THE MACROBIOTIC ASSOCIATION

Training Standards

MA Macrobiotic Health Coach & Cook

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Introduction

Experience has shown that training over a 2-year period, with approx 360 hours of study and practice, formal teaching and apprenticeship are ideal preparation for becoming a Macrobiotic Health Coach & Cook accredited by the Macrobiotic Association. Students are recommended to create a structure of daily home study that includes cooking practise, exercise, research through reading and written work.

Macrobiotic Theory

The History of Macrobiotics

AIMS

1. To explore how macrobiotics represents our inheritance from many human cultures who have lived harmoniously and sustainably on this planet.
2. To understand the key people and concepts that contributed to the body of knowledge that makes up modern macrobiotics.
3 Explain the MA, past, present, future and some of the great people who were part of it. To know that they are all part of a co-operating community of macrobiotic people who can work together as teachers, practitioners, event organizers and volunteers, to maintain a vibrant worldwide macrobiotic culture. (Possibly show a few Newsletters from the past.)

OUTCOMES

1. To be able to discuss how macrobiotic philosophy has been inspired by traditional cultures of sustainability and harmony with nature.
2. To have researched and be able to write a time line of people who have contributed to macrobiotics, that includes Hippocrates, Dr Von Hufeland, Sagen Ishizuka, George and Lima Ohsawa, Michio and Aveline Kushi, Herman and Cornelia Aihara, Shizuko Yamamoto and one currently practicing teacher, counsellor or cook, noting their contributio
3. To be able to give an example of how macrobiotic philosophy and way of life has been further developed by people currently working in the field, and adapted to embrace modern challenges.
4. To be able to give a brief and clear description of the main principles used in macrobiotics including sodium and potassium, ki, yin and yang, acid and alkaline, and five elements.
5. To be able to describe and discuss the benefits and possible disadvantages of using these principles.
6. To be able to describe and illustrate the difference between George Ohsawa's interpretation of yin and yang and the classic Chinese definition.
7. To be able to describe the evolution of the macrobiotic way of eating, preparing food, and understanding its effects; from George Oshawa's levels of eating to its modern application. Include reference to its' transition from traditional Japanese whole food eating regime to one that includes the most healthy food from around the world.
8 To experience the benefits of being members of the Association and understand what you can receive and what you can offer like-minded people and society in general.

A Macrobiotic Way of Eating

AIMS

1. To understand how the macrobiotic way of eating is a continuation of various grain and vegetable based regimes eaten over thousands of years.
2. To understand which ingredients and cooking styles make up the current macrobiotic way of eating.
3. To know that a macrobiotic dietary practise is a fundamental part of The Macrobiotic Lifestyle because food is such an important energy source for humans, and that Macrobiotics is not a diet per se.
4. To know the original meaning of the word diet.

OUTCOMES

1. To be able to list typical grains, vegetables, sea vegetables, beans, soya products, fermented foods, fish, nuts, seeds, oils, fruits, seasonings used in a healing style macrobiotic diet. To do the same for a broader long-term macrobiotic style diet. To be

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able to discuss the advantages and disadvantages of Michio Kushi's Standard Macrobiotic Diet.
2. To list all the cooking styles commonly used in macrobiotic cooking.
3. To be able to draw different pie charts that show the approximate percentage of different food groups recommended for people, according to their individual needs and circumstances.
4. To be able to write the menu for a week to include breakfast, lunch, dinner, dessert, snacks, and teas, incorporating a variety of ingredients and cooking styles.

The Energy of Food

AIMS

1. To understand how foods have a living energy and how to identify this to be able to recommend certain foods to improve the flow of energy in a person.

OUTCOMES

1. To be able to explain how foods and their unique energies affect our thoughts and emotions.
2. To be able to describe the energy of plant and animal foods in terms of yin and yang, and their effects.
3. To be able to identify the direction of the predominant flow of yin or yang or five elements energy in all ingredients, dried or fresh, such as in, out, up, down, and horizontal. For example celery up, carrot roots down.
4. To know how to prepare and cook food using all the cooking styles in the macrobiotic repertoire. Describe the quality of energy they bring to a dish or meal.
5. To be able to make a list of food in early stages of growth e.g. bean sprouts, and describe the effect of this type of food when eaten.
6. To be able to make a list of food in a mature state of growth, and describe the effect of this type of food when eaten.
7. Describe the different energy of two fish, e.g. salmon and a flat fish like sole, and the different affect each would have on the body when eaten.
8. To be able to identify food from early in the evolution of life e.g. seaweed, and describe the effect they have on us when eaten.
9. To be able to identify modern foods in terms of evolution and describe the likely effect of taking in this energy.
10. To be able to list ingredients in terms of how quickly they grow and explain the likely effect of eating fast or slow growing ingredients.
11. To explain the likely affects of environment on the energetic qualities of foods, such as growing in air, oil or water.
12. To be able to discuss the effect on the energy of foods of the climate and season they grow and how this influences human energy when eaten.
13. To be able to describe how modern methods of farming, food processing and raising animals can affect our mind and body.

Human Energy and Life Force.

AIMS

1. To be able to sense the 'life force', Chi or Ki in yourself and others and be able to use this ability to decide what energy in foods best nourish you or another person.

OUTCOMES

1. To be able to sense energy between the palms of your hands and to describe it.
2. To describe the feeling of warm and cool energy on a person's back.
3. To describe the feeling of the energy around a person's head and to compare the different quality of energy when the person is thinking about the future or the past.
4. To be able to draw the location of the seven main chakras on an outline drawing of the human body as well as locate the chakras directly on a person.
5. To be able to demonstrate the ability to chant and identify the way in which chakras can be vibrated by sound.
6. To give palm healing to another person, and describe the experience.
7. To discuss the likely influences on our energy from weather, food, sun, moon, seasons, times of day, clothing, colours, other people, exercise, sleeping direction, and the internal atmosphere of a home.

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Macrobiotic Healing

AIMS

1. To understand that we are intimately connected to nature, natural cycles and the universe.
2. To appreciate the relationship between food and health.
3. To understand the ways in which someone might recover from poor health.

OUTCOMES

1. To be able to identify and write a list of conditions that are commonly considered to be related to food and eating habits e.g. colon cancer, diabetes type two, obesity, stomach ulcers and gout.
2. To be able to identify conditions that are commonly thought to respond, be improved, or better managed by a healthy way of eating, describing how it can improve these illnesses e.g. heart disease, diabetes, constipation, and gout.
3. To be able to explain fully how food affects the digestive organs, the liver, the blood and the condition of all cells.
4. To be able to describe the organs of elimination (lungs, skin, kidneys, large intestine and bladder) and explain how they influence the healing process and how macrobiotic food can help this process.
5. To be able to list some healing diets and assess to what extent these can be combined with a macrobiotic way of eating and healing.
6. To have an awareness of other forms of healing such as faith based, spiritual, conventional medicine, herbs, and positive thinking.
7. To demonstrate the ability to describe the macrobiotic principles for eating and explain the benefits of chewing, sitting down to eat, and being calm and relaxed when eating.
8. To be able to recommend simple practical changes, for someone to create a more healthy eating regime and lifestyle, using a food diary.
9. To be able to describe possible healing reactions when a macrobiotic programme, and ways to ameliorate them.
10. To give examples from personal experience that show that health is an ongoing process of change and adaptation.
11. To be able to explain clearly, and from your own experience and observations, how eating habits can have an emotional basis.
12. To be able to explain the importance of exercise and movement in creating health, for example circulating blood, lymph and oxygen, improving muscle tone, and clearing the lungs.
13. To be able to suggest and demonstrate appropriate exercises for clients.

Macrobiotic Methods of Health Assessment

AIM

1. To be able to assess people's life-long constitution and changing health condition using simple traditional oriental methods of assessment.

OUTCOMES

1. To use simple diagnostic techniques to assess people's condition including the Seven Conditions of Health by George Ohsawa such as general vitality, sleep, bowel movement, urination, skin condition and gratitude for life.

2. To be able to describe people's constitution based on overall bone structure, proportions in the face and hands, ear shape etc. including more yin or yang nature, character and health.

3. To describe people's health condition using facial area diagnosis, skin colour, voice, posture and gesture.

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Macrobiotic Cooking

Overall Aims

1. For the student to be able to cook for his or her own wellbeing.
2. To be able to cook for a wide variety of people.
3. To be able to teach basic cooking class.
4. To help other people cook using macrobiotic principles.
5. To be able to cook for small groups of people.
6. To have a professional approach to cooking.

Setting Up a Macrobiotic Kitchen

AIMS

1. To be able to set up and work in a clear and organised manner.
2. Work within health and hygiene and safety guidelines.
3. To be able to choose appropriate clothing, apron and nonslip shoes.
4. To understand the advantages and disadvantages of different materials in the kitchen including cookware, utensils and board.
5. To be aware of the dangers of toxic household cleaning products.

OUTCOMES

1. To hold a current valid health and hygiene certificate.
2. To demonstrate the ability to act safely in the use of all equipment in the kitchen.
3. To be able to keep your preparation area tidy, put away pots, and wash up as you cook. Always to have a clear cutting board and cloth to wipe it.
4. To write about and show with photographs how the student has set up a kitchen space at their own or a friend's house.
5. To be able to list the common dangers in a kitchen, for adults and children.
6. To be able to explain why wearing clothes made from natural fabric is preferable.
7. To be able to explain why wearing strong perfume affects our ability to judge taste and smell.
8. To provide a homework assignment that explains the advantages and disadvantages of different dishes, knives, cookware, utensils, cutting boards.
9. To demonstrate an awareness of the effects of using potentially toxic household cleaning products and to describe the ecological alternatives.
10. To demonstrate the ability to wash and care for kitchen equipment.
11. To show how to sharpen a knife.

Menu Planning

AIMS

1. To be able to plan varied, nourishing, tasty, satisfying meals for different occasions and a variety of people.
2. To be able to create menus for a week that are nutritionally and energetically well balanced.
3. To be able to adjust menus to suit people with various dietary preferences.

OUTCOMES

1. To write a menu for each of the following: a family, a single adult, children under 10, for teenagers, and for the over 80's.
2. Write sample menus for a buffet, a celebration, a packed lunch, a travelling pack, a picnic, and quick meals.
3. To be able to write a menu suitable for someone who is vegan, vegetarian, kosher, Muslim, Hindu, Sikh or someone following a food combining or raw food diet.
4. To be able to explain the menus in terms of yin and yang and nutrition.
5. To be able to write menus for different climatic zones, seasons, weather conditions and lifestyles.
6. To be able to explain how to plan and organise a meal when cooking for groups of people.

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Finding and Buying Ingredients

AIMS

1. To understand the reasons why we use organic, local, and seasonal foods.
2. To be able to distinguish how to source different food groups such as fresh vegetables, fish and fruit, dried foods and processed foods.
3. To be aware of the range of local sources of food, including farmers markets, whole food outlets, quality hand-made foods and wild foods.

OUTCOMES

1. To be able to give a presentation on the implications of large supermarkets chains dominating food supply and the effect on agriculture and farming.
2. To give a presentation describing the implications of using organic, local, and seasonal foods.
3. To make a list of foods that could be sourced locally and seasonally.
4. To list foods commonly used in macrobiotic cooking that come from further afield, and discuss the advantages and disadvantages of using these foods.
5. To research and note the possible effects of consuming food that has been contaminated with pesticides, chemical fertilisers or hormones.
6. To learn to grow herbs or vegetables or visit an organic, permaculture or biodynamic farm and give a presentation describing the experience.
7. To be able to make a list of possible wild foods that can be foraged.

The Use of Fire, Time, Pressure, Soaking, Sprouting

AIMS

1. To understand the biological and energetic changes in food when it is heated.
2. To understand how time affects these changes.
3. To understand how physical pressure on vegetables in the pickling or pressing process chemically breaks down the cellulose.
4. To understand how pressure-cooking affects the quality of grains and beans
5. To understand the benefits of soaking beans, grains, seeds, and nuts.
6. To understand the biological and energetic effects of sprouting.

OUTCOMES

1. To be able to explain how the energy and nourishment of food changes with the use of fire in cooking.
2. To be able to discuss how food changes when it is exposed to fire, pressure, salt for various lengths of time.
3. To be able to demonstrate how to make pressed salads and vegetable pickles.
4. To pressure cook and boil grains and note the difference in the experience of eating them.
5. To make dishes that demonstrate the benefit of soaking beans, grains, seeds and nuts.
6. To research and present the biological and energetic influence of sprouting.
7. Prepare a dish that uses the special quality of sprouted food.

Five Tastes and Five Elements

AIM

1. To know how the Five Elements relate to taste, the energetic quality of food, cooking styles and seasonings.

OUTCOMES

1. To taste different foods blindfolded and identify the five tastes.
2. To be developing the ability to look at, taste, experience and then identify which of the five elements a food or dish belongs to.
3. To be able to describe and demonstrate different cooking styles in terms of the Five Elements.
4. To be able to draw the Five Element chart and identify the seasons, times of day, the five tastes; examples of foods, seasonings and cooking styles.

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5. To plan menus containing a balance of all five energies in ingredients, tastes, seasonings and cooking styles.

Kitchen Knife Skills

AIMS

1. To select the correct knives for your own comfort and skill.
2. To choose the appropriate knife for the type of food and cutting style.
3. To be able to maintain knifes.
4. To be able to cut using a wide range of styles.
5. To be able to use a knife safely.
6. To be able to teach the above.

OUTCOMES

1. To be able to demonstrate the practical use of a variety of knives with skill and confidence.
2. To demonstrate the ability to choose the appropriate knife to cut vegetables, fruit, bread and fish.
3. To demonstrate the ability to use and teach all cutting styles: halving, quartering, cutting on the diagonal, cubing, dicing, matchsticks thick and fine, shaving, roll cutting and chunky cutting.
4. To demonstrate the ability to sharpen the knife using an appropriate sharpening stone.
5. To demonstrate the ability to package knives for travelling.
7. To demonstrate the ability to place and handle knives for your own and others safety including guiding cutting with the knuckles and fingertips tucked under.

Cooking Styles

AIMS

1. To be able to use the different cooking styles and cutting styles to create dishes with a particular flow of energy to suit the season or occasion.
2. To be able to talk about the cooking styles in terms of yin and yang and the five elements.

OUTCOMES

1. To demonstrate how to cook a dish for each season and explain how the cooking style changes the energy of the food.
2. To explain how different cooking styles create different energies using yin or yang and Five Element Theory.

Seasoning

AIMS

1. To complement and enhance the flavour of a variety of dishes.
2. To practice the art of combining ingredients to achieve the desired flavour.
3. To practice working with appropriate quantities and be aware of the risks of using too much of any seasoning.
4. To be able to identify the effect of seasoning on changing the energy of a dish.

OUTCOMES

1. To demonstrate the ability to season a variety of dishes or meals appropriately.
2. To show how to combine seasonings to make dressings and sauces.
3. To be demonstrate the ability to work with fresh ginger, shoyu, miso, garlic, herbs, lemon, lime, orange, mirin, apple juice concentrate, apple cider vinegar, ume vinegar, brown rice vinegar, barley malt and grain syrup, honey, sea salt, umeboshi, mustard, wasabi, turmeric, paprika, tahini and nut butters.
4. To be able to explain how some cultures have traditionally used strong spices and seasoning to counteract undesirable bacteria.
5. To explain how seasoning alters the energy of a dish.
6. To make a dish - taste it before and after seasoning - discuss attributes of each taste.

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Condiments

AIMS

1. To be able to make and use a range of macrobiotic condiments appropriately.
2. To understand the energetic quality of different condiments using yin and yang and five element theory.

OUTCOMES

1. To demonstrate how to make a variety of condiments such as nori condiment, roasted wakame powder and gomasio.
2. To explain the unique energy of each condiment and its affects on the body.

Water Quality

AIM

1. To be aware of the different sources of water and the possible effects on the person who drinks and uses them.-

OUTCOME

1. To be able to discuss different sources of water such as bottled, tap, purified, filtered, rain gathered and fresh spring water and their affects on health.

Fermentation

AIMS

1. To be able to make a delicious and professional variety of pickles.
2. To understand the process of fermentation.

OUTCOMES

1. To demonstrate how to make pickles such as shoyu and lemon pickles, salt brine pickles, ginger pickles, umeboshi pickles and vinegar pickles.
2. To discuss the effect of time on pickling and list short, medium and long term pickles.

Oil

AIM

1. To be aware of the effect on our health, by different methods of processing oil, and the different types of plant and seed oil is made from.

OUTCOMES

1. To be able to cook with saturated, mono-unsaturated and poly-unsaturated fats; taste and discuss the differences between them.
2. To be able to make a list of the different types of oil in each of the above groups.
3. To discuss and demonstrate the appropriate oil or fats to bake, deep fry, sauté, add to soup or stew and salad dressings.
4. To discuss the use of fish, seeds and nuts as a source of oil.
5. To explain how oils can break down when heated or left in sunlight.

Salt

AIMS

1. To be aware of different types of salt & their effect on health.
2. To gain experience in using salt and other salty seasonings in cooking.

OUTCOMES

1. To make a list of different types of salt and discuss the effects of using them and the possible long-term health implications.
2. To demonstrate the ability to season dishes appropriately using salt and salty seasonings and being able to adjust the quantity for individual needs.
3. Be able to explain how much sodium is used in processed food.

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Herbs and Spices

AIM

1. To be able to use and have experienced the taste and energy of a range of herbs and spices.

OUTCOMES

1. To be aware of local herbs and those that are traditionally part of the local culture.
2. To be able to explain the properties of a range of fresh and dry herbs and spices that are commonly used, e.g. parsley and cinnamon.
3. To demonstrate the ability to use herbs and spices to enhance the taste of a dish.
4. To discuss the appropriate use of herbs and spices and their effects on the people's energy.

Food Presentation

AIMS

1. To be able to present food in an attractive, colourful style appropriate to the occasion.
2. To understand the effect of presentation on those who will be eating the food.

OUTCOMES

1. To demonstrate the ability to plan a meal and create a variety of dishes, according to macrobiotic principles of yin and yang and five elements, and present them to the class.
2. To write briefly on how food presentation influences the appetite, the mood and the digestion of the person eating it.
3. To demonstrate the subtle use of a variety of garnishes on dishes.

Animal Food

AIMS

1. To understand the difference between organic and non-organic animal farming in terms of human health, consciousness and environmental impact.
2. To be able to include organically reared animal foods within a macrobiotic menu plan.

OUTCOMES

1. To discuss the effect of non-organic food sources, hormones, dyes and medication on the edible parts of an animal.
2. To write out a menu plan that would include animal food.
3. To explain how different cultures use different foods like wine, lemon, mustard, spices, pickles, horseradish and grated daikon or radish and marinating to aid the digestion of animal food.
4. To be able to explain why traditionally many cultures cook bones and carcasses as stock, for health and vitality.

How to Store Food

AIM

1. To be able store food safely in a natural way to prolong its life.

OUTCOMES

1. To write a description of how to store food in air-tight containers, larders, dry cupboards, and with refrigeration and freezing.
2. To be able to explain the effects of temperature, humidity, sunlight and oxygen on raw, dry and cooked foods.

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3. To write a description of how to store sensitive food such as oil, wine, shoyu, miso and pickles.
4. To be able to describe how to store food and reheat food safely.
5. To explain how to prevent pests in stored grains and beans.
6. To be able to explain ways to wrap and store food for travelling.

Food Cravings

AIM

1. To understand reasons why people crave specific foods at certain times
2. To be able to cook delicious healthy alternatives to satisfy a craving and also the reason behind it.

OUTCOMES

1. To be able to describe how a food craving can occur through emotional associations with certain foods.
2. To research through your own experience and reading, how a food craving can sometimes emerge due to a nutritional deficiency and energetic imbalance.
3. To research and discuss how a habitual craving forms.
4. To be able to explain the role of exercise, counselling and lifestyle changes in helping to overcome a persistent (unwelcome) craving.
5. To be able to create delicious, healthy alternatives to food that is craved.

Allergies

AIM

1. To be familiar with different food allergies and understand how to adapt macrobiotic eating to suit individual needs.

OUTCOMES

1. To research and demonstrate a basic knowledge of candidiasis, wheat intolerance, gluten intolerance, nut allergies, and dairy food intolerance.
2. To discuss the importance of respecting other people's advice whether medical or nutritional and the possible effect of modifying it.
3. To be able to make a list of the foods that should be avoided in the diet of someone with candidiasis, wheat intolerance, gluten intolerance, nut allergies, and dairy food intolerance.
4. To write a menu plan and cook a sample meal using ingredients that will not cause an allergic reaction.

Macrobiotic Home Remedies

AIM

1. To know natural home remedies and be able to apply, teach and recommend them.

OUTCOMES

1. To be able to teach and recommend how to carry out a skin scrub.
2. To be able to demonstrate how to make and apply a salt pack, ginger compress, and ginger/sesame oil rub.

Body Studies

Exercise

AIM

To practice health promoting exercises regularly and be able to teach them to others.

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OUTCOMES

1. To demonstrate the ability to practice Do-In exercise and to teach others.
2. To know the path of the 12 Classical meridians throughout the body and be able to work on each meridian when teaching Do-In exercises.
3. To be able to perform and teach simple breathing exercises.
4. To be able to name and locate *the four tsubo contra-indicated during pregnancy*.
5. To practice and recognise the benefit of outdoor exercise and activities.

Shiatsu

AIM

To practice and understand the basic principles of Shiatsu treatment as a form of bodywork.

OUTCOME

1. To be able to give a simple shiatsu treatment, using the hands, palms, thumbing and stretching techniques, to the shoulders, back, neck and spine, for general relaxation.
2. To have practised and developed confidence and competence working with others.

Western Studies

Physiology and Anatomy

AIM

1. To have a basic knowledge of physiology and anatomy.

OUTCOMES

1. To draw on an outline on the human body the location of the brain, lungs, heart, liver, gallbladder, stomach, pancreas, spleen, small intestines, colon, bowel, bladder,
2. ovaries, uterus, testicles and kidneys and to describe the gross structure and functions of each organ.
3. To be able to palpitate the abdomen and locate the stomach, small intestine, each section of the colon, liver, gall bladder, pancreas and bladder.

Western Scientific Nutrition

AIMS

1. To know the various sources of dietary nutrients in the macrobiotic diet, and be able to create menus that are nutritionally complete and balanced in terms of acid and alkaline, and sodium and potassium.
2. To know how to make adjustments to lower the glycemic index and load.
3. To be able to adjust your' cooking to be suitable for children.

OUTCOMES

1. To be able to create a menu that is balanced in terms of acid and alkaline as well as sodium and potassium.
2. To identify foods that are low in the glycaemic index and load and write a macrobiotic menu that would be suitable for weight loss and blood sugar stability.
3. To describe the role of iron, calcium, protein, vitamins B12, D, A, C, E, and their dietary sources.
4. To be able to discuss the difference between saturated, polyunsaturated and mono unsaturated fats, explain the advantages and disadvantages of each, and describe which are best suited to cooking.
5. To discuss the role of essential fatty acids and fish oils.
6. Discuss the effect of sea-salt, and consider its use for babies, children, adults, and post-menopausal women.
7. To demonstrate the ability to research unfolding knowledge on phyto-nutrients using the internet.
8. To discuss the role of so-called 'super-foods' like sea vegetables, miso and natto in a general diet.
9. To plan a day's eating that includes all essential amino acids, made up of non animal foods.
10. To explain the different types of carbohydrates – mono-saccharides disaccharides and polysaccharides and provide examples of ingredients that contain each type.

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11. To list the benefits of eating fermented foods and discuss the role of enzymes in digestion.
12. To explain why we can pre-soak beans and sometimes grain.
13. To be able to explain the adjustments required within Macrobiotics, to make food for children.
14. To list the possible risks of the long-term consumption of a restricted or vegan diet e.g. deficiency in iron, B12 and vitamin D.
15. To be able to list good food sources of anti-oxidants and explain their role in combating free radicals.
16. To understand how different cooking styles change the absorption of fats, carbohydrates, water, oil- and water-soluble vitamins and minerals.
17. To be able to explain the conversion processes between fats, protein and sugars in the body.
18. To be able to discuss the benefits and disadvantages of eating meat, dairy foods, sugar, coffee and processed food.

Personal Development

Continued Self Development (CDP)

AIMS

1. To maintain a daily macrobiotic practice & gain experience of living a macrobiotic way.

2. To have developed an ability to listen to your own body, mind and emotions and discern the benefit of a Macrobiotic lifestyle, food and philosophy in your life.

OUTCOMES

1. To be able to discuss various ways that you use, to maintain your health & wellbeing.
2. To keep a Self-Development Journal of your macrobiotic practice and other self-development activities, and how these have helped your physical, emotional and spiritual development, along the lines below:-

    - To help you recognise how your everyday food and lifestyle affect your health.
    - To recognise your personal strengths, and also the parts of yourself that you want to change or develop.
    - To assist you in seeing your personal progress more clearly.
    - To help identify your goals and your progress toward achieving them.
    - To help you develop self-diagnosis and identify your ongoing needs.

    Some questions to help you develop more awareness in writing your journal:

    - What am I learning about myself, and the world, by studying macrobiotics?
    - What needs and aspirations am I meeting by studying macrobiotics?
    - How has practicing macrobiotics improved my health?
    - Am I becoming more aware of my emotions and ways I can transform unhelpful emotional patterns?
    - How has macrobiotics helped me meet challenges in my life?
    - Has macrobiotics changed the way I relate to others?
    - Has macrobiotics helped me find purpose in my life?

Self Assessment

AIM

1. To be able to assess one's own physical and energetic health and emotional, mental and spiritual wellbeing.

OUTCOMES

1. To make a simple self-assessment, including using the Seven Conditions of Health by George Ohsawa.
2. To describe your own *constitution.*
3. To describe your own health *condition.*
4. To reflect on how a positive or negative self-image can affect his or her health.

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Consultation with a Macrobiotic Teacher and Journal Review

AIM

1. For each student to have a consultation or counselling session with a Macrobiotic consultant. (Either his or her course teacher or someone else.)

OUTCOMES

1. To have regular tutorials, review of food diaries, and macrobiotic mentoring during training.

Developing Intuition

AIMS

1. To understand the meaning of intuition from a macrobiotic perspective.
2. To understand the relationship the body has with food and nutritional sources and how this could result in cravings.
3. To be able to accept and use your intuition in creating menus and whilst cooking.

OUTCOMES

1. To discuss what intuition is with reference to the dictionary definition.
2. To discuss how the human body can create an intuitive desire for certain foods to restore a nutritional deficiency or energetic imbalance.
3. To give examples from the students' own lives of how they have used their intuition.
4. To discuss the role of intuition in creative cooking.

Personal Preparation for Cooking

AIMS

1. For the students to be able to present them selves in a way that would inspire confidence in their clients.
2. To understand the need to take the time to consider all aspects of a cooking assignment.
3. To be aware of the prospective client's requirements and prepare for this.

OUTCOME

1. To discuss issues of clothing, personal hygiene, communication, punctuality, enthusiasm, emotional condition and physical condition.
2. To discuss the preparation of menus in advance.
3. To list ways of obtaining all the relevant information before taking on a cooking appointment.
4. To design information sheets on working conditions and requirements for you and your client, to give to clients.
5. To discuss items to take with you on a cooking assignment.
6. To discuss ways to minimise misunderstandings between cook and client.

Work and Business Practise.

Professional Ethics

AIMS

1. To be able to interact positively with clients.
2. To work to the Ethics and Code of Conduct set out by the MA UK.

OUTCOMES

1. To be able to explain how the Association's Ethics and code of conduct should be applied in different situations and why those rules apply. Always advise that in cases of serious illness this regime works best in conjunction with conventional medicine.
2. To demonstrate the ability to describe the difference between empowering a client and enslaving them and how to make the relationship with clients a positive experience.

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3. To demonstrate the ability to keep proper records.
4. To demonstrate the ability to set boundaries on how far a practitioner might contribute to a client's life and work with respect, integrity and deference.
5. To have experienced and practised with all parts of the macrobiotic course before recommending it.
6. To follow a macrobiotic lifestyle as much as possible so you have experience of its effects.
7. To demonstrate clear understanding and handling of business and money between self and client and suppliers.
8. To demonstrate a knowledge of the boundaries of your remit as a Macrobiotic Cook & Health Coach and when to recommend a macrobiotic consultant.

Communication Skills

AIMS

1. To develop your ability to listen well, from a neutral position and then to impart knowledge in an honest, positive, confident and non-judgemental manner, that respects the client's dignity and journey in life.
2. To be able to teach cooking in a warm, clear manner.

OUTCOMES

1. To be able to elicit the appropriate information from the client that is required to design a macrobiotic diet specifically for them.
2. To be able to demonstrate the communication skills and one-to-one manner that will put a client at ease whilst being able to clearly communicate relevant information.
3. To be able to organise notes for a brief public talk and deliver it in a clear manner. To be able to answer sample questions as though from an audience.
4. To be able to conduct a macrobiotic advice session under supervision.

Health Coaching

AIMS

1. To understand the principle of Health Coaching.
2. To be able to apply health coaching as method to deliver macrobiotic advice.

OUTCOMES

1. To know the essential steps for Health Coaching, including;
   *education & information
   *setting up an action plan,
   *agreeing a start date,
   *agreeing a duration,
   *creating realistic numerical measurable expectations and agreeing a review process.

2. Understand the history of Health Coaching.
3. Review research on the efficacy of health coaching.
4. Practice applying health coaching.
5. Be aware of the benefits and challenges of facilitating clients to initiate their own health changes.
6. Study and practice the art of communication, language, mirroring, body language, tone of voice, listening, empowerment, empathy and respect that is required for effective health coaching.

Business Practise

AIMS

1. To be able to keep accurate financial records with integrity and comply with tax and National Insurance requirements.
2. To keep accurate, confidential records of everyone you work for.
3. To have the skills to work as a freelance Macrobiotic Cook & Health Coach.

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OUTCOMES

1. To show how to keep a record of income and expenses, and work out business profit.
2. To know what constitutes legitimate business expenses.
3. To write your own mission statement.
4. To be able to create a simple and viable business plan.
5. To be able to explain the importance of keeping client records confidential, and to take steps to do this.

Work Practice

AIM

1. To gain experience as a Macrobiotic Health Coach & Cook through cooking for people and giving them dietary and lifestyle advice according to Macrobiotic principles.

OUTCOMES

1. To deliver a professionally presented report on how you have worked on three occasions, cooking for a client or teaching a cooking class. The report will include the following:- menu plans, photographs of the cooked food, reflections on what worked well and what didn't - what you learnt from the assignment and the feedback you received from the client or clients (this can be a feedback form they fill in).

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This document was created by Simon Brown, Oliver Cowmeadow, Anna Mackenzie, Maria Serrano and Neil Gulliver, with help from Marion Price and the late Jon Sandifer and Daphne Watson.

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