you can share or be aware of in your own spending. If you feel comfortable talking to your partner about budgets, you can tell them what you learned today. If your partner is the main decision maker, but you shop for food, you can learn how to manage your part of the household budget more effectively.

We can now proceed to the video.

Video

SLIDE 3

Play Video 4: "Shopping For Food and Making a Food Budget" until it reaches the yellow screen titled "Make a Food Budget" (00:00-02:15). This video segment focuses on Differences in Shopping For Food.



What are some saving strategies discussed in the video?

Things that should be mentioned are:

- Buying in bulk
- Freezing leftovers
- Shopping at specialty stores for specific items

If participants do not mention the above savings strategies, make sure to highlight them.

Now let's share:

- Where do you like to shop?
- Where do you buy in bulk? Let's share favorite stores or products that you buy in bulk.
- Do you freeze foods? Many cultures prefer eating fresh foods but sometimes it isn't possible.
- Freezing can help preserve nutrients, and purchasing frozen fresh fruits and vegetables from the store is just as nutritious as buying fresh produce, as they are frozen right after harvesting in the field. You can buy frozen items at the supermarket, freeze them yourself when buying in bulk, or freeze prepared foods for future use.



EXPERIENTIAL ACTIVITY



PROVIDE COPIES OF
ANNEX 2: FOODS THAT FREEZE WELL AT HOME

Note to Facilitator: This resource will be used for the experiential exercise below. Pre-cut the food pictures and mix them up before distributing the full set to each participant, or to a small group of participants. You can replace this paper prop with real food or food packages for a more experiential experience.

- Let's explore what we can freeze versus what may not taste great once frozen.
- Let's learn about what foods freeze well and which do not.

1. Provide participants with cut out pictures of foods from "not great to freeze" versus other "good to freeze options."
2. Let participants guess which items freeze well.
3. Have participants share their responses.

Now let's go over the answers.

FOODS THAT DON'T FREEZE WELL

Go over what foods **DO NOT** freeze well and ask if there are any surprises.

Cooked macaroni, rice, cooked or raw eggs, lettuce, cucumber, or raw tomato (other vegetables you would eat raw), fried foods, and potatoes do not freeze well.

You can buy certain foods "flash frozen" (spinach for example).

FOODS THAT FREEZE WELL

SLIDE 6

Some foods freeze better than others and most frozen foods will keep for up to six months. Here are some foods that freeze well and will keep well in the freezer:

1. Herbs, berries and seasonal fruits
2. Stocks and soups
3. Hot and cold sauces
4. Chili and stews
5. Dough, bread, and rolls
6. Peeled ginger root
7. Onions and peppers

Note that some vegetables need “blanching” before being frozen to freeze well. You can blanch veggies like summer squash, peas, green beans, carrots, asparagus, broccoli, cauliflower, and tomatoes. For even blanching and cooking, cut everything into equal-sized pieces. Potatoes and sweet potatoes can also be cut into strips before blanching. After they're frozen, they can be oven-baked with canola oil, salt and pepper and eaten as a snack or side. These are called fries in the U.S.

Does anyone know how long you can keep food in the freezer?

HOW LONG YOU CAN KEEP FOODS FROZEN



PROVIDE COPIES OF
HANDOUT: FOODS THAT FREEZE WELL AT HOME

SLIDE 7

- How long can you keep food frozen?
- Were you surprised to learn what can be frozen and what cannot be frozen?

Note to Facilitator - HANDOUT: FOODS THAT FREEZE WELL AT HOME is a handout for participants to take home and be used as a resource.

- This handout shows what you can and cannot freeze. Take it home with you so that you can refer to what we learned today.
- Let's watch part two of the video now.



Video

SLIDE 8

Continue playing Video 4 until the end (02:15-end). This video segment focuses on Making a Food Budget.



Note to facilitator:

- Step 1
 - Have participants divide into groups.
 - Distribute cutouts except for the dollar bill icon and credit card icon. There should be one set of cut-outs for each person or group.
- Step 2:
 - Have participants place the cutouts into two groups of spending priorities:
 - Needs - Things they should spend money on first
 - Wants - Things they should spend money on next
- Step 3:
 - Hand out a few dollar cut-outs to each participant and tell them this is money left over at the end of the month. Discuss options for what they might do with this money, including saving or spending the money. Emphasize that saving even small savings of a few dollars a week can be helpful if done regularly and over time.
- Step 4:
 - Hand out the credit card icon and discuss credit card debt.
- Step 5:
 - The facilitator should ask groups to share anything interesting from their group discussions. Did they have any difficulty deciding between needs and wants? What did they decide to do with the extra money?

ANSWER KEY

Needs

- Fresh fruit
- Vegetables
- Bread
- Rice
- Pulses
- Rent
- Utilities
- Medicine
- Toilet paper

Wants

- Movies
- Potato chips
- Cookies
- Candy
- Dining out
- Fast food
- Ice cream cone
- Getting coffee from specialty shop

Can be either

- Cell phone bill

Tips to Improve Spending

DURATION = 10 MINUTES

It takes time to learn to spend this way, and you need to be flexible. Adjust your budget based on your current family situation, upcoming events that may require more spending, and changes in your income.

