

## Ohio SNAP-Ed Adult & Teen Programs Eating More Vegetables & Fruits: You Can Do It!

**Task Topic:** Vegetables & Fruits

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**Teaching Message(s):**

- ☒ Eat at least one kind of vegetable daily.
- ☒ Eat at least one kind of fruit daily.
- ☒ Use MyPlate to make healthy food choices with a limited budget.
- ☒ Make meals using mostly whole ingredients like vegetables, raw meats, rice, etc.

**Resources:** Adapted from *ChooseMyPlate.gov*, *Dietary Guidelines*

### Objectives for the Task:

1. Describe how preparing vegetables and fruits certain ways can make them more appealing.
2. Explain one way to include more vegetables and fruits in your diet.

### Materials needed for the Task (including Handouts):

- Spice and Flavoring Cards – printed on card stock and cut into individual cards
- Vegetable and Fruit Cards – printed on card stock and cut into individual cards
- Recipe Cards – Creamy Dill Dip and Green Bean Sauté

### Food and Equipment for Demonstration and Sampling:

- Pre-cut fresh vegetables (carrots, celery, snap peas, broccoli, cauliflower, radishes)
- Ingredients for vegetable dip:
  - 8 oz. fat free sour cream
  - 8 oz. fat free plain yogurt (or Greek yogurt)
  - Dried dill (or can use fresh)
- Ingredients for sautéed green beans:
  - Fresh green beans (1/2-lb.)
  - 1 small onion
  - 1 small can sliced mushrooms
  - 1 clove garlic (or use jarred minced garlic)
  - Cooking spray
- Medium skillet (non-stick)
- Spatula
- Medium mixing bowl
- Set of measuring spoons
- Single burner or cook top
- Mixing spoon (for dip)
- Plastic forks and knives



- Napkins
- Paper plates
- Disposable gloves (for food demonstration)

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

### Preparation:

- Wash and cut vegetables – carrots, cauliflower, broccoli, snap peas) and place in a Ziploc bag to serve raw
- Wash the green beans and put in plastic, well-sealed container
- Set out all ingredients and kitchen equipment for the recipes and cooking demos
- Make 4-6 copies of the “Vegetables & Fruits and Spices & Flavorings” cards on card stock; cut each set into individual squares and put into envelopes. There should be enough for 4-6 small groups.
- Review the Community Nutrition Team Disposable Gloves Fact Sheet prior to 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 be talking about some barriers to eating vegetables and fruits and how we might overcome them. Let's begin today's session with some suggestions for how to address some barriers for being physically active. Who would like to share some ways they overcome obstacles for including physical activity?



*Physical activity guidelines can be found at the following websites:*

- Office of Disease Prevention and Health Promotion: [www.health.gov/paguidelines/](http://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/](http://www.fitness.gov/being-active/physical-activity-guidelines-for-Americans/)

### Anchor

Find a new partner and discuss the following topic: What experiences have you had with serving a new vegetable dish to your family? What was their reaction?

*While participants are doing the Anchor, begin to heat the skillet for the Green Bean Sauté demonstration.*

### Add

Sometimes we don't eat a vegetable or fruit because it does not taste good to us naturally or we are unsure of ways to prepare it so that the whole family will enjoy the taste. These are *taste* and *preparation* barriers to eating vegetables and fruits.

Most fruits are delicious without added sugar. What fruits do you think are sweet? Vegetables can be sweet or bitter. What vegetables taste sweet to you? What vegetables are bitter?

*Discuss natural flavors of a variety of vegetables and fruits.*

Vegetables and fruits may change in taste and texture depending on how you prepare them. For example, carrots, broccoli, cauliflower, and snap peas can be served raw with low-fat dip. When served raw, they have a crunchy texture and tend to be less sweet.

*Demonstrate preparation of low-fat dip using the recipe cards. Invite participants to help. Ask those who volunteer to wash their hands and put on gloves. Set aside the prepared dish to taste after the warm vegetable demonstration (Green Bean Sauté).*

Cooking vegetables can enhance the sweetness of the vegetable and makes the texture tender. You can steam, boil, or grill vegetables. The texture will depend on the amount of time they are exposed to the heat. To be healthy, try not to add extra salt or butter to vegetables. Instead, try using herbs, spices, or salt-free seasoning mixes.

While we make the Green Bean Sauté recipe, it's an ideal time to talk about safe food handling practices. 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.”

*Demonstrate preparation of Green Bean Sauté as an example of cooked vegetables. Invite participants to help. Spray skillet with non-stick spray and add green beans. While they are cooking, appoint a person to measure out each one of the remaining ingredients. Talk about each ingredient and what flavors they might add to the dish.*

*Serve tasting of low-fat dip with raw vegetables and cooked green beans.*

There are many ways to prepare similar vegetable dishes that are low-cost and tasty. You can look for recipe cards in the produce section of the grocery store for new ideas on preparing vegetables and fruits. Ask your family and friends for their favorite recipes.

What are other ideas you have for preparing vegetables and fruits to make them more appealing?

### Apply

*Give each group a small bag labeled Spices and Flavorings and a second small bag labeled Vegetables and Fruits.*

Work in small groups of 2-3 people. Using the small bags I just passed out, find pairs that match a Spice or Flavoring with a Vegetable or Fruit. For example, you might pair cinnamon with sweet potatoes. The goal of this activity is to make pairings that would entice someone to eat more vegetables and fruits. For example, if you don't like to eat raw carrots, what might you pair them with to make them more acceptable?

Who would like to share their group's pairings?

### Away

The typical American eats about half of the recommended servings of fruits and vegetables. How might using one of the strategies we discussed today help you or your family to increase your fruit and vegetable intake?

### **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?

