

Summer Session - Year 2: Easy Cooking for One or Two

In this session, the participant will:

1. Identify potential challenges of cooking for one or two people.
2. Discuss strategies to use when cooking for one or two people.
3. Develop creative ideas for the use of leftovers.

Checklist of Materials Needed											
Supporting Materials	<input type="checkbox"/> Fat Scans <input type="checkbox"/> Nutritionist Reference Sheet (pg. 18)										
Food & Paper Supplies	<input type="checkbox"/> Beverages of choice (coffee, tea, juice) <input type="checkbox"/> Creamer, sugar, and coffee stir sticks, optional <input type="checkbox"/> Paper supplies: plates, napkins, cold cups, and hot cups (if needed) <input type="checkbox"/> Plastic forks or spoons <input type="checkbox"/> <u>Food Tasting</u> : Prepare at least on dish using leftovers. Suggestions for dishes using leftover rice are included in session: <div style="margin-left: 40px;"> Main Dish: Mexican Stir-Fry Salad: Summer Fruit Salad Dessert: Lemon Rice Dessert </div> <p><i>Note:</i> If you choose different foods for the Food Tasting, emphasize creative ways to use leftovers.</p>										
Participant Manual											
Worksheets	<table> <tr> <th>Worksheet</th><th>Page(s) #</th></tr> <tr> <td>Summer-1</td><td>9</td></tr> <tr> <td>Summer-2</td><td>10-11</td></tr> <tr> <td>Summer-3</td><td>12</td></tr> </table>	Worksheet	Page(s) #	Summer-1	9	Summer-2	10-11	Summer-3	12		
Worksheet	Page(s) #										
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Resource Section	<p>Additional materials available in Participant Manual</p> <table> <tr> <th>Resource</th><th>Page(s) #</th></tr> <tr> <td>Resource Summer-1</td><td>13</td></tr> <tr> <td>Creative Ways to Use Leftovers</td><td></td></tr> <tr> <td>Resource Summer-2</td><td>14-16</td></tr> <tr> <td>Easy Cooking For One or Two</td><td></td></tr> </table>	Resource	Page(s) #	Resource Summer-1	13	Creative Ways to Use Leftovers		Resource Summer-2	14-16	Easy Cooking For One or Two	
Resource	Page(s) #										
Resource Summer-1	13										
Creative Ways to Use Leftovers											
Resource Summer-2	14-16										
Easy Cooking For One or Two											







Group Nutritionist's Note: If participants want additional recipes and information about cooking for one or two, you could let them know about local resources and some of the following materials:



Cooking Solo AICR Information Series
American Institute for Cancer Research
1759 R. Street NW
Washington, D.C. 20009

Quick Cooking for One, Two or a Few - Pillsbury Classic Cookbooks (#150).
Provides 60 recipes; some may be a little too high in fat.


Summer Session Outline—Key Activities

Activity Type (Time)	Activity
Large Group Discussion (25 minutes)	<p style="text-align: center;">Review of Home Activity</p> <p>◆ Discuss experiences of the last three months. Focus on maintenance and motivation.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What progress have you made over the past three months? - What new foods or recipes have you tried? - What situations or foods are still challenging for you? - What strategies and skills have you used to help you handle your challenges?
 <i>Notes</i>	
Large Group Discussion or Fish Bowl (20 minutes)	<p style="text-align: center;">New Material</p> <p>◆ Discuss eating alone. Use Worksheet Summer-1.</p> <ul style="list-style-type: none"> • Ask participants to identify and discuss their thoughts about eating alone. • Use large group or Fish Bowl method (pg. 18) for discussion. <p>◆ Key point—participants hear both sides of the story - each participant has a chance to share and receive ideas and inspiration from others.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - When do you eat alone? - What do you enjoy about eating alone? - What do you dislike about eating alone? - What might make it easier (or more difficult) to prepare healthy meals when you eat alone?

	
Large Group Discussion (10 minutes)	<ul style="list-style-type: none">◆ List common issues and challenges identified during the discussion.◆ Participants use Worksheet Summer-2 to identify skills and strategies to handle challenges.◆ Key point—participants recognize strategies/skills they can use to improve their eating support structure.
	
Discussion and Pair/Small Group Activity (20 minutes)	<ul style="list-style-type: none">◆ Use rice recipes (pgs. 21-23) in Participant session.<ul style="list-style-type: none">• Participants identify ways to make leftover foods more interesting.◆ Form pairs or small groups. Use Worksheet Summer-3.<ul style="list-style-type: none">• Participants develop creative ways to use leftover foods.• Small groups share ideas with larger group.◆ Key point—participants practice developing creative ideas to use leftovers when cooking for one or two people.
	

<p>Large Group Discussion (10 minutes)</p> 	<p style="text-align: center;">Summary</p> <p>Discuss the issues and identify participants who need more help.</p> <ul style="list-style-type: none"> ◆ Focus on the positive steps that participants can take when they eat alone. <p>Q/A:</p> <ul style="list-style-type: none"> - After today's discussion, what do you now see as some of the benefits to eating alone? - What ideas do you think will be the most helpful for you when you are eating alone or preparing meals for two people?
<p>Large Group Discussion (8 minutes)</p> 	<p style="text-align: center;">Home Activity</p> <ul style="list-style-type: none"> ◆ Assign three Fat Scans (or other self-monitoring method). ◆ Ask participants to use some of the ideas listed on Worksheet Summer-2 and/or Resource Summer 1 and 2 to add interest to their meals. Answer questions.
<p>Large Group Discussion (15 minutes)</p>	<p style="text-align: center;">Food Tasting</p> <ul style="list-style-type: none"> ◆ Emphasize creative use of leftovers. ◆ Encourage discussion of food/recipe acceptability.
<p>Total Time: 108 minutes</p>	

Summer Session: Easy Cooking for One or Two

Activity Type (Time)	Activity
Large Group Discussion (25 minutes) 	REVIEW OF HOME ACTIVITY
	<p>♦ Discuss experiences of the last three months. Focus on maintenance and motivation.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What progress have you made over the past three months? - What new foods or recipes have you tried? - What situations or foods are still challenging for you? - What strategies and skills have you used to help you handle your challenges?
	<p style="text-align: center;">OVERVIEW OF SESSION</p> <ul style="list-style-type: none"> • Today, we're going to look at how preparing meals for one or two people may change the foods you choose to eat and your thoughts about food preparation. You will have a chance to identify some of the things you enjoy, as well as dislike about eating by yourself. You will also have time to discuss and share ideas on ways to handle some of the challenges of preparing meals for one or two people.

NEW MATERIAL

Eating Alone and Meal Patterns

PURPOSE: Recognize how eating alone influences food choices and meal preparation.

**Large Group
Discussion or
Fish Bowl
(20 minutes)**



◆ **Discuss eating alone. Use Worksheet Summer-1.**

- Ask participants to identify and discuss their thoughts about eating alone.
- Use large group or Fish Bowl method (pg. 18) for discussion.

◆ **Key point—participants hear both sides of the story - each gets heard and receives ideas and inspiration from others.**

Q/A:

- When do you eat alone?
- What do you enjoy about eating alone?
- What do you dislike about eating alone?
- What might make it easier (or more difficult) to prepare healthy meals when you eat alone?

- People eat alone for many reasons. Eating alone may be part of your daily routine or something that happens occasionally. When you eat alone, the foods you choose and your thoughts and interest in preparing meals may be different than when you eat with others.



Group Nutritionist Note: Use either a large group or Fish Bowl discussion method. If 1/3 to 1/2 of the participants in your group have different "eating alone" experiences, consider using the Fish Bowl group discussion method.

Ask participants to identify an eating alone group they identify with:

Eat Alone Most of the Time: (e.g., divorced, widowed, single, live with others but eat most meals alone because of schedule differences).

Eat Alone Occasionally: (e.g., married or live with other people but occasionally eat meals alone).

Divide participants into two groups (women who routinely eat alone and women who occasionally eat alone). For additional help, use the Nutritionist Reference Sheet (page 17) for the **FISH BOWL** Activity.

List the questions from **Worksheet Summer-1** on a flip chart, or ask the participants to use **Worksheet Summer-1** during the activity. Have the participants use the questions to focus their thoughts and feelings about eating alone.

Allow each participant 1-2 minutes to talk. Only one person talks at a time. Instruct the other participants to listen to the concerns being shared by the participant who is talking.

- Let's take some time and explore how eating alone influences your thoughts and food choices. You can use the questions listed on **Worksheet Summer-1** (or the flip chart) to help you identify some of your thoughts and feelings about eating alone.
- During our discussion, listen carefully. This is an opportunity for you to see how other group members see a similar situation. Some of their experiences may be the same as yours, while others may be very different. After everyone has a chance to share their thoughts, we will compare some of your responses and work together to problem-solve some of the challenges you identify.

**Large Group
Discussion
(10 minutes)**

Ideas to Handle Your Eating Alone Challenges

PURPOSE: Identify strategies and skills to handle common eating alone challenges.

- ◆ **List common issues and challenges identified during the discussion.**
- ◆ **Participants use Worksheet Summer-2 to identify skills and strategies to handle challenges.**
- ◆ **Key point—participants recognize strategies/skills they can use to improve their eating support structure.**

- Let's regroup and compare the responses of the two groups to the questions on **Worksheet Summer-1**. The fun here is to see how your responses were similar and/or different.



Group Nutritionist Note: During the group discussion, the Group Nutritionist or volunteer could list some of the key issues or challenges raised by the group. Use the questions on **Worksheet Summer-1** to help guide the group discussion. Write the group's responses on a blackboard or flip chart by topic: **likes, dislikes and challenges**.

Ask participants to use **Worksheet Summer-2** to identify strategies or skills they could use to handle some of their challenges.

Create Positive Messages

- As you can see from the challenges we just shared, many have thoughts and feelings attached to them. Sometimes you may not enjoy eating alone because it makes you feel lonely. Or, making a meal for yourself may seem to be a big job--"not worth the effort."
- Your thoughts can influence the actions you take. Positive thoughts are important to your success. They help you begin looking for solutions. Try to focus on some of the things you enjoy about eating alone.

Ask the following questions. Encourage discussion.



Q/A:

- What positive thoughts do you have about eating alone?
- What steps do you take to make your meals more enjoyable?

Make Mealtimes Special

- At times eating alone can be a welcome time of privacy and quiet. At other times it may seem lonely. If you would like company at mealtimes, look around for other people in the same situation.
- Find one or two people (friends, neighbors, other group members, etc.) and invite each other to dinner once a week. Sometimes it's more fun cooking for someone else. The added cost and work will balance out when it's your turn to be the "guest."
- At other times when you want to eat alone, create a pleasant setting for yourself. Set your table with a nice table cloth or colorful placement. Add flowers or other table decorations and play some soft music. Take time to enjoy your meal.



Q/A:

- Who could you ask to share some meals?
- What changes could you make to dress up your meals?



Group Nutritionist Note: Some participants may want to share some of their meals, but feel uncomfortable offering or asking. Consider having a sign-up sheet for group members who would be willing to share meals with other group members on an occasional basis.

Shop Wisely

- One of the most common challenges when cooking for one or two people is food shopping.
- Look at the foods you have available in your kitchen. A well-stocked kitchen makes it easier to prepare meals quickly. Keep small cans of tuna-fish, vegetables, fruits, quick low-fat mixes, dehydrated and/or canned soups on hand. Look for large packages of grain foods or frozen fruits and vegetables that you can open and reseal.



Ask the following questions. Encourage discussion.

Q/A:

- What foods do you currently buy in small quantities or in packages that you can reseal?
- What methods do you use to keep foods fresh longer (e.g., fruits, vegetables, bread, etc.)?
- What have you done when your favorite foods only come in family-sized packages?

**Discussion
and
Pair/Small
Group
Activity
(20 minutes)**

Dress-Up Leftovers

PURPOSE: Participants identify ways to make leftover foods more interesting and share strategies and menu ideas they could use when preparing meals for one or two people.

- ◆ **Use rice recipes (pgs. 21-23) in Participant session.**
 - **Participants identify ways to make leftover foods more interesting.**
- ◆ **Form pairs or small groups. Use Worksheet Summer-3.**
 - **Participants develop creative ways to use leftover foods.**
 - **Small groups share ideas with larger group.**
- ◆ **Key point—participants practice developing creative ideas to use when cooking for one or two people.**

- Another common challenge when cooking for one or two people is dealing with leftover foods. Often when people hear the word "leftovers," they picture foods that are a repeat of their last meal.

Ask the following question. Encourage discussion.



Q/A:

- What thoughts do you have when you hear the word "leftovers?"
- What do you currently do with leftover foods?
- Left over foods do not need to be boring. Some people even make more than they need (e.g., double the recipe) so that they can create another meal. This saves them time and money.
- Some ideas to help you handle leftover foods include the following:
 - Plan ahead to use leftovers. Freeze or use in another meal.
 - Make the leftovers look and taste different.
 - Find new low-fat recipes that use the foods you usually have leftover.
 - Reduce leftovers by using recipes for 1-2 people. (See ideas listed in **Resource Summer-1** (pg. 13) in your Participant Manual.)
- It's important to create different ways to serve a food. You can keep meals interesting and reduce waste by modifying the taste and the way you serve a food.
- Take a look at the three rice recipes at the end of your session (pgs. 21-23). Each of these recipes looks and tastes different.



Group Nutritionist Note: Get the participants to identify some of the ways that the recipes are different from each other. Try to get them to recognize some of the ways they can make foods look and taste different. For example:

- Change the flavorings.
- Change the serving temperature of the food.
- Change how the food is used in the meal (salad, main dish, dessert, etc.).
- Change the foods you serve with the "leftover" food.

Point out any ideas that the participants do not mention in their discussion.

Ask the following question. Encourage discussion.



Q/A:

- What makes each of these recipes look and taste different from the others?
- How could you change your leftover grains or other foods to make them look or taste different?



Group Nutritionist Note: Divide the participants into pairs or small groups. Give each pair or small group a leftover assignment from the choices listed on top of **Worksheet Summer-3**, or ask them to use their own leftover examples.

- Now I would like you to use your own experience and some of the ideas we just discussed to develop some creative ideas for using leftover foods. You will be working in small groups of 3-4 people (or pairs) for this activity.
- Each group has a list of assigned leftover foods (**Worksheet Summer-3**). I want you to think creatively. Plan at least two different ways you could use the "leftovers." Use some of the ideas we discussed. Be sure to make your second meal look and taste different. If you need more ideas, refer to the Resource Summer-1 *Creative Ways to Use Leftovers* at the back of your Summer Session material.
- You will have about 8-10 minutes to develop your ideas. Then I will ask you to share your ideas with everyone else. If you finish early, use the time to think of some quick and easy meal ideas that you have used when you were preparing meals for one or two people. Be ready to share these ideas with the rest of the group.

SUMMARY

- Cooking for one or two people may cause you to change some of the foods you eat. It may also influence your interest in meal preparation. Today you had a chance to look at some of the things that you and other group members liked and disliked about preparing meals for one or two people. You also had an opportunity to share solutions and strategies on how to handle some common challenges. (Use the questions in the box below to encourage discussion.)

Large Group Discussion
(10 minutes)



Discuss the issues and identify participants who need more help.

- ◆ **Focus on the positive steps that participants can take when they eat alone.**

Q/A:

- **After today's discussion, what do you now see as some of the benefits to eating alone?**
- **What ideas do you think will be the most helpful for you when you are eating alone or preparing meals for two people?**

HOME ACTIVITY

Large Group Discussion
(8 minutes)

- ◆ **Assign three Fat Scans (or other self-monitoring tool).**
- ◆ **Ask participants to use some of the ideas listed on Worksheet Summer-2 and/or Summer Resources 1 and 2 to add interest to their meals. Answer questions.**

- Complete three Fat Scans (or other self-monitoring tool) during the next three months. I suggest that you keep one next week (dates) and one the week before our next meeting on (dates). Be sure each Fat Scan includes a weekend day. Write down the dates you are going to keep your Fat Scan to help remind you. Calculate your fat score and your average daily servings of fruits/vegetables and grains.
- All of you identified some ways you could prepare lower-fat meals when you are cooking for one or two people. During the next three months, I want you to use one or two of these strategies or meal ideas.

	FOOD TASTING
Large Group Discussion (15 minutes)	<ul style="list-style-type: none">◆ Emphasize creative use of leftovers.◆ Encourage discussion of food/recipe acceptability.

Nutritionist's Reference Sheet 1

Group Process Activity: FISH BOWL**FISH BOWL:**

This large group technique lets 1) individuals verbalize issues about eating alone without interruption; and 2) provides an opportunity for other group members to use active listening skills to help identify key issues or concerns. After all group members have had an opportunity to verbalize their concerns, the large group can work together to help each other problem-solve and identify coping strategies.

To set up (arrange) a FISH BOWL, the large group is divided into two groups, with different issues. Each group forms a circle or line facing the other group. When using a circle, women in Group 1 form an inner circle facing outwards. The women in Group 2 form a circle surrounding Group 1. The women in the inner circle (the **FISH BOWL**) respond to a set of questions on the discussion topic. They verbalize their feelings to the people they are facing in the outer circle. The people in the outer circle quietly listen, noting any issues that are being voiced. Then, the groups (Group 1 and 2) change roles, and the exercise is repeated.

When the large group reconvenes, the respective group issues are noted and discussed. Possible coping strategies are developed.

Set fish bowl up as a circle



or as

Chairs aligned:

