

# Lesson Plan E

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**Course:** Practical Nutrition

**Module II:** Implementing the Dietary Guidelines in School Meals

**Lesson E:** Meet the MVP's: Whole Grains, Fruits, Vegetables and Milk

**Lesson Length:** 120 minutes

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## Lesson Equipment and Materials

### Equipment

Computer and LCD Projector  
Flip chart and markers

### Supplies

Dairy Council Food Models or Food Labels  
Flip chart and markers

### Visual Aids

PowerPoint Slides 1-45

### Participant Materials

H-E1 *Healthful Whole Grains*  
H-E2a *Whole Grains Label Reading Activity*  
*Directions* (for instructor - not a handout) and  
*Baker Boy Labels* for the activity  
H-E3 *Find Whole Grain Foods on the School Lunch*  
*Menu*  
H-E4 *Whole Grain Food Detective Activity*  
H-E5 *Ideas for Incorporating Whole Grain Food*  
*Products into the Child Nutrition Programs*  
H-E6 *Menu Makeover-Replacing Refined with Whole*  
*Grains*  
H-E7 *Rainbow Mysteries*  
H-E8 *Veggie Variety*

## Lesson Preparation

1. Read the entire **Lesson Plan E**.
2. Reproduce all **Participant Materials** for Lesson E.
3. Prepare Food Models for Demonstration with foods.
4. Post Performance Standards for participants.

## Lesson Outcome

On completion of this course, the learner will demonstrate knowledge and skills needed to incorporate the principles of sound nutrition into their personal lives based on the following **performance standards**:

- Define and identify a whole grain
- List the main recommendations for fruit consumption
- List and describe the subgroups including consumption patterns for the vegetable group
- Describe low-fat and fat-free milk and milk product recommendations

## Lesson Instruction

### ◆ **Setting the Stage**

#### **Focus learner's attention.**

- ▶ Ask participants the following questions: How many times per week do you eat whole grains? Green leafy and orange vegetables? What type of milk do you drink? Have some of the participants share what they answered.
- ▶ Today, children are consuming too much fat, saturated fat, and sodium, and too few carbohydrates, especially whole grains.
- ▶ Since school meals provide a significant contribution to a child's diet, it is especially important that school meals be changed to provide choices that include low fat foods, vegetables, fruits, and whole grain products. It has become clear that changes are necessary to provide children with healthy meals.

### ◆ **Relate to past experience.**

- ▶ What vegetables and fruits do you remember from your school lunch experience? What type of bread was served? What types of grain products were served? How are they different from what you are serving? Have participants work in groups for a few minutes and share results and then share with group.

### ◆ **In today's lesson...**

- ▶ Learn how to incorporate the Nutrition MVPs (whole grains, fruits, vegetables, and low fat milk products) into your school lunch menus.

### ◆ **You will be able to...**

- ▶ Define and identify a whole grain
- ▶ List the main recommendations for fruit consumption
- ▶ List and describe the subgroups including consumption patterns for the vegetable group
- ▶ Describe low-fat and fat-free milk and milk product recommendations

◆ **Identify the Purpose**

- ▶ As school foodservice employees you need to know how to comply with the Dietary Guidelines to make school meals healthier. Fruits, vegetables, whole grains and low-fat milk products provide many important nutrients for children's growing bodies. You will learn how to incorporate these foods into your menus.

**Performance Standard**

The learner will:

- Define and identify a whole grain
- List the main recommendations for fruit consumption
- List and describe the subgroups including consumption patterns for the vegetable group
- Describe low-fat and fat-free milk and milk product recommendations

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**LESSON CONTENT**

**Slide1: Meet the MVPs: Whole Grains, Fruits, Vegetables, and Milk**

- ▶ Title Page
- ▶ Setting the Stage
- ▶ **Focus learner's attention.**
- ▶ Ask participants the following questions: How many times per week do you eat whole grains? Green leafy and orange vegetables? What type of milk do you drink? Have some of the participants share what they answered.
- ▶ Today, children are consuming too much fat, saturated fat, and sodium, and too few carbohydrates, especially whole grains.
- ▶ Since school meals provide a significant contribution to a child's diet, it is especially important that school meals be changed to provide choices that include low fat foods, vegetables, fruits, and whole grain products. It has become clear that changes are necessary to provide children with healthy meals.

Activity

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**▶ Relate to Past Experience**

- What vegetables and fruits do you remember from your school lunch experience? What type of bread was served? What types of grain products were served? How are they different from what you are serving?
- Have participants work in groups for a few minutes and share results and then share with group.

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**Slide 2: Session Objectives**

- ▶ Quickly review the objectives for this session as outlined on the slide

**Slide 3: The Secrets of Bountiful Eating**

- ▶ The “secrets” of choosing foods that include high quality taste and nutrition are not all that secret or complicated—they just get lost in the barrage of other messages that people hear about nutrition and food everyday.
- ▶ The keys to good nutrition are:
  - Eating a variety of healthy foods.
  - Making smart, thoughtful choices from the huge selection of foods available to us.
  - Surrounding ourselves at home and at work with foods that are high in quality and moderate in calories—foods like fruits, vegetables, whole grains and low-fat milk products. By increasing the availability of these foods and decreasing high energy, low nutrient foods and beverages, we can “stack the deck” towards good nutrition and health.

**Slide 4: More Variety = Quality Nutrition**

- ▶ Consuming a variety of foods helps you get the nutrients you need.
- ▶ Eating a variety of foods from each of the food groups is excellent health insurance.

