

Ohio SNAP-Ed Adult & Teen Programs

How Can MyPlate Help Me Eat More Vegetables & Fruits?

Task Topic: Vegetables and Fruits

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Teaching Message(s):

- ☒ Eat more than one kind of vegetable daily.
- ☒ Eat more than one kind of fruit daily.
- ☒ Use MyPlate to make healthy food choices with a limited budget.
- ☒ Eat fruits and vegetables of different colors.

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

Objectives for the Task:

1. Explain how MyPlate reflects the recommended amounts of vegetables and fruits.
2. Name one way to use MyPlate as a tool for eating vegetables and fruits at mealtime.

Materials needed for the Task (including Handouts):

- MyPlate mini-poster
- Fact Sheet – 10 Tips Nutrition Education Series: Add More Vegetables to Your Day
- Fact Sheet – 10 Tips Nutrition Education Series: Focus on Fruits

Food and Equipment for Demonstration and Sampling:

- Food for sampling:
 - 2 stalks celery
 - Broccoli florets (fresh)
 - 1 pint grape tomatoes
 - 1/4 lb. red grapes
 - 1 large apple
 - Cantaloupe chunks (at least 1 ½ c)
 - Low-fat strawberry yogurt
 - Hummus spread
 - Peanut butter
- Set of dry measuring cups
- Set of small bowls and plates for broccoli, grape tomatoes, grapes, and cantaloupe
- Plastic forks and knives
- Napkins
- Paper plates

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/>



THE OHIO STATE UNIVERSITY

OHIO SNAP-Ed PROGRAM

Revised 08/31/15

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:

- Wash all fresh produce under running water prior to the lesson.
- Measure out the celery sticks (½ c), broccoli florets (1 c), tomatoes (1 ½ c), red grapes (16 grapes), apples (1 whole fruit), and cantaloupe (1 ½ c) for the demonstration.
- Set out strawberry yogurt, hummus, and peanut butter for sampling later.

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 introducing you to a variety of vegetables and fruits. We will also look at how you can “choose MyPlate” to select different kinds of vegetables and fruits, and how you can incorporate them into your diet.

But before we start, let’s talk about the importance of physical activity. Adding physical activity into your day whenever possible can help you lead a healthy life. Ways you can add physical activity into your day include parking farther away from the store entrance, taking the stairs instead of the elevator, or by doing simple stretches to increase your flexibility. What are some ways you choose to be physically active? How often do you do these things? What do you like about these activities? What might you consider doing that you don’t yet do regularly?

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

Think of a vegetable or fruit you disliked as a child but that, as an adult, you now like. How did you come to like this food? Let's hear a few examples.

Add

Give one copy of the MyPlate mini-poster to each participant.

Vegetables and fruits are important in our diet all through life. We often hear about the importance of vegetables and fruits for children, but they are very important for adults as well. Let's take a look at how vegetables and fruits fit into our diets. MyPlate tells us the recommended types and relative amounts of foods people need to eat.

The different colors on the plate represent different groups of foods (grain, protein, etc). The color **green** represents the vegetable group and the color **red** represents the fruit group. These two groups make up half of your plate. You can see that MyPlate shows that people should eat slightly more vegetables than fruits. Indeed, adults need 2 ½ cups (with a range of 1 ½ to 3 ½ cups) of vegetables and 2 cups (with a range of 1 ½ to 2 ½ cups) of fruits per day for a 2,000 calorie diet.

For fruit, a cup is equal to 1 cup of chopped fresh or canned fruit, a large-sized whole fruit, 32 grapes, 8 ounces of 100% fruit juice, or ½ cup of dried fruit. For vegetables, a cup is equal to a large-sized whole vegetable (like a potato), 1 cup of raw or cooked vegetables (any kind), 2 cups of raw leafy vegetables (like lettuce or spinach), 12 baby carrots, or 8 ounces of 100% vegetable juice.

For many people, including enough vegetables and fruits in their daily routine is difficult. Here are some ideas for including vegetables and fruits in foods and dishes that you might already be eating.

Tips on serving vegetables and fruits:

- Keep a bowl of fruits such as bananas, apples, and oranges on the kitchen counter for quick snacks
- Keep vegetables such as carrots and celery in the refrigerator ready to eat for snacks
- Add fruit to cereals
- Use fruit for desserts or over ice cream
- Add vegetables to foods that the family likes (i.e. pasta sauces)

Before preparing or eating fresh fruits or vegetables, make sure to wash them, since fresh vegetables and fruits are not necessarily clean when you buy them. Every type of vegetable and fruit needs washing – even ones with rinds or peels, like watermelon, cucumbers, or oranges. This simple practice will help ensure that your family is eating vegetables and fruits that are as clean and food-safe as possible.

What are your questions using MyPlate to figure out how many vegetables and fruits to eat?



Apply

Have participants gather around a demonstration table.

Look at the bowls of vegetables and fruits in front of you. They contain celery, broccoli, tomatoes, red grapes, an apple, and cantaloupe. Take a few minutes to consider the amount of produce in each bowl. Guess how much is in each bowl ($\frac{1}{2}$ cup, 1 cup, or $1\frac{1}{2}$ cups).

Discuss the quantities of the various vegetables and fruits in this activity. When the group has finished guessing, give them the answers:

- Celery – $\frac{1}{2}$ cup ($\frac{1}{2}$ cup of vegetables)
- Broccoli – 1 cup (1 cup of vegetables)
- Tomatoes – $1\frac{1}{2}$ cups ($1\frac{1}{2}$ cups of vegetables)
- Red grapes – 16 grapes ($\frac{1}{2}$ of a cup of fruit)
- Apple – 1 large fruit (1 cup of fruit)
- Cantaloupe – $1\frac{1}{2}$ cups ($1\frac{1}{2}$ cups of fruit)

What surprised you about the amounts? You may sample some of the extra vegetables and fruits with the peanut butter, yogurt, and hummus. Of the spreads and dips you sampled, which is your favorite?

Away

Pass out the Fact Sheets – 10 Tips Nutrition Education Series: Add More Vegetables to Your Day and 10 Tips Nutrition Education Series: Focus on Fruits to each participant.

These fact sheets contain information about how you can add more vegetables and fruits to your diet. Using vegetables and fruits as you do now and in new ways we discussed today, how many cups of vegetables and fruits do you think you can add to your diet this 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?

