

Ohio SNAP-Ed Adult & Teen Programs Discover Dark Green Vegetables!

Task Topic: Vegetables & Fruits

Task Title: Discover Dark Green Vegetables!

Teaching Message(s):

- Eat at least one kind of vegetable daily.
- 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. Identify at least three types of dark green vegetables.
2. Name two benefits of eating dark green vegetables.

Materials needed for the Task (including Handouts):

- Fact Sheet – Nutrient Content of Salad Greens

Food and Equipment for Demonstration and Sampling:

- 1 bunch fresh spinach
- 1 bunch green leaf lettuce
- 1 head iceberg lettuce
- 3 Large mixing bowls
- 3 sets of salad tongs
- Disposable gloves (for food preparation)
- Hand sanitizer
- Small paper plates
- Plastic forks
- Napkins
- 2-3 bottles (8 oz. each) assorted, reduced fat salad dressings and/or oil and vinegar

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:

- Thoroughly wash the lettuce and spinach under running water. Pat dry. Store in Ziploc bags in the refrigerator.
- Set up salad prep area with lettuces, tongs, mixing bowls, reduced-fat dressings, plates, napkins, and forks.
- Review the Community Nutrition Team Disposable Gloves Fact Sheet prior to teaching the program.

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 dark green vegetables, including the different kinds of dark green vegetables, the nutrients that dark green vegetables provide, and some recipe ideas for serving dark green vegetables.

Let's turn our attention to physical activity. Being active every day helps us maintain energy balance. It also keeps our muscles and bones working properly. As we age, we tend to lose both lean body mass – muscle tissue – and bone density. Doing activities to strengthen our muscles and bones, such as lifting 1- or 2-pound weights, going for a daily walk, or dancing around your living room, help to preserve muscle mass and bone density.

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

What is your favorite recipe for using greens? This could be salad greens such as lettuce or raw spinach, or cooked greens such as collard greens or kale. Why is this recipe your favorite? Discuss with a partner.



Add

Dark green vegetables are nutrient-dense, meaning that they supply a rich amount of important nutrients relative to the calories and fat they contain. When you think of dark green vegetables, what comes to mind? *Allow participants to call out some responses.*

Dark green vegetables include leafy greens, such as spinach, kale, romaine lettuce, leaf lettuce, mustard greens, collard greens, turnip greens, and Swiss chard. Broccoli, bok choy, and watercress are also considered dark green vegetables. All of these vegetables are excellent sources of fiber, folate and a wide range of nutrients called carotenoids. Research has shown that the nutrients in dark green vegetables can protect against cancer. The nutrients that give the dark green color to these vegetables are different from those found in red, purple, orange, or white vegetables. That is why it's important to eat as many different kinds as you can.

Dark green vegetables can be served raw or cooked and make an excellent side dish for lunches and dinners. For instance, people typically top tacos and sandwiches with iceberg lettuce. But if you use baby spinach instead, you get a lot more nutrition in the form of fiber, vitamins, and minerals.

What are your questions about dark green vegetables?

Apply

Invite participants to help prepare the salad. Instruct those who volunteer to wash their hands and put on disposable gloves.

We are going to make salads using different types of greens. Before we make our salads, it's important to review safe food handling practices. Remember that when we make food for other people in a public setting or outside of our home, such as we are doing today, it's important to wear disposable gloves because we cannot touch food with our bare hands. At home, it is not necessary to wear gloves unless you have an open wound, a burn, or a "stomach bug." Before putting on gloves, you should wash your hands thoroughly with soapy water. Make sure that when you are making food for other people, you change your gloves each time you do something different. This is called "changing gloves when changing tasks."

Divide the participants into small groups (up to 3 total groups). Assign each group a different type of salad green (iceberg lettuce, green leaf lettuce, or spinach). Move to the food prep area. Pass out a copy of the Fact Sheet – Nutrient Content of Salad Greens to each participant.

Now we are ready to make our salads. Group 1 will prepare a "salad" using iceberg lettuce; Group 2 will prepare a "salad" using green leaf lettuce; and Group 3 will prepare a "salad" using spinach. The salad greens were all washed prior to today's session. Make sure that you wash your salad greens when you prepare them at home by running each leaf under water and patting dry with a paper towel.



In your small groups, prepare the salads by tearing the greens into bite-size pieces and placing them into the bowls. Once the salad greens are prepared, move around the room, sampling each type of salad green. You may add reduced-fat dressing or oil and vinegar if you would like.

Spend a few minutes reading over the salad greens fact sheet as you taste each salad. Which salad greens have the most nutrients? As you taste each salad, what do you think about the flavor? Who wants to share their thoughts?

As you can see, the darker in color the salad greens are, the more nutrients they have. If you're not completely ready to give up iceberg lettuce, you can make a mix of several types of greens, making sure to include some dark green lettuces in your salad.

Away

Think of a dark green vegetable that we talked about today that you would be willing to try over the 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?

