

EFNEP | UCCE

Instruction Guide

Name

Date

- Lesson 1
- Lesson 2

DO NOT COPY

Food Tracker

What I ate yesterday



EFNEP | Expanded Nutrition

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Table of Contents



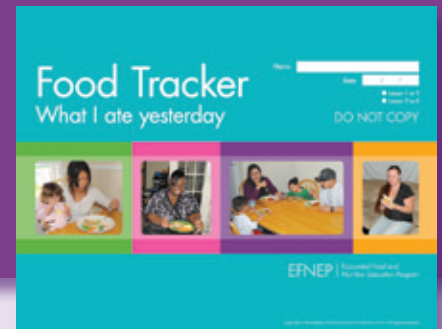
Food Tracker

Information for Educators	7
Principles for the Nutrition Education Evaluation Process	8
5-Step Multiple Pass 24-Hour Dietary Recall + Computerized Nutrient Analysis.....	9
EFNEP Portion Size Kit	10
Instructions for Educators	11
Food Tracker Portion Size Game	12
Introduction to Food Tracker ... What I Ate Yesterday	16
STEP 1 ... FOODS + DRINKS.....	18
STEP 2...MEAL OR SNACK	21
STEP 3...HOW MUCH?.....	23
STEP 4...DETAILS	31
STEP 5...CHECK.....	33
BACK COVER.....	35
Appendix A: Portion Size Kit	37

Food Tracker Instruction Guide

FY October 2013-September 2014

Version 3



Purpose of *Food Tracker...What I Ate Yesterday* form

- Help educator keep the group of participants together while completing the form.
- Increase the accuracy of the 5-Step Multiple Pass 24-Hour Dietary Recall via use of color and design elements.

Purpose of *Food Tracker Instruction Guide*

- Give support for the *Food Tracker...What I Ate Yesterday* form.
- Increase accuracy of the *Food Tracker* when administered in a group setting.

Audience for the *Food Tracker Instruction Guide*

- EFNEP educator

Audience for the *Food Tracker...What I Ate Yesterday* form

- EFNEP participants, limited literacy.
- Group setting, maximum 25 participants.

When to use the *Food Tracker Instruction Guide*

- Use when administering the *Food Tracker...What I Ate Yesterday* form to a group of participants.
- Review the guide before administering the *Food Tracker* form to a group of participants.

Use the *Food Tracker Instruction Guide* with the

- *Food Tracker...What I Ate Yesterday* form
- *EFNEP Food Description MINI*
- *EFNEP Portion Size Book or Charts*
- *EFNEP Portion Size Kit*
- *Food Tracker Poster Boards*
- *Food Tracker Observation Report v.7 for FY 13-14*

Food Tracker Available in:

English
Spanish
Chinese
Vietnamese
Hmong
Russian

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Townsend MS, Lamp C, Schneider C, Shilts MK, Donohue S, Tamargo M. **EFNEP Food Tracker Instruction Guide, English and Spanish. Version 3 for FY2013-2014.** August 2013. [42-page guide in English and Spanish includes administration information, script for educator, potential questions from clients and recommended responses for educators.]

Accompanies data collection tool, *Food Tracker .. What I Ate Yesterday*. University of California Cooperative Extension. Copyright © 2013, Regents of the University of California. All rights reserved. Spanish translation provided by Myriam Grajales-Hall, Myriam Acevedo and Nelly Carrillo-Carlos. Graphic design by M Reed.

The authors thank Mary Wilson, Karen Barale and Janice Smiley for their valuable comments.

Townsend MS, Wolford BR, Lamp C, Sheik B, Schneider C, Shilts MK, Donohue S, Tamargo M. **EFNEP Food Tracker Instruction Guide. Version 2 for FY2012-2013.** October 2012. [28-page guide includes administration information, script for educator, potential questions from clients and recommended responses for educators.] Accompanies data collection tool, *Food Tracker .. What I Ate Yesterday*. University of California Cooperative Extension. Copyright © 2012, Regents of the University of California. All rights reserved. Graphic design by M Reed.

Townsend MS, Donohue S, Roche B, Lamp C, Sheik B. **EFNEP Food Tracker Instruction Guide. Version 1 for FY2011-2012.** December 2011. [18-page guide includes administration information, script for educator, potential questions from clients and recommended responses for educators.] Accompanies data collection tool, *Food Tracker .. What I Ate Yesterday*. University of California Cooperative Extension. © 2011, Regents of the University of California. All rights reserved. Graphic design by J Shijo. Reviewed by T McMurdo.

The design of the *EFNEP Food Tracker* form is based on earlier research.

- Townsend MS, Schneider C, Ganthavorn C, Johns MC, Neelon M, Lamp C, Roche B. Enhancing Quality of EFNEP Data: Designing a Diet Recall Form for a Group Setting and the Low-literate Participant. *J Nutr Educ Behavior* 2012; Suppl 4 (Vol 44): S16-17.
- Townsend MS, Sylva K, Martin A, Metz D, Wooten Swanson P. Improving readability of an evaluation tool for low-income clients using visual information processing theories. *J Nutrition Education Behavior* 2008;40:181-186.
- Johns M, Townsend MS. Client-driven tools: Improving evaluation for low-literate adults and teens while capturing better outcomes. *Forum for Family and Consumer Issues*. 2010 v15(3). ISSN 15405273.
- Townsend MS. Patient-driven education materials: Low-literate adults increase understanding of health messages and improve compliance. *Nursing Clinics North America* 2011; 525, Vol 46 (3): 367-378.

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v.3 8/20/13



Information for Educators

Use this guide to administer the *Food Tracker ...What I Ate Yesterday*, *Food Tracker* for short, to your EFNEP classes. The *Food Tracker* form and this guide are designed to help you collect accurate descriptions of food and drinks consumed by participants. The ***Food Tracker*** and the ***Instruction Guide*** work together...they are a team.



Why are we using a new name for the recall form? The new form is a result of many discussions with California educators and advisors. With participants in mind, educators voted on their preferred names from a long list and then voted for the final choice, *Food Tracker*. Going forward, we will no longer use the academic name 24-Hour Dietary Recall or Diet Recall with participants. Now we will use the new user friendly name *Food Tracker*.

Why do we have a new form for the recall? Two reasons. 1) California Educators reported at each of the Fall 2011 trainings that the recall data collection process, including the previous form, was tedious, difficult with a group of participants, and even more difficult with low-literate learners. 2) Educators repeatedly asked for help facilitating group data collection. Specifically, they want to keep participants together at the same place on the form. The new form was designed to help with both of these concerns.

Why do we have a third version of the *Food Tracker* form? For FY 2013-14, we have a third version of the *Food Tracker*. Educators are the experts using the *Food Tracker*; their input was sought via 3 conference call meetings and email request for input. Version 3 reflects educator comments after testing Version 2 with participants between Oct. 2012 – July 2013.

Readability. Our goal is improving readability of the data collection forms. Given the literacy skills of participants, grade 3-4 reading level is preferred with grade 1-2 more desirable. The *Food Tracker* form has a readability score of 2.7. This is equal to the end of 2nd grade or the beginning of 3rd grade. These readability tests do not take into account the increased simplicity due to color and design elements. If the readability test did so, scores would be even more favorable.

Instruction Guide. Making the *Food Tracker* form easier to read also makes the *Food Tracker Instruction Guide* more important to the data collection process. As words are simplified for the participant on the *Food Tracker*, specific directions and other text are now moved to the *Guide* for the educator. For this reason, it is important for the educator to study and follow the *Instruction Guide*.

Principles for the Nutrition Education Evaluation Process

How do we get the best evaluation data? For starters, we implement the principles for a successful evaluation process. Those principles are practiced in the development of our new forms for California, Nevada, Oregon and Washington EFNEP (*Food Tracker*, *About Me* and the *Checklist*) and are shown below.

Principles for the Nutrition Education evaluation process**

- 1st priority is to meet the needs of the EFNEP **participant**.
- 2nd priority is to meet the needs of the EFNEP **educator**.
- 3rd priority is to meet the needs of the EFNEP **data entry person**.
[This person may be the educator in 2012].
- Last priority is to meet the needs of the EFNEP **administrators, specialist and advisers**. Why? They are not directly involved in the education process.

**Based on Sudman 1982; Townsend et al. 2007; Johns & Townsend 2011

5-Step Multiple Pass 24-Hour Dietary Recall + Computerized Nutrient Analysis

How do we get the food data for the computerized nutrient analysis? The best way is to use the 5-Step Multiple Pass 24-Hour Dietary Recall Method. This method will provide data about Vitamins A and C, folate, iron, calcium, fiber, total fat, and saturated fat.

Keys to accurate recalls

- A trusting, **non-judgmental relationship** between educator and participant
- **Visuals** to aid in accurately estimating portion size
- **Probing questions** that are not leading the participant
- Sufficient **details** to describe the food item [brands, preparation, ingredients, portions, etc.]

Why isn't "Forgotten foods" its own step? We tested that format and sequence in Version 1 with Forgotten foods as Step 3 on page 4 of the *Food Tracker*. Participants had a hard time going back and forth between the inside pages to page 4, the back page where Forgotten foods was located. Educators preferred the revised version in Versions 2 & 3. Note: Forgotten foods section is retained in the script. It is part of Step 1.

When do I start the recall? Begin yesterday with the first food eaten in the morning. End with the last food eaten before bedtime. For participants working a night shift, begin at midnight two nights ago and end last night at midnight. There are other approaches, but this is the one we have chosen for EFNEP. Refer to page 16 for details.

What are the new steps to the recall? How does it compare to what we have been doing January-September 2012? The names of the 5 Steps and their sequence are new. The new names and sequence are outlined in Table 1.

- One major change is the deletion of 'Forgotten Foods' as Step 3. Now educators will see that the forgotten foods text is located at the end of Step 1 - Foods + Drinks. Educators felt a separate category/column in purple was confusing to participants.
- The second major change is the collection of 'portions/How Much?' before 'Details'. Once again, this change is made at the recommendation of many educators.
- 'Step 5 Check' has been completely revised.

Table 1. Comparison of the 3-Step and 5-Step Multiple Pass 24-Hour Dietary Recall methods used by California EFNEP spanning three time periods.

3 Steps [before 2011]	Food Tracker 5 Steps [2011-12] Version 1	Food Tracker 5 Steps [2012-13 & 2013-14] Versions 2 & 3
Quick list	Quick list	Foods + Drinks
Time and event	Time and event	Meal or Snack
	Forgotten foods	How Much?
	Food details	Details
Final probe	Final probe	Check

EFNEP Portion Size Kit

Each California educator has an EFNEP Portion Size Kit. Many of the items were purchased for staff and given to educators at the three regional trainings in the Fall 2011. The kit contents were updated in Spring/Summer 2012. Some items need to be prepared by the educator such as the bean bags and oversized rounds and squares. Suggested contents are listed here.* Details of the contents of the kit are listed in Appendix A.

■ Large covered tub	To hold EFNEP portion size kit contents.
■ Bowls: 3 oz., 8 oz., 10 oz., 12 oz.	Use for cereal, salad, soup, cut-up foods.
■ Dinner plates: 7¼", 9", 10¼", 11", 12"	Use dinner plates to estimate portion size of food items.
■ Drinking cups: 4 oz., 8 oz., 10 oz., 14 oz.	Use for soda, juice, milk, and other liquids such as clear soup.
■ Measuring cups & spoons	Use spoons for sauces, condiments, small portions. Use cups for larger portions.
■ Ruler	Use to measure dimensions (length, width and height) of food items.
■ Tennis ball	Use to measure round objects such as an orange, apple or other round food items.
■ Deck of cards	Use for meat, poultry, or fish.
■ Beanbags: ¼ cup, ½ cup, 1 cup	Use for soft and loose foods like beans or pudding.
■ Round and square grids (see handouts, EFNEP trainings)	Use to estimate size of piece of square cake.
■ Various pie, cake or pizza slice shapes (see handouts, EFNEP trainings)	Use to estimate slice of pizza, cake, or pie.

*Adapted from: Sheik B, Brown B, O'Hara U, Neilson N. *The 24-Hour Food Recall: an essential tool in nutrition education. Oversized Resources* [In-service training package, *Facilitator's Guide Video Training Package*]. Page 2-4, 7, 8. Oklahoma State University Cooperative Extension, 2009.

Instructions for Educators

This script is what you can say to your participants as you take them through the *Food Tracker ... What I Ate Yesterday*. You can read the script word for word until you are comfortable with the text. A competent and successful educator has the script on hand and refers to it often. It is important to include all points and concepts. The latest version of the Food Tracker Observation Report version 7 for FY 13-14 is available and will be helpful. This report lists the observable behaviors expected from the educator when collecting Food Tracker data.

QUICK VIEW

Food Tracker Game/Activity

Introduction to Food Tracker

- STEP 1** Foods + Drinks
(including 'Forgotten Foods' text)
- STEP 2** Meal or Snack
- STEP 3** How Much?...Food Quantity
(using the EFNEP Portion Size Visuals Guide and Kit)
- STEP 4** Details...Food Quality
(using the EFNEP Food Description Guide, on Pgs. 33-65)
- STEP 5** Check

Items to have on hand

- Portion Size Recall kit
- Portion Size Visuals
- Food Tracker Instruction Guide in English & Spanish
- Food Description MINI
- Food Trackers forms

The Food Tracker takes about 45-60 minutes to complete with a group of EFNEP participants. Larger classes take more time than smaller classes.

Note: Educators, coordinators and UCCE advisors may use the *Food Tracker Observation Report* version 7 for FY 13-14 for a detailed summary of behavioral expectations for collecting *Food Tracker* data.

Note: The light blue numbers along the edge of this guide reference the behaviors listed on the *Food Tracker Observation Report*.

#1a, 1b, 1c, 1d, 1e

Food Tracker Game/Activity. EFNEP educators recommended beginning the lesson with a game about portion size. First, play the game and second, complete the *Food Tracker*.

The game's purpose is to

- Introduce participants to the concept of estimating portion size using items from the *EFNEP Portion Size Kit* and the *EFNEP Portion Size Visuals Book or Charts*.
- Increase the accuracy of participants' portion size estimates for the *Food Tracker ... What I Ate Yesterday*.

Goal. Prepare participants to complete the *Food Tracker* (24-Hour Diet Recall, Step 3 - How much?)

Specific Objectives. At the end of the session, participants will be able to:

- Use common props (tools in the *EFNEP Portion Size Kit*) to help estimate the amount of food they have eaten.
- Estimate their portion sizes for the Food Tracker Activity.

Place the measuring tools from the *EFNEP Portion Size Kit* on the demonstration table.

Reminder: Educator's scripted lines are highlighted in boxes throughout this guide. Light blue for English and light purple for Spanish.

Think about the last time you visited a doctor's office. Were you or your child asked to stand next to the wall or beside the scale while the nurse measured height?

Piense en la última vez que fue a ver al médico. ¿Le pidieron a usted o a su niño que se parara contra la pared o al lado de la báscula mientras que la enfermera medía su estatura?

Now, think about reading a recipe. The instructions said to use ½ cup or 1 tablespoon.

Ahora, piense cuando está leyendo una receta. Las instrucciones piden que use ½ taza o 1 cucharada.

The ruler on the wall or scale in the doctor's office and the ½ cup or tablespoon used in the recipe are measuring tools. Tools like these can be used to estimate amounts. Using tools gives a better answer than guessing. We will be using these tools to help us estimate how much food we are eating.

La regla en la pared y la báscula en el consultorio médico, y la ½ taza o la cucharada que pide la receta son herramientas para medir. Instrumentos como estos se pueden usar para calcular cantidades. Usar herramientas para medir nos da mejores respuestas que si tratamos de adivinar. Usaremos estas herramientas para ayudarnos a calcular la cantidad de alimentos que comemos.

#2

Hold up the deck of cards.



The deck of cards can be used to estimate the size of 2-3 ounces of meat, fish or poultry or 10 medium French fries.

El juego de barajas (naipes) se puede usar para calcular el tamaño de 2 a 3 onzas de carne, pescado o aves o 10 French fries medianas.

#3a

Hold up the ½ cup dry measuring cup.



½ measuring cup can be used to estimate 4 ounces or ½ cup of cooked rice, raisins or beans.

Una medida de ½ taza se puede usar para calcular 4 onzas o ½ taza de arroz cocido, pasas o frijoles.

#3a

Hold up the tennis ball.



The tennis ball can be used to estimate the size of a small apple.

La pelota de tenis se puede usar para calcular el tamaño de una manzana pequeña.

Hold up food models (if available) or pictures of food.



Allow participants to call out answers.

Can you use the tools on the table to estimate these foods? Which tool can you use to measure chicken or meat?.....Cheese?.....Beans?..... French fries?.....Salad?.....Juice?

¿Puede usar las herramientas que están en la mesa para calcular estos alimentos? ¿Cuál herramienta puede usar para medir el pollo o la carne?..... ¿queso?... ¿frijoles?... ¿French fries?... ¿ensalada?... ¿jugo?

On the demonstration table, the educator has prepared the apple salad served in different quantities on different size serving plates.

For today's class you will be preparing the apple salad. The salad has apples, lemon juice, raisins, carrots, celery, and yogurt.

En la clase de hoy ustedes van a preparar la ensalada de manzana. Esta ensalada lleva: manzanas, jugo de limón, pasas, zanahorias, apio y yogur.

Look at the amount of salad on each plate. First, let's guess each amount. Second, let's measure and then compare our guesses.

Fíjese en la cantidad de ensalada que hay en cada plato. Primero, vamos a adivinar cada cantidad. Segundo, midamos y comparemos con nuestros cálculos.

So first, guess how much is on each plate and write down your answers. Do we have a volunteer to share their guess?

Así que primero, adivine la cantidad que hay en cada plato y escriba sus respuestas. ¿Tenemos a un voluntario que quiera compartir sus resultados?

Now let's estimate the portions on the plate. What tool would you use?

Ahora, calculemos las porciones que hay en el plato. ¿Cuál instrumento usaría?

Let's get into groups of 3-4.

Formemos grupos de 3 o 4 personas.

#3b

Encourage groups to talk amongst themselves and call out their answers. Decide on a group consensus.

If you eat this portion, [point to one setting] how much do you think you are eating?

Si usted se come esta porción, [señale a una] ¿cuánto cree que está comiendo?

Which of the tools would you use to estimate this portion?

¿Cuál de las herramientas usaría para calcular esta porción?

#3c

After discussing and coming to consensus, have a participant measure the amount the group has determined using the tool identified and place on the serving plate. (Note: use clean measuring utensils and serving utensils. Class will be eating the salad as snack later in class).

Was the estimate accurate? How does it compare to the 'guess'? Discuss.

¿Fue acertado su cálculo? ¿Cómo se compara con lo que "adivinó"? Comenten al respecto.

Repeat, pointing to different quantities of the apple salad served on different size plates.

In summary, you can see our guesses or estimates of 'how much' food is on a plate isn't always accurate or correct. It is helpful to use tools, like the measuring cups or rulers, to get a better or more accurate amount. For our next activity, we will ask you to think about what you ate yesterday and estimate the amount you ate. Keep these different tools in mind when writing down how much of each food you ate. We will have the apple salad as our snack.

En resumen, ustedes pueden ver que nuestros cálculos sobre cuánta comida hay en el plato no siempre son acertados o correctos. Es útil usar herramientas, como tazas de medir o reglas, para obtener una cantidad más acertada. Para nuestra próxima actividad, le pediremos que piense en lo que comió ayer y calcule la cantidad que comió. Mantenga estas diferentes herramientas en mente cuando escriba qué cantidad comió de cada comida. Ahora tendremos de bocadillo la ensalada de manzana.

Introduction to Food Tracker ... What I Ate Yesterday

A good educator has the script on hand and refers to it often. You are not expected to memorize the script word for word, but you do need to make sure to cover every item in order.



Pass out the *Food Tracker* forms and pencils.

#4, 5a, 5b

In front of you is a colorful booklet called *Food Tracker ... What I Ate Yesterday*. In the right corner add your name and today's date. Today's date is _____. (entry) Mark the 'Lesson 2' box. (exit) Mark the 'Lesson 7' box.

Frente a usted hay un folleto colorido llamado *Registro de Alimentos: lo que comí ayer*. En la esquina de arriba, a la derecha, escriba su nombre y la fecha de hoy. La fecha de hoy es _____. (entrada) Marque la casilla de la "Lección 2". (salida) Marque la casilla de la "Lección 7".

#6, 7

Using this form, we are going to do an activity together to find out what you ate and drank during the last 24-hour period. Since today is _____ [Tuesday] you will be thinking about the foods and drinks you had from _____ [Monday] morning to _____ [Monday] night.

Vamos a usar este formulario para hacer una actividad juntos para recordar qué comió y bebió durante las últimas 24 horas. Hoy es _____ [martes], así que necesita pensar en los alimentos y bebidas que ha consumido desde el _____ [lunes] en la mañana hasta el _____ [lunes] en la noche.

EXAMPLES

Rubio woke up at 8:00 AM yesterday. He records the first food or drink after waking up. If he went to bed at 10:30 PM he would list the last food or drink he had before going to bed.

Martina works a night shift. She may need to think of her foods and drinks differently. If she goes to bed at 7:30AM and wakes up at 2:00pm, she would record her first food or drink after 12:00 AM (midnight) yesterday morning and her last food or drink before 11:59 PM last night.

#8a, 8b

Food Tracker day	Begin recording foods	End recording foods
Monday	12:00 AM midnight Sunday	11:59 PM Sunday
Tuesday	12:00 AM midnight Monday	11:59 PM Monday
Wednesday	12:00 AM midnight Tuesday	11:59 PM Tuesday
Thursday	12:00 AM midnight Wednesday	11:59 PM Wednesday
Friday	12:00 AM midnight Thursday	11:59 PM Thursday

This is an activity, not a test. It should take about 45 minutes. Nothing will be graded. All information you provide is kept in confidence. I am the only person who will see what you write. Others will not (state only if true). I will guide the group through each step.

Esta es una actividad no una prueba. Nos debe tomar unos 45 minutos. No se va a calificar nada. Toda la información que ustedes nos den se mantendrá de manera privada y confidencial. Yo soy la única persona que verá lo que usted escriba. Otras personas no la verán (diga esto solo si es verdad). Yo voy a guiarlos, en grupo, a lo largo de cada paso.

This next activity is important for many reasons. The information you provide will help us guide our class presentations, help choose recipes to prepare in class and to set class goals. It will also let us know if you make any changes in your food choices after taking these nutrition classes.

La siguiente actividad es importante por muchas razones. La información que nos proporcione nos ayudará a guiar nuestras presentaciones durante las clases, a seleccionar recetas para preparar en clase y a establecer las metas de la clase. También nos permitirá saber si ustedes adoptan algunos cambios en sus preferencias alimenticias después de tomar esta clase de nutrición.

#9a, 9b, 10, 11



Take out and display the Food Tracker poster board for participants to see.

Think about the foods and drinks you ate and drank for a 24-hour period. There are several ways you may remember what you ate and drank. You may want to think about all of the foods you ate yesterday from the time that you got up in the morning until the time that you went to bed last night. If you have a different schedule such as working the late shift, begin with the foods you eat at midnight and after. You may want to think about yesterday's activities and then the foods that accompanied them. You may prefer to remember yesterday's foods and drinks another way.

We will start by making a list of these foods and drinks.

Piense en los alimentos y bebidas que consumió en un periodo de 24 horas. Hay varias formas en las que puede recordar lo que comió y bebió. Tal vez quiera pensar en todos los alimentos que comió ayer desde el momento en que se levantó en la mañana hasta el momento en que se acostó en la noche. Si tiene un horario diferente, por ejemplo si trabaja el turno de la noche, empiece con los alimentos que comió a la medianoche y después. Puede pensar en las actividades de ayer y luego en los alimentos que las acompañaron. O quizás prefiera recordar los alimentos y bebidas que consumió de otra manera.

Vamos a comenzar haciendo una lista de estos alimentos y bebidas.



Point to the pink column, Foods + Drinks, on the poster board.

#12a

#12b, 12c, 13, 14

#15

Flip open your *Food Tracker*. Locate the pink column like the one shown here on the poster board. It says Food + Drinks at the top. Here you will write a list of the foods and drinks you had yesterday. You may add foods in any order you like but it may help to begin with the first foods you ate in the morning. Write one food or drink item on one line.

Abran su *Registro de Alimentos*. Encuentren la columna de color rosa, como la que se ve aquí en el cartel. Dice Alimentos y Bebidas en la parte de arriba. Aquí van a escribir una lista de los alimentos y bebidas que consumieron ayer. Pueden escribir los alimentos en el orden que gusten, pero podría ayudarles si empiezan por los primeros alimentos que comieron por la mañana. Escriban un alimento o bebida por línea.

Example: You ate a hamburger, fries and soda. Write each on a separate line. And don't worry about the details during this step.

Por ejemplo: usted se comió una hamburguesa, French fries y una soda o refresco. Escriba cada uno en una línea por separado. Y no se preocupe por los detalles en este paso.

Take your time and ask me questions.

Tómense su tiempo y háganme preguntas.

Educator walks around the room helping participants with the list of foods and drinks.

Educator waits for most of the class to finish their list, then moves on.

Now I am going to ask you some questions to trigger your memory about yesterday. These questions are triggers for foods you may have forgotten.

Ahora voy a hacerles algunas preguntas para ayudarles a recordar el día de ayer. Estas preguntas son para ayudarles a recordar alimentos que quizás hayan olvidado.

#16a

First are questions about your activities yesterday.

1. Did you eat anything at bedtime?
2. Did you eat during the night? A snack or meal?
3. Did you eat or drink while watching TV or using the computer?
4. Did you eat or drink while driving? At work?
5. Did you meet a friend for lunch, snack or coffee?

Primero hay preguntas sobre sus actividades de ayer.

1. ¿Comió algo a la hora de irse a dormir?
2. ¿Comió algo durante la noche? ¿un bocadillo o una comida?
3. ¿Comió o bebió algo mientras veía televisión o usaba la computadora?
4. ¿Comió o bebió algo mientras conducía? ¿En el trabajo?
5. ¿Se reunió con un amigo para almorzar, tomar un bocadillo o café?

#16b

Educator pauses after reading questions 1-5 to give participants time to think about their forgotten foods.

Second are questions about foods you may have overlooked.

6. Did you have any crackers, breads, rolls, or tortillas with a meal or as a snack?
7. How about hot or cold cereals?
8. Do you remember adding butter or cheese as a topping on vegetables? Chile or salsa to any food?
9. Cheese or mayonnaise added on a sandwich?
10. Did you have any chips, candy, nuts, or seeds with or between meals?
11. How about any fruit or juice with meals or snacks?
12. What about coffee, tea, soft drinks, energy drinks or juices?
13. Did you have any beer, wine, cocktails, brandies, or any other drinks made with liquor that you may have forgotten?

Y ahora hay preguntas sobre alimentos que pudieran haber olvidado.

6. ¿Comió galletas saladas, pan, panecillos o tortillas con la comida o como bocadillo?
7. ¿Qué tal cereales fríos o calientes?
8. ¿Se acuerda si le agregó mantequilla o queso por encima a las verduras? ¿Chile o salsa a alguna comida?
9. ¿Le agregó queso o mayonesa a un sándwich?
10. ¿Comió papitas (chips), dulces, nueces o semillas con o entre comidas?
11. ¿Comió una fruta o bebió un jugo con las comidas o bocadillo?
12. ¿Tomó café, té, refrescos gaseosos, bebidas energéticas o jugos?
13. ¿Bebió cerveza, vino, cócteles, brandy o cualquier otra bebida alcohólica que quizás había olvidado?

#17b

Educator pauses after reading questions 6-13 to give participants time to think about their forgotten foods.

Add these forgotten foods to your list in the pink column.

Añada estos alimentos olvidados en su lista en la columna de color rosa.

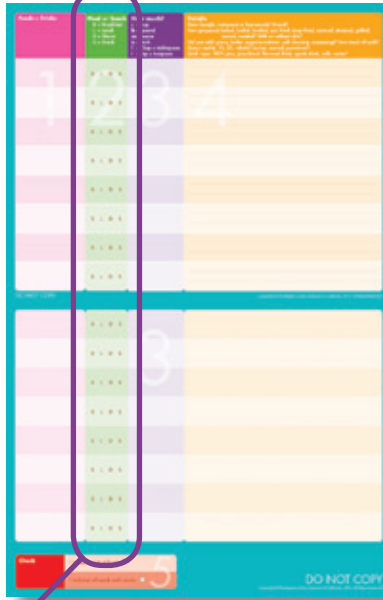
Educator walks around the room helping participants with forgotten foods. Educator responds to participant questions.

Educator 'checks in' with participants to see if they are ready to move on to Step 2.

#18

STEP 2...MEAL OR SNACK

Only 3 snacks can be coded for WebNEERS. If more than 3 snacks are listed on the recall, combine them or add one to an adjacent meal.



Point to the green column, Meal or Snack, on the poster board.

Now move to the green column. This is Step 2. It says “Meal or Snack” at the top. The brown letters B L D S refer to a specific meal or snack. The definitions are located at the top of the green column, B = Breakfast, L = Lunch, D = Dinner, S = Snack. A “meal” is a regular eating time during the day when a reasonably large amount of food is eaten. Examples of a meal are breakfast, lunch, and dinner. A “snack” refers to those foods eaten before or after a meal.

Circle one letter to describe each food and drink. Remember, food or drink eaten before, after, or in between meals is called a Snack.

A snack could be any food or drink item(s) excluding water.

Ahora pasemos a la columna verde. Este es el paso 2. Dice “Alimento o Bocado” en la parte de arriba. Las letras D A C B de color café se refieren a una comida o bocadillo específico. Las definiciones están en la parte de arriba de la columna verde. D= Desayuno, A= Almuerzo, C= Cena, B= Bocado. Una “comida” es un tiempo habitual durante el día cuando se consume una cantidad razonable de alimentos. Ejemplos de una comida son el desayuno, almuerzo y cena. Un “bocado” se refiere a alimentos que se consumen antes o después de una comida.

Encierre en un círculo una de las letras para describir cada alimento y bebida. Recuerde que a los alimentos o bebidas consumidas antes, después o entre comidas se les llama bocadillos.

#19b, 19c, 20, 21, 22

Do you have any questions?

¿Tienen alguna pregunta?

Educator walks around the room helping participants with Step 2 -Meal or Snack.

Educator 'checks in' with participants to see if they are ready to move on to step 3.

#23

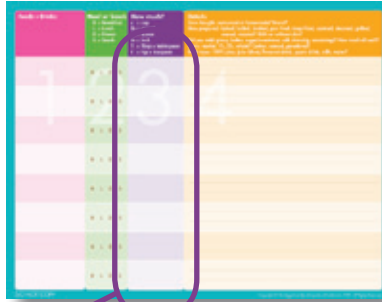
When is a good time for participant questions? Some educators like to have questions throughout the Food Tracker. "I drank coffee. What do I write down?" "I made chili and beans. What do I write down?" And this works well when the educator is working with one participant. The educator is reacting to the participant.

What is best when the educator is working with a group? A different approach is needed. We call it a 'proactive' approach. Example: During Step 3 – How much?, take the group through the all 8 food categories using the script, then respond to participant questions. The educator guides the group through the Food Tracker efficiently and still has time at the end for questions. For Step 4 - Details, the educator takes the group through all 8 food categories using the script, then responds to participant questions. This proactive approach will produce more accurate and complete food data. It will help you keep participants together and with you.

But shouldn't educators take questions throughout the Food Tracker because the EFNEP teaching style is learner-centered? During the nutrition education lessons, questions throughout work well. Taking questions throughout the Food Tracker is a "reactive" approach. A reactive approach will shift the educator's focus from the content in the script to one participant's need. That may confuse the other 24 participants in the group.

How should I respond to a participant that keeps asking questions before I complete all 8 food categories in the script? You might say something like, "I know you may have questions specific to the foods you listed in your food and drink column. Please let me finish all 8 food categories. You may find that I answer to your question when talking about specific foods. If you still have questions after we go through the food categories, I would be happy to answer it."

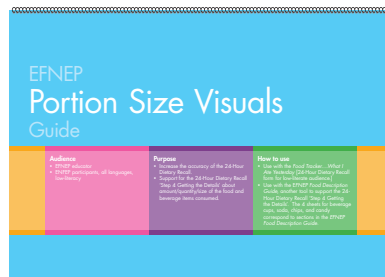
STEP 3...HOW MUCH?



Point to the purple column, How much?, on the poster board.

We are now going to move to the next column, the purple column. It says 'How Much' at the top. This is where you will decide how much of each of the food items you ate.

Ahora vamos a pasar a la siguiente columna, la de color morado. Dice "Cuánto" en la parte de arriba. Aquí es donde usted decidirá qué cantidad de cada uno de los alimentos comió.



Have at your fingertips the *Portion Size Visuals Guide* book or posters/charts and visual aids from the Portion Size Kit. If using Charts 1-4 instead of the book, tape them to the wall before beginning the *Food Tracker*.

#24a

#24b, 24c



Let's begin with the drinks on your list. This chart [show Chart 1] may be helpful if you are unsure about how much you drank. The chart shows 4 foam cups in different sizes: 14, 20, 32 and 44 oz. You may recognize the size of the cup by its appearance instead of by the volume in ounces (oz).

Both hot and cold drinks are served in these cups. These photographs are life-size. Was the size of your drink cup like any of those shown here? Or was it a different size?

Empecemos con las bebidas en su lista. Esta gráfica [muéstrelas la gráfica 1] puede ayudarles si no están seguros cuánto bebieron. La gráfica muestra 4 vasos desechables de diferentes tamaños: 14, 20, 32 y 44 onzas. Ustedes quizás reconozcan el tamaño del vaso por su apariencia y no por su volumen en onzas (oz).

Tanto las bebidas frías como las calientes se sirven en estos vasos. Estas fotografías son de tamaño real. ¿Fue el tamaño de su bebida como alguno de los vasos que se muestran aquí? ¿O era de distinto tamaño?



Note: The size of a container could be noted in fluid ounces (oz).

- liter (L)(34 oz)
- pint (16 oz)
- quart (32 oz)
- gallon (gal)(128 oz)

Chart 2 shows 5 soda containers in various sizes: 8, 12, 16, 20 oz. and 1 liter (L). A 1-liter container holds about 34 ounces (oz).

La gráfica 2 muestra 5 envases de sodas de varios tamaños; 8, 12, 16, 20 onzas y 1 litro. Un envase de un litro contiene alrededor de 34 onzas (oz).



I am now showing you 4 clear plastic cups or tumblers [from the Portion Size Kit]. These cups hold 4, 8, 10 and 14 fluid ounces (oz) of drink.

Ahora les estoy mostrando 4 vasos de plástico transparente [del kit Portion Size]. A estos vasos les caben 4, 8, 10 y 14 onzas (oz) fluidas de una bebida.

#25a

#26a

Once you decide on the container size, ask yourself 'Did I drink all or part of it?' Write in the purple column how much you think you drank.

Una vez que decida el tamaño del envase, pregúntese, "¿me lo bebí todo o solo una parte?". Escriba en la columna morada la cantidad que piensa que bebió.



Chart 3 shows 3 bags of chips in various sizes: 1 1/8, 1 and 2 3/4 oz.

La gráfica 3 muestra tres bolsas de chips de varios tamaños: 1 1/8 de onza, 1 onza y 2 3/4 de onza.



Chart 4 shows 5 candy bars in various sizes: 0.6, 1.5, 2, 2.6, and 4.4 oz.

La gráfica 4 muestra 5 barras de dulce en varios tamaños: 0.6, 1.5, 2, 2.6 y 4.4 onzas.



To help you decide how much of each food and drink I will show you some other items. I am now showing you 4 bowls. These bowls hold 3, 8, 10, and 12 oz.

Para ayudarles a decidir la cantidad de cada alimento y bebida, les mostraré otros artículos. Les estoy mostrando 4 tazones. A estos tazones les caben 3, 8, 10 y 12 onzas.

#25b

#26b



#26c

I am showing you 5 dinner plates. These plates are 7 ¼, 9, 10 ¼, 11, and 12 inches.

Les estoy mostrando cinco platos. Estos platos miden 7¼, 9, 10¼, 11 y 12 pulgadas.



#26d

I am now showing you a set of measuring spoons and measuring cups.

Ahora les estoy mostrando un juego de cucharas y tazas para medir.



#26e, 26f

I am showing you a ruler and a tennis ball. This can be used to estimate the size of a small apple.

Les estoy mostrando una regla y una pelota de tenis. Estos se pueden usar para calcular el tamaño de una manzana pequeña.



#26g

Here is a deck of cards. This is about 2-3 ounces of meat, fish, or poultry or 10 medium French fries.

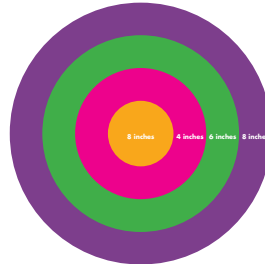
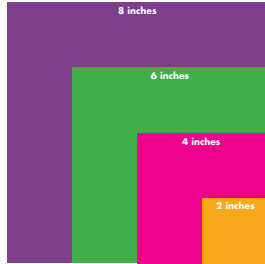
Aquí tengo un juego de barajas (naipes). Este representa de 2 a 3 onzas de carne, pescado o aves o 10 French fries medianas.



Here are 3 bean bags. These bean bags are $\frac{1}{4}$, $\frac{1}{2}$, and 1 cup.

Aquí tengo tres saquitos rellenos. Estos saquitos contienen $\frac{1}{4}$ de taza, $\frac{1}{2}$ taza y 1 taza.

#26h



These are grids of different round and square shapes. There are 2, 4, 6 and 8 inch circles and squares.

Estas son planillas de diferentes formas redondas y cuadradas. Hay círculos y cuadrados de 2, 4, 6 y 8 pulgadas.

#26i



These are different sizes of slice shapes. These are $\frac{1}{8}$ of a 12" pizza, $\frac{1}{8}$ of a 9" pizza, $\frac{1}{12}$ of a 9" layer cake and $\frac{1}{16}$ of a 9" layer cake.

Estos son diferentes tamaños de rebanadas. Estas son rebanadas de pizza de $\frac{1}{8}$ de una pizza de 12 pulgadas, $\frac{1}{8}$ de una pizza de 9 pulgadas, $\frac{1}{12}$ de un pastel de 9 pulgadas y $\frac{1}{16}$ de un pastel de 9 pulgadas.

#26j

These items may help you decide how large or how much something was that you listed on your food and drink list. This is a good time to ask questions.

Estos artículos pueden ayudarles a decidir la cantidad o el tamaño de los alimentos que incluyeron en su lista de alimentos y bebidas. ¿Alguien tiene alguna pregunta?

#27



Educator walks around the room helping participants with Step 3 - How Much? using Portion Size Visuals or 4 Charts and Recall kit to answer participant questions.



Table 2, on the following pages, gives you ideas about useful portion size aides to help participants estimate how much they ate or drank for the 8 food categories. It is important to keep participants together on the same category of foods.

Educator 'checks in' with participants to see if they are ready to move on to step 4.

#28

Table 2. Aids from the EFNEP Portion Size Charts and the EFNEP Portion Size Kit for estimating portion sizes during Food Tracker Step 3 - How Much?*

Category		Visual Aids	
Drinks	Sports drink Coffee Tea Juice Milk Soda Others		
		Chart 1	Chart 2
		<ul style="list-style-type: none"> ■ Clear plastic cups 	
Fruit, Vegetables, Beans & Nuts**	Salads	<ul style="list-style-type: none"> ■ Bowls ■ Bean bags ■ Plates for salads 	<ul style="list-style-type: none"> ■ Measuring cups ■ Ruler ■ Tennis ball
Grains	Cereals Muffins Tortillas Rice Breads Bagels Biscuits Noodles Pasta	<ul style="list-style-type: none"> ■ Bowls ■ Plates ■ Ruler ■ Tennis ball for biscuit/muffin 	<ul style="list-style-type: none"> ■ Measuring cups ■ Circles for tortilla ■ Bean bags for biscuit/muffin
Meats, Chicken, & Fish		<ul style="list-style-type: none"> ■ Bowls ■ Plates ■ Measuring cups 	<ul style="list-style-type: none"> ■ Ruler ■ Deck of cards ■ Bean bags
Mixed dishes	Sandwiches Soup Recipes Burritos Tacos Casseroles	<ul style="list-style-type: none"> ■ Bowls ■ Measuring cups ■ Ruler 	<ul style="list-style-type: none"> ■ Plates ■ Circles ■ Wedges for pizza

Category	Visual Aids	
Desserts & Snacks	 <p>Chart 3</p> <ul style="list-style-type: none"> ■ Bowls ■ Measuring cups ■ Wedges for pie ■ Deck of cards 	 <p>Chart 4</p> <ul style="list-style-type: none"> ■ Package weight ■ Ruler ■ Bean bags
Restaurant/Takeout (for beverages, see 'Drinks')	<ul style="list-style-type: none"> ■ Size (Small, Med. Large) ■ Number ■ Bowls ■ Name of item & chain (eg. McDonalds' Big Mac) ■ Deck of cards 	
Additions Fats Salad dressings Spreads Sauces	<ul style="list-style-type: none"> ■ Measuring spoons ■ Measuring cups ■ Bean bag (small) 	

* to accompany the *EFNEP Food Description MINI* and *Food Tracker...What I Ate Yesterday*

** Nuts can be counted out as an option for measuring as well as by cup or ounce.

LEADING QUESTIONS...When is a question leading the participant?

Asking leading questions is suggesting to your participant that she answer in a certain way. The leading question suggests that one answer is more favorable than another. This is a bias. Questions can be open-ended or closed-ended. A closed-ended question is one that requires a specific one-or two-word response, often yes/no or always/never.

Qualities of the questions we want for the Food Tracker are open-ended, specific to the food category or food, and nonjudgmental. The latter means that the question is asked in a neutral manner and does not suggest to participants that one food or food category is better than another. We want participants to respond in an unbiased manner. We want them to be comfortable listing foods on their Food Tracker that nutrition educators do not recommend or like. Getting honest answers from participants is not easy. It takes the expertise of an experienced educator. To summarize, during evaluation, educator opinions and views need to be held in check.

Open-ended questions during the Food Tracker require special wording. The purpose of these questions is to encourage participants to provide food details without hinting that one food type is better than another. These hints should be saved for the lessons; they do not belong in evaluation. Asking effective open-ended questions is a skill that can be learned and practiced.

Open-ended questions during the Food Tracker should be specific to the food category in the Food Description MINI. If a participant tells you he ate cereal, then focus on cereal questions. You would ask “What type of cereal was it? What brand? Was it hot or cold? What did you add to the cereal?”

EXAMPLES

I drank milk for lunch.

Did you drink skim?

◀•••• Leading question

What type of milk did you drink?

◀•••• Open-ended

Did you drink skim, 1%, 2% or regular full fat milk?

◀•••• Open-ended. Includes all options.

I drank coffee.

Did you add cream to your coffee?

◀•••• Leading question. Closed-ended with only Yes/No answer.

Did you add cream or half n’ half?

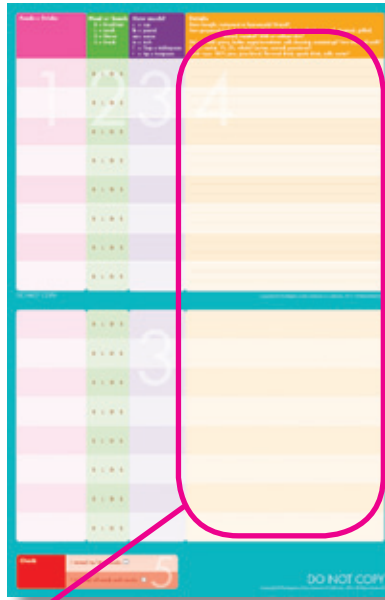
◀•••• Leading question. Closed-ended with only Yes/No answer.

Did you add cream, half n’half, 2% milk, 1% milk, or skim milk?

◀•••• Open-ended. Includes all dairy options for coffee.

Did you add sugar, honey or another sweetener?

◀•••• Open-ended. Includes all coffee sweetener options.



Point to the gold column, Details, on the poster board.

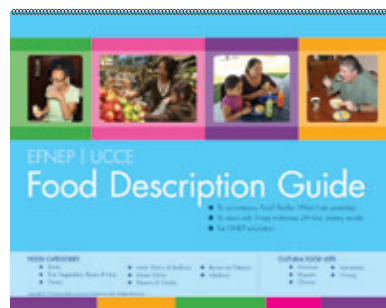
Now let's look at the gold column. It says 'Details' at the top. This is where we will learn more about your foods and drinks. This is the section where you will add brand name, ingredients, preparation, added sauces, etc. This is where I will ask you 'How, What, Where' about each item on your Foods + Drinks List. Let's begin with the drinks on your list.

Ahora pasemos a la columna naranja. Dice "Detalles" en la parte de arriba. Aquí es donde aprenderemos más sobre sus alimentos y bebidas. Esta es la sección en la que usted va a añadir la marca, ingredientes, preparación, salsas añadidas, etc. Aquí es donde yo les preguntaré "cómo, qué, dónde" de cada cosa en su lista de Comidas y Bebidas. Empecemos con las bebidas en su lista.

#29b, 29c



OR



Use the *EFNEP Food Description Mini* to give the details needed for all eight food categories. The full-size *EFNEP Food Description Guide* should still be used as a reference for participant questions and to assist with data entry.

#30a

What is the type of **drink**? What is the brand? If it contains juice, what form (100%, juice drink, juice blend, juice flavored drink, Capri-Sun)? Was it sweetened with sugar/honey or unsweetened? For a hot drink like coffee, what did you add? Sugar, sweetener, milk (type?), or cream?

#30b

Now let's talk about details for **fruit, vegetables, beans and nuts**. What type? Write down the name. Was it fresh, canned, frozen, juice or dried? Were there any additions like spreads or toppings? If so, include how much of each. Were beans prepared by adding meat, fat, sugar or molasses? For nuts, can you describe them? Peanuts, mixed nuts, salted, flavored or plain?

Salads. Type of lettuce? Other vegetables? Additions? Salad dressing?

#30c

For **grains**, what type did you eat? White/regular, whole wheat, brown, etc. Was it homemade, store bought, from a bakery or restaurant? Brand? Any additions or fat in the preparation like butter, mayonnaise, milk (type?) cream cheese, salt, sugar, or fruit?

#30d

Meat, Poultry & Seafood. Type? Cut? Marinated or basted with fat? Fat eaten? Preparation? Additions?

#30e

What type of **mixed dish** (macaroni and cheese), sandwich (grilled cheese), or taco/burrito (ground beef)? Was it homemade, store bought, or from a restaurant/takeout? Describe each ingredient (bread, cheese, meat, beans, vegetable, etc.) Fried, baked, grilled or broiled? Size? Additions?

¿Qué tipo de **bebida** es? ¿Cuál es la marca? Si contiene jugo, ¿qué clase de jugo (jugo de fruta 100 por ciento, mezcla de jugos, bebida con sabor a fruta, Capri-Sun)? ¿Estaba endulzada con azúcar/miel o no había sido endulzada? Con una bebida caliente como el café, ¿qué le agregó? ¿Azúcar, endulzante, leche (¿qué tipo?) o crema?

Ahora hablemos acerca de los detalles de las **frutas, verduras, frijoles y nueces**. ¿Qué tipo? Escriba el nombre. ¿Era fresca, enlatada, congelada, en jugo o seca? ¿Tenían o les agrego algo como cremas o aderezos para postre? De ser así, incluya la cantidad de cada cosa. ¿Fueron preparados los frijoles agregándole carne, grasa, azúcar o melazas? En el caso de las nueces, ¿puede describirlas? ¿Cacahuates o maní, nueces mixtas, saladas, con sabor o naturales?

Ensaladas. ¿Qué tipo de lechuga? ¿Otras verduras? ¿Les añadió algo más? ¿Aderezo para ensaladas?

Y si hablamos de los **granos**, ¿de cuál comió? Blanco o regular, de trigo integral, granos de color café, etc. ¿Hecho en casa, comprado en la tienda, en la panadería o restaurante? ¿De qué marca? A la hora de prepararlo, ¿le agregó algo, alguna grasa como mantequilla, mayonesa, leche (¿de qué tipo?), queso crema, sal, azúcar o fruta?

Carne, pollo, pescado y mariscos. ¿Qué tipo? ¿Qué corte? ¿Marinada, adobada o untada con grasa? ¿Se comió la grasa, gorditos o cueritos? ¿Preparación? ¿A la parrilla, al horno, guisada, etc.? ¿Incluya cualquier otra cosa que le haya agregado?

¿Qué tipo de **plato mixto** (macarrones con queso), sándwich (de queso a la plancha) o taco/burrito (carne molida)? ¿Preparado en casa, comprado en la tienda o en un restaurante, o lo pidió para llevar? Describa cada ingrediente (pan, queso, carne, frijoles, verduras, etc.) Frito, horneado, asado, a la plancha o a la parrilla? ¿Tamaño? ¿Le agregó algo? (#30e)

Desserts and Snacks. Type? Size? Was it homemade, store bought, or from a restaurant/takeout? Brand? Preparation? Regular, light, baked vs. fried, low-fat, or whole grain? Additions?

Postres y bocadillos. ¿De qué tipo? ¿De qué tamaño? ¿Preparado en casa, comprado en la tienda o en un restaurante, o lo pidió para llevar? ¿Marca? ¿Preparación? ¿Regular, reducido en azúcar (light), horneado o frito, bajo en grasas, de grano entero o integral? ¿Le agregó algo?

#30f

Restaurant/Takeout. Location (deli or McDonalds)? Type (ham sandwich)? List/describe ingredients. Size? Additions?

¿Restaurante/pedido para llevar. Lugar (sección de deli o McDonalds)? ¿Qué clase (sándwich de jamón)? Haga una lista/describa los ingredientes. ¿Tamaño? ¿Le agregó algo?

#30g

Were there any other **additions** to the foods you ate? Fats/salad dressings/spreads. Type? Brand? Style? Alcohol used in cooking or as beverage?

¿Le agrego algunas otras cosas a los alimentos que comió? Grasas/aderezos para ensaladas/cremas para untar. ¿De qué tipo? ¿Marca? ¿Estilo? ¿Consumió bebidas alcohólicas o las usó para cocinar?

#30h

If participants add new foods during Step 4 Details, remind them to include “How much”.

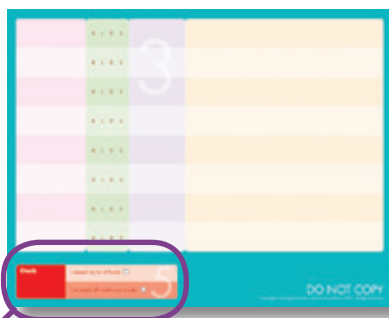
Educator walks around the room helping participants with Step 4 Details. This is a good time to answer participant questions.

#31

The *EFNEP Food Description Guide* and the *Mini* are designed to help you with Step 4 Details. Both guides now contain 8 food categories, condensed from the original 16, in response to educators. In addition, educators will notice that the foods are grouped by food category first and cultural group second in the full-size guide.

Educator ‘checks in’ with participants to see if they are ready to move on to Step 5.

#32



Point to the red box, Check, on the poster board.

#33a

#33b, 33c

Now move to the red box at the bottom of this page. It says 'Check' on the left.

Ahora pasemos al recuadro rojo en la parte de abajo de esta página. Dice "Marque" a la izquierda.

#34a

This is the time to review all the foods and drinks on your Food Tracker. Please take a moment to re-read your list of Foods + Drinks.

Este es el momento para revisar todos los alimentos y bebidas en su Registro de Alimentos. Por favor, tome un momento para leer de nuevo su lista de Comidas y Bebidas.

#35a

Did you include all meals? All snacks?

¿Incluyó todas las comidas? ¿Todos los bocadillos?

#35b

Check the second white box after you have made sure that all of your meals and snacks were included for the day.

Marque la segunda casilla blanca después de asegurarse de haber incluido todas las comidas y bocadillos del día.

Are there any details you can now add? Do you have an amount for every item? Did you complete all the sections on the form, such as your name, today's date? Do you have any questions for me?

¿Hay algunos otros detalles que pueda agregar ahora? ¿Tiene una cantidad para cada alimento? ¿Completó todas las secciones del formulario? Asegúrese de que su nombre y la fecha de hoy estén escritos en la primera página del formulario. ¿Tiene alguna pregunta que quiera hacerme?

Educator pauses to give participants time to finish Step 5 – Check.

You will notice we are not asking about nutritional supplements. Dr. Townsend was concerned that having to respond to participant questions about supplements placed you in the position of providing medical nutrition therapy, a domain of the Registered Dietitian.



Point out to the physical activity question on the poster board.

We have finished this part of the Food Tracker. Now turn to the last page. Locate the white box. This first question is about your activity level on an average day.

Con esto hemos terminado esta parte del Registro de Alimentos. Ahora pasen a la última hoja. Encuentren el recuadro blanco. La primera pregunta es sobre su nivel de actividad física en un día promedio.

How much time do you usually spend in physical activity each day? Less than 30 minutes, 30-60 minutes, or more than 60 minutes. Put one check mark next to the answer that best fits you.

¿Cuánto tiempo le dedica usualmente a la actividad física cada día? Menos de 30 minutos, de 30 a 60 minutos, o más de 60 minutos. Marque la respuesta que mejor refleje lo que usted hace.

#36a

The next question is if you are currently pregnant. Please mark 'Y' for yes or 'N' for no.

La siguiente pregunta es si usted está embarazada. Marque "S" para sí o "N" para no.

#36b

The next question is asking if you are currently nursing. Please mark 'Y' for yes or 'N' for no.

La siguiente pregunta es si usted está amamantando actualmente. Marque "S" para sí o "N" para no.

#36c

The last question asks about your monthly food costs. This includes all money spent on food for the month. Include the value of your WIC vouchers and EBT card for CalFresh (also known as SNAP or food stamps), cash spent on food, and how much spent on prepared food from fast food and restaurants.

La última pregunta es sobre lo que gasta mensualmente en alimentos. Esto incluye todo el dinero que gasta mensualmente en alimentos. Incluya el valor de sus cupones o vales de WIC y la tarjeta EBT de CalFresh (también conocida como SNAP o estampillas de comida), el dinero que gasta en la compra de alimentos, y lo que gasta en alimentos preparados de restaurantes y establecimientos de comida rápida.

#36d

This completes the *Food Tracker*. Thank you.

Con esto concluimos con el Registro de alimentos. ¡Muchas gracias!

Table 3. Potential participant questions and corresponding responses recommended by Nutrition Education Specialist.

Potential questions from participants	Recommended educator response
I like to graze all day. I do not eat meals. What do I do with B L D S in the green column?	Count the larger eating sessions as meals and the others as snacks.
I work the night shift. So my day begins at 2 pm. What do I call my first meal?	Count your meal when you wake up as breakfast regardless of the time of day.
What do I call the food that is not a meal or snack?	A snack is food or drink eaten before or after or between meals.
I am up all night with the graveyard shift at work. Then I sleep during the day. I eat my first sandwich at break around 3 am along with coffee and chips. Is this a snack or meal?	How do you think of it? If you think of this as a meal, call it a meal and decide breakfast, lunch or dinner (B L D on the Food Tracker). If you think of it as a snack, mark snack (S on the Food Tracker).
Does it matter where I eat the food?	No. It does not matter if you are alone or at a party or with family. Write down each food item on a separate line.
Do I count food I eat from my child’s plate?	Yes. If you eat it, count it.
What if I have an unusual day? I am sick and can’t eat.	Write down whatever you may have eaten. It is fine if the day is unusual.
Your bowls don’t look like the bowls I have at home. How should I estimate how much cereal I ate?	Pick the Portion Size Kit item that looks closest to the bowl you use for cereal at home.
I ate ice cream off a cone. How do I describe how much ice cream I ate? What about the cone?	1. Look at these items (tennis ball, mug ...). Which item best describes the amount of ice cream that you ate? 2. What type of cone did you eat? Sugar cone, cake cone or waffle cone?
I made toast for me, but my son ate most of it. What do I write down?	Write down the amount of food that you ate. Don’t include the amount your son ate.
I used artificial sweetener in the blue packet. Should I write it down?	Yes, write it down.
Do I have to record every time I drank a glass of water, tea or coffee?	Yes, write it down. Did you add sweetener, cream or milk?
My wife made me a big burrito but I don’t know everything that was in it or how much.	List what you remember, were there beans? Meat? Rice? Onions? Salsa? Cheese? Sour cream? Let’s look at the ruler, bean bags and measuring spoons to help estimate the amounts.

***Note to Educator: add your questions here.

Appendix A: Portion Size Kit

Contents of the kit are listed below. One of each item is contained inside an oversized plastic carrying box for easy transportation. The kit when taken to class should also have the round and square grids plus the various pie, cake or pizza slice shapes provided as handouts at EFNEP trainings. For questions about kit contents, educators should contact Melissa Tamargo 530-754-5808.

DRINKING CUPS



12 oz.



10 oz.



8 oz.



4 oz.

BOWLS



12 oz.



10 oz.



8 oz.



3 oz.

DINNER PLATES



12"



11"



10 1/4"



9"



7 1/4"

BEAN BAGS (Highly recommended - educator must assemble)



1 cup



1/2 cup



1/4 cup

ADDITIONAL AIDS



12" Ruler



Measuring
spoons & cups



Tennis Ball
2 1/2 in. diameter = small
muffin/fruit/biscuit



Deck of cards
3 oz. of
cooked meat



Measuring
cup

Food Tracker

What I ate yesterday

Name

Date

 / /

- Lesson 1 or 2
- Lesson 7 or 8

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Foods + Drinks

Meal or Snack

- B = Breakfast
- L = Lunch
- D = Dinner
- S = Snack

How much?

- c = cup
- lb = pound
- oz = ounce
- in = inch
- T = Tbsp = tablespoon
- t = tsp = teaspoon

Details

Store bought, restaurant or homemade? Brand?
 How prepared: baked, boiled, broiled, pan fried, deep fried, sauteed, steamed, grilled, seared, roasted? With or without skin?
 Did you add: gravy, butter, sugar/sweetener, salt, dressing, seasonings? How much of each?
 Dairy: nonfat, 1%, 2%, whole? Carton, canned, powdered?
 Drink type: 100% juice, juice blend, flavored drink, sports drink, milk, water?

T

B L D S

B L D S

B L D S

B L D S

B L D S

B L D S

B L D S

B L D S

SAMPLE

B L D S

B L D S

B L D S

B L D S

B L D S

B L D S

B L D S

B L D S

Check

I reread my list of foods.

I included all meals and snacks.

5

SAMPLE



Physical activity

- Less than 30 min.
- 30-60 min.
- More than 60 min.

Pregnant? Y N
Nursing? Y N

Monthly food costs \$

EMPI

FOR STAFF

Educator _____

Date entry date _____

Participant ID _____

Townsend MS, Ganthavorn C, Johns M, Schneider C, Neelon M, Donohue S. Food Tracker...What I Ate Yesterday, version 3 for FY 2013-14. [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide low-literate EFNEP participants through the 5-step process and is used in conjunction with the EFNEP Food Description MINI and EFNEP Portion Size charts] University of California Cooperative Extension. © 2013, Regents of the University of California. All Rights Reserved.

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