



## ANCHOR (5 minutes)

Distribute cards that have the following questions:

- Some of my favorite whole grains to eat are \_\_\_\_\_ and the way I usually prepare them is...
- My favorite fruit or vegetable is \_\_\_\_\_ and the way I usually prepare it is...
- When I do not choose to eat meat or poultry, I usually use...

Have participants turn to a partner and **briefly** discuss **one** of these one of the questions.

**ASK:** Who would like to share their ideas?

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## ADD (20 minutes)

### Introduction (5 minutes)

As we stated during the last lesson, when making decisions about the foods we will eat, it is important to use the Nutrition Facts section on the food labels to help us. Last time, we looked at the sections called “Total Fat,” “Sodium,” and “Sugars.” This time, we will look at the Fiber section. Fiber has been shown to assist our bodies in staying healthy by:

- Reducing our risk of developing heart disease.
- Helping us clear our digestive tract and letting our colon function properly.
- Helping us feel full on fewer calories so we can better control our weight.

Currently, we are finding the average amount of fiber eaten daily by both men and women is 15 grams per day. According to the 2010 Dietary Guidelines, the fiber goal for each day is at least 25 grams for women and 38 grams for men. Let’s take a look at ways we can reach these recommended goals.

### Finding Fiber on the Nutrition Facts Label Activity: (15 minutes)

Divide participants into 3 groups (counting off by 1-2-3). Each group will be given a bag that contains foods from the Grain, Protein or Fruit & Vegetable groups (preferably real food labels). Each group will examine the foods in their bag and will report their findings to the rest of the participants in the workshop.

**Grain Group:** Compare these foods to determine the differences in their fiber content. Arrange foods from lowest to highest in fiber content. Which types of whole grains have the most fiber? Which have the least amount of fiber?

**Protein Group:** Compare these foods to determine the grams of protein as well as their fiber, fat and cholesterol content. Arrange foods from lowest to highest in fiber content. Take note of the amount of fat and cholesterol in each food. Which protein group foods have the most fat and cholesterol? Which have the least amount of fat and cholesterol?

**Fruit & Vegetable Groups:** These foods are to be compared to determine the calories and fiber content. Arrange these foods from lowest to highest in fiber content. Note the amount of calories in each food.

Once each group has reported, the facilitator can make any adjustments/clarifications needed for the information provided by the participants. **Note to Educator:** Please be familiar with the labels that you give to the participants. This will help you in adjusting/clarifying information that the participants share.

## PHYSICAL ACTIVITY (5 minutes)

**Choices** (Please indicate the one done with participants)

- Working with Stretch Bands
- Chair Exercises
- Balloon toss
- Other: \_\_\_\_\_

## APPLY (25 minutes)

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### **'Meal Planning with MyPlate' Activities (15 minutes):**

Staying in the same 3 groups, have participants complete the following activities:

**Grain:** Using the Grain Group foods from the Dairy Council food models and the guidelines from the *What's on MyPlate?* handout have participants plan how they may include more whole grain foods in their meals and achieve the *MyPlate* message to "Make half your grains whole." In addition to choosing these foods and keeping in mind what was discussed during the last lesson for decreasing fat, sodium, and sugar content, this group will discuss how they would prepare the foods they selected.

**Protein:** Using the Protein Group foods from the Dairy Council food models and the guidelines from the *What's on MyPlate?* handout have participants select foods that provide protein while keeping the fat and cholesterol content low. Foods should be selected that will achieve the MyPyramid message "Go lean with protein."

**Fruit & Vegetable:** Using the Fruit & Vegetable foods from the Dairy Council food models and the guidelines from the *What's on MyPlate?* handout have participants develop various ideas for increasing fruit and vegetable intake on a daily basis. Foods should be selected that will achieve the messages "Vary your veggies" and "Focus on fruits."

Have each group report their findings. What, if anything, surprised them? Record some of their responses in the space below.

### **Ten Tips for Making Healthy Choices (5 minutes)**

Give each participant a set of the 10 Tips titled: *Add More Vegetables to Your Day, Focus on Fruits and Make Half Your Grains Whole*. Give them a few minutes to select one of the tips and invite 2 or 3 participants to share:

- Which tip they selected
- One way they can put that tip into action

### **Lesson Reinforcement (5 minutes)**

**SAY:** This veggie brush is to be a reminder that:

- Half of your plate is fruit and vegetables.
- For food safety, you are to wash your fresh fruits and vegetables using cool running water and the veggie brush to clean them.
- If you are using canned vegetables, wash off the canned vegetables and if necessary use the veggie brush to make sure the tops are clean before opening the can.

### **5-minute Break**

## **DISCUSSION OF WebNEERS DIAGNOSTIC REPORT (10 minutes)**

Give each participant a copy of their WebNEERS Diagnostic Report to read. Using the Diagnostic Report Supplemental Lesson, discuss the general findings that were discovered from these reports and provide the participants with general guidelines for understanding the reports. Have participants to identify areas of strength and areas needing improvement. **Note to Educator:** Be sure to include a copy of the Supplemental Lesson in the lesson plan section of the folder and record on the Attendance Log the date this was done with participants.

## **FOOD PREPARATION (40 minutes)**

Have participants review the four Food Safe Principles before preparing the recipes.

Explain to participants that this will be the final week we prepare foods from recipes. For the next two lessons, meals will be prepared from foods that are usually available at food pantries and soup kitchens. If possible, have each person bring in one or two items from his or her emergency food assistance program to be included in the food preparation. **Note to Educator:** If participants are unable to provide these foods, you should purchase foods representative of what is used by the feeding programs and have participants create meals from these foods.

**Keeping participants in the same groups** have them prepare one of the following recipe sets (indicate which recipe set was done):

Group	Recipe Set #1	Recipe Set #2	Recipe Set #3 (non-cook)
Grains	Broccoli and Black Bean Quesadillas	Brown Rice	Whole Grain Bread Squares
			Zero Calorie Dressing
			Asian Salad Dressing
Protein		Quick Sautéed Greens with Chick Peas	Spinach Black Bean Salad
Fruit & Vegetable	Spiced Apples	Fast Fruit Salad	Tropical Morning Treat

**Note:** Water should be provided as the beverage (may be plain water OR *Water with a Twist*).

How to reinforce Lessons 1 - 4 during the food preparation activity:

- Lesson 1:
  - Display a demonstration plate with food in the recommended serving sizes according to MyPlate.
- Lesson 2:
  - Wash hands and surfaces thoroughly before and after any food preparation.
  - Wear gloves (and change them often) during food preparation.
  - Wear hairnets and aprons during food preparation.
  - Clean vegetables under cold running water with a vegetable brush.
  - Use different plates/utensils for raw and cooked foods.
  - Do not talk over the food while it is being prepared or served.
- Lesson 3:
  - Keep Sodium, Sugar, and Fat low in food preparation.
- Lesson 4:
  - Use foods high in fiber like fruits, vegetables, whole grains, beans, and nuts.
  - Review *MyPlate* messages: Go lean with protein, make half your grains whole, vary your veggies and focus on fruit.

Have participants give their comments about the recipes.

## 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.

- Name 2 to 3 things you can do to increase your fiber intake.
- What, if anything, will you do differently based on what you have seen today?

Explain that any questions posted in the Parking Lot will be answered at the beginning of the next session.

Please remind them to bring one to two items each from their emergency food assistance program for next week's food preparation. Suggested staple items include:

- Canned fruits and vegetables (including beans)
- Rice
- Oatmeal
- Ready-to-eat cereal
- Canned fish (tuna or salmon)
- 100% Fruit juice
- Shelf-stable milk

**Note to Educator:** If participants are unable to provide the foods, you should purchase foods representative of what is used by the feeding programs and have participants use them to create meals.

# MAKING THE MOST OF FOOD

## Lesson 4: Making Healthy Choices (Part 2)

### Materials List

- Every Session Kit
- Questions from previous session (with answers ready for participants)
- Additional Poster: *Read It Before You Eat It*
- Cards with the discussion questions
- Post-it® Flipchart paper
- CD Player and lively, appropriate music
- Cornell tablecloth
- Whole Grain Activity:
  - Dairy Council food models from the Grain group in a bag
- Protein Activity:
  - Bag containing Dairy Council food models from the Protein group (include meat, poultry, fish, eggs, and meat substitutes such as nuts and beans).
- Fruit & Vegetable Activity:
  - Bag containing Dairy Council food models from the Fruit & Vegetable groups.
- Diagnostic Report Supplemental Lesson Plan **NEW ITEM!!**
- Participants' **completed** WebNEERS Diagnostic Reports (one for **each** participant)
- *What's on MyPlate?* handout (participants received this during Lesson 1, but have extras just in case)
- *10 Tips* Handouts from [www.choosemyplate.gov](http://www.choosemyplate.gov) (**one set** for each participant)
  - *Add More Vegetables to Your Day*
  - *Focus On Fruits*
  - *Make Half Your Grains Whole*
- Copies of the recipes for the participants  
Note: Recipes from the SNAP-Ed Connection Recipe Finder
  - Spinach Black Bean Salad <http://recipefinder.nal.usda.gov/recipes/spinach-black-bean-salad>
  - Tropical Morning Treat <http://recipefinder.nal.usda.gov/recipes/tropical-morning-treat>
  - Zero Calorie Dressing <http://recipefinder.nal.usda.gov/recipes/zero-calorie-dressing>
  - Asian Salad Dressing <http://recipefinder.nal.usda.gov/recipes/asian-salad-dressing>All other recipes are from the Recipe Book in the EFAP Office
- Kitchen equipment needed for recipes (use your own materials and consult with your site contact about borrowing equipment from the host facility)
- Plates
- Eating Utensils
- Cups
- Napkins
- Post-it® notes
- Pencils
- Gloves & hairnets
- White envelopes that each have one AWAY question written on the front