

Ohio SNAP-Ed Adult & Teen Programs Color Your Diet with Vegetables & Fruits

Task Topic: Vegetables & Fruits

Task Title: Color Your Diet with Vegetables & Fruits

Teaching ☒ Eat at least one kind of vegetable daily.

☒ Eat at least one kind of fruit daily.

Message(s): ☒ Eat fruits and vegetables of different colors.

☒ Use MyPlate to make healthy food choices with a limited budget.

Resources: Adapted from *ChooseMyPlate.gov*, *Dietary Guidelines*, and the Centers for Disease Control & Prevention's *More Matters* campaign

Objectives for the Task:

1. Explain the health benefits associated with each color category of vegetables and fruits.
2. Name two benefits of eating a variety of fruits and vegetables.

Materials needed for the Task (including Handouts):

- Fact Sheet – Eating Fruits and Vegetables in a Rainbow of Colors!
- Worksheet– Vegetable & Fruit Preferences

Food and Equipment for Demonstration and Sampling:

- 1 fruit and 1 vegetable to represent each of the five color groups:
 - Reds:
 - Strawberries, raspberries, apples, pomegranate, watermelon, cherries, red grapes
 - Rhubarb, radishes, tomatoes, red bell peppers
 - Oranges/Yellows:
 - Apricots, peaches, nectarines, pineapples, papayas, oranges, mangos, cantaloupe
 - Carrots, orange or yellow bell peppers, summer or winter squash, sweet potatoes
 - Greens:
 - Kiwi fruit, green pears, green grapes, honeydew, avocados
 - Green beans, green peas, leafy green vegetables (any kind), broccoli, bok choy, artichokes, green bell peppers, cucumbers, zucchini
 - Purples/Blues:
 - Blueberries, blackberries, black grapes, boysenberries, purple plums
 - Beets, purple cabbage, purple onions, purple potatoes, eggplant
 - Whites/Tans:
 - Bananas, white peaches or nectarines, dates
 - Potatoes, onions, garlic, jicama, cauliflower, mushrooms, parsnips, turnips



- Serving dishes (plates or bowls) for fruit & vegetables samples
- Tongs or serving spoons
- Paper plates
- Plastic forks
- Napkins
- Hand sanitizer

Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:

<http://www.whatscooking.fns.usda.gov/>

General Materials List:

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|--------------------|--------------------------------|---------------|
| • Flip chart paper | • Post-it notes | • Index cards |
| • Thought box | • Markers | • Pens |
| • Highlighters | • Masking tape | • Name tags |
| • VOICE principles | • Participant evaluation forms | |

Preparation:

- Thoroughly wash the fruits and vegetables for sampling. Steam, bake, or grill any vegetables you wish to serve cooked. Store prepared samples in the refrigerator.
- Transport prepared fruits and vegetables in an insulated bag to the program site. Once there, arrange on plates or in bowls and have ready for tasting.

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

Transition:

Last time we met, we discussed.... We also Who would like to share an example of ...?

Today we will talk about including vegetables and fruits of different colors in our diets, and why it's important to eat a variety of colors. We'll name a few fruits and vegetables that fall into each color category. We'll sample some of these tasty treats and discuss what we like (or don't like) about them.

We'll begin our lesson with a brief discussion on being active. Many Americans don't get



enough movement from day to day. Indeed, we have many things competing for our time and attention that may create barriers to being physically active. Nevertheless, the research is clear about the impact of activity – or lack of it – on health, well-being, and longevity. Make movement a priority. Block time on your schedule each day to go for a walk or bike ride. Take the stairs when it's an option. Park a little farther away from the store. Find a buddy to get active with – or take your family along. There are so many options!

Physical activity guidelines can be found at the following websites:

- Office of Disease Prevention and Health Promotion: www.health.gov/paguidelines/
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: www.fitness.gov/being-active/physical-activity-guidelines-for-Americans/

Anchor

With a nearby person, share your favorite vegetable and your favorite fruit. What color is each one? Why are these your favorites?

Add

Vegetables and fruits of different colors provide different vitamins and minerals, as well as other important nutrients called phytochemicals, which are found only in plants and which serve to protect the body from harmful damage done by toxic substances. The different colors of vegetables and fruits are due to the different types of phytochemicals found in each color. Generally speaking, the deeper the color of the fruit or vegetable, the more powerful its health protection is. When you serve an array of colorful vegetables and fruits, your family is eating a variety of important nutrients and thus receiving more health benefits.

Pass out the Fact Sheet – Eating Vegetables & Fruits in a Rainbow of Colors to each participant.

Looking at the handout you just received, let's read over some of the health benefits of the different color categories of vegetables and fruits.

Invite participants to read the list of benefits from the fact sheet. The text appears below:

- Green vegetables (spinach, broccoli, leaf lettuces) – protect against cancer, reduce risk of eye problems.
- Orange and yellow fruits and vegetables (sweet potatoes, carrots, pineapple) – aid with night vision, protect against cancer, help prevent heart disease.
- Red fruits and vegetables (tomatoes, watermelon, red apples) – protect against cancer and infections.
- Purple and blue fruits and vegetables (plums, purple cabbage, blueberries) – protect against heart disease, may slow aging.
- White and tan vegetables (cauliflower, garlic, onions) – rich in antioxidants, protect against cancer.



Each member of the family needs at least 2 ½ cups of vegetables and 2 cups of fruits each day, based on a 2,000 calorie diet.

It is important to point out that not all vegetables and fruits are created equal. They all contribute different nutrients and some have more than others. For example, it is not the same to eat a white potato (rich in potassium and vitamin C) than it is to eat a sweet potato (higher in Vitamin A and fiber than a white potato). Therefore, eating a variety of veggies and fruits instead of the same ones over and over again can increase the intake of important nutrients and improve your overall diet.

Apply

Pass out the Worksheet – Vegetable & Fruit Preferences to each participant for this task. Invite participants to sample the fruits and vegetables from each of the color groups.

On this table, I have set up some samples of fruits and vegetables representing each of the color groups we talked about. I would like to invite you to try a sample of each fruit and vegetable. On your worksheets, write down which one or ones were your favorite, as well as how you might prepare them or include them in a meal or snack.

You can also note which ones you tasted that you are not yet ready to buy, and why you feel this way.

Allow participants 10-15 minutes to sample the produce and make their comments. After everyone has sampled the foods, ask them to return to their seats.

Who would like to share which food was their favorite, and how they might prepare it at home? Who tried a new fruit or vegetable and was surprised by its taste or texture?

Away

Based on what we've talked about and tasted today, what new color of vegetable or fruit might you offer your family? How do you think they will react?

Facilitator's Notes:



Facilitator's Checklist:

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today's lesson?

