

Ohio SNAP-Ed Adult & Teen Programs Introducing...MyPlate!

Task Topic:	MyPlate
Task Title:	Introducing...MyPlate!
Teaching Message(s):	<input checked="" type="checkbox"/> Use MyPlate to make food choices for a healthy lifestyle. <input checked="" type="checkbox"/> Make meals using mostly whole ingredients like vegetables, raw meats, rice, etc.
Resources:	Adapted from <i>Choose MyPlate.gov, Dietary Guidelines</i>

Objectives for the Task:

1. Introduce MyPlate tool and its relationship to MyPyramid.
2. Identify MyPlate food groups and different food forms for each.

Materials Needed for the Task (including Handouts):

- MyPlate – large (laminated) poster/placemat
- What's on Your Plate? MyPlate mini poster
- Food models to represent various items from each food group

Food and Equipment for Demonstration and Sampling:

- Air-popped popcorn (may substitute whole wheat tortillas)
- Sunflower seeds (may substitute any variety of nut – be wary of nut allergies)
- Zucchini (may substitute canned pumpkin)
- Mango, fresh or frozen (may substitute peaches)
- Fat-free yogurt
- Cutting board
- Knife
- Measuring cups
- Napkins
- Paper plates or bowls
- Plastic forks and spoons

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:

- Prepare any food items for sampling that require preparation (e.g. cutting fruit).
- Set up table with food samples, napkins, plates, and forks.
- Prepare packets (enough for 4-6 small groups) containing a variety of food models to be used by each group to easily put together a meal according to the MyPlate pattern.

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 I'll introduce you to the MyPlate tool, which was created by the USDA to help Americans determine how much from each food group they should eat, as well as how to balance their intake across a variety of food groups. As we begin today's lesson, I'd like to spend a few minutes talking about physical activity. Who knows how much physical activity we should aim for in order to reduce our risk of chronic disease? *Allow participants to call out their responses.*

What are some things you like to do to meet the goal of getting 30 minutes of physical activity most days of the week?

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/be-active/physical-activity-guidelines-for-Americans/



Anchor

Hold up, or call attention to, the MyPlate Poster: MyPlate poster for participants to see.

This is the USDA MyPlate. How many of you are familiar with this tool? Who would like to tell me what they know about the MyPlate? *Allow for a brief discussion about MyPlate.*

Add

With the 2010 release of the Dietary Guidelines for Americans, the USDA took the opportunity to redesign the old pyramid style healthy eating guide (My Pyramid). The final product was MyPlate. A more realistic guide for Americans to use to choose healthier foods at each meal.

Pass out a copy of the Lesson 1 Handout, Task 1: What's on Your Plate? MyPlate mini poster to each participant.

MyPlate helps us make food choices by giving us a picture of what our plates should look like. It is important to balance the foods we eat, and this tool shows us about how much of each food group to have at each meal. There are five food groups: vegetables, fruit, protein, dairy, and grains. Vegetables include carrots, corn, potatoes, bell peppers, squash, and just about anything green. You have a lot of options for fruits too, such as apples, berries, peaches, oranges, and bananas. Protein can come from animal sources – such as chicken, pork, beef, or fish – or plant sources like nuts, beans, and soy. Grains come from a variety of sources, including bread, pasta, rice, and cereal. Lastly, dairy includes milk, cheese, and yogurt. People who cannot tolerate the milk sugar lactose can get some of the same benefits from a calcium-fortified beverage such as soy milk. As you can see on MyPlate, vegetables and fruits should make up half your plate, grains should make up slightly more than a quarter, and proteins should be slightly less than a quarter. Dairy is about one cup of milk or yogurt, or one ounce of cheese.

I have set up foods from each of the food groups we just talked about. You may or may not recognize some of these foods. I have set up samples of low-fat yogurt, sunflower seeds, popcorn, zucchini, and mango. Let's discuss which food group each of these foods would belong in. Feel free to sample any of the foods that interest you.

Each of the five food groups is important for our health, but the amount of food we need to eat from each food group is different. As we mentioned earlier, half of our plate should have vegetables and fruit on it. The other half should be divided between grains and protein, with slightly more being grains, as you see on your handout. You can use the same relative amounts even if you aren't eating a meal off of a plate. Low-fat or fat-free milk with each meal helps us meet the amount of dairy we need.

What questions do you have?

Anticipate questions on mixed dishes, special diets, and restaurant meals.



Apply

Instruct participants to separate into 4-6 small groups and provide each group with a packet of food models.

Now, we will put what we learned to use and build a meal based on the MyPlate pattern. Using the food models, each group will make a meal using MyPlate as a guide. Make sure you think back to the first part of our lesson when we discussed food groups, and what was in each one. Be creative! Dinner is often the easiest to put together, but you may use breakfast or lunch foods as well. After five minutes, we will come back together as a group and share some of the meals you've created.

How would your family react if your meals looked like the one you have put together just now? What might you change about the meal to suit your family's preferences?

Away

Think about what you can do this week to make your family's meals look more like MyPlate. Build a breakfast, lunch, and dinner meal around MyPlate. We will share our experiences when we meet again.

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?

