

**Title:** Whole Grain Goodness—Facilitated Discussion Lesson Plan

**Target Audience:** All adult clients and caregivers of children and infants greater than 6 months

**Objectives:**

1. Understand what defines a whole grain.
2. List examples of whole grain foods, including those available through their WIC check.
3. Identify whole grain foods from the ingredient label.
4. Know different ways to include whole grain foods in meals and snacks.

**Teaching Materials Needed, Including Handouts:**

1. Copies for each of the participants of the following handouts:
  - a. Make Half Your Grains Whole
  - b. Whole Grain Goodness
  - c. Getting Enough Whole Grain
  - d. Whole Grain Foods on my WIC Check
  - e. Whole Grain Word Unscramble
  - f. Use any of the other handouts as desired
2. Packages of whole grain and refined grain foods or whole grain and refined grain food labels. Provide enough food items or labels for ½ of the number of people in the class. (If 20 people attend, need 10 food items or labels.)
3. Flip chart or large notepad
4. Some pens/pencils; marker for flip chart
5. If participants bring children, provide some children's books/coloring pages, blank paper and crayons.

**Advance Preparation Needed:**

1. Obtain needed grain foods or grain food labels.
2. Make copies of all handouts needed.
3. Obtain children's books/coloring pages, blank paper and crayons.
4. Obtain a roster of those scheduled to attend.
5. Set up area with number of needed chairs in a circle. May need one table to set food items and handouts on.
6. Set up flip chart, if using.

**Class Outline and Methods:**

1. This is designed to be a facilitated discussion – prompt attendees to share and discuss. This is designed to last about 20 - 30 minutes.
2. If at all possible, put chairs in a circle. You, as the leader, will sit in one of the chairs in the circle. This communicates that you are one of the group. (If children are brought to the class, have some books and coloring pages and crayons available.)

3. Explain to the group that this is a class about whole grains, and that you will be leading the class, but you want everyone to contribute their ideas. Explain that you will be starting out with a sharing activity, and then you will be going to group discussion.
4. Begin with an icebreaker activity, such as the one below, or use your own.
  - a. Have everyone pair up with a partner – preferably someone they don't know. Ask each pair to find out their partner's name and favorite grain food. Then have everyone introduce their partner and share their favorite grain food – write the foods on a flip chart or on a piece of paper.
5. Have everyone pick up one of each handout, and ask every "pair" to take a food item or food label. Ask everyone to take a minute to look through the handout, "Whole Grain Goodness."
6. Now, ask each "pair" to study their food product or food label; have each pair share with the group if they think their item is a whole grain food or not and how they came to that conclusion. As the leader, be sure to compliment everyone as they share, and ask the group if they agree with what each pair decided. Gently correct any answers that are incorrect and reassure everyone that we are here to learn.
7. Refer to the list of grain foods made during the icebreaker – as a group determine if each food is or could be a whole grain food.
8. Have everyone take a minute to read through the "Know Your Whole Grains" true/false quiz in the Whole Grain Goodness handout. Then, go through the quiz as a group and briefly discuss the correct answers.
9. Ask everyone in the group to share one way they think they could include more whole grain foods in their meals/snacks. If needed share some of the suggestions listed in the handouts. If desired, make a list of people's ideas on a flip chart and make the ideas into a handout or add them to your bulletin board or future newsletter. Encourage everyone to try to incorporate their idea during the next week.
10. Review with the group that whole grains are important for children as well as adults. Review how to add cereal into an infant's diet after 6 months of age. Ask the group how they think they could add more whole grains into their children's diets.
11. The delegated WIC staff person should ask the client if they have any questions. If yes, refer them to the staff person that can answer their questions.
12. The delegated WIC staff person should ask the client, "What is one thing you will try to do, based upon what you learned today?"
13. Upon completion of the lesson, a designated WIC staff person should record completion in the client's KWIC record. If possible, the client's goal can also be entered into KWIC.

**Interactive Component:**

The client or caregiver will interact with the WIC staff as specified in the Class Outline and Methods section.

**Behavior Change Goal:**

The designated staff person will assist the client/caregiver to set a goal based upon the facilitated discussion as outlined in the Methods section above.

**Procedure for Clients to Ask Questions of Trained WIC Staff:**

The designated WIC staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.

**Evaluation:**

The evaluation will consist of interacting with the WIC staff as outlined in the Class Outline and Methods section above.

**Comments/Other:**

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Date: