



Farmworker Justice developed two short five-minute trainings for agricultural workers on diabetes prevention. The first training, *Intuitive Eating*, focuses on healthy eating. The second training, *Label Literacy*, focuses on nutrition labels. These trainings were part of a learning collaborative with East Coast Migrant Head Start Project, Eastern Shore Rural Health, and Beaufort Jasper Hampton Comprehensive Health Services.

Diabetes Training Outline: Intuitive Eating

Description: Five minute nutrition-oriented whole family health training for agricultural workers. Health centers can also adapt this program to be conducted during mini-health fairs and in other contexts.

Objective: Encourage audience to think of nutrition as necessary preventative medicine; provoke a conversation on nutrition between patients and their providers or promotoras de salud (community health workers); provide basic information about eating habits so that patients can evaluate how and when they're hungry, leading to more mindful eating and better health outcomes.

Outline:

I. Introduction

- a. Person leading the training introduces her/himself and her/his organization
- b. Introduces topic: Everyone knows that nutrition, the foods you eat, are the foundation of good health, but what does that really mean? This training will introduce simple ways to have control of your health and talk about how to know what to eat!

II. Content

- a. Thinking about nutrition for your family doesn't have to be complicated! It can be as easy as using your senses.
- b. Turn to your neighbor and give them a high five! Now, hold up your hand and let's name the five senses (*let participants volunteer "taste, touch, sound, sight, smell"*)
- c. Right! Let these be your guide in knowing what you should eat! At your next few meals, start with taking half the amount you normally would eat, and then as you eat give yourself a high five and think about your experience of that food through the five senses: What does the food taste like? What type of texture does it have as you chew it? Does it make a sound when you bite it, like a crunch, or does it sizzle? What colors does it have? What does it smell like?
- d. Thinking about your food, slowing down as you eat it and checking in with how it tastes and how your body feels during and after meals will help you understand how much you should eat, when you should eat, and what you should eat. You already have the answers, if you listen to your body! If something makes you feel bad, don't eat it again.

- e. Think about your favorite vegetable dish; maybe it's a soup, or maybe it's the way your mom used to cook Calabaza, or maybe you really love a fresh tomato in summer.
- f. Now close your eyes and think about the moments right before you take a first bite. Imagine the heavy fork or spoon in your hand. You feel the steam of the hot dish on your nose, or if it's a cold dish, the cool air rolling off of it. You can see the colors of the dish, and a breeze from an open window brings the smell of the food to you.
- g. Now remember bringing that first spoonful to your lips, and what the first bite tastes like. Think of the texture of the food.
- h. Now think of how your body feels after you've eaten enough – just enough, not too much, enough to where it's delicious but you don't feel hungry anymore.
- i. You can open your eyes! These are the principles that should guide you when you think about the foods you want to cook and eat with your family: taste, how it feels after you eat it, and nutrients.
- j. We all have had a meal where we have eaten too much by mistake, or where we have had "treat food" like fried chicken or a hamburger, and then felt unwell in our bodies afterwards. It's important to be aware of those feelings and listen to what your body tells you! Your body tells you how much you should eat and what type of foods you should be eating, as long as you pay attention to the experience of eating. And paying attention will help you enjoy the meal and tastes even more!

III. Conclusion

- a. Pass out FJ diabetes brochure (available [here](#)) or other nutrition/diabetes-oriented material along with health center brochure (available [here](#)).
- b. This is a starting point for a conversation about nutrition and how you can use nutrition to have a positive impact on your health and prevent diabetes. You can ask your provider for more information and ideas during your next visit!
- c. Evaluation: count number of participants. Invite participants to volunteer comments, publicly or privately after the meeting, about whether the training was helpful.

Diabetes Training Outline: Label Literacy

Description: Five minute nutrition-oriented whole family health training for agricultural workers. Health centers can also adapt this program to be conducted during mini-health fairs and in other contexts.

Objective: Encourage audience to think of nutrition as necessary preventative medicine; provoke a conversation on nutrition between patients and their providers or promotoras de salud (community health workers); provide basic information about reading nutritional labels.

Outline:

I. Introduction

- a. Person leading the training introduces her/himself and her/his organization
- b. Introduction: Everyone knows it's important to consider the combination of nutrients when you're eating in order to control your weight and health. One way you can do this is by reading the labels on the food you buy. This training will introduce a simple way to have control over your nutrition: by reading labels!

II. Content

- a. Does anyone know what a nutritional label is? Does anyone know what it does?
- b. Nutritional labels provide information and are on the back of all packaged foods. It's best to eat fresh foods or frozen foods when you can. Frozen foods will also provide this information!
- c. The most important part of the label is the serving size, which tells you HOW MANY servings are in the package. The rest of the label gives descriptions about how the nutrients in the serving size work together. Remember: you need fat, carbs, and calories to live! These things work together to make our minds and bodies function.
- d. The thing to be concerned about is the amount of sugar in food. Everyone should pay attention to the amount of sugar they consume, not just diabetics.

III. Exercise

- a. Show two blown up pictures of nutritional labels side by side; one for frozen corn, one for canned corn (if possible, also have examples of the food in question to hold while you describe the relevant label).
- b. Talk through label information. Calories, fat, sugar content, carbs, fiber amount, mention vitamins
- c. Do the same for the second label. Then compare. What is the serving size for each? How many servings are in each package? Which has more sugar? Which would you rather eat and why?

IV. Conclusion

- a. Pass out FJ diabetes brochure (available [here](#)), or other nutrition/diabetes-oriented materials along with health center brochure (available [here](#)).
- b. This is a starting point for a conversation about nutrition and how you can use nutrition to have a positive impact on your health and prevent diabetes. You can ask your provider for more information and ideas during your next visit!
- c. Evaluation: count number of participants. Invite participants to volunteer comments, publicly or privately, about whether the training was helpful.

For more information about these trainings, contact Alexis Guild at aguild@farmworkerjustice.org.

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