

Completing Paperwork 20-30 minutes

This is a very important part of the lesson. A long time is allowed for this activity to get accurate information. By comparing the entry and exit forms we can see what changes participants have made as a result of the Eating Smart • Being Active lessons.

Hand out the EFNEP Exit Form. Tell participants that their address and other personal information on this form is kept confidential and not given to any government agency.

Make sure participants understand how to complete these forms correctly. Help them if they need it. If a person cannot read, read the questions to her or him and write their responses on the form.

EFNEP Exit Form



Using the display board show the exit form to participants.

Read through the form, one item at a time.

Page 1 Exit Information

Have participants complete the information.

Encourage them to complete all the information.

- *Date, name, street, city and zip code.*
- *Programs that you and your family participate in. Did your family enroll in any new programs since being in EFNEP classes?*

Have participants check all new programs that they participate in or receive assistance from; this would also include people who live with them.

- *Pregnant or Nursing?*

Shaded Section: For office use

Tell participants to leave the shaded section blank.

Page 2: Additional Questions and Food Recall

Additional Questions

- *Do you take nutritional supplements?*
- *How much money did you spend on food last month?*
- *Physical Activity Question:*

Have participants indicate the amount of moderate physical activity they usually participate in by putting a check mark on the line that applies to them.

Food Recall

Write down what you had to eat and drink yesterday...

Tell participants to list everything they ate and drank yesterday, or in the last 24 hours, from the first thing in the morning until the last thing at night.

Have them write down food and beverage items only and not amounts. Let them know that listing the amounts will be the next step, and you will be doing that part with them. Ask them to fill the first two columns, *Time* and *Food and beverages*.

Time

In the first column, have participants write the time they had something to eat or drink. It often helps for people to think of the times when they ate and write that down to help them remember. It is also useful to count total number of meals/snacks.

Food and beverages

Have participants list the food and beverages they had in the last 24 hours. Have participants list one item per line and suggest skipping a space or two to allow for added foods. To assist participants, say “What did you have to

eat and/or drink for your morning meal?”, “lunch?” and “evening meal?” After these items are recorded ask, “Did you have anything to eat and/or drink between meals or before going to bed?” or “in the middle of the night?”

When participants are filling out this section, have them give details. Remember the outcomes of the recall are food group equivalents. For instance, have them write “cornflakes with milk”. Another example is to write “sandwich, ham and cheese, lettuce and tomato” instead of just “sandwich”. It is not necessary to collect detail on other additions such as mustard, mayonnaise, gravy, butter or jam. It is also not necessary to collect information on how the food was prepared.

How much?

Once participants complete listing the food items, demonstrate portions. Guide participants through portion estimation by food groups. Begin with milk, using the 8-ounce “glass” and 1 ounce cheese food model to guide participants to estimate portions of dairy foods. If you do not have a 1-ounce cheese food model, describe the amount in a way that participants can visualize amount, for instance, say “1 ounce would be the amount of cheese on a cheeseburger or a single slice of American cheese”.

Next, have participants look at their food list and write the amount of fruit eaten (using 1 piece as a reference) or 100% juice, using an 8 ounce “glass” as a reference. Then ask participants to list the amount of vegetables, showing a ½-cup or 1-cup measuring cup or vegetable food model as a reference.

Continue with grains and then meats. Be sure to mention foods and demonstrate portions of foods likely to be on food lists (such as rice, tortillas,

noodles) using visuals (food models, cups or bowls) to assist participants in estimating their amounts. Ounce equivalents for meats can be demonstrated using a 3 ounce food model of a hamburger patty or beef roast or a deck of cards. Be sure to demonstrate portions of foods likely to be on food lists (such as beans, shredded meat, tofu), depending on your participants. Ask participants to be as specific as possible. For instance, write “1 cup” or “8 ounces (8-oz)” instead of “a glass” or “a serving.” When everyone has finished, ask participants to take one last look at their recall and make sure the amount of each food and beverage item is listed.

Pages 3 and 4: Food Behavior Checklist

These questions can be confusing to participants. Talk the group through each question to be sure they understand them. There are no right or wrong answers. A person’s first thought about a question is generally the best. Occasionally there may be a question that does not apply to a participant. If this is the case, tell participants to leave it blank. Be sure to ask participants to check that they have completed all questions that apply to them.