SLIDE 13

To stay within your budget, it is important to:

- *Track how much you are spending as a family. Keep track of your expenses by saving receipts, writing things down, and checking your bills. Financial experts recommend meeting with your partner/income earner weekly to discuss finances (like spending, saving, upcoming expenses).*
- *Start saving early, even if it's only 10 dollars a month, and place it into a savings bank account.*
- *Use your benefits before they expire (within 9 months). Keep your benefit information up to date on the SNAP/ WIC online platforms.*
- *Be very careful about credit cards: Only sign up for credit cards with 0% APR and low interest rates. Be aware of their late payment fees. There are a few types of credit cards to consider, the most common being rewards cards and low-interest cards. Credit cards are useful for credit building in the U.S., but they must be paid off immediately, as their fees can get you into a lot of debt. Every time you spend on a credit card, subtract that amount immediately from your budget. Pay your entire amount you owe or automate your payments so that you pay off your credit card balances in full, and don't lose money by getting charged late fees.*
- *Reduce costs such as utilities (like water, electricity). Use your air conditioner less and use blankets when it's cold. Take quick showers or baths, turn off lights when you are not in a room. Spend less on subscriptions like phone and cable, and "want" items like coffee or take-out food from restaurants until you reach your budget goal.*

Purchasing food is an essential part of your family spending. There are ways you can shop smarter and eat healthier while finding ways to save.

SAVINGS

SLIDE 14

Remember - you don't have to start saving big amounts of money. Saving money can seem hard when you don't have a lot of money. The best way to save is to set a goal – and to automate savings payments into a savings bank account. You can ask staff at a bank to help you automatically move money from your checking account to a savings account. You will be surprised and very proud of yourself after a few months of saving this way. Once you get comfortable with saving a small amount of money, you will see how much more you can save, and may be able to increase that amount in the future to save even more.



Group Discussion

DURATION = 10 MINUTES

Let's discuss a situation where you will have to make some financial decisions.

SLIDE 15

I will read the story to you first, and you will help me make the right decision.

Scenario: I have a special occasion coming up mid-month and I want to invite family over. I know that sometimes at the end of the month, I don't have much money left on my SNAP / WIC cards, and my family income is low or unsteady. What should I do? I will read three choices – let's discuss which one is best and why?

- I should invite all my family members and cook for 15 people by myself - somehow, I will manage.
- I should ask guests to bring food as a “potluck” while I make a main dish and dessert. I can freeze any leftovers, and provide leftovers to other family members.
- I should save in advance, by using saving strategies like freezing food I made in larger portions, buying items on sale, and shopping only with cash and SNAP to stay within my budget.

Which option will help me not run out of food money at the end of the month?

Let’s discuss each option in a group. Which is the best choice for me in terms of finances.

Who wants to share?

Homework



PROVIDE COPIES OF
HANDOUT: TRACKING YOUR FOOD SPENDING

SLIDE 16

- Try to keep track of all of your food expenses this week. You can use the Handout: Tracking Expenses to help you do this.
- Make sure you track all spending on food, including food purchased through SNAP, WIC, or purchased on a credit card. This includes money spent at grocery stores, markets, fast food, and dining out.
- At the end of the week review everything you spent money on and see what you notice. Where did you spend the most money? Is it in specific stores? Is it on specific foods (e.g., meats?) Is it on going out?
- Are there places where you can reduce or eliminate expenses?

Next week we will discuss more ways you can save on your grocery bill.



OPTIONAL LESSON EXTENSION

Additional materials you can provide during the lesson:

- The pre-assessment can determine if the class should include more in-depth information about signing up for and using SNAP and WIC cards.
- Recommendations of local banks with good savings plans, support to open a bank account.

Thank you for attending today’s class!

SLIDE 17



Module 4

Ways to Save and Community Food Resources

Overview	In this lesson plan, participants explore ways to save money when shopping for food in the U.S. and where to access free food resources in the community.
Learning Objectives	After this session, participants will know how to find coupons and in-store discounts, as well as other free food resources.
Materials	<ul style="list-style-type: none">• Tools (computer, pen, paper)• Annex 4: SNAP and WIC• Module 4 Presentation Slides• Video projector for facilitator to project videos from Wi-Fi or from file. <p>Experiential Activities Suggested Resources:</p> <ul style="list-style-type: none">• Facilitator has collected Weekly Ads and examples of coupons to handout to class• Adaptation of Handout: Community Food Resources. See Handout for instructions ahead of the class.• Real food, packaged, and non-food items and seeds to do experiential game of what belongs under SNAP/WIC, etc.
Methodology	The session uses video content as a foundation to support participants in understanding terminology and key concepts covered in the Afghan “How to Eat Healthy on a Budget” video series. The facilitated discussion helps to deepen understanding and to provide hands-on experiential activities to integrate knowledge and provide cultural nuance drawn from the experience of the participants. Linked in each facilitation plan are tools such as slides, hands-on materials, and print outs with useful tips and localized resources. Discussion will include participatory elements, learning about local food resources.
Assessment	None
Resources for Facilitators	<ul style="list-style-type: none">• Presentation slides• Annex:<ul style="list-style-type: none">◦ SNAP and WIC• Handouts:<ul style="list-style-type: none">◦ Parts of a Coupon◦ Tips for Using SNAP◦ Community Food Resources• Videos:<ul style="list-style-type: none">◦ Ways to Save and Community Food Resources◦ Bolani Recipe

Welcome & Introduction to Class

DURATION = 10 MINUTES

The facilitator should welcome participants and introduce themselves and any supporting staff, such as the interpreter.

SLIDE 1

Welcome to the fourth module of "Eating Healthy on a Budget." Today, we will learn some tips and ways to lower your food costs to help you save money that can benefit your family finances. We will also look at free food resources in your community.

RECAP DISCUSSION

Ask participants what they remember about the last session.

Let's reflect on what we learned during our last session.

- *What ways can we save money on food?*
- *Were you able to apply any tips we learned at home? Were you able to write down or record all your food expenses? Was that hard?*
- *Did anyone apply the suggestions discussed? Were you able to buy in bulk? Did you freeze leftovers? Did you look for cheaper prices at specialty stores?*
- *Would anyone like to share recommendations?*

INTRODUCTION

Today, we want to learn about how to find the best and lowest prices in stores where you shop, and how to use up food benefits before they expire.

SLIDE 2

Let's watch part of the video now.

Video

SLIDE 3

Play Video 5: "Ways to Save and Community Food Resources" from the beginning until it reaches the yellow screen titled "Community Resources" (00:00-02:00). This segment focuses on Ways To Save on Food.



Group Discussion: Savings Strategies

DURATION = 15 MINUTES

What are some saving strategies discussed in the video?

SLIDE 4

Coupons, store cards, SNAP Match, Double Up Food Bucks, and community resources should be mentioned by participants.

WAYS TO ACCESS THE BEST PRICES ON FOOD

SLIDE 5

In this next section, we'll review effective ways to save money on food, and guide you through practical strategies and helpful techniques to make your budget go further.



EXPERIENTIAL ACTIVITY

SLIDE 6

Weekly ads summarize the best deals on produce and other products in the store. They sometimes contain coupons as well.

Facilitator passes out weekly ads to the participants.

Now, let's look at different weekly ads.

- *Do you notice a really good sale?*
- *Is there something that you regularly buy that you see on sale?*
- *What else do you notice?*

SALES

SLIDE 7

When an item goes on sale, the cost of the item is reduced for a limited time— which makes it an ideal time to purchase the item to save money. You can often find items on sale through weekly ads delivered by mail, on a store's website, or through the store's mobile app.

When shopping in the store, you can also identify sale items by looking for signs or special price tags displayed. Many stores place additional discounted items at the end of an aisle, called an "end cap" or in a clearance section of the store.



EXPERIENTIAL ACTIVITY



PROVIDE COPIES OF HANDOUT: PARTS OF A COUPON

SLIDE 8

Let's look at some coupons. Look at this handout, where you will see an explanation for each part of the coupon. Let's review this. Although all of the parts of a coupon are in English, most coupons will look very similar.

We can tell by the picture what the discount is. If you need assistance with the terms and amounts, you may need help from a friend or family member who can read in English.

Let's look at some coupons in groups.

Share what you have learned with your group and discuss:

- *What do these coupons help you buy?*
- *How big are the discounts?*
- *Can you find the expiration date?*
- *Can you combine them with other coupons or deals?*
- *What else do you notice?*

STORE REWARDS CARD

SLIDE 9

A store rewards program is like a special club or membership offered by a store. You can join for free when you shop at certain stores by signing up online or in the store. When you sign up, you receive a store rewards card that is used when you buy things from that store. Many stores require you to scan your rewards card, or use your phone number to look up your account at the checkout if you don't have your card with you. Once scanned, you will receive discounts on the sale items offered by the store. Some store rewards programs also give you points to save on future purchases. This is not a credit card. You can't use it to pay for groceries. In some stores, these cards provide large savings.

COMBINING DEALS

SLIDE 10

Sometimes it's possible to combine deals and coupons. Stacking coupons and deals is called "extreme couponing."

Extreme couponing is when you:

- Combine multiple coupons to get a better deal
- Using competitor's coupons
- Asking produce managers for specials, sales, and markdowns

Before you start your coupon stacking, try checking in with your local supermarket, drugstore, or retail store to learn more about their coupon use policies. There are some stores that won't accept coupons or won't accept multiple coupons on a purchase, while others will let you stack or combine more than one coupon or the same coupon multiple times to save more money.

Let's pull the learning together

DURATION = 10 MINUTES

SUMMARY

SLIDE 11

You can find local store deals:

- Through a store's website
- Through a store's mobile app
- In weekly ads – This is a good resource for a lot of deals, not just for groceries
- Looking for signs or price tags, or special sections at the store
- Online with printable coupons
- By subscribing to e-newsletters

SNAP (SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM)

SLIDE 12

Supplemental Nutrition Assistance Program (SNAP), formerly called "food stamps," is a government-assistance program that helps eligible low-income individuals and families afford nutritious food.

Women, Infants, and Children (WIC) is a government-assistance program that provides nutrition education, healthy food, and support to low-income pregnant women, new mothers, and children under the age of 5.

HOW TO USE YOUR BENEFITS

SLIDE 13

U.S. and state governments give benefits to those who qualify based on their income level, the number of people in their household, and other factors to help buy food items. There are multiple programs that provide nutritional assistance for you and your family.

Once you qualify for SNAP or cash benefits (temporary assistance), you will receive an Electronic Benefits Transfer (EBT) card. The EBT card looks like a debit card. Use the EBT card to buy groceries and other items using SNAP cash benefits at participating stores and other locations. The benefits are transferred into an account in your name.

SNAP MATCH

SLIDE 14

Sometimes grocery stores and farmer's markets accept SNAP benefits and also offer discounts to SNAP or WIC card holders. For example, if a SNAP participant spends \$10 on fresh fruits and vegetables, they could receive another \$10 Double Up Food Bucks to spend on more fresh produce. These programs are sometimes called Snap Match or Double Up Food Bucks.

These benefits are available in more than 25 U.S. states so ask your caseworker or staff who assist with applying for benefits if your state is eligible or use the Internet to look for keywords like "SNAP match" or "Double Up Food Bucks."

You have to enroll at each grocery store or farmer's market for Snap Match or Double Up Food Bucks. At these locations, staff can explain what kind of limits they have to these programs.

Double Up America is a national website where you can check for specifics about your state. However, you should also contact the listed free food resource locations directly to make sure the information is up to date.

Note to Facilitator: If you are able, provide addresses or facilitate sign ups to local Double Up and SNAP Match programs.

Getting to Know Your Benefits: SNAP and WIC

DURATION = 15 MINUTES

MAINTAIN SNAP BENEFITS

SLIDE 15

- You can open an online account to view your benefits, balance, and to report any changes such as a change in address, change in household family members, marital status, change in income, etc. You can also report these changes at the location where you apply for benefits in person. Ask for an interpreter if the person helping you does not speak your preferred language.*
- For Nutrition Assistance, you must report the change by the 10th calendar day of the month following the month the change occurred. Nutrition Assistance requires a renewal to determine if there have been any changes to your current status.*
- Renewal dates can range from three months to two years from the initial application date. You must renew at the end of each certification period. This is to make sure money is still going to families who still need it.*
- You will be mailed a letter informing you that it is time to renew your benefits. If you move, it is important to report a change in your mailing address so you can receive a notification regarding your renewal. Make sure to bring your mail to your caseworker, read it yourself, or go to the correct Administrative Department in your state and city that handles benefits to report any changes or renew your benefits.*

CHECKING YOUR SNAP BALANCE

SLIDE 16

Even though SNAP is a federal program, each state distributes benefits to eligible people who live in that state. This means your online options vary depending on what state you live in. All states have a website where you can check your balance online. Many states also have mobile apps you can download. If online access doesn't work for you, there are other ways to find your balance so you can get the food you need.

- Use your state's SNAP or EBT website to check your benefit balance online.
- Download the ConnectEBT mobile app if it's available in your state to easily check your benefits from your phone.
- Call your state's SNAP customer service line if online or mobile options aren't available for your program.

SNAP ELIGIBLE FOODS

SLIDE 17

Now let's explore what we can buy with SNAP.

SNAP can be spent on many foods for the household, such as:

- Fruits and vegetables
- Meat, poultry, and fish
- Dairy products
- Breads and cereals
- Other foods such as snack foods and non-alcoholic beverages
- Seeds and plants, which produce food for the household to eat

SNAP CAN'T BUY

- Beer, wine, liquor, cigarettes, or tobacco
- Vitamins, medicines, and supplements. If an item has a Supplement Facts label, it is considered a supplement and is not eligible for SNAP purchase
- Live animals (except shellfish, fish removed from water, and animals slaughtered prior to pick-up from the store)
- Foods that are hot when sold
- Any nonfood items such as:
 - Pet food
 - Cleaning supplies, paper products, and other household supplies
 - Hygiene items, cosmetics

UNDERSTANDING WIC BENEFITS

SLIDE 18-19

For low-income women who are pregnant, breastfeeding, or women who are not breastfeeding but recently gave birth, and infants and children up to age five who are at nutritional risk, the WIC program offers nutrition education, healthy food, and support. This is a short-term program (6 months – 1 year), that requires reapplication to renew.

The WIC program, like SNAP, requires you to apply to determine eligibility.

WIC participants can obtain specific food items that are designed to meet their nutritional needs. These items typically include fruits, vegetables, whole grains, dairy products, and protein sources.

UNDERSTANDING WIC BENEFITS

SLIDE 18-19

WIC eligible foods include:

- infant formula
- infant and adult cereal
- baby food fruits
- vegetables and meats
- whole wheat bread, brown rice, soft corn, and whole wheat tortillas
- juice, eggs, milk, cheese, peanut butter
- dried beans or peas, fruits and vegetables, soy beverages, tofu, and canned fish

You can qualify for both SNAP and WIC and use both to purchase eligible items for your nutritional needs.

FMNP - FARMERS MARKET NUTRITION PROGRAM

SLIDE 20

- As a WIC participant you also can access the Farmers Market Nutrition Program (FMNP). WIC clinics print checks for a limited number of clients each year, usually beginning around March or April.
- You will receive a check or coupon totaling no more than \$30 once during the FMNP season (March-October 31). These checks can be used to purchase fresh, locally-grown vegetables, fruits, and herbs approved by Farmers Markets.
- You can find more information at your WIC state agency : <https://www.benefits.gov/benefit/6030>



Group Discussion

DURATION = 15 MINUTES



EXPERIENTIAL ACTIVITY: SNAP AND WIC



PROVIDE CUT-OUTS FROM **ANNEX 4: SNAP & WIC**
PROVIDE COPIES OF **HANDOUT: TIPS FOR USING SNAP**

SLIDE 21

Note to Facilitator: Print icons from Annex 4: SNAP & WIC Activity, cut them out, and mix them up. This can be done as group or individual work. For a more hands-on approach, bring in actual items for people to touch.

Place mixed cut outs on a table and ask participants to organize the icons:

- Find images of different things you can buy at the supermarket.
- Arrange into piles for what you think can be purchased using SNAP dollars. One pile for YES SNAP, 1 pile for NO SNAP.
- Now have them go through and do the same for WIC.
- Discuss what was hard to categorize and what items participants placed under the Yes and No piles and why.

EXPIRATION VS. ROLLOVER

SLIDE 22

- Be sure to use your SNAP and WIC benefits before they expire.
- SNAP benefits roll over month-to-month but will expire if not used after 9 months!
- WIC benefits are typically issued monthly and will expire at the end of the month (or during the WIC benefit period).

Let's watch part two of the video now.

Video

SLIDE 23

Play Video 5 until it reaches the end (02:00-end). This segment focuses on Community Resources.

Community Resources

DURATION = 10 MINUTES

COMMUNITY RESOURCES

SLIDE 24

What were some of the Community Resources listed?

- **Food Banks and Pantries:** Our presentation talks about food banks and pantries. They provide free food to communities and may distribute at different places at different times. We can provide you with local food pantry information after the class.
- **National Hunger Hotline:** There is also the National Hunger Hotline that can help explain (in English) where these are located near you. The National Hunger Hotline number is 1-866-3-HUNGRY (1-866-348-6479).
- **Free school lunches:** If you have a child and they attend school, your child's school may provide free or low-cost meals. Ask the school if there are Halal options. Menus and main ingredients are usually published on the county or school website. You can also ask the school's office for this information.
- **SNAP or WIC benefit match programs** can be found around town – sometimes in stores or farmers markets. They provide a dollar-for-dollar match (so if you pay one dollar, you get one dollar back/or a 50% discount on your food when you use SNAP or WIC money. You can sign up where these programs are located.
- **What free food community resources have you found?**

Have participants share any additional resources they are aware of.



Group Discussion

COMMUNITY RESOURCES



PROVIDE COPIES OF
**HANDOUT: COMMUNITY FOOD
RESOURCES**

SLIDE 25

What free food community resources have you found?

Have participants share any resources they are aware of. Share adapted map from ANNEX 8: LOCAL FOOD RESOURCE MAP with a list of local community resources and point out a few of the options.

Note to Facilitator: This is a template to adapt for each state / location / agency of free or reduced food community resources. This document should be prepared in advance of the class and customized to the location.

Homework

SLIDE 26

- **Watch the Bolani Recipe video:** [English](#) | [Dari](#) | [Pashto](#). We picked Bolani because you can make it in the oven and use many different vegetables as a healthier food option. Children also love it.
- Use a coupon, weekly ad, or any of the other savings strategies we discussed today.
- Document your own cooking by taking photos on your phone using healthy recipes or nutrition tips from earlier lessons.
- Be prepared to share at our next class.



OPTIONAL LESSON EXTENSION

Additional materials you can provide during the lesson:

- Facilitator should research local grocery stores and ethnic shops to see what coupons they accept, and what kind of rewards program they have. Print out examples or bring in sample store ads.
- Customize a map of free food resources in the area where participants live.
- Bring in a flyer advertising Double Up Food Bucks or similar. Offer participants the possibility to sign up for a trip to a farmer's market or local store that accepts SNAP or WIC benefits.

Thank you for attending today's class!

SLIDE 27



Module 5

Saving Money by Meal Planning & Creating a Healthy Plate of Food

Overview	In this lesson, participants learn how to meal plan, make a shopping list, and navigate grocery stores for the best deals. They will also learn about the five nutrient groups, how to create a healthy plate of food, and how different colored foods affect the body.
Learning Objectives	After this session, participants can plan their meals and use shopping lists to shop with purpose and on a budget. Participants will also learn how to make a healthy plate, the five key nutrient groups, and explore how to build healthy eating habits with their children through cooking and gardening.
Materials	<ul style="list-style-type: none">• Tools (computer, pen, paper)• Handouts• Module 5 Presentation slides• Video projector for facilitator to project video from Wifi or from file
Methodology	<p>The session uses video content as a foundation to support participants in understanding terminology and key concepts covered in the Afghan “How to Eat Healthy on a Budget” video series. The facilitated discussion helps to deepen understanding and to provide hands-on experiential activities to integrate knowledge and provide cultural nuance drawn from participants’ experience. Each facilitation plan links to additional tools such as slides, hands-on materials, and print outs with useful tips and localized resources. Discussion will include participatory elements on learning how to make a meal plan and shopping list, learning about the benefits of different color groups of fruits and vegetables on a person’s body, and creating positive experiences for children as they learn healthy eating habits.</p> <p>All of these tools help to maintain a framework of cultural humility in the class setting, with a focus on positive nutrition and budgeting tips. There is also a goal-setting element to promote financial saving.</p>
Assessment	None
Resources for Facilitators	<ul style="list-style-type: none">• Presentation slides• Handout:<ul style="list-style-type: none">◦ Meal Planner◦ Grocery List• Videos:<ul style="list-style-type: none">◦ How to Save Money by Meal Planning◦ Learning About Nutrition and a Healthy Plate of Food

Welcome & Introduction to Class

DURATION = 5 MINUTES

The facilitator should welcome participants and introduce themselves and any supporting staff, such as the interpreter.

SLIDE 1

Hello and welcome to the fifth lesson of "Eating Healthy on a Budget." Today, we will learn how to meal plan and create a healthy plate of food.

INTRODUCTION TO MEAL PLANNING

SLIDE 2

- We will start by learning about saving money by meal planning. One way to eat healthy on a budget is to plan in advance. A meal plan and a shopping list are great tools to help you eat healthy on a budget.
- Do you know what meal planning is? [Allow a few minutes for participant response]

Let's watch part of the video now.

Video

SLIDE 3

Play Video 7: "How to Save Money by Meal Planning" from the beginning until 00:48.

KEY STEPS TO MEAL PLANNING

SLIDE 4

What did you learn from the video about meal planning? What are the key steps?

The key steps to meal planning are:

1. First you check what food ingredients you already have in your home.
2. Then, you look for food sales and coupons you can use.
3. Based on this, you decide on the meals and snacks you will have for the week.
4. Finally, you make a shopping list.



EXPERIENTIAL ACTIVITY



PROVIDE COPIES OF
HANDOUTS: MEAL PLANNER & GROCERY LIST

SLIDE 5

This exercise is an opportunity for participants to explore meals they can make from ingredients they may have in their home or received at a food pantry, and create a shopping list of items needed.

Divide the class into even groups. If you know that there are people in the class who have low literacy, consider pairing them with people with higher literacy, ideally matching those participants who can read/write with those who can't. However, you should do this in a way that you are not disclosing people's literacy levels.

With this activity, we will learn how to make a meal plan and a shopping list.

INSTRUCTIONS

- I just provided you two handouts: a meal plan where you will plan your meals for the week and a grocery list to write down ingredients you will need to purchase.
- Your group will plan five meals for the week. These meals should fit into your normal food budget.
- Two of the meals should have leftovers that can be eaten the next day or made into another meal.
- Start by thinking about what you have in your cupboard. You may have rice, lentils, oil, and lots of spices.
- Also, think about what you have in your fridge. You may have ghee, cauliflower, eggs, and milk.
- Now pretend that in addition to what you have in your cupboard and fridge, you have just been given a free bag of onions, some garlic, a whole chicken, and three large broccoli crowns.
- Think about all of your ingredients and as a group decide what five meals you can make.
- Put these on the meal plan that I handed out.
- After you make your meal plan, make a list of the ingredients you don't have and that you will need to purchase.

QUESTIONS TO DISCUSS

- What meals did you decide to make?
- Were you able to use the ingredients you already had in your cupboard and fridge?
- What about the free ingredients?
- Do you think the meals you chose would have allowed you to stay within your budget?
- Were you able to plan meals that would have leftovers?

*Adaptations: This group exercise can inspire participants to share recipes or create a group recipe collection.

Now that you have made your meal plan and shopping list, let's watch the next part of the video.

Video

SLIDE 6

Play Video 7: "How to Save Money by Meal Planning" until it reaches the end (00:48-end).

MAKING A SHOPPING LIST

SLIDE 7

We learned how to make a meal plan and how to start to make a shopping list. Now let's learn how to make a shopping list to include food discounts and other ways to save.

Ask participants: Why is it important to make a shopping list? [Answers should focus on how it saves money, how it helps organize purchases, etc.]

How to make a grocery shopping list:

1. Look at each meal and snack you have planned and write down the ingredients you need to buy.
2. Write down the ingredients you need to buy.
3. You can also use your phone to record your list using your voice.

This will be your grocery list that you take with you when shopping, so you know what to buy.

ORGANIZING YOUR SHOPPING LIST

SLIDE 8

Some people even prefer to organize their grocery list by sections of the grocery store like “fruit and vegetables” or “dairy” so it’s easier to find the items and not get distracted by grocery items not on the list.

FINDING YOUR ITEMS IN THE GROCERY STORE

SLIDE 9

- When you go to the grocery store, it’s easy to be distracted since grocery stores can be so big in the U.S. Grocery stores also place their products in a way to sell more to their customers.
- Having a shopping list helps us buy just what we need. It also helps us avoid unhealthy food and compare food prices.
- Most grocery stores in the U.S. are set up in sections with fresh foods like fruits and vegetables in the entrance and meat and dairy at the back.
- The center of the store is often filled with less healthy items like snacks. However, grains and beans are also found in the middle sections of the grocery store.
- It is important to know that stores are often paid by food manufacturers to place their food items at eye-level. These items may not be the healthiest or best-priced, so remember to look up and down.

HOW TO FIND BETTER PRICES

SLIDE 10

To find better prices on food, look for things that are on sale, use coupons, and look for ads that show deals. You can also look for store-brand items which are often less expensive than name brands.

CHILDREN AND FOOD SHOPPING

SLIDE 11

- Parents of young children often have to take them to the grocery store. This can be fun and challenging and it can be helpful to plan ahead.
- One way to make food shopping a fun and learning experience for children is to let them be helpers. For example, you can ask children to pick out three onions or to weigh an item. You can also ask them to find a new vegetable or fruit to try.
- You will also notice that stores often place candy and other bright and unhealthy items at children’s eye level in the check-out area. Children may ask their parents to buy these items while they are waiting in line at check-out. Parents can feel pressured to buy food that is not healthy or that they had not budgeted for especially if the line is long or their children are tired.
- One way to avoid this is to bring a snack for the child and let them know ahead of time that they can have the snack while you are waiting in the check-out line.
- You can also have a child pick out a healthy item in the store that they can snack on after you have paid.
- Children are very sensitive to the language that adults use to describe food. Avoid saying things like “That will make you fat” or “That’s junk” as this could cause unhealthy eating habits later in life. Instead, you can say, “Let’s find something with more fuel for your body” or “Let’s pick something that’s going to help you grow.”
- Giving children healthy food options and having positive interactions with food can help them build lifelong healthy habits.

Homework

SLIDE 12

- **Watch the Lobia Recipe Video: [English](#) | [Dari](#) | [Pashto](#).** Cook this or another meatless recipe.
- Document your process with pictures from your phone to share at our next class.
- Use the shopping list template for your next food shop.

INTRODUCTION TO CREATING HEALTHY PLATES OF FOOD

SLIDE 13

Now let's learn about creating healthy plates of food!

Let's watch the first part of the video.

Video

SLIDE 14

Play Video 8: "Healthy Plate and Eating the Rainbow" from the beginning until 02:01.

WHAT IS NUTRITION?

SLIDE 15

Who can tell me what Nutrition is?

[Allow participants to respond].

- Nutrition comes from food. It is what you eat and drink and how your body uses that food for energy and health.
- Our body is like a car. We need fuel to power us up and keep us running. The fuel for our body is food and water. Understanding how the food we eat helps our body is important when you make food choices.
- In the video, we learned that there are several ways to think about the food we eat – one is by dividing them into nutrient groups.

5 MAJOR NUTRIENT GROUPS

SLIDE 16

There are 5 major nutrient groups:

1. **Carbohydrates:** Give us quick energy.
2. **Proteins:** Build muscles and repair the body.
3. **Fats:** Keep organs working and store energy.
4. **Vitamins & Minerals:** Fight off disease, make our bones strong, and regulate hormones.
5. **Water:** The most essential nutrient. Plain water, with no added sugar or chemicals like in soda and juice, is the best way for your body to get water.

When we eat, our body takes the nutrients from the food and distributes them to where it needs to go through our blood. Let's learn a bit more about the different nutrients.

CARBOHYDRATES

SLIDE 17

- Carbohydrates are mainly used for energy for our bodies and help us stay active.
- They are found in grains, fruits, legumes, and starchy vegetables, like potatoes. Not all carbohydrates are the same; some have high amounts of fiber, like whole grains and vegetables.
- Fiber helps with digestion and helps prevent diseases.
- For good health, people should limit the amount of white or refined grains and sugar they eat.

PROTEINS

- **Where can we find proteins?** The most protein can be obtained from meat, beans, lentils, peas, eggs, and dairy. Some vegetables and fruit also contain some protein, but not enough to meet your body's daily protein needs alone. When eating a plant-based diet you should eat a lot of beans, peas, and lentils, and soy-based products.
- **How do proteins help our bodies?** They help build muscles and repair the body.
- It is important to eat lean protein with less fat, such as chicken breast. Plant-based protein like beans, peas and lentils are especially good for health because they contain little to no fat.

VITAMINS & MINERALS

- Vitamins and minerals work together to help the body in many ways and are essential for us to stay alive and healthy.
- The body needs a variety of minerals and vitamins to stay healthy. This is why it's important to have a diverse and balanced diet.

OILS & FATS

- Oils and fats are mostly used for storing energy.
- They also protect different organs and keep our bodies warm.
- Oils and fats are found in butter, oils, meats, dairy products, nuts and seeds, and in many processed foods.
- They are divided into two categories: unsaturated (or liquid fats) and saturated (solid fats).

UNSATURATED FATS

- Unsaturated fats are often liquid and help support a healthy heart and reduce cholesterol.
- They are found in oils such as olive or corn oil and in foods such as avocados, nuts, seeds and fish.
- Unsaturated fats (in moderation) can help reduce cholesterol, help your brain, and reduce inflammation in the body, as well as reduce the risk of heart problems.

SATURATED FATS

- Saturated fats, which are often solid, are also beneficial but only in small quantities.
- They are found in coconut oil, butter, yellow butter, and lard (animal fats).
- They can also be found in other foods like beef and lamb meat, full-fat dairy products like cheese, baked goods like cake, fried foods like Bolani.
- Eating too many saturated fats too often can put us at risk for heart problems.
- For good health, people should limit the amount of saturated fats in their diet.

WATER

- Water is the most important essential nutrient.
- Water is found in the food you eat, however, food does not have enough water for what the body needs.
- The best way to get water is to drink plain, clear water with no added sugar or other ingredients.

HOW TO MAKE A HEALTHY PLATE: REVIEW

- To get many of the nutrients your body needs, serve yourself and your family a healthy plate with different types of foods throughout the day and week.
- Fill your plate first with healthy vegetables. The vegetables should take up about half of your plate.
- Then add your protein, like meat, beans or lentils.
- Add other carbohydrates like rice, pasta, or bread last. Try to eat whole grains instead of white refined grains (whole wheat pasta or brown rice).
- Don't forget to drink water with your meals and throughout the day.

Video

SLIDE 25

Play Video 8: “Healthy Plate and Eating the Rainbow” from 02:02 until 02:47.

EATING A COLORFUL DIET

SLIDE 26

- One way to help you get all the different nutrients daily and weekly is to think of colorful fruits and vegetables like they are the colors of the rainbow. Each color of the rainbow has a different benefit to your body.
- Eating a colorful diet, or a diet rich in colorful foods such as fruits and vegetables, reduces the risk of cancer and other diseases.
- The image of the rainbow is a tool for our mind to be able to include more variety of fruits and vegetables into our diet.
- It is also a great way to talk to children about eating more types of foods.
- Let’s look at the different colors of the rainbow in terms of nutritional benefits:
 - **Red** helps reduce cholesterol and high blood pressure and promotes heart health.
 - **Green** is good for strong bones.
 - **Blue, purple, and violet** help fight injury and infection.
 - **Orange and yellow** help maintain a healthy brain as well as support your eyes, and skin.
 - **White** lowers blood pressure and helps fight infections.

Group Discussion

DURATION = 15 MINUTES

Ask the group the following questions:

DISCUSSION POINTS

SLIDE 27

- Which vegetables and fruits do you like?
- Which fruits and vegetables do your children eat easily?
- Which vegetables or fruits in the rainbow colors are harder to incorporate into their meals and why?
- Are there recipes or ways to include those other vegetables or fruit in their diet?

Video

SLIDE 28

Play Video 8: “Healthy Plate and Eating the Rainbow” until it reaches the end (02:47-end).

GARDENING AND COOKING WITH YOUR CHILDREN

As your children will grow up in a new country, they will want to try new foods outside the home. They may want to copy what their friends eat. That is something commonly experienced by those who arrive in the U.S. from a different culture.

In the U.S., there are many fast and processed foods. Many of these foods have bright packages, bright coloring, or have extra sugar, making them very appealing to children. Parents in the U.S. often have to work extra hard to help their children develop healthy eating habits.

There are things you can do to help your children develop healthy eating habits. Can you guess how you can support them to have healthy eating habits?

Some ideas are:

- *Teach children from a small age to cook. This can be messy, but it helps teach children how food is made and is fun for children.*
- *Garden with them. Even planting a seed in one small pot you will keep on your windowsill will help children learn how food grows and where it comes from.*
- *Make trying new food fun. Between the ages of 6 months and 2 years have your children try many different types of food as it will help them be more open to a variety of tastes and textures. Be sure to limit sugar content for young children as this can limit the other types of foods they will want to eat. For school age children, have them help you pick out new foods to buy or cook, and then rate them together.*
- *Avoid making eating healthy about deprivation or guilt. It's ok to eat and enjoy unhealthy foods occasionally, they should just be a small proportion of what you and your family eat.*

Remember, involving your children in choosing and preparing food, teaching them about family food traditions, and making food together helps them develop healthy eating habits and makes great family memories.

Thank you for attending today's class!



OPTIONAL LESSON EXTENSION

Additional materials you can provide during the lesson:

- Recommendations for where clients or families can garden or farm in the community (i.e., p-patches, community gardens, etc.), including seasonal u-picks.
- Hand out planting kits: soil, pots, seeds, gardening tools for adults and kids
- Provide free children's knives and picture-based activities to involve children in kitchen or with garden.
- [Ethnomed Afghan Nutrition Guide](#) can be used as a supplement or as a take home resource for clients.

Resources

- For facilitators: [USDA Kids in the Kitchen](#)
- For learners: [Ethnomed Afghan Nutrition Guide](#)