

Ohio SNAP-Ed Adult & Teen Programs Powerful Purples and Radical Reds!

Task Topic: Vegetables & Fruits

Task Title: Powerful Purples and Radical Reds!

Teaching Message(s):

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

Resources: Adapted from *ChooseMyPlate.gov*, *Dietary Guidelines*, and Centers For Disease Control & Prevention's *More Matters* campaign

Objectives for the Task:

1. Name two fruits or vegetables that are purple or red.
2. Identify two nutrients that purple and red fruits and vegetables provide.

Materials needed for the Task (including Handouts):

- Purple & Red Produce Cards – printed on card stock and cut into individual cards
- Recipe Card – Roasted Root Vegetables

Food and Equipment for Demonstration and Sampling:

- [None needed for this lesson]

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:

- Set out Purple & Red Produce Cards on a small table near the front of the room for group activities.



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 purple and red vegetables and fruits. These foods provide many unique and powerful nutrients and are part of a balanced, healthy diet. Purple and red vegetables tend to be sweeter than other kinds, making them a palatable option for people with sensitive taste buds.

Let's spend a moment to discuss physical activity. Did you know the average American spends 7 hours each day on some type of screen? Phones, televisions, computers, tablets...with so many ways we can be on screens, it's not surprising that many people struggle to get the recommended 30 minutes of daily physical activity. But being excessively sedentary takes a toll on your health, shaving years off your life. Make your health a priority by putting the screens away for 30 to 60 minutes so you can take a walk, do some stretches, or whatever activity you like doing!

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

Choose one card from the table in the front of the room that has a picture of a purple or red vegetable or fruit you have either tried or might like to try. Find a partner and share why you chose the vegetable or fruit you did.

Add

Purple and red vegetables and fruits contain a lot of important nutrients, such as vitamins A and C, dietary fiber, potassium, and important nutrients called phytochemicals. Phytochemicals are found only in plants and have many health benefits, including protection from cancer. The phytochemicals found in vegetables and fruits give them their colors, and each color serves different functions in the body. Thus, the phytochemicals found in purple



vegetables and fruits differ from those found in red ones, which are different from those in green, yellow or orange, and white ones. That is why it is important to eat vegetables and fruits of different colors – to make sure you are getting as much benefit as possible from the nutrients available in these foods.

On flip chart paper (or on a dry erase board), draw a large box and divide it into half with a horizontal line. On the top half, write “Purple.” On the bottom half, write “Red.” Then divide each half into 2 sections with a vertical line, creating 4 boxes. In the left box, write “I eat this” and in the right box, write “I would like to try this.” (Refer to the illustration in the “Facilitator’s Notes” section for how the flip chart should look.)

I would like to invite each of you to place your produce card on the chart. If you have a purple vegetable or fruit, place it in the top half of the box. If you have a red vegetable or fruit, place it in the bottom half of the box. Put your card in the space for “I eat this” if you have already tried the vegetable or fruit; if you haven’t tried it yet but would like to, then put your card in the space for “I would like to try this.” I’ll show you an example.

Select a produce card and place it in the appropriate space on the chart. Use the masking tape to adhere the cards to the chart. (Note: there are NO RIGHT OR WRONG answers to this activity. The purpose is to get the participants involved in the “Add” portion of this lesson.) After showing an example, invite the participants to place their cards on the chart.

Who would like to share which of these vegetables and fruits your family enjoys eating, or that you are interested in trying?

Collect all the produce cards from the participants before beginning the next activity.

Apply

Divide participants into 3 groups of 3-5 people. Pass out a set of Purple & Red Produce Cards to each group.

Working in small groups, create a dish using at least two of the laminated Produce Cards (purple or red). The dish could be for breakfast, lunch or dinner – but it must include at least two of the cards, along with anything else that might be in the dish. An example of a dish you create could be summer slaw with purple cabbage and red grapes.

Who wants to share what type of dish their group created? Was this an easy or difficult task – and why or why not?

Away

How might you incorporate a purple or red vegetable into one of your meals this week? How do you anticipate your family might react if you served a new purple or red vegetable you haven’t served before?



Facilitator's Notes:

The flip chart paper should appear as follows:

	I eat this	I would like to try this
Purple		
Red		

Other 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?

