

Ohio SNAP-Ed Adult & Teen Programs What's Your Pattern?

Task Topic: MyPlate

Task Title: What's Your Pattern?

Teaching Message(s):

- ☒ Use MyPlate to make healthy food choices with a limited budget.
- ☒ Eat at least one kind of vegetable daily.
- ☒ Eat at least one kind of fruit daily.
- ☒ Eat fruits and vegetables of different colors.
- ☒ Eat plant-based protein foods like beans, lentils, soy, or nuts.
- ☒ When consuming dairy products like milk, cheese, yogurt, etc., choose low fat or fat free dairy food options.
- ☒ When consuming grain products like bread, pasta, rice, cereal, etc., choose whole grain options.
- ☒ When consuming meat like beef, pork, chicken, or seafood, choose lean or low fat options.
- ☒ Make meals using mostly whole ingredients like vegetables, raw meats, rice, etc.
- ☒ Be physically active for at least 30 minutes most days of the week.

Resources: Adapted from ChooseMyPlate.gov and the *Dietary Guidelines for Americans*

Objectives for the Task:

1. Define healthy eating pattern and relate it to one's daily intake.
2. Name two properties of a healthy eating pattern.

Materials Needed for the Task (including Handouts):

- Fact sheet – 5 Guidelines for Healthy Eating Patterns
- Set of 4 Meal Packets (each includes paper food models and Meal Information Sheet)

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:

- Hang up three pieces of flip chart paper around the room. Write the word “Healthy” at the top of the first page, “Eating” at the top of the second page, and “Pattern” at the top of the third page. Set out a variety of markers next to each page.



- Assemble 4 meal packets for Apply activity. In each one, include the packet's corresponding Meals Information Sheet and the food models listed below.
 - Packet 1
 - Breakfast: pancake, syrup, butter, whole milk (red carton)
 - Lunch: fish sandwich, potato chips, canned peaches, chocolate milk (glass)
 - Dinner: pork chop, mashed potatoes, gravy, tossed salad, ranch dressing, gelatin
 - Snack: granola bar, banana
 - Packet 2
 - Breakfast: fried egg, biscuit, jelly, bacon, fat free milk (glass)
 - Lunch: chicken noodle soup, soda crackers, apple, soft drink
 - Dinner: chicken nuggets, French fries, ketchup, corn, dinner roll (white)
 - Snack: frozen yogurt, blueberries
 - Packet 3
 - Breakfast: whole wheat waffle, strawberries, low fat strawberry yogurt, orange juice (glass)
 - Lunch: turkey sandwich, mustard, pear (fresh), string cheese, iced tea
 - Dinner: salmon, baked potato, sour cream, broccoli, carrots, dinner roll (whole wheat)
 - Snack: graham crackers, peanut butter, grapes
 - Packet 4
 - Breakfast: white bagel, cream cheese, scrambled egg, 2% milk (carton)
 - Lunch: peanut butter & jelly sandwich, fruit cocktail, pretzels, chocolate milk (bottle)
 - Dinner: spaghetti, white bread, green beans
 - Snack: peanuts, Goldfish crackers, raisins

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 learned about You were asked to Who would like to share about their experiences with this activity?

Today we'll be discussing the concept of healthy eating patterns. Healthy eating patterns can, among other things, allow us to eat a balanced diet to ensure adequate nutrition and energy intake. Part of a balanced lifestyle includes not only healthy eating, but also regular physical



activity. The recommendations are for adults to engage in 150 minutes per week of moderate or vigorous physical activity for optimal health and weight maintenance. Let's do a small physical activity to start off today's lesson. *Invite participants to engage in a group physical activity. Ideas include stretching exercises that are suitable for your participant group, walking or marching in place, or playing a game like "balloon hot potato" where participants must keep 2-3 inflated balloons from touching the ground.*

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/behavioral/physical-activity-guidelines-for-Americans/

Anchor

Refer to the three large flip chart pages you have hung up around the room.

Around the room, I have posted three words: "Healthy," "Eating," and "Pattern." On the paper under each word, write down a few thoughts that come to mind when you think of that word. For example, when I think of the word "Healthy," I think about "being free of disease."

Allow participants 5-10 minutes to complete this activity. When the participants have finished, have a discussion about what they wrote down.

Add

The *Dietary Guidelines for Americans* were recently updated by a panel of health experts. There is now much focus on the concept of "healthy eating patterns." This means that the "big-picture" way a person eats is more indicative of their overall health status and disease risk than one particular meal, or one type of food. Looking at all of the foods that together make up a person's diet is the best way to consider whether nutrient needs are being met. Thus, the goal of the *Dietary Guidelines* is for individuals throughout all stages of the lifespan to have eating patterns that promote overall health and help prevent chronic disease.

An eating pattern can be defined as "the combination of foods and beverages that make up an individual's complete dietary intake over time." An eating pattern represents the totality of what a person normally eats and drinks.

According to the *Dietary Guidelines for Americans*, a healthy eating pattern includes:

- A variety of **vegetables**, including dark green, red and orange, legumes, starchy vegetables, and other types
- **Fruits** – especially whole fruits
- **Grains** – half or more being whole grains
- Fat free or low fat **dairy** – milk or fortified soy milk, yogurt, and cheese
- A variety of **protein foods** – seafood, lean meats/poultry, eggs, legumes, nuts/seeds, and soy products
- **Oils**



A healthy eating pattern also limits saturated and *trans* fats, added sugars, and sodium.

All forms of foods can be included in a healthy eating pattern, but it is important to focus on nutrient-dense forms. Nutrient-dense foods include all vegetables, fruits, whole grains, seafood, eggs, beans & peas, nuts & seeds, fat free/low fat dairy products, and lean meats and poultry and are prepared and eaten with minimal added fat, sugar, or sodium.

In addition to diet, physical activity is important to promote health and reduce the risk of chronic disease. Diet and physical activity are the two parts of the calorie balance equation to help manage body weight, which is emphasized by the *Dietary Guidelines*.

Apply

Divide the participants into four groups. Pass out a packet of food models to each group.

Each group has a day's worth of meals – breakfast, lunch, and dinner, along with a snack. Working in your groups, decide if the meals in your packet represent a healthy eating pattern. If you say yes, explain what factors went in to that decision. If you say no, write down the reasons the meals don't constitute a healthy eating pattern. Make recommendations for how the meals can fit a healthy eating pattern.

Allow participants 10-15 minutes for this activity.

Who would like to share their group's thoughts?

Away

Think about your typical food and beverage choices. Write down one goal you can set to align your eating pattern with the *Dietary Guideline's* recommendations.

Facilitator's Notes:

Note: a breakdown of each Meal Packet from the Apply activity is included with the materials for this lesson. You may use this information as part of the discussion following the Apply.

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?

