

# MAKING THE MOST OF FOOD



## Lesson 1: Introduction to the Program

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Borough: MN BX BK QN SI

Educator(s) Name(s): \_\_\_\_\_

Host Site: \_\_\_\_\_

### Objectives:

By participating in today's lesson, participants will:

1. **List** 2 to 3 benefits of participating in *Making the Most of Food* or *Cooking Matters*.
2. **Name** the amounts associated with each *MyPlate* food group.
3. **Describe** 2 to 3 equivalents from each of the *MyPlate* food groups.
4. **Identify** the four main ideas for building a healthy plate.

Suggested Nutrition Education Lesson Reinforcement: Cornell Pencil

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## INTRODUCTION (5 minutes)

- Introduce yourself as a Community Educator with Cornell University Cooperative Extension of New York City. Be sure to show enthusiasm and get participants excited for the program!
- Using your Marketing Book, **briefly** describe the program.
  - **If *Making the Most of Food*, tell them:**
    - This is a workshop series intended only for volunteers and staff of Emergency Food Assistance Programs, i.e. food pantries and soup kitchens as well as faith-based feeding ministries (food pantries, soup kitchens, community kitchens and congregational feeding).
    - Part of the workshop series for the workers & volunteers involves preparing meals from foods available at food pantries & soup kitchens.
  - **If *Cooking Matters*, tell them:**
    - This is a workshop series for guests and clients who participate at food pantries, soup kitchens, community kitchens, meals at faith-based institutions or senior dining sites.
    - There is a food preparation activity for each lesson that will allow them to taste foods made from recipes that are low in cost, high in nutrition and delicious.
  - Tell **both** groups:
    - We also offer single subject nutrition presentations called *Lessons In A Box* (LIBs) at food pantries and soup kitchens on the days they service the community as well as health fairs, community events, and school events.

### Every Session Kit:

- |                       |                      |
|-----------------------|----------------------|
| - MyPlate poster      | - Markers            |
| - Food Safety poster  | - Name Tags          |
| - Post-it® Notes      | - Cornell sign       |
| - Measuring Spoons    | - CE's Name sign     |
| - Dry measuring cups  | - Tape               |
| - Liq. measuring cups | - Golf Pencils       |
| - ESNY! Tablecloth    | - Post-it® Flipchart |
| - Plastic Tablecloth  | - Lively Music       |
| - Flowers/Decoration  | - Food Models        |
| - Parking Lot Sign    | - Apron              |

- Describe the day, time, and length of the program (i.e. the participants' commitment). Explain that participants for the workshop series must attend **at least six** classes to graduate with a Certificate of Completion.
- Explain the "Parking Lot" (i.e. any off-topic questions or questions that you cannot answer may be placed in the parking lot and that you will answer them towards the end of that day's session or at the next session).

## ANCHOR (5 minutes)

- For ***Making the Most of Food:***
  - In groups of 2 or 3, take 5 minutes to share two challenges you face in your emergency food assistance program or feeding ministry. Afterwards, we will invite some of you to share what was discovered.
- For ***Cooking Matters:***
  - In groups of 2 or 3, take 5 minutes to share two challenges you face in preparing meals for yourself or your family. Afterwards, we will invite some of you to share what was discovered.

Who would like to share their ideas?

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## ADD (40 minutes)

### Portion Size Activity (10 minutes):

- Participants will be asked to guess the amounts of food they see on the table. (**Note to Educator:** If the group is large or space does not allow for much movement, hold up each food item so participants may see it from where they are.)
- Once they have written their responses, the educator(s) should invite volunteers from the group to come up, measure the foods and reveal the correct answer. **NOTE:** It is a good idea to have a food like rice present so people can measure it with the cooking spoon and then a measuring cup to get a better idea of how much they eat or serve when using the cooking spoon.
- Using the *MyPlate Equivalents* sheet, demonstrate to participants how serving amounts are counted.
- Once the activity is over, invite **some** participants to share their thoughts about what they learned. Record their responses in the box below.

### **WebNEERS Entry Forms (30 minutes):**

Tell participants that in this activity we want to get to know a little bit about them. Pass out the Entry Forms individually. Please read through the whole form with them, **asking what questions they may have along the way**. The form must be filled out in pen. Please fill out the forms in the following order:

