

Improving SNAP-Ed Research Study

Lesson Plan

Lesson #: 1 **Lesson Title/Topic:** How can MyPyramid help me eat more fruits and vegetables?

Curricula: Adapted from Loving Your Family Feeding Their Future (LYFFTF)

Targeted Message (Select all that apply):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Eat more than 1 vegetable daily. | <input checked="" type="checkbox"/> Eat fruits or vegetables as snacks. |
| <input checked="" type="checkbox"/> Eat more than 1 fruit daily. | <input checked="" type="checkbox"/> Eat fruits & vegetables of different colors each day. |

Objectives for the lesson:

1. Explain the role of fruits and vegetables as part of MyPyramid
2. Identify the recommended number of cups of fruits and vegetables based on a 2,000 calorie diet
 - a. Showcase how MyPyramid can be customized to reflect appropriate quantities of fruits and vegetables for different calorie needs.
 - b. Illustrate how to achieve the recommended quantities through adding fruits and vegetables to meals and as snacks
3. Explain the health benefits of eating fruits and vegetables in a variety of colors
4. Develop skills in recognizing measured amounts of vegetables and fruits

Materials needed for the lesson (including handouts):

- MyPyramid mini poster
- What Counts as one cup of vegetables? Handout from LYFFTF
- What Counts as one cup of fruits? Handout from LYFFTF
- Food for demonstration (see Preparation) and sampling
- Low-fat strawberry yogurt – why are spreads listed but vegetables/fruits are not??
- Hummus spread
- Peanut butter
- Small paper plates
- Dry measuring cups

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Preparation:

Task 1: MyPyramid – Focus on Fruits and Vegetables

- Measure out the celery sticks (½ c), broccoli (1 c), tomatoes (1 ½ c), red grapes (½ c), apples (1 c), and cantaloupe (1 ½ c) for the demonstration.
- Set out spreads: strawberry yogurt, hummus, and peanut butter, and small plates

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).

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- Review the V.O.I.C.E. Principles.

Task 1: MyPyramid – Focus on Fruits and Vegetables

Anchor

Think of a fruit or vegetable 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

Distribute My Pyramid mini-posters among participants before starting this section.

Fruits and vegetables are important in our diet all through life. We often hear about the importance of fruits and vegetables for children, but they are very important for adults as well. Let's take a look at how fruits and vegetables fit into our diets. MyPyramid shows us the recommended types and relative amounts of foods people need to eat. For a 2,000 calorie diet, the amounts of various food groups are listed at the bottom. Calories needed each day (and related amounts of food) are based on gender, physical activity level, and age. The 2,000 calorie example is a fairly typical/common example to use. You can go to www.mypyramid.gov to calculate your food pattern based on the calories you need.

The different colors represent different groups of foods (grain, meats, etc). The color **green** represents the vegetable group and the color **red** represents the fruit group.

These two groups make up a large portion of MyPyramid, which also represents the amount of these foods we need to eat each day. 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.

Fruits and vegetables are loaded with vitamins, minerals, dietary fiber, water, phytochemicals (chemicals found only in plants) and other important nutrients. In general, these foods are low in fat and calories and have no cholesterol. These important characteristics of vegetables and fruits have the potential to help people who eat large amounts of them fight chronic diseases (some cancers, heart disease, diabetes, & stroke).

Eating a wide variety (including different colors) of fruits & vegetables assures that a person is getting as many of these benefits as possible.

What questions do you have?

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

Tips on serving fruits and vegetables:

- Keep a bowl of fruits such as bananas, apples, and oranges on the kitchen counter for quick snacks.

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- 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)

Who would like to add other ideas?

It's important, as we begin this series of programs on fruits and vegetables, that we spend some time talking about the importance of washing fruits and vegetables before preparing them. Because fresh fruits and vegetables are not necessarily clean when you buy them, you need to wash them under running water before preparing or serving them to your family. Every type of fruit and vegetable needs washing – even things like watermelon, cucumbers, or oranges. This simple practice will help ensure that your family is eating fruits and vegetables that are as fresh and healthy as possible.

Apply

Have participants gather around a demonstration table.

Look at the bowls of fruits and vegetables in front of you. They contain celery, broccoli, tomatoes, red grapes, apples, 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 fruits and vegetables in this activity.

When the group has finished guessing, give them the answers:

- *Celery – $\frac{1}{2}$ cup*
- *Broccoli – 1 cup*
- *Tomatoes – $1\frac{1}{2}$ cups*
- *Red grapes – $\frac{1}{2}$ cup*
- *Apples – 1 cup*
- *Cantaloupe – $1\frac{1}{2}$ cups*

What surprised you about the amounts?

Now, let's take a look at two different handouts that discuss more about what counts as a cup...*Review the two handouts ("What Counts as One Cup of Vegetables?" & "What Counts as One Cup of Fruit?") with participants to help them understand what counts as 1 cup of fruits and vegetables.*

As we go over these handouts and I clarify your questions, you may sample some of the extra fruits and vegetables with the peanut butter, yogurt, and hummus.

Of the spreads and dips we tried today, which is your favorite? How might your family react if you served this as a snack?

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Away

Think about the ideas we discussed today, how you might incorporate these ideas into your daily routines?

Using fruits and vegetables as you do now and in new ways we discussed today, how many cups of fruits and vegetables do you think you can add to your diet each day before we meet again next time?

We will revisit this 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 fill out an FNP Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I collect all requisite survey instruments needed for today's lesson?
- Did I complete an Adherence form for this session?
- Did I give each participant the incentive?
- Did I give the manila envelope with all of the pertinent documents to the Research Team member?

MyPyramid

STEPS TO A HEALTHIER YOU

MyPyramid.gov



GRAINS

VEGETABLES

FRUITS

MILK

MEAT & BEANS

GRAINS

Make half your grains whole

Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day

1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta

VEGETABLES

Vary your veggies

Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens

Eat more orange vegetables like carrots and sweetpotatoes

Eat more dry beans and peas like pinto beans, kidney beans, and lentils

FRUITS

Focus on fruits

Eat a variety of fruit

Choose fresh, frozen, canned, or dried fruit

Go easy on fruit juices

MILK

Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt, and other milk products

If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

MEAT & BEANS

Go lean with protein

Choose low-fat or lean meats and poultry

Bake it, broil it, or grill it

Vary your protein routine – choose more fish, beans, peas, nuts, and seeds

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day

Eat 2 1/2 cups every day

Eat 2 cups every day

Get 3 cups every day;
for kids aged 2 to 8, it's 2

Eat 5 1/2 oz. every day

Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



MyPyramid.gov
STEPS TO A HEALTHIER YOU

U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNPP-15



USDA is an equal opportunity provider and employer.

What counts as one cup of vegetables?

Many people need to eat 2½ cups from the vegetables group each day.* This handout shows the amount of food that counts as 1 cup of vegetables.

* The amount of vegetables may vary depending on age, gender, and physical activity level of each person.



1 large sweet potato counts as
1 cup from the vegetables group



1 cup of cooked black beans counts as
1 cup from the vegetables group



12 baby carrots count as
1 cup from the vegetables group



1 cup of raw or cooked vegetables like green beans counts as
1 cup from the vegetables group



2 cups of raw leafy greens like raw spinach count as
1 cup from the vegetables group



1 cup (8 fluid ounces) of tomato or vegetable juice counts as
1 cup from the vegetables group

My favorite vegetables

Orange Vegetables



Carrots



Pumpkin



Sweet potato

Starchy Vegetables



Corn



Green peas



White potatoes

Dark Green Vegetables



Broccoli



Greens (collards, mustard greens, turnip greens, kale)



Spinach



Romaine

Other Vegetables



Cabbage



Cauliflower



Green beans



Green or red peppers



Tomatoes



Zucchini

Dry Beans and Peas



Black beans



Garbanzo beans



Kidney beans



Pinto beans



Black-eyed peas

Write others here:



MyPyramid.gov
STEPS TO A HEALTHIER YOU



Food and Nutrition Service
U.S. Department of Agriculture

USDA is an equal opportunity provider and employer.
January 2007

What counts as one cup of fruits?

Many people need to eat 2 cups from the fruits group each day.* This handout shows the amount of food that counts as 1 cup of fruits.

* The amount of fruits may vary depending on age, gender, and physical activity level of each person.



1 cup of chopped fruit like fruit cocktail counts as 1 cup from the fruits group



1/2 cup of dried fruit like raisins counts as 1 cup from the fruits group



1 large banana counts as 1 cup from the fruits group



1 large orange counts as 1 cup from the fruits group



32 red seedless grapes count as 1 cup from the fruits group



1 cup (8 fluid ounces) of 100% fruit juice counts as 1 cup from the fruits group

My favorite fruits



Apple



Papaya



Blueberries



Peach



Cantaloupe



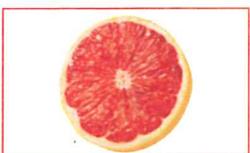
Pear



Grapes



Pineapple



Grapefruit



Plums



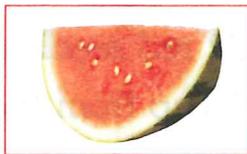
Kiwi



Strawberries



Mango



Watermelon

Write others here:

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Lesson Plan

Lesson #: 2 **Lesson Title/Topic:** The best fruits and vegetables are the ones you'll eat!

Targeted Message (Select all that apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Eat more than 1 vegetable daily. | <input type="checkbox"/> Eat fruits or vegetables as snacks. |
| <input checked="" type="checkbox"/> Eat more than 1 fruit daily. | <input type="checkbox"/> Eat fruits & vegetables of different colors each day. |

Objectives for the lesson:

1. Explain the concept of “more matters” and how participants can incorporate additional amounts of fruits and vegetables in their diets.
2. Compare various packaging methods (i.e., fresh, frozen, canned, dried, and 100% juice) for vegetables. Identify the role of 100% juices in the diet.
3. Demonstrate how to add fruits and vegetables to common dishes.

Materials needed for the lesson (including handouts):

- Fact Sheet 2: CDC Vegetable of the Month – Tomato
<http://www.fruitsandveggiesmatter.gov/month/tomato.html>
 - Lesson 2 recipe cards
 - Flip chart with markers (optional)
 - Tomatoes: 1 large raw tomato, ½ cup sun-dried tomatoes, 8 oz. tomato juice, 1 can diced tomatoes (to measure out 1 cup of diced tomatoes) Ingredients for macaroni and cheese (see below)
 - Ingredients for macaroni and cheese (see below)
 - Ingredients for spicy bean salsa (see below)
 - Ingredients for chicken salad (see below)
 - Ingredients for spinach salad with fruit (see below)
 - 1 cup measuring cup, ½ cup measuring cup, liquid measuring cup
 - 2 medium dishes (for sun-dried and canned) and 1 juice glass (to hold 8 oz.)
 - Can opener
 - Single burner
 - 2 quart saucepan
 - 32 oz. of water
 - Kitchen Timer
 - Gloves
 - 3 Cutting boards
 - 2-3 Paring knives
 - 3 Mixing spoons
 - 3 Serving spoons
 - Salad tongs
 - 3 large bowls (to discard water after boiling; to mix caviar; to mix spinach salad)
- Continued on next page

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- 1 medium mixing bowl for chicken
- Tasting plates, forks, and napkins

Preparation:

Task 1: Adding Fruits and Vegetables to Dishes

- Tomatoes in various forms: (at the site)
 - Set table with raw tomato, sundried tomato container, tomato juice container, and can of diced tomatoes.
 - In front of the sundried tomatoes, place a ½ cup measuring cup and medium dish; in front of the tomato juice container place a liquid measurer and juice glass; in front of the can of tomatoes, place a 1 cup measuring cup and medium dish
- Macaroni and Cheese:
 - Shop for recipe ingredients – 1 box macaroni and cheese (Velveeta style) and 1 stalk fresh broccoli; store broccoli in the refrigerator until you leave for the lesson. (1-2 days before lesson)
 - Clean and sanitize 2-quart saucepan, cutting board, and paring knife. Store in clean location. (1-2 days before lesson)
- Spicy Bean Salsa:
 - Shop for recipe ingredients - 1 can black-eyed peas, 1 can black beans, 1 can corn, ½ cup onion, ½ cup green pepper, 1 can diced jalapenos, 1 can diced tomatoes, 1 cup low-fat Italian dressing, and 1 bag baked tortilla chips
 - Clean and sanitize large bowl, cutting board, and paring knife. Store in clean location. (1-2 days before lesson)
- Creamy Chicken salad with Tomatoes:
 - Shop for recipe ingredients – 2.5 cups diced chicken breast, ½ cup celery, ¼ cup onion, 2 T. pickle relish, ½ cup light mayo, and 2 tomatoes (1-2 days before lesson)
 - Clean and sanitize medium bowl, cutting board, and paring knife. Store in clean location. (1-2 days before lesson)
- Fruited Spinach Salad:
 - Shop for recipe ingredients – ½ pound bagged spinach, 1 can (10 ½ oz.) mandarin oranges, 1 bag dried cranberries, and 1 bottle vinaigrette dressing or other dressing that you feel is well accepted by participants (1-2 days before lesson)
 - Clean and sanitize large salad bowl. Store in clean location. (1-2 days before lesson)

2

Key Points to Review:

- Welcome all participants. Reintroduce yourself. Give brief description of the program, including the program name, current lesson number, and program duration.
- Review the V.O.I.C.E. Principles.
- Review any progress on goals set by participants at the last session.

Transition:

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Last week we talked about adding fruits and vegetables to your diet to move toward your daily goal of 2 cups of fruit and 2 ½ cups of vegetables. Who would like to share something about their experience adding fruits and vegetables to their diet?

Today, we are going to talk about adding fruits and (&) vegetables to dishes you already make.

Task 1: Adding fruits and vegetables to dishes.

Anchor

In groups of two, discuss how you use tomatoes in various forms in recipes that you prepare for your family. *As they discuss, turn on single burner. Pour water in saucepan. Start to heat for the macaroni and cheese.*

Who wants to share? *Post answers on a flip chart.*

Add

Refer to the list generated on the flip chart for examples to complement this section. Pass out tomato fact sheet for them to take home and read later.

Tomatoes, as well as other vegetables and fruits, are very versatile. They can be used in many dishes and eaten in many ways. They can be a part of breakfast, lunch, dinner, or your snacks. They may be the focus of the meal or added to dishes to enhance the taste. They also make the dish more nutritious. As we discussed last time, fruits and vegetables are an important part of our diet because they impact our overall health.

Americans on average need to eat more fruits and vegetables. No matter how many fruits and vegetables we usually eat, by eating more we can almost always improve our health. Fruits and vegetables can be prepared and eaten in many forms.

Introduce the tomatoes in various forms – fresh, canned, dried, and 100% juice.

Portion out 1 cup of canned tomatoes, ½ cup of sun-dried tomatoes, and 8 oz of juice in the measuring containers; then place these amounts in their respective containers.

Each of these counts as a 1-cup serving of vegetables. I have one large raw tomato, one cup of canned tomatoes, ½ cup of sun-dried tomatoes, and 8 oz. of tomato juice. The same measurements are used for fruits (e.g., 1 medium apple, ½ cup dried apples, 1 cup applesauce, and 8 oz. of apple juice).

All fruits and vegetables provide important nutrients. It does not matter if they are fresh, frozen, or canned, or organic or conventionally grown. Some canned and frozen foods actually have higher levels of nutrients than similar fresh or frozen items because the canning or freezing process locks in nutrients at their peak of freshness and shields them from air that depletes nutrients over time. Most canned fruits and veggies contain no

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preservatives. Many canned food products are available in low-salt and no-salt alternatives. Almost all canned vegetables and canned fruits are fat free. Canned and frozen fruits and vegetables are easy to use in your favorite recipes and can help save preparation time (less chopping, dicing, and peeling). They are the original fast food!

A glass of juice can count toward the fruits and vegetables you need per day, but you don't want to get all your servings from juice. Juice can add many calories to your daily eating plan and does not have as much fiber as whole fruit or vegetables. So make most of your choices whole or cut up vegetables and fruit. All forms are tasty!

One way to eat more than one vegetable a day is to add vegetables to dishes you eat already. For example, you can add vegetables to a pasta dish. You'll be helping me demonstrate this by adding broccoli to macaroni and cheese. Vegetables add color and flavor, which we will demonstrate by pairing chicken salad with fresh tomatoes. We'll also prepare a quick, inexpensive dip that will satisfy your family!

You can also add fruits to dishes you eat for breakfast, lunch, and dinner already. Have you ever had a green salad that has fruit on top? I will show how easy it is to add fruit to a salad. The fruits add a lot of nutrients without adding much price or time. Plus, it's tasty!

Apply

Ask participants to wash their hands and put on gloves. Split into three groups. Assign each group 1 recipe. Prepare the three vegetable recipes. Facilitator prepares salad recipe.

*After they are done, or if there is a waiting period during the preparation, say:
With a partner, brainstorm at least two ways you could incorporate broccoli into other dishes your family might like. Who would like to share?*

With a different partner, create a list of other vegetables you might consider adding to macaroni and cheese. Who would like to share?

Offer participants a taste of all the foods that were made today, including salad.

While they are tasting:

*What other fruit combinations could you add to a salad that you typically make at home?
(Examples to share if they are not sure: honeydew, cantaloupe, pineapple, apples, raisins, pears, dried cherries, mango, etc.)*

Away

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More matters when it comes to fruits and vegetables. What recipe can you adapt this week as we did today – by adding a fruit or vegetable of your choice to it – for your family? Write down your suggestions so you have it with you when you grocery shop. We'll share your experiences next week!

Facilitator's Notes:

Ideas to mention if they are not sure how to add fruits and vegetables to daily diet.

Have two servings at breakfast:

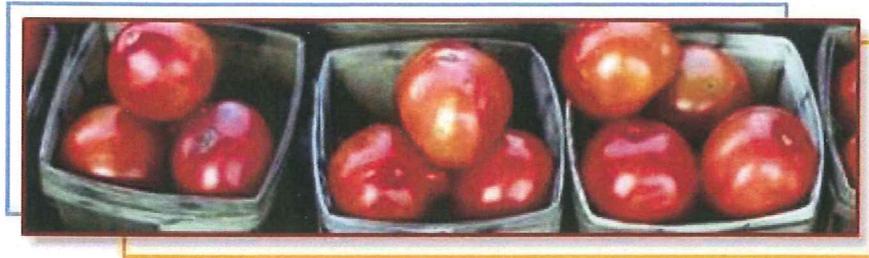
- a. Drink a glass of 100% orange, cranberry or tomato juice with breakfast.
- b. Top cereal or pancakes with berries or sliced bananas.
- c. Scramble eggs with chopped vegetables.
- d. Have a smoothie made with fresh, frozen or canned fruit.

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 fill out an FNP Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I collect all requisite survey instruments needed for today's lesson?
- Did I complete an Adherence form for this session?
- Did I give each participant the incentive?
- Did I give the manila envelope with all of the pertinent documents to the Research Team member?

Vegetable of the Month: Tomato

<http://www.fruitsandveggiesmatter.gov/month/tomato.html>



Currently, tomatoes are one of the most popular vegetables eaten by Americans. Tomatoes are members of the fruit family, but they are served and prepared as a vegetable. This is why most people consider them a vegetable and not a fruit. Tomatoes are an excellent source of vitamin C and a good source of vitamin A.

Varieties

There are thousands of tomato varieties. The most widely available varieties are classified in three groups: cherry, plum, and slicing tomatoes. A new sweet variety like the cherry tomato is the grape tomato, really wonderful to eat alone or in a salad.

How To Select

Cold temperatures damage tomatoes, so never buy tomatoes that are stored in a cold area. Choose plump tomatoes with smooth skins that are free from bruises, cracks, or blemishes. Depending on the variety, ripe tomatoes should be completely red or reddish-orange.

Storage

Store tomatoes at room temperature (above 55 degrees) until they have fully ripened. This will allow them to ripen properly and develop good flavor and aroma. Try to store tomatoes out of direct sunlight, because sunlight will cause them to ripen unevenly. If you must store them for a longer period of time, place them in the refrigerator. Serve them at room temperature. Chopped tomatoes can be frozen for use in sauces or other cooked dishes.

Tomato

Serving Size 1/2 cup, cubed (90g)

Amounts Per Serving	% Daily Value
Calories 20	
Calories from Fat 5	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 10mg	0%
Total Carbohydrate 4g	1%
Dietary Fiber 1g	4%
Sugars 3g	
Protein 1g	
Vitamin A	10%
Vitamin C	40%
Calcium	0%
Iron	2%

* Percent Daily Values are based on a 2,000 calorie diet.

Lesson 2 Recipe Cards

Mac 'n Cheese with Broccoli

PREP TIME: 10 minutes

INGREDIENTS

- 1 box macaroni and cheese
- 1 stalk broccoli

DIRECTIONS

Cook macaroni noodles according to package directions. Set kitchen timer. While noodles are cooking, cut broccoli into bite-sized pieces. Add broccoli to cooking noodles when there are 2-3 minutes left on the timer. Drain. Add cheese. Stir well and serve.

Spicy Bean Salsa

PREP TIME: <10 minutes

INGREDIENTS

- 1 can black-eyed peas, drained
- 1 can black beans, rinsed and drained
- 1 can whole kernel corn, drained
- ½ cup chopped onion
- ½ cup chopped green pepper
- 1 can (4 oz.) jalapeno peppers, drained
- 1 can (14.5 oz.) diced tomatoes, drained
- 1 cup low fat Italian dressing

DIRECTIONS

In a medium bowl, combine black-eyed peas, black beans, corn, onion, green bell pepper, jalapeno peppers and tomatoes. Season with Italian-style salad dressing; mix well. Cover. Refrigerate overnight to blend flavors.

Source: Allrecipes.com; submitted by: Susan Navarrete

Creamy Chicken Salad with Tomatoes

PREP TIME: 10 minutes

INGREDIENTS

- 2.5 cups cooked, diced chicken (canned is fine)
- ½ cup chopped celery
- ¼ cup chopped onion
- 2 tablespoons pickle relish
- ½ cup light mayonnaise
- 2 tomatoes
- Triscuit crackers

DIRECTIONS

Combine all ingredients except tomatoes and crackers. Refrigerate until ready to serve. Place triscuits on a plate. Slice tomatoes and arrange on top of each triscuit. Spoon chicken salad on top of the tomatoes. You could also serve in a cucumber boat. Makes 6 servings.

Source: SNAP-Ed Connection; Authored by University of Wisconsin Extension (<http://recipefinder.nal.usda.gov/index.php>)

Fruited Spinach Salad

PREP TIME: 5 minutes

INGREDIENTS

- ½ pound spinach leaves
- 1 can (10.5 ounces) mandarin oranges, drained
- ½ cup dried cranberries
- Low-fat balsamic vinaigrette or favorite salad dressing (enough to taste)

DIRECTIONS

Combine all ingredients. Refrigerate until ready to serve. Makes 4-6 servings.

Source: SNAP-Ed Connection; Authored by University of Wisconsin Extension (<http://recipefinder.nal.usda.gov/index.php>)

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Lesson Plan

Lesson #: 3 **Lesson Title/Topic:** Eat a rainbow of snacks

Curricula: Adapted from Loving Your Family Feeding Their Future and Dietary Guidelines for Americans (2005)

Targeted Message (Select all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Eat more than 1 vegetable daily. | <input checked="" type="checkbox"/> Eat fruits or vegetables as snacks. |
| <input type="checkbox"/> Eat more than 1 fruit daily. | <input checked="" type="checkbox"/> Eat fruits & vegetables of different colors each day. |

Objectives for the lesson:

1. Compare the nutrient content of fruits and vegetables as snacks to “conventional” snack foods.
2. Compare the cost of snacks that are fruits and vegetables to “conventional” snack foods.
3. Explain the health benefits associated with each major color category (purple, red, dark green, orange, yellow, and white) of fruits and vegetables.
4. Have participants understand that not all fruits and vegetables are created equal (some fruits and vegetables are more nutritious than others, e.g. broccoli vs. white potatoes).

Materials needed for the lesson (including handouts):

- Dairy Council Food Models (Task 1)
- Lesson 3 Fact Sheet, Task 2: Eating Fruits and Vegetables in a rainbow of colors!
- Lesson 3 Handout, Task 2: Fruit and Vegetable Preferences Worksheet
- Flip chart and markers
- Red fruits and vegetables-strawberries or raspberries and red bell peppers
- Orange/yellow fruits and vegetables-oranges or apricots and yellow bell peppers or squash
- Purple fruits and vegetables-plums or prunes and canned beets

1

Preparation:

Task 1: Add Health To Your Snacks

- Using the Dairy Council food model cards, create snack pairings: 1 fruit or vegetable with 1 traditional snack food. Create enough that each group of 2 participants gets 1 pairing.
 - On flip chart paper, draw the Nutrient Content and Cost of Snacks table (found in the “Add” section of Task 1).

Task 2: Add Color To Your Plate

- Prepare samples of fruits and vegetables for tasting – wash produce, cut up, and have ready for tasting.

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

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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.

Transition:

Last week, we talked about how we can include more fruits and vegetables in our diets. One way is to add fruits and vegetables to our favorite dishes. Who would like to share a dish they added either a fruit or a vegetable to?

Today we will talk about including fruits and vegetables of different colors in our diets, and how we can choose tasty fruit and vegetable snacks.

Task 1: Add Health To Your Snacks

Anchor

With a partner discuss the following question: When you think of snacks, what foods come to mind? Who would like to share?

Add

Choosing healthy snacks involves a little bit of planning and smart shopping. Preparing healthy snacks in advance can save time and money while allowing you to eat healthy. Let's compare the nutrient content and cost of fruit and vegetable snacks vs. conventional snacks.

Refer to the flip chart with the Nutrient Content and Cost of Snacks table. Emphasize the nutrient content of the different snack foods in general terms.

Nutrient Content and Cost of Snacks table.

Food	Amount	Calories	Fat	Sodium	Vit A	Vit C	Cost
<i>Fruits and Vegetables</i>							
Carrots	1 cup	52	0%	3%	428 %	13%	20¢
Watermelon	1 cup	46	0%	0%	18%	21%	22¢
<i>Conventional Snacks</i>							
Potato Chips	1 oz (15 chips)	150	15%	7%	0%	0%	36¢
Sandwich cookies	3 cookies	160	11%	7%	0%	0%	17¢

Nutrient content based on a 2,000 calorie diet.

As you can see in this table, fruits and vegetables are higher in vitamins and lower in calories, fat, and sodium. The exact opposite is true for the conventional snacks: potato chips and sandwich cookies. Fruits and vegetables are described as nutrient-dense foods, meaning that the proportion of nutrients with respect to the calories is greater than in non-nutrient dense foods.

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Highlight the cost for the different snack foods.

On average, fruits and vegetables are not necessarily more expensive; but for about the same price, you get more nutrients and less calories, fat, and sodium when you choose fruits and vegetables as snacks.

What questions do you have?

Apply

Divide the participants into groups of 2 people. Pass out the Dairy Council Food cards. Give one pairing of fruit/vegetable and traditional snack food to each participant group.

Compare the traditional snack to the fruit or vegetable snack in your snack pairings. Each card has all the nutrient information on the back. Which nutrients are higher in the fruit and vegetable snacks (vitamins and minerals)? Which nutrients are higher in the traditional snacks (calories, fat, and sodium)?

What can you conclude about choosing fruits and vegetables as your snacks?

Away

Find a partner and discuss one way you will try to introduce fruits and vegetables as snacks for you and your family. Who would like to share?

3

Task 2: Add Color To Your Plate

Anchor

Think of your favorite vegetable and your favorite fruit. What color is each one?

Add

Fruits and vegetables of different colors provide different vitamins and minerals, as well as other important nutrients called phytochemicals, found only in plants. There are a variety of phytochemicals, and they give different colors to fruits and vegetables. When you serve an array of colorful fruits and vegetables, your family is eating a variety of nutrients and thus eating healthier.

Pass out the Rainbow of Colors fact sheet to the participants.

Looking at the handout you just received, what are the health benefits of the different color categories of fruits and vegetables?

Invite participants to read the list of benefits from the fact sheet. (The information in the bulleted list that follows is from the fact sheet. Do not read the list if participants read

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from their fact sheets.)

- Dark green vegetables (spinach, broccoli, leaf lettuces) – protect against cancer, reduce risk of eye problems.
- Orange and yellow fruits and vegetables (sweet potatoes, carrots, pineapple) – aid with night vision, protect against cancer, help prevent heart disease.
- Red fruits and vegetables (tomatoes, watermelon, red apples) – protect against cancer and infections.
- Purple fruits and vegetables (plums, purple cabbage, blueberries) – protect against heart disease, may slow aging.
- White vegetables (cauliflower, garlic, onions) – rich in antioxidants, protect against cancer.

Each member of the family needs at least 2 ½ cups of vegetables and 2 cups of fruits each day, based on a 2,000 calorie diet.

It is important to point out that not all vegetables and fruits are created equal. They all contribute different nutrients and some are better than others. For example, it is not the same to eat a white potato (rich in potassium and vitamin C) than it is to eat a sweet potato (higher in Vitamin A and fiber than a white potato). Therefore, eating a variety of fruits and vegetables instead of the same ones over and over again can increase the intake of important nutrients and improve your overall diet.

4

Apply

Divide the group in 3 and have them visit each station, one by one. Pass out the Lesson 3 Handout for this task.

Around the room we have 3 stations that display fruits and vegetables in 3 of the 5 color categories (red, orange/yellow, and purple).

- **Red** – strawberries or raspberries and red bell peppers.
- **Orange/yellow** – oranges or apricots and yellow bell peppers or squash.
- **Purple** – plums or prunes and beets.

At each station, taste the different fruits and/or vegetables. On the handout that was passed out, write down which fruits and/or vegetables are your favorites and which ones you are not yet ready to buy. What surprised you?

Away

Based on what we've talked about and tasted today, what new color of fruit or vegetable might you offer your family? We'll discuss this next week.

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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 fill out an FNP Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I collect all requisite survey instruments needed for today's lesson?
- Did I complete an Adherence form for this session?
- Did I give each participant the incentive?
- Did I give the manila envelope with all of the pertinent documents to the Research Team member?

Lesson 3 Fact Sheet, Task 2: Eating fruits and vegetables in a rainbow of colors!



RED	GREEN	ORANGE/YELLOW	PURPLE	WHITE
Tomatoes Grapefruit Watermelon Red apples Chilis	Spinach Brussels sprouts Collard greens Honeydew melon Mustard greens Kale Peas Avocado Broccoli Cabbage Bok choy	Oranges Carrots Cantaloupes Mangos Apricots Pumpkin Papayas Winter squash Sweet potatoes Pineapple Tangerines Peaches Nectarines	Beets Eggplant Purple grapes Prunes Plums Cranberries Strawberries Blueberries Blackberries	Garlic Leeks Scallions Onions Celery Pears Endive Chives Cauliflower Potatoes
Contain lycopene, which can protect against certain cancers.	Reduce risk of cataracts and other eye problems, offer cancer protection.	Protect against cancer, aid in night vision, may help prevent heart disease.	Protect against heart disease, aid in optimal brain function, may slow cell aging in the body.	Onion family have anti-tumor properties, rich sources of many antioxidants.

Source: www.care2.com

Lesson 3 Handout, Task 2: Fruit and Vegetable Preferences Worksheet

Please Use the Spaces below to write your selection

	Favorite	Neutral	Least Favorite
Vegetables			
Fruits			

Please Use the Spaces below to write your selection

	Favorite	Neutral	Least Favorite
Vegetables			
Fruits			

Please Use the Spaces below to write your selection

	Favorite	Neutral	Least Favorite
Vegetables			
Fruits			

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Lesson Plan

Lesson #: 4 Lesson Title/Topic: Purchasing and Preparation Power!

Targeted Message (Select all that apply):

- Eat more than 1 vegetable daily. Eat fruits or vegetables as snacks.
 Eat more than 1 fruit daily. Eat fruits & vegetables of different colors each day.

Objectives for the lesson:

1. Identify barriers to eating fruits and vegetables.
2. Explain methods to addressing *cost* barriers.
3. Introduce recipes as a means for overcoming *taste* and *preparation* barriers.
 - a. Low-fat dip for raw vegetables
 - b. Easy Garden green beans (or snap peas)

Materials needed for the lesson (including handouts):

- Spice and Flavoring Cards
- Fruit/Vegetable Cards
- Price cards for the 3 stations (each station will have 3 cards)
- Worksheet – price comparisons
- Handout-Shopping Produce by the Season
- Handout-Ohio Produce Availability
- Lesson 4 recipe cards
- Items for 3 stations; each station will have 1 fresh, 1 frozen, and 1 canned item. Station 1 is 1 peach (or pineapple), 1 can peaches (or pineapple), and 1 package frozen (remove contents) peaches (or pineapple). Station 2 is ½ # fresh green beans, 1 can green beans, and 1 package frozen (remove contents) green beans. Station 3 is 1 # baby carrots, 1 can carrots, and 1 package frozen (remove contents) carrots.
- Raw vegetables, precut – carrots, broccoli, cauliflower, snap peas
- Low-fat dip ingredients: Mrs. Dash onion and herb and sour cream
- Easy Garden green bean ingredients: green beans and/or snap peas (precut), garlic, vegetable oil, pepper, vinegar, parmesan cheese, and parsley (optional)
- Single burner
- Bowl for low-fat dip
- Mixing spoon
- Spatula
- Measuring cups and spoons
- Saucepan (to make green bean sauce)
- Mixing bowl (to mix green beans with the sauce and serve)
- Tongs (to serve green beans)
- Disposable gloves

1

Preparation:

Task 1: Keeping Costs Low

- Set up 3 stations, one for each type of fruit or vegetable (fresh peach, canned peaches,

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and frozen peach bag on one table; fresh green beans, canned green beans, and frozen green bean package on another table; etc). Place corresponding price card in front of each item. (at the lesson)

- Set out pencils or pens. (at the lesson)

Task 2: Dips and Sauces for Taste (1 day before the lesson)

- Purchase 2 cups pre-cut vegetables (choose a variety of carrots, cauliflower, broccoli, and snap peas) or cut yourself. Purchase ½ pound of green beans. Put 2 cups (total of all vegetables combined) in a baggie to serve raw.
- Wash the green beans and put in plastic, well-sealed container.
- Refrigerate all vegetables until you leave for the lesson.
- At the lesson, lay out all ingredients for the low-fat dip and Easy Garden green beans.

Key Points to Review:

- Welcome all participants. Reintroduce yourself. Give brief description of the program, including the program name, current lesson number, and program duration.
- Review the V.O.I.C.E. Principles.
- Review any progress on goals set by participants at the last session.

Task 1: Keeping Costs Low

Anchor

Last week we talked about trying fruits and vegetables of all colors. Find a partner and tell your partner about your experience trying a new fruit or vegetable since we started this program. Who would like to share?

What makes it easy to try new fruits and vegetables?

What makes it hard to try new fruits and vegetables?

2

Add

Summarize barriers mentioned by participants in the Anchor.

Many times the cost of fruits and vegetables can be seen as a barrier for families. There are many tricks you can use to buy affordable fruits and vegetables. Buy fresh fruits and vegetables in season to save money.

Pass out the Produce by the Season fact sheets. Discuss what is in season right now versus 3 or 6 months from now.

Here are some tips for saving money when buying fruits and vegetables:

1. Buy for one week at a time to reduce likelihood of spoilage. Buying one week at a time ensures freshness and more appealing fruits and vegetables for your family.
2. Buy frozen or canned fruits and vegetables. Frozen and canned fruits and vegetables will keep much longer than fresh fruits and vegetables. Canned fruits

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and vegetables can be less expensive. Watch ads for specials and buy ahead.

3. Buy standard sizes. Standard-size cans or bags of fruits and vegetables cost less per serving than small cans or bags.
4. Buy large fruits, like cantaloupe and watermelon, and cut them up yourself. Cut up and refrigerate. These large fruits may be cumbersome in your fridge, but are an excellent buy when in season. In the next lesson, we'll be learning how to cut up some fresh fruits that you may be less familiar to you.
5. Another strategy is to buy in bulk and freeze the amount you will not use that week. Plan ahead to make sure you have enough freezer space and proper storage containers. Or you can buy in bulk and share with a friend.
6. Shop around and get an idea of which fruits and vegetables go for what typical prices at which local grocery stores. Each store will usually have a couple of types of fruit or vegetables that are always cheapest there. Get a feel for the average cheapest fruit and vegetable prices so that if that you see that same type of fruit or vegetable on sale somewhere else, you will know when to resist. For instance, at one local store you may know that green bell peppers are always under 90 cents. If you see the same vegetable for sale somewhere else for \$1.20 you can pass them up.
7. Buy fruits and vegetables that are featured in ads. Compare any fruit or vegetable sale prices to your standard prices and have an idea of where you should buy what before you leave. Jot down a grocery list and make note of the best location for each thing you want or need.
8. Some farmers offer the chance to pick your own produce. Picking your own is a great way to show kids where produce comes from and get them interested in those healthy fruits and vegetables. If the farm is a ways away, carpool with neighbors, friends, or family and split the cost of gas.

Pass out the Buying Affordable fact sheet (highlights the tips you just shared).

Apply

Refer to the 3 stations set with canned, frozen, and fresh fruit and vegetable labels and the corresponding display cards. The cards indicate the overall costs, cups per container, and price per cup for each item. Pass out the Price per cup handout.

Circulate from station to station, identifying the cost of canned, frozen, and fresh fruits and vegetables. Record the overall cost, cups per container, and price per cup on the worksheet. Discuss findings with a partner. If these were the prices of items at your grocery store this week, what would be the cheapest option for fruit? For vegetables?

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Away

How will what you just learned change the way you shop for fruits and vegetables? Call out your ideas.

Ask participants to wash their hands to prepare for food demonstrations.

Task 2: Dips and Sauces for Taste

Anchor

Discuss with a partner or in small groups: What experiences have you had with serving a new vegetable dish to your family? What was their reaction...?

While participants are doing the Anchor, begin to heat the skillet for the Easy Garden green beans demonstration.

Add

Sometimes we don't eat a fruit or vegetable because it does not taste good to us naturally or we are unsure of ways to prepare the fruit or vegetable so that the whole family will enjoy the taste.

Most fruits are delicious without added sugar. What fruits do you think are sweet? Vegetables can be sweet or bitter. What vegetables taste sweet to you? What vegetables are bitter? *Discuss natural flavors of a variety of fruits and vegetables.*

Fruits and vegetables may change in taste and texture depending on how you prepare them. For example, carrots, broccoli, cauliflower, and snap peas can be served raw with low-fat dip.

Demonstrate preparation of low-fat dip using the recipe cards. Ask members of the group to help. People who help must wear gloves. Set aside to taste after the warm vegetable demonstration (Easy Garden green beans).

Cooking vegetables can enhance the sweetness of the vegetable. You can steam or boil or grill vegetables. Vegetables are crunchy when raw, but become tender when steamed, grilled, and boiled. The texture will depend on the amount of time they are exposed to the heat.

To be healthy, try not to add extra salt or butter to fruits and vegetables. Try spices and salt-free seasoning mixes instead.

Demonstrate preparation of Easy Garden green beans as an example of cooked vegetables. Ask members of the group to help. Add green beans and vegetable oil to skillet. While they are cooking, appoint a person to measure out each one of the remaining ingredients. Talk about each ingredient in the sauce.

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Serve tasting of low-fat dip with raw vegetables and cooked green beans.

There are many ways to prepare similar vegetable dishes that are low-cost and tasty. You can look for recipe cards in the produce section of the grocery store for new ideas on preparing fruits and vegetables. Ask your family and friends for their favorite recipes for fruits and vegetables.

Apply

Give each group a small bag labeled Spices and Flavorings and a second small bag labeled Fruits and Vegetables.

Work in small groups of 2-3 people. Using the small bags I just passed out, find pairs that match a Spice/Flavoring with a Fruit/Vegetable. For example, you might pair cinnamon with sweet potatoes.

Who would like to share their group's pairings?

Away

What new recipe or preparation method will you incorporate into a family meal this week? I will look forward to hearing about this next time.

5

Facilitator's Notes:

Price comparison: Talk about overall costs. Then talk about servings/container. Which will provide the most servings at the lowest cost? Which has the potential to spoil before consuming?

Facilitator's Checklist:

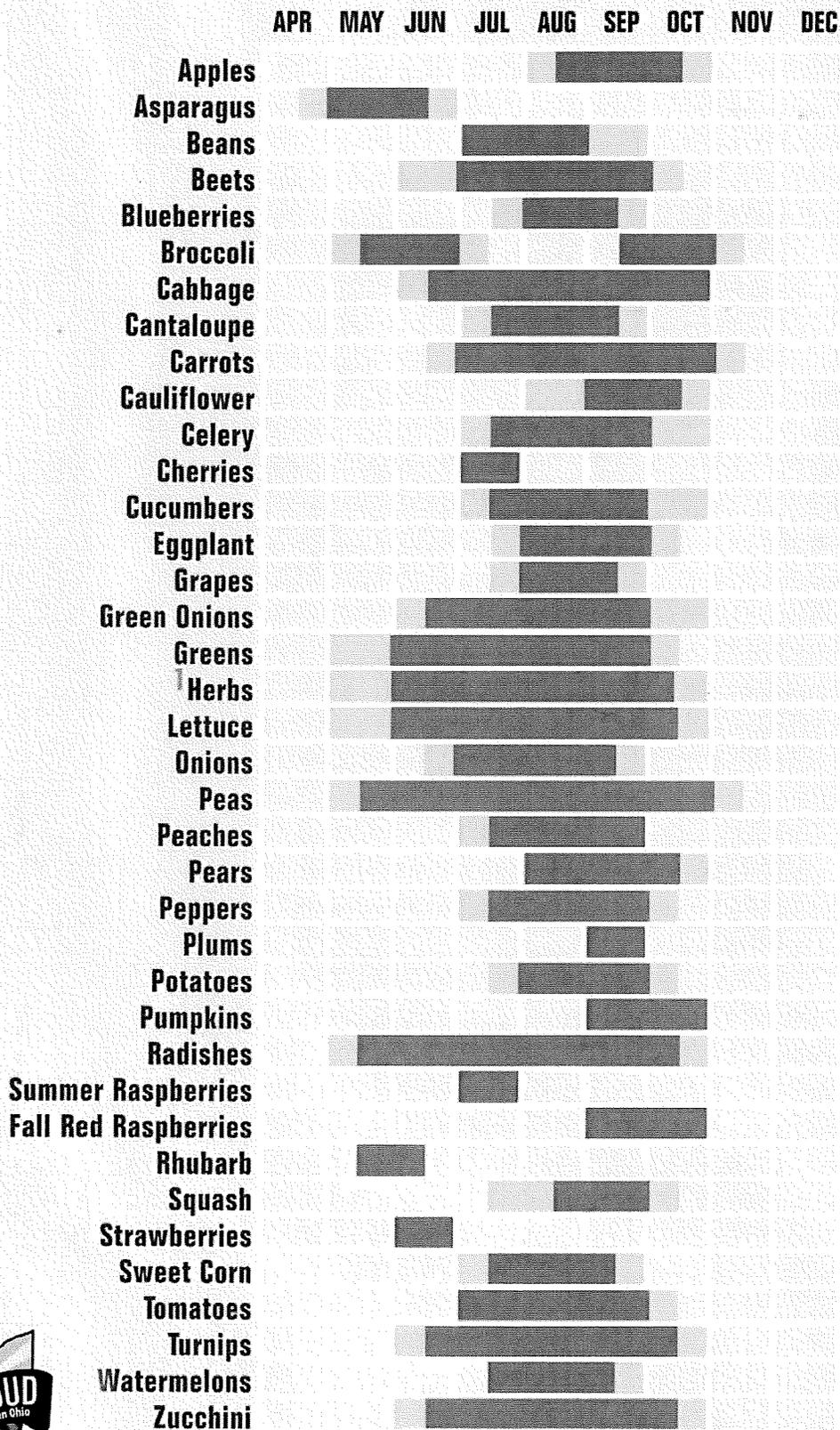
- Have I gathered all of the pertinent materials needed for the lesson?
- Did I spend the requisite amount of time covering each targeted message?
- Did I apply the principles of adult learning to my program?
- Did I fill out an FNP Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I collect all requisite survey instruments needed for today's lesson?
- Did I complete an Adherence form for this session?
- Did I give each participant the incentive?
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Shopping Produce by the Season

The following is a guide to the fruits and vegetables considered to be “in-season.” This is the time when fruits and vegetables are available at the best prices and at the best quality. Note, many of the items begin in one month and then remain available for the next several months.

Best Buys for Fruits and Vegetables	
January	Avocado, kale, pear, turnip, radicchio
February	Rhubarb, passion fruit, sweet potato
March	Asparagus, beets, lettuce, peas, snap peas, snow peas, chives
April	Beans, cucumbers, papayas, bell peppers, summer squash, mango, Vidalia onion
May	Basil, berries, mangoes,
June	Arugula, cherries, melons, plums, watermelon, strawberries,
July	Corn, peaches, tomatoes, blueberries, boysenberries, cantaloupe, green beans, nectarines, raspberries, zucchini
August	Grapes, blackberries, jalapeno peppers, bell peppers
September	Cauliflower, pears, red raspberries
October	Broccoli, cauliflower, cranberries, leeks, pomegranates, spinach, sweet potatoes, garlic, pumpkin
November	Apples, collard greens, Swiss chard
December	Grapefruit, parsnips, Brussels sprouts, oranges, tangerines
All Year Long	Bananas, carrots, celery, eggplant, kiwi fruit, lemons, limes, mushrooms, onions, pineapple, potatoes, radishes

OHIO Produce Availability



*Herbs: Cilantro, Dill and Parsley

Peak Season

Handout Lesson 4, Task 1

Buying Affordable Fruits and Vegetables

There are many tricks you can use to buy affordable fruits and vegetables.

- Buy fresh fruits and vegetables **in season** to save money.
- **Buy one week at a time.** Buy for one week at a time to reduce likelihood of spoilage. Buying one week at a time ensures freshness and more appealing fruits and vegetables for your family.
- **Buy frozen or canned.** Frozen and canned fruits and vegetables will keep much longer than fresh fruits and vegetables. Canned fruits and vegetables can be less expensive. Watch ads for specials and buy ahead.
- **Buy standard sizes.** Standard-size cans or bags of fruits and vegetables cost less per serving than small cans or bags.
- **Buy large fruits and cut them up yourself.** In a future lesson, we'll be learning how to cut up some fresh fruits that may be less familiar to you.
- **Buy in bulk.** Another strategy is to buy in bulk and freeze the amount you will not use that week. Plan ahead to make sure you have enough freezer space and proper storage containers. Or you can buy in bulk and share with a friend.
- **Shop around.** Get an idea of which fruits and vegetables go for what typical prices at which local grocery stores. Each store will usually have a couple of types that are always cheapest there. Get a feel for the average cheapest prices so if you see that same type of fruit or vegetable on sale somewhere else, you will know when to buy or resist.
- **Check the ads.** Buy fruits and vegetables that are featured in ads. Compare any fruit or vegetable sale prices to your standard prices and have an idea of where you should buy what before you leave. Jot down a grocery list and make note of the best location for each thing you want or need.
- **Pick your own.** Some farmers offer the chance to pick your own produce. Picking your own is a great way to show kids where produce comes from and get them interested in those healthy fruits and vegetables. Carpool with neighbors, friends, or family and split the cost of gas.

Lesson 4 Worksheet, Task 1: Fruit and Vegetable Price and Cups Worksheet

Food:			
<i>Green Beans</i>			
	Canned	Fresh	Frozen
Price	\$.80	\$1.69/lb.	\$1.67/bag
Cups/Container	3	3	3
Cost/Cup	\$.27	\$.56	\$.56
Food:			
	Canned	Fresh	Frozen
Price			
Cups/Container			
Cost/Cup			
Food:			
	Canned	Fresh	Frozen
Price			
Cups/Container			
Cost/Cup			
Food:			
	Canned	Fresh	Frozen
Price			
Cups/Container			
Cost/Cup			

Lesson 4 Recipe Cards

Low-Fat Dip

PREP TIME: 5-10 minutes

INGREDIENTS

- 1 ½ tablespoons Mrs. Dash, salt free onion and herb blend
- 1 cup low fat sour cream
- 2 cups assorted veggies, chilled

DIRECTIONS

Combine Mrs. Dash with sour cream. Place dip in center of tray; surround with veggies.

Source: Cooks.com

Easy Garden Green Beans

PREP TIME: 10-15 minutes

INGREDIENTS

- ½ pound fresh green beans, trimmed
- 1 ½ tablespoons vegetable oil
- 1 clove garlic, sliced OR 1 teaspoon minced garlic
- 1 pinch ground black pepper
- 1 tablespoon vinegar (any kind)
- 1 ½ tablespoons Parmesan cheese
- 1 tablespoon chopped fresh parsley or basil (use 1 teaspoon if using dried parsley or basil)

DIRECTIONS

Heat a large skillet or saucepan over the single burner on medium heat. Add vegetable oil and green beans. Saute to desired degree of tenderness, about 5-6 minutes. Once the beans have cooked, transfer them to a serving bowl. Toss with garlic, pepper, vinegar, Parmesan cheese, and herbs. Let stand for 5-10 minutes.

Source: Allrecipes.com 6/18/2009 submitted by: mrsimiz

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Lesson Plan

Lesson #: 5 **Lesson Title/Topic:** Purple, red, and dark green fruits & vegetables

Curricula: Adapted from CDC's "More Matters" campaign, MyPyramid.gov

Targeted Message (Select all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Eat more than 1 vegetable daily. | <input type="checkbox"/> Eat fruits or vegetables as snacks. |
| <input type="checkbox"/> Eat more than 1 fruit daily. | <input checked="" type="checkbox"/> Eat fruits & vegetables of different colors each day. |

Objectives for the lesson:

1. Explain the unique benefits of purple and red fruits and vegetables.
2. Explain the unique benefits of dark green (leafy) vegetables.

Materials needed for the lesson (including handouts):

- Red & Purple Produce Cards
- Handout: Nutrient Content of 3 Types of Salad Greens
- Flip chart paper & markers (or dry erase board)
- Masking tape
- 1 bunch fresh spinach
- 1 bunch red leaf lettuce
- 1 head iceberg lettuce
- 2-3 bottles (8 oz. each) assorted, reduced fat salad dressings
- 3 Large mixing bowls
- Small paper plates
- Plastic forks
- 3 sets of salad tongs
- Disposable gloves for food prep

1

Preparation:

Task 1: Powerful Purples and Robust Reds!

- Set out Red & Purple Produce Cards on a small table near the front of the room for group activity (Anchor and Add)

Task 2: Focus on Dark Green Vegetables

- Thoroughly wash the lettuce bunches under water prior to the session.
- Set up salad prep area with lettuces, tongs, mixing bowls, reduced-fat dressings, plates, and forks

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).

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- Review the V.O.I.C.E. Principles.

Transition:

Last week we talked about some ways to cut down on costs and ways to make vegetables taste better. At the end of the session, I asked you to incorporate a new recipe or food preparation method into a family meal. Who would like to share their experiences?

Today we will be talking more about the purple, red, and dark green fruit and vegetable color categories.

Task 1: Powerful Purples and Robust Reds!

Anchor

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

Add

Purple and red fruits and vegetables contain a lot of important nutrients, like vitamins, minerals, and phytochemicals. As we've talked about before, the phytochemicals found in fruits and vegetables give them their colors, and each color serves different functions in the body. Thus, the phytochemicals found in purple fruits and vegetables differ from those found in red ones. That is why it is important to eat fruits and vegetables of different colors – to make sure you are getting as much benefit as possible.

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 fruit or vegetable, place it in the top half of the box. If you have a red fruit or vegetable, 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 fruit or vegetable; 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.

PA selects a produce card and places it in the appropriate space on the chart. Use the masking tape to adhere the cards to the chart. (Note to PA: 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 the PA shows an example, invite the group to place their cards on the chart.

Who would like to share which of these fruits and vegetables your family enjoys eating?

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

Sources: CDC More Matters campaign (<http://www.fruitsandveggiesmatter.gov/>); Disabled World (<http://www.disabled-world.com/artman/publish/fruits-vegetables.shtml>); A Rainbow of Nutrition: Follow the Fruit & Vegetable Rainbow to Good Health (<http://vickids.tamu.edu/nutrition/index.html>); The American Dietetic Association's *Complete Food & Nutrition Guide*, 1996.

Apply

Colorful Cuisine!

Divide participants into 3 groups of 3-5 people. Pass out a set of 20 Red & Purple 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.

Here is an example of a dish – Summer slaw with purple cabbage and red grapes.

Who wants to share what type of dish their group created?

Away

How might you incorporate a purple or red vegetable into one of your meals this week?

3

Task 2: Focus on Dark Green Vegetables

Anchor

What is your favorite recipe for using greens? This could be salad greens such as lettuce or raw spinach, or cooked greens such as collard greens or kale. Discuss with a partner.

Add

Dark green vegetables are very nutrient-dense foods, meaning that they supply a rich amount of important nutrients with minimal calories and fat. Common dark green vegetables include leafy greens, such as spinach, romaine lettuce, collard greens, and kale, as well as broccoli. Some examples of nutrients found in dark green vegetables include calcium, folate, iron, and phytochemicals. Remember, phytochemicals give color to fruits and vegetables; thus, the ones in dark green vegetables are different from those found in red, purple, orange, or white vegetables. The roles of nutrients found in dark green vegetables are plenty, so it's important to eat as many different kinds as you can. Dark green vegetables can be served raw or cooked and make an excellent side dish for lunches and dinners.

Sources: CDC More Matters campaign (<http://www.fruitsandveggiesmatter.gov/>); Disabled World (<http://www.disabled-world.com/artman/publish/fruits-vegetables.shtml>); The American Dietetic Association's *Complete Food & Nutrition Guide*, 1996.

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Apply

Make Your Salad Greener!

Instruct participants to wash their hands and put on disposable gloves. Divide the participants into small groups (up to 3 total groups). Assign each group a different type of salad green (iceberg lettuce, red leaf lettuce, or spinach). Move to the food prep area. Now we are going to make salads using different types of greens. Group 1 will prepare a “salad” using iceberg lettuce; Group 2 will prepare a “salad” using red leaf lettuce; and Group 3 will prepare a “salad” using spinach. The salad greens were all washed prior to today’s session. Make sure that you wash your salad greens when you prepare them at home as well.

In your small groups, prepare the salads by tearing the greens into bite-size pieces and placing them into the bowls. Once the salad greens are prepared, move around the room, sampling each type of salad green. You may add reduced-fat dressing if you would like.

Spend a few minutes reading over the Nutrient Content of 3 Types of Salad Greens handout as you taste each type of salad green. Which salad has the most nutrients? As you taste each type of green, what do you think about the flavor? Who wants to share their thoughts?

As you can see, the darker in color the salad greens are, the more nutrients they have. If you’re not completely ready to give up iceberg lettuce, you can make a mix of several types of greens, making sure to include some dark green lettuces in your salad.

4

Away

What type of salad green have you seen in your grocery store that you could substitute for iceberg lettuce before we meet next?

Facilitator’s Notes:

The flip chart paper for Task 1 should appear as follows:

I eat this Purple	I would like to try this
Red	

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Facilitator's Notes (continued):

Purple fruits and vegetables include:

- Blackberries
- Eggplant
- Plums
- Blueberries
- Prunes
- Purple Cabbage
- Red or purple grapes
- Raisins
- Purple onions
- Figs

Red fruits and vegetables include:

- Red bell pepper
- Radishes
- Beets
- Guava
- Papaya
- Watermelon
- Cherries
- Strawberries
- Red chili peppers
- Raspberries
- Apples
- Pink grapefruit
- Tomatoes
- Pomegranate

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 fill out an FNP Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I collect all requisite survey instruments needed for today's lesson?
- Did I complete an Adherence form for this session?
- Did I give each participant the incentive?
- Did I give the manila envelope with all of the pertinent documents to the Research Team member?

Lesson 5 Handout, Task 2:

Nutrient Content of 3 Types of Salad Greens

	Iceberg Lettuce	Red Leaf Lettuce	Raw Spinach	
Serving size	2 cups	2 cups	2 cups	
Calories	15	14	14	
Fiber (g)	1.3	1.2	1.3	
NUTRIENTS	Iron (mg)	0.45	1.36	1.63
	Potassium (mg)	155	262	335
	Vitamin A (mcg)	28	183	281
	Beta-carotene (mcg)	329	2,186	3,376
	Folate (mcg)	32	80	116
	Lutein (mcg)	305	1,345	7,319
	Calcium (mg)	20	38	59
	Fat (g)	0.15	0.24	0.23

Source: What's in the Foods You Eat search tool, USDA web site (<http://www.ars.usda.gov/services/>).

Accessed 5/18/09.

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Lesson Plan

Lesson #: 6 **Lesson Title/Topic:** Spotlight on Mangos and Avocados

Curricula: Adapted from American Dietetic Association, USDA, CDC

Targeted Message (Select all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Eat more than 1 vegetable daily. | <input checked="" type="checkbox"/> Eat fruits or vegetables as snacks. |
| <input type="checkbox"/> Eat more than 1 fruit daily. | <input type="checkbox"/> Eat fruits & vegetables of different colors each day. |

Objectives for the lesson:

1. Introduce recipes for making nutritious, low-cost snacks that incorporate fruits and vegetables.
2. Demonstrate preparation techniques for mangos and avocados and include preparation ideas for mangos (3 recipes) and avocado dip.

Materials needed for the lesson (including handouts):

- Fact sheets: Tips on cutting a mango, an avocado
- Handout: Mango Recipe Evaluation Form
- Lesson 6 Recipe cards featuring mango snacks
- Labels: Garlic Salt, Celery Salt, Salt
- 7 ripe mangos (1 for PA and 6 for the participant groups)
- 2 6-ounce cups (12 oz.) non-fat vanilla yogurt
- 1 8-ounce carton orange juice
- Ice cubes or bagged ice (small size)
- 1 lime
- Small bottle of lemon juice
- Chili powder
- Salt
- 4 ripe avocados (1 for PA and 3 for the participant groups)
- 1 bag pitas (8-count)
- Course garlic salt, celery salt
- Blender
- 4 cutting boards
- 4 sharp cutting knives (1 for PA and 3 for the participant groups)
- 4 mixing bowls (1 for PA and 3 for the participant groups)
- 3 measuring spoons (1/8 teaspoon unit)
- 3 mixing spoons
- Paper towels (1 roll)
- Disposable gloves
- Small paper plates
- 2-oz. plastic cups
- Disposable forks

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Lesson Plan

Preparation:

Task 1: Mangos – the magical fruit!

- Set up the food preparation area with the ingredients and equipment needed for the mango snacks.
- Wash all mangos under water prior to coming to the session.

Task 2: All about avocados!

- Set up the food preparation area with the avocados, pitas, seasoning (garlic salt, celery salt, or regular salt – use the salt from the mango recipes), and necessary kitchen equipment. Put one avocado, one type of seasoning, and 2 pitas at each of three stations. Place the avocado dip labels at the appropriate stations.
- Wash all avocados under water prior to coming to the session.

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.

Transition:

In last week's session, we talked about purple, red, and dark green fruits and vegetables. At the end of the session, I suggested that each of you find a salad green in your grocery store that you could use in place of iceberg lettuce when making a salad. Who would like to share their experience with this activity?

Today we will be making some tasty snacks from mangos and avocados. The snack recipes are easy, quick, and sure to please your family!

Task 1: Mangos – The Magical Fruit!

Anchor

Think about an orange fruit or vegetable that could make a good snack. Describe the characteristics of this food. Who would like to share?

Add

One example of an orange fruit is the mango. The versatile mango is one of the world's most popular fruits and can be enjoyed year-round. Mangos easily lend themselves to snacking, either in raw form or as an ingredient in a recipe. The flavor of mango goes well with many types of snack foods, including smoothies, salsas, fruit kabobs, or mixed in yogurt. Mangos are rich in Vitamin C and beta carotene. Mangos are a good source of dietary fiber, with one cup of sliced mango providing 3 grams.

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Selecting the ripeness of mangos can be determined by either smelling or squeezing. A ripe mango will have a full, fruity aroma emitting from the stem end. Mangos can be considered ready to eat when slightly soft to the touch and yielding to gentle pressure, like a ripe peach. The best flavored fruit have a yellow tinge when ripe; however, color may be red, yellow, green, orange or any combination.

To ripen mangos at home, store them at room temperature. They will continue to ripen, becoming sweeter and softer over several days. Once ripe, mangos can be stored in the refrigerator for up to five days. Never refrigerate mangos before they are ripe.

To prepare mangos, you need a sharp kitchen knife and a cutting board. Cutting a mango is a 4-step process that involves cutting the fruit into halves and then into chunks. Once the fruit has been cut, the pieces can be eaten alone or added to many different kinds of recipes. As you recall, it's important to wash the mango thoroughly under running water before you begin cutting it to remove any dirt off the surface.

The average price of a mango is about \$1.67 (20 cents per cup), although on sale when the fruit is in season, the cost of the fruit can be as low as \$1.00 (12 cents per cup). This makes mangos cost less than oranges, grapes, peaches, and pears, and thus a very affordable, healthy snack option.

Sources: American Dietetic Association (www.eatright.org); A Mango Web Site (freshmangos.com); USDA

Apply

Make a tasty mango snack!

*Instruct participants to wash their hands and put on disposable gloves. Divide the participants into small groups (up to 3 total groups). Pass out the cutting tips fact sheet and Lesson 6 Handout, Task 1 to the participants. Give each group **one** of the 3 mango snack recipe to make.*

Today we will learn how to cut a mango and make a simple snack with the fruit. The mangos we are preparing today have all been washed under running water. Within your small groups, take turns cutting the mango. Follow along with me as I explain how to cut a mango.

Go over the step-by-step instructions for cutting a mango as outlined on the fact sheet. Explain each step as you prepare the fruit. Ask if the participants have any questions as you go about this process.

Take your cut-up mango pieces and make the snack recipe that was given to your group. Discuss what you find easy or difficult about preparing the recipe, what you think of the flavor, and how you might vary the recipe at home. When your group is finished making your snack recipe, circulate around the room, sampling the snacks made by the other groups. Write down what you think about each recipe on the supplied handouts.

Which recipe did you like the most? What surprised you about making a snack with mango? Which mango snack recipes might your families enjoy eating?

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Away

Which mango recipe might you prepare for your family before our next meeting?

Task 2: All About Avocados!

Anchor

What are some ways you have tried or heard about using avocados? Call out some examples.

Add

Avocados are known for being high in unsaturated (or “good”) fat. And an avocado contains vitamin C, thiamin, riboflavin and beta carotene, which forms vitamin A in the body. Other nutrients found in an avocado include vitamin K, folate, and copper. Avocados are an excellent source of dietary fiber, providing 7 grams (28%) in one cup.

When you think of avocados, you might think of guacamole. But avocados have many other versatile uses as snack foods! They can be cut up and added to salads, salsas, and other dips. Even simpler, they can be mashed and spread onto sandwiches in place of mayonnaise. Before cutting an avocado, be sure to wash it under running water to remove any dirt off the peel.

To speed the ripening process at home, place several avocados in a paper bag and leave them at room temperature for two to four days. Ripe avocados can be stored in the refrigerator for several days.

Sources: American Dietetic Association (www.eatright.org), The World’s Healthiest Foods (www.WHFoods.com)

4

Apply

Improve your bread spread!

Instruct participants to wash their hands and put on disposable gloves. Divide the participants into 3 small groups. Pass out the Cutting Tips fact sheet to the participants.

Today we will learn how to cut an avocado and make a simple avocado dip. Before we came here today, I washed all of the avocados under water. Follow along with me as I explain how to cut an avocado. Within your small groups, take turns cutting the avocado.

Go over the step-by-step instructions for cutting an avocado as outlined on the fact sheet. Explain each step as you prepare the avocado. Ask if the participants have any questions as you go about this process.

Wipe out the mixing bowls using paper towels. Take the pieces of avocado and place them in the mixing bowl. Add 1/8 teaspoon of the seasoning at your station to the avocado pieces. Stir the avocado pieces and seasoning until smooth. Using some of the pita bread that is provided, circulate around the room and sample each type of avocado

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dip. Discuss what you think of the flavor of each dip. Which dip did you like best: the one made with garlic salt, the one made with celery salt, or the one made with regular salt? How you might change these recipes at home?

Away

What kinds of snacks might your family like to try using avocado dip?

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 fill out an FNP Program Log with the necessary program information?
- Did I ensure that all participants signed the sign-in sheet?
- Did I collect all requisite survey instruments needed for today's lesson?
- Did I complete an Adherence form for this session?
- Did I give each participant the incentive?
- Did I give the manila envelope with all of the pertinent documents to the Research Team member?

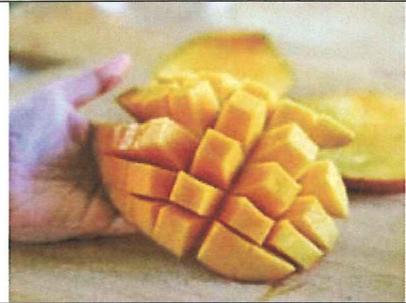
Tips for cutting a mango



1. The mango has a flat-ish oblong pit in the center of it. Your objective is to cut along the sides of the pit, separating the flesh from the pit. Holding the mango with one hand, stand it on its end, stem side down. Standing up the mango up like this you should be able to imagine the alignment of the flat, oval pit inside of it. With a sharp knife in your other hand, cut from the top of the mango, down one side of the pit. Then repeat with the other side. You should end up with three pieces - two halves, and a middle section that includes the pit.



2. Take a mango half and use a knife to make lengthwise and crosswise cuts in it, but try not to cut through the peel.



3. At this point you may be able to peel the segments right off of the peel with your fingers. Or, you can use a small paring knife to cut away the pieces from the peel.



4. Take the mango piece with the pit and lay it flat on the cutting board. Use a paring knife to cut out the pit and remove the peel.

Lesson 6 Handout, Task 1:

Mango Recipe Evaluation Form

Recipe: Fresh Mango Shake

Circle the number that most closely matches your opinion of the **taste/flavor** of this recipe:

Strongly dislike	Slightly dislike	Neither like nor dislike	Slightly like	Strongly like
1	2	3	4	5

Circle the number that most closely matches your opinion of the **ease of preparation** of this recipe:

Very difficult	Slightly difficult	Neither difficult nor easy	Slightly easy	Very easy
1	2	3	4	5

What are your comments about this recipe? _____

Recipe: Simple Mango Delight

Circle the number that most closely matches your opinion of the **taste/flavor** of this recipe:

Strongly dislike	Slightly dislike	Neither like nor dislike	Slightly like	Strongly like
1	2	3	4	5

Circle the number that most closely matches your opinion of the **ease of preparation** of this recipe:

Very difficult	Slightly difficult	Neither difficult nor easy	Slightly easy	Very easy
1	2	3	4	5

What are your comments about this recipe? _____

Recipe: Mexican Mango

Circle the number that most closely matches your opinion of the **taste/flavor** of this recipe:

Strongly dislike	Slightly dislike	Neither like nor dislike	Slightly like	Strongly like
1	2	3	4	5

Circle the number that most closely matches your opinion of the **ease of preparation** of this recipe:

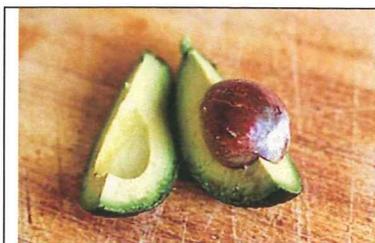
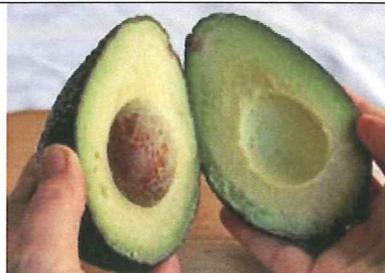
Very difficult	Slightly difficult	Neither difficult nor easy	Slightly easy	Very easy
1	2	3	4	5

What are your comments about this recipe? _____

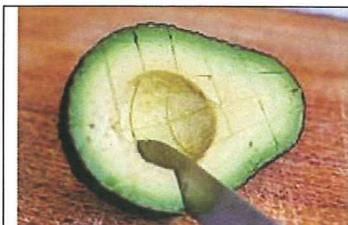
Tips for cutting an avocado



1. Grip the avocado gently on one side with one hand. With a large, sharp knife in the other hand, cut the avocado lengthwise around the seed. Open the two halves to expose the pit.



2a. There are a few ways you can proceed to remove the pit from the avocado half that has the pit. One way is to make another cut, lengthwise on the avocado half that has the pit, cutting around the pit, exposing it so that it is easier to remove. **You can also use a spoon to scoop out the pit.**



3a. Take a small dinner knife and gently make cuts in the avocado flesh in a cross-hatch pattern, careful not to break through the avocado peel. Then use a spoon to easily scoop out the avocado pieces.



3b. To make avocado slices, use a knife to slice the inside of the avocado halves into sections. Don't worry if you cut right through the peel.



4. Use your fingers to separate the avocado segments from the peel.



Lesson 6 Recipe Cards

Fresh Mango Shake

PREP TIME: 10 minutes

INGREDIENTS

- 2 small mangos, quartered, pitted, and peeled
- 1 - 1/2 cups (12 oz) non-fat plain yogurt
- 2/3 cup orange juice
- 4 ice cubes

DIRECTIONS

Combine all the ingredients in a blender until thick and smooth. Makes 2 shakes.

Source: CDC web site (<http://apps.nccd.cdc.gov/dnparecipe/recipesearch.aspx>)

Simple Mango Delight

PREP TIME: <10 minutes

INGREDIENTS

- 2 ripe mangos - peeled, seeded, and sliced
- 1 lime

DIRECTIONS

Slice each mango in thin slices lengthwise from one side of the fruit until you reach the pit, then repeat on the other side. Arrange slices on a plate, squeeze leftover pits over the slices to release more mango juice, then drizzle with lime juice. Eat both peel and flesh.

Source: www.care2.com/greenliving/simple-mango-delight.html

Mexican Mango

PREP TIME: 15 minutes

INGREDIENTS

- 2 mangos - peeled, seeded and sliced
- 1/2 cup (4 oz) water
- 6 Tbsp. lemon juice
- 2 Tbsp. chili powder
- 2 pinches of salt

DIRECTIONS

Bring water to a boil in a small saucepan. Stir in chili powder, salt, and lemon juice until smooth and hot. Add sliced mango and toss to coat; allow slices to soak up the chili sauce for a few minutes before serving. Makes 4 servings.

Source: allrecipes.com