

Ohio SNAP-Ed Adult & Teen Programs Shift to Healthier Choices

Task Topic: MyPlate

Task Title: Shift to Healthier Choices

Teaching Message(s):

- ☒ Use MyPlate to make healthy food choices with a limited budget.
- ☒ Eat at least one kind of vegetable daily.
- ☒ Eat at least one kind of fruit daily.
- ☒ Eat fruits and vegetables of different colors.
- ☒ Eat plant-based protein foods like beans, lentils, soy, or nuts.
- ☒ When consuming dairy products like milk, cheese, yogurt, etc., choose low fat or fat free dairy food options.
- ☒ When consuming grain products like bread, pasta, rice, cereal, etc., choose whole grain options.
- ☒ When consuming meat like beef, pork, chicken, or seafood, choose lean or low fat options.
- ☒ Be physically active for at least 30 minutes most days of the week.

Resources: Adapted from ChooseMyPlate.gov and the *Dietary Guidelines for Americans*

Objectives for the Task:

1. List one health benefit of making small shifts in the diet.
2. Name two examples of shifts that help one meet the recommendations of the *Dietary Guidelines for Americans*.
3. Define the term “nutrient density” and give an example of a nutrient-dense food.

Materials Needed for the Task (including Handouts):

- Fact sheet – Strategies for Selecting Nutrient Dense Choices
- Fact sheet – Shift to Healthier Food & Beverage Choices
- Meal station labels (printed on card stock)
- Masking tape
- Food models (see next page)

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:

- Make copies of all fact sheets, one for each participant.
- Set up four meal stations on large tables around the room. Label the first station “Breakfast,” the second one “Lunch,” the third one “Dinner,” and the fourth one “Snacks.” Using masking tape, divide each station into 3 sections. Label the first section “Typical Choices,” the second section “Nutrient-Dense Choices,” and the third section “We recommend this SHIFT”. Set out food models according to the outline below:

Meal Station: _____

	Typical Choices	Nutrient-Dense Choices	We Recommend this SHIFT
Breakfast	Doughnut or sweet roll Pancake or bagel Corn flakes cereal Whole milk Sausage or bacon	Whole wheat waffle Oatmeal Bran cereal 1% or skim milk Eggs	
Lunch	White bread Bologna or hot dog Chicken nuggets American cheese Iceberg lettuce Sweetened applesauce Canned fruit (heavy syrup)	Whole wheat bread Turkey or ham Fish or shrimp String cheese Spinach Whole apple Berries (any kind) or whole banana	
Dinner	White rice or pasta White dinner roll Fried chicken Fish sticks Steak or pork chop French fries Mashed potatoes	Brown rice Whole wheat roll Baked chicken Unbreaded fish Lentils or beans Sweet or baked potato Broccoli or green beans	
Snacks	Ice cream Potato chips Cola Chocolate cake Jell-O	Frozen or regular yogurt Carrots or peppers Unsweetened tea Angel food cake Berries (any kind)	

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 we'll be discussing making shifts in our food and beverage choices. Making small shifts in what we consume can add up to big health benefits over time. Likewise, making shifts in our daily activity regimen can add to these benefits. One example of a shift in activity might be to park 10 spaces away from the store so that we can add more steps to our daily routine. Let's do a small physical activity to start off today's lesson. *Invite participants to engage in a group physical activity. Ideas include stretching exercises that are suitable for your participant group, walking or marching in place, or playing a game like "balloon hot potato" where participants must keep 2-3 inflated balloons from touching the ground.*

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

Anchor

Think of a time you had to make a change in your life. Maybe you had to start setting your alarm 10 minutes earlier to ensure you could get out the door on time. Or perhaps you decided to take a class to learn a new skill. Describe this change to the people sitting nearby. Was it a big change that took patience and planning? Or was it a small change that you found easy to make?

Who would like to share their example with the group?

Add

Making changes to your eating patterns can be overwhelming for many people. That is why it is important to understand that every food choice is an **opportunity** to move toward a healthy eating pattern. One small shift at each meal may not be very noticeable, but added up over the course of a day, a week, a month, or even a year, these small shifts can become very powerful.

The *Dietary Guidelines for Americans* recommends shifting toward **nutrient-dense** options in each food group. What does this mean, exactly? A nutrient-dense food or beverage is one that provides a lot of **nutrients** but relatively few calories. Look for items that contain vitamins, minerals, complex carbohydrates, lean protein, and healthy fats. Nutrient-dense foods typically do not contain added sugars, saturated fat, or excess sodium. What are some examples of nutrient-dense foods in each of the five food groups? (*Refer participants to the*



Fact Sheet – Strategies for Selecting Nutrient Dense Choices.)

Consider that about 75% of Americans have eating patterns that are low in vegetables, fruits, dairy, and oils. Furthermore, most Americans exceed the recommendations for added sugars, saturated fats, and sodium. By making small changes toward selecting nutrient-dense choices, we can begin to shift our eating patterns to be healthier and, consequently, reduce our risk of chronic disease.

Apply

Divide the participants into four groups. Instruct each group to go to a meal station.

Around the room are four meal stations, one for breakfast, lunch, dinner, and snacks. Each station is divided into 3 sections. On the left side of the station are foods that are typical choices, but not necessarily nutrient-dense. In the middle are nutrient-dense foods. Working in your groups, SHIFT a typical food choice to a more nutrient-dense option. Place your selections on the right side of the station. Each group should visit all four meal stations, shifting a typical food or beverage choice to a more nutrient-dense choice.

Allow participants 10-15 minutes for this activity.

Who would like to share one of the SHIFTS their group recommended? Why did you recommend this shift?

Away

Pass out a copy of the fact sheet – Shift to Healthier Food and Beverage Choices to each participant. Looking at this fact sheet I just passed out, identify one opportunity you have to make a healthy food or beverage shift. Write down an example of a shift you are 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?