- *Consent for Food and Nutrition Education*
  - **Before reading the Informed Consent**, inform the participants that the Informed Consent document is our commitment to protect the information they provide to us during the workshop sessions.
  - **After you read each paragraph of the Informed Consent to the participants, stop and ask if they have any questions.**
  - Once you have read the Informed Consent and given participants an opportunity to sign, please go around to each participant and sign the Informed Consent on their Entry Form **in front of them**. If they prefer, you may also sign their take-away copy. **If any participant(s) choose(s) to not sign**, please let them know they are **not** to complete the Entry Form **unless** they want a Diagnostic Report. If they choose to have a Diagnostic Report done, let them know their information will be removed from the system as soon as the report has been printed. (**Note to Educator:** Even if a participant chooses to not enroll in the program, you are to track their attendance as they are still eligible to receive a certificate if they complete **at least** 6 lessons)
- *Can we take your picture and use it to tell others about our program?* (Photo Release form)
- *Tell me about you.*
- *More about you.*
- *Tell me about the money you spend on food and how active you are.*
  - **PHYSICAL ACTIVITY:** Stress to participants that physical activity is not the same as exercise. It includes everything we do in the way of movement. Inform participants that the physical activities we do in this series will be very low-impact but they should feel free to not participate if it makes them uncomfortable. Emphasize that men over age 40 and women over age 50 planning to start vigorous physical activity should consult their health care provider before starting. It is necessary that those with a chronic health condition or at high risk for heart disease should also consult their health care provider for help in designing a safe physical activity program.
- *Tell me about what you usually do.*

## **5-minute Break**

## **APPLY (55 minutes)**

### **24-Hour Recall (30 minutes):**

Reminding the participants about the information they discovered during the *Portion-Size Activity*, have them complete the *Foods I Ate Yesterday* Form using the 3-Pass Method. This information will be used by you to complete the 24-hour recall on their Entry Forms. Be sure to have the following items available: measuring cups and spoons, glasses/cups of various sizes with the ounces written on the bottom, and cooking spoons to assist them in completing the 24-hour recall section. **If group is being held on a Monday, have participants record a typical day's intake, since Sunday meals do not reflect how most people typically eat.** Ask participants to be as accurate as possible so the Diagnostic Report they will receive at a later session may show them where they are doing well and areas for improvement. Please work with participants to get the

most accurate and detailed information possible (e.g. 8-ounces skim milk; 2 cups cooked spaghetti).

**NOTE:** When you are going around to participants to help them with their *Foods I Ate Yesterday* Form, please look over their WebNEERS Entry forms for completeness. **Once you have finished this, collect ALL Entry Forms (completed and blank) from ALL participants. They may NOT take them home!**

### **What's MyPlate? (15 minutes):**

**NOTE:** When delivering this lesson to the *Cooking Matters* participants, don't do this activity as you will be discussing MyPlate during the first *Cooking Matters* lesson. This change will allow for more time with completing the Cornell Entry paperwork. However, be sure the group does the physical activity section below.

### **Tell Participants (For EFAP participants ONLY):**

When planning and preparing meals with a goal of making them healthy as well as delicious, some people are often unsure of what to do. In June of 2011, our First Lady, Michelle Obama and the Secretary of Agriculture, Tom Vilsack announced the development of the *MyPlate* icon. Before this, we used the *MyPyramid* poster as a guide but we found that many people were confused about how to use it. *MyPlate* is an easier way to share the information so people will be reminded about the way their plates should look as they plan their meals. The *What's on Your Plate?* handout is a guide to help people make healthier choices as they plan their meals. There are 4 main ideas for building a healthy plate:

1. Make half your plate fruits and vegetables.
2. Make at least half your grains whole.
3. Switch to skim or 1% milk or dairy.
4. Vary your protein food choices.

On the back of the guide you will see some ideas to help you put these ideas into practice as well for each food group. It is also important to know that sometimes your meals may include combination foods so the foods might not be separated into sections. However, it is important that your meal include the amounts from each food group that are right for you. **ASK: What questions do you have at this time?**

### **Activity:**

- Divide participants into 5 groups. Each group will be assigned a different group from *MyPlate* and then asked to discover and report back to the whole group on:
  - The cup amounts and ounce-equivalents needed for each group.
  - Using food models, they will identify and show 2 to 3 foods from each group.
- Provide each participant with the web site for *MyPlate* ([www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)) and encourage them to visit the site to find out what their daily needs are.
- Provide **each** participant with a copy of the 10 Tips handout *Choose MyPlate*.

### **Physical Activity (5 minutes)**

#### **Tell Participants:**

Another part of health and wellness is regular physical activity. I invite you to call out some of the activities you like to do (ex. walking, gardening, dancing, etc.).

Using the appropriate mini-poster(s), emphasize the recommendation to aim for about 30 minutes of moderate to vigorous intensity physical activity on most days. No matter what activity they choose, they can do it all at once, or divide it into two or three parts during the day. If you divide it up, each part should be at least 10 minutes long.

**Note to Educators:** Additional background information on physical activity may be found at: <http://www.choosemyplate.gov/physical-activity/why.html> as well as on the last page of this lesson plan.

**Activity:**

- Lead participants in a brief physical activity. Please keep the physical activity **very** light (walking in place, light stretching, or chair exercises). Explain to the participants that we are just making them familiar with types of physical activity today. **If they don't feel comfortable doing it because of health issues, it is OK.**

**Nutrition Education Lesson Reinforcement (5 minutes)**

Distribute a Cornell Pencil to each participant. **SAY:** I am giving you this pencil as a reminder that we will be working together in nutrition workshops offered by Cornell University Cooperative Extension. **ASK:** Based on our discussion today, what is one thing you could tell someone else about Cornell or what you learned today?

**FOOD PREPARATION (5 minutes)**

Prepare the **Mixed Bag** for the participants prior to the class. Provide the recipe for this healthy snack. Invite participants to identify which food groups are used to make this snack. Then let them know each of the groups identified count towards their daily needs. So, snacks should be used to help us meet our daily needs. This keeps our planning healthy and makes sure we don't overdo our intake.

Have participants call out other ideas for snacks and point out which MyPlate food group is represented by their snack.

**AWAY (5 minutes)**

Write the following questions on a flipchart. Have participants write their responses on Post-it® notes and place them below each question on the flipchart (one Post-it® per question). Group the Post-it® notes by question and place in an envelope. Attach the envelope to the lesson plan.

- What benefits do you see from participating in the *Making the Most of Food (or Cooking Matters)* Program?
- Which of the four main ideas for building a healthy plate has influenced you the most and why?
- What, if anything, will you do differently in your life based on what you have seen today?

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**FEEDBACK**

Explain that any questions they may have will be answered at the beginning of the next session.

Please be sure to attach Post-its® with the *Participants' Comments* in the box below. This information will be very useful in writing Success Stories and Impact Statements.

Participants' Comments:

# MAKING THE MOST OF FOOD

## Lesson 1: Introduction to the Program

### Materials List

- Every Session Kit
- Marketing Book
- Laminated copy of a sample *One Day Food Recall Summary*
- Red plastic tablecloth
- Portion Size Activity kit:
  - Grains: 2 c. cooked rice, 3 c. dry cereal, & one *MyPlate* equivalent (1 oz.)
  - Vegetables: 2 c. frozen mixed vegetables & one *MyPlate* equivalent (1/2 c.)
  - Fruits: one large apple, 1 c. raisins, & one *MyPlate* equivalent (1/2 c.)
  - Dairy: 16-24 oz. of milk (use water to represent liquid milk) & one *MyPlate* equivalent (1 c.)
  - Protein: 3 oz. beef slice (Nasco®), 1 c. canned beans, & one *MyPlate* equivalent (1 oz.)
- Dairy Council (paper) food models
- Plates, bowls, & cups to hold the food for Portion Size Activity
- Cooking spoons (2 sizes)
- Measuring cups & spoons
- Glasses/cups of various sizes with ounces written on the bottom
- *Guess the Amount* response forms
- *MyPlate Equivalents* sheet
- *What Counts As A...* for each food group (from the *MyPlate* website)
- Folder for participant handouts (with Cornell sticker on it)
- Pens
- WebNEERS Entry Forms (one for each participant)
- Informed Consent Forms (single-sheet copy for participants)
- Participant 24-hour Recall worksheet (*Foods I Ate Yesterday*)
- *What's on MyPlate?* Handout (one for **each** participant)
- 10 Tips handout: *Choose MyPlate* (one for **each** participant)
- Various Physical Activity Mini-Posters (make **one** color copy of each for use with appropriate audience and laminate them)



Physical Activity for Adults (18 to 64 years) Mini-Poster



[http://www.kansaswic.org/download/healthhabitsphysical/Adult\\_My\\_Activity\\_Pyramid.pdf](http://www.kansaswic.org/download/healthhabitsphysical/Adult_My_Activity_Pyramid.pdf) **NEW!!**



Physical Activity Benefits Fact Sheet for Adults 65+

**English:**

<http://go4life.nia.nih.gov/sites/default/files/RealLifeBenefits.pdf> **NEW!!**

**Spanish:**

<http://go4life.nia.nih.gov/sites/default/files/BeneficiosPracticos.pdf>



Youth Physical Activity Guidelines Mini-Poster

(when doing *Cooking Matters* with parents/caretakers of school-aged children)

<http://www.health.gov/paguidelines/midcourse/youth-fact-sheet.pdf> **NEW!!**

- Cornell Pencil (one for each participant)
- Mixed Bag recipe and ingredients (in Ziploc® bags) – one set for each participant
- White envelopes that each have one AWAY question written on the front



# LINKS TO BACKGROUND INFORMATION YOU MAY NEED FOR THE LESSON

## Additional Information on Physical Activity

- Tips for Motivating Your Older Participants  
<http://go4life.nia.nih.gov/sites/default/files/MotivatingPatients.pdf>
- Helping Participants get Started  
<http://go4life.nia.nih.gov/sites/default/files/GettingStartedFitnessLevel.pdf>
- Making Your Meetings More Active  
<http://go4life.nia.nih.gov/sites/default/files/Meetings.pdf>
- Being Physically Active Without spending A Dime  
<http://go4life.nia.nih.gov/sites/default/files/SpendingDime.pdf>
- Benefits of Physical Activity for Older Adults  
<http://go4life.nia.nih.gov/sites/default/files/RealLifeBenefits.pdf>
- Finding Activities  
<http://go4life.nia.nih.gov/sites/default/files/FindingActivities.pdf>