**Slide 5: MVP: Grains**

- ▶ The First MVP: Grains

**Slide 6: Grain Recommendations Compared to Consumption**

- ▶ Americans are currently eating enough grains but they are eating too many refined grains and not enough whole grains. The graph on the left of this slide shows the current intake of refined and whole grains for females age 31-50 while the graph on the right shows the recommendation that at least 50% of grains should be whole grains.

- ▶ For example, females need about a 2 ounce equivalent increase in whole grain consumption and about a 2 ounce equivalent decrease in refined grain consumption to meet the recommended 50% whole grain intake.
- ▶ Note that the recommendation is “at least”—**all** grains can be whole grains. If all grains are consumed as whole grains, however, the Dietary Guidelines suggests that it is advisable to include some folate-fortified products such as whole grain breakfast cereals.

### **Slide 7: What are Grains?**

- ▶ Distribute the **H-E1 *Healthful Whole Grains!*** handout. Have participants follow along with the content on the slides and handout. **This is fine.**
- ▶ Grains are generally defined as the seeds of cereal grasses.
- ▶ The seeds, or kernels, contain 3 parts—bran, germ and endosperm.
- ▶ Grains in the United States include the more familiar wheat, oats, corn, rice, barley and rye, and also the less familiar grains emmer (also called farro), Kamut, millet, sorghum (also called milo), spelt, teff, and triticale (pronounced “trit-uh-kay-lee”).
- ▶ Some foods that are considered as grains are not “true cereals”: these include buckwheat, amaranth and quinoa (pronounced “keen-wah”). These are considered to be whole grains.

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### **Slide 8: What are Grains?**

- ▶ Grain foods commonly seen in school programs are breads (including rolls, buns, muffins, tortillas, pitas, etc.); cereals, both hot and cold; rice; pastas; crackers, desserts, grain-based chips/pretzels.
- ▶ Most grain products in America today are refined, that is, at least some of the germ and/or bran have been removed. Many grain products are also enriched; some states have requirements for enrichment (for example, some States require enrichment of white rice). MANY products made with refined grains are NOT enriched (read labels).
- ▶ The 2005 Dietary Guidelines recommend that half of the grains consumed be whole grains.
- ▶ As a result of the 2005 DGAs, we are seeing an increasing number and variety of whole grain products—some advertisements/labeling are misleading. Learn to read the ingredient statements. We will do this in just a few minutes as part of activity to

practice reading labels.

**Slide 9: Parts of a Grain**

- ▶ A grain kernel/seed consists of 3 parts: the bran is the course outer shell which protects the grain and contains fiber, B vitamins, protein, and trace minerals. The endosperm is the middle layer which contains mostly carbohydrates, some protein and small amounts of B vitamins. The inside layer is called the germ; it is a small but very important part of the grain. It is the part that sprouts when planted. The germ contains B vitamins, vitamin E, trace minerals and phytonutrients.

**Slide 10: Milling of Grains**

- ▶ After grains are harvested from the field, the seed is removed from the chaff (husks).
- ▶ The seeds are ground in a mill to make flour.
- ▶ Whole grain flour is made when all the components of the grain are milled (e.g., whole wheat flour). Foods made from this flour are “whole grain.”
- ▶ Whole grain flours contain all the nutrients in the three layers of the grain.
- ▶ With refined, or all purpose flour, the bran and germ are stripped away, so only the endosperm is milled. This produces a fine, white flour. When the bran and germ are removed, fiber and some nutrients are lost in the refining process.
- ▶ Wheat flour is the most common flour in the U.S. Different strains of wheat and different growing seasons affect the properties of wheat and how it is used (e.g., hard red winter wheat is best for breads).
- ▶ Whole grain flours are coarse and darker in color. You can see the flecks of bran.
- ▶ Breads made from whole grain flour are denser and have a nutty flavor.
- ▶ Refined grain products are often *enriched* to restore key nutrients (e.g., thiamin, niacin, riboflavin, and iron) that are lost with the germ and bran during the refining process. Enriched grains are also fortified with folic acid.

**Slide 11: What’s So Great About Whole Grains?**

- ▶ Grains, especially whole grains, are recognized as an essential for good health.

- ▶ Research has clearly shown that people who eat whole grains as part of a healthy diet have a reduced risk of chronic diseases.
- ▶ Whole grains are nutrient rich, providing many key nutrients – vital for the health and maintenance of our bodies.
- ▶ Beyond good nutrition, whole grains are tasty, satisfying, convenient, and easy to prepare.
- ▶ Gram for gram, carbohydrates contain half the calories found in fat.
- ▶ Most grain foods are naturally low in fat and cholesterol.
- ▶ Grain-based foods themselves are not “fattening” – toppings, sauces, and fillings are what add calories and fat.

**Slide 12: Grains Provide Key Nutrients**

- ▶ Have you ever heard grains referred to as the “staff of life”? Grains have been a staple in the diet for centuries because they supply key nutrients needed for life and good health on a daily basis.
- ▶ Carbohydrates are the body’s fuel for life.
- ▶ B vitamins help your body use food energy— like spark plugs in a car.
- ▶ Trace minerals perform many important roles in supporting our health.
  - Iron: carries oxygen to every cell in the body
  - Zinc: healing, growth
  - Copper: for healthy blood vessels, heart tissue, and bones
- ▶ The brain, heart, and nervous system need a constant supply of carbohydrates to keep you moving, breathing, and thinking.
- ▶ All grain products are fortified with folic acid, a B vitamