

MY EATING HABITS

- identifying habits and priorities for changing them

The aim of the 'My Eating Habits' exercise is to make participants aware of what, when and why they eat. Participants have often previously been asked to describe what they eat during the day but not when and why they eat as they do. Reading and prioritising different quotations about eating makes participants aware of the attitudes and feelings that are relevant for them in their relationship with food. The quotations include good - and not so good - habits that reflect the mental and practical aspects of eating. The exercise can finish with the Goal and Plan exercise for changing eating habits.



Approximately 10 minutes to identify cards
At least 40 minutes for the whole exercise



50 cards on eating habits, relevance cards and task cards for each participant
Good table space
'Goal and Plan' sheet
Writing implements



Can be used at a introductory talk
Individual
In pairs (person beside)
Group dialogue



Use the 'Goal and Plan' exercise for the second part of the exercise
The same type of exercises as 'Goal Game', 'My Illness and Me' and Exercise 'Challenges'

STEP BY STEP

1. The educator introduces the aim of the exercise: That participants should identify their eating habits and possibly set goals for change.
2. Each participant is given a set of 'My Eating Habits'.
3. The educator takes a set and uses it while giving instructions.
4. The educator gives the instructions while using the cards to illustrate what participants should do.
5. This might for example be: "You have all been given cards with quotations about different eating habits. There are cards about the good and the not so good eating habits that we all have. You should select ten cards that reflect your eating habits for better or worse, but focus especially on your not-so-good habits. You have also got two cards marked "Relevant" and "Not relevant". Start by putting all the cards you think are relevant in a "Relevant" pile. Now look through the "Relevant" pile again and keep on taking cards away until about ten are left. If the quotations do not reflect your habits, feel free to describe them on a piece of paper.
6. The exercise continues when everybody has a selection of about ten cards - some participants may need a little help from the educator.
7. Participants in pairs should now tell each other about their relevant cards. They can also discuss what they understand from the quotations and the background for their choice of card.
8. Participants should then each select 1-3 cards that they would like to work on in the process or the next session. If they have gained inspiration from their partner, they could select other cards.
9. The educator can finish the exercise by asking pairs to report on what they have talked about.
10. Part 2: The exercise can continue with Goal and Plan, with participants each selecting 1-3 challenges that they would like to work on in the process. Here, good eating habits could possibly be used as inspiration for how not so good habits can be changed. The educator may conclude the exercise with a round of participants telling the group what they would like to work on in the learning process.