

Ohio SNAP-Ed Adult & Teen Programs

Whole Grains: How Much for *YOUR* Plate?

Task Topic:	Whole Grains
Task Title:	Whole Grains: How Much for <i>YOUR</i> Plate?
Teaching Message(s):	<input checked="" type="checkbox"/> When consuming grain products like bread, pasta, rice, cereal, etc., choose whole grain products. <input checked="" type="checkbox"/> Use MyPlate to make healthy food choices with a limited budget.
Resources:	Adapted from <i>ChooseMyPlate.gov</i> , <i>Dietary Guidelines</i> , Whole Grains Council

Objectives for the Task:

1. Determine how many servings of whole grains to eat each day.
2. Identify portion sizes of whole grain foods.

Materials needed for the Task (including Handouts):

- Fact Sheet – 10 Tips Nutrition Education Series: Make Half Your Grains Whole
- National Dairy Council Food Models – Whole Grain Food Models (crackers, pasta, rice, oatmeal, cereal, etc.)
- Measuring cups, large-size cereal bowls, small cereal bowls, large plates, small plates
- Box of bran flakes cereal
- Prepared examples of various grain foods:
 - white OR brown rice
 - plain oatmeal
 - bran flakes cereal
 - whole wheat crackers
 - white Kaiser roll; whole wheat cereal flakes (e.g. Bran flakes)
- Plates and bowls for grain food displays

Food and Equipment for Demonstration and Sampling:

- Large skillet (12" diameter)
- Spatula
- Single burner cook-top
- Plastic forks and knives
- Napkins
- Paper plates
- Ingredients for recipe you will be demonstrating



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:

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

Preparation:

- Before the lesson: prepare servings of grain foods (see Apply), bowls, measuring cups, and plates. Cook the rice and oatmeal.
- Set up several stations around the room with the prepared grain foods for.
- Set up display for Add: measuring cups, small and large bowls, and cereal.

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 be talking about serving sizes of grains and whole grains, and learning how much each person needs. Let's begin by discussing physical activity that you have been doing the past few weeks. What have you liked about what you've been doing? If you haven't been able to be as physically active as you would like, what has happened to keep you from doing these activities? What might you do differently?

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

When you serve yourself or are served grain foods, whether whole or refined grains, how do you determine what an appropriate serving size should be? Share what you do.

Add

Set out National Dairy Council whole grain food models, a large-size cereal bowl, and a box of bran flakes to measure, plus measuring cups and a large bowl to dump excess into. Also have large and small plates and large and small bowls.

Most Americans do not have trouble getting enough grain foods in their diet and often times they actually get more than they need, especially of refined grains. It is important to not only focus on the type of grain that you are getting, but also the amount. Getting the right serving size of whole grains will help you easily balance your plate by not eating too much of one food group.

You may be wondering, then, “What is considered a serving of whole grain?” A serving isn’t just however much you eat or put on your plate – that is a portion. A serving represents a specific quantity of a food, and may or may not be how much of a portion you put on your plate.

For grains, one serving is equal to about 1 ounce. In general, one serving of a grain food is equal to (*hold up National Dairy Council food models for each type of grain food*) 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, cooked pasta noodles, or cooked cereal. Each of these is one ounce of grains.

Here I have a typical sized-cereal bowl (*hold up large cereal bowl*). I need two volunteers who typically eat cereal in the mornings to pour what they think is a “typical serving” of cereal into this bowl.

Instruct the participants to stand back-to-back so they cannot see each other but the audience can see each of them. Ask them to pour how much they think most people would pour for breakfast. Allow them to return to their seat and thank them for volunteering.

For this cereal, a serving is equal to 1 cup of cereal. Now let’s look at what a typical person eats for breakfast, as poured by our volunteers (*measure out the cereal, counting each serving as you go*). As you can see, what is actually 1 serving or 1 ounce and what we eat in one sitting is often not equal, and it can vary depending on who is doing the pouring.

The size of the plate you are using can also alter the amount of food you put on your plate. Notice with our cereal example, these bowls are large, making anyone eating out of them more inclined to fill them up with multiple servings.

When you are thinking about servings of grains that you eat each day, you have to look at the size of each serving; many foods or the amount you typically put on your plate is actually 2 or 3 servings. If you are eating grain foods 6 times a day, but at each meal you are getting 2



servings, than you are actually getting 12 servings each day! It is also important to remember that at least $\frac{1}{2}$ of the grain foods you eat need to be whole grain.

Apply

Set up several stations around the room, each station containing one of the grain foods in the chart below.

Around the room I have several stations set up. Divide into groups of two. With your partner, travel around to each station and talk about whether you think the foods displayed represent one serving or more than one serving. Try to guess how many servings are displayed. As you consider each one, discuss these questions in your groups:

- 1) Is the food a whole grain or a refined grain? How do you know?
- 2) Is the displayed serving equal to what MyPlate says is a serving – or is it more, or less?
- 3) If you weren't sure about whether the food is whole grain, or if it is an appropriate serving size, how might you find this information out?

Prepared Grain Food	1 Serving (= 1 oz. equivalent)	Displayed Serving (Compare to 1 oz. equiv.)
Rice	$\frac{1}{2}$ cup cooked	1 $\frac{1}{2}$ cups cooked (3 servings)
Oatmeal	$\frac{1}{2}$ cup cooked	1 cup cooked (2 servings)
Bran Flakes cereal	1 cup	1 cup (1 serving)
Whole Grain crackers	5 crackers	5 crackers (1 serving)
Kaiser roll	1 ounce (less than $\frac{1}{2}$ of 1 roll)	2 $\frac{1}{2}$ ounces (2.5 servings)

Once everyone is finished we will reveal the actual amount displayed.

Hopefully this activity gave you a good idea of what one serving size is and how foods we typically eat are often times more than one serving. When choosing grain or whole grain foods, try using smaller plates to help you get the right serving size. Also use your new knowledge of serving sizes to help you to make at least half of the grains you eat whole grains.

Away

Pass out a copy of the Fact Sheet 10 Tips Nutrition Education Series: Make Half Your Grains Whole to each participant.

Circle one tip on this fact sheet you would be willing to try in order to increase the amount of whole grains you eat. We'll share your experiences next week.



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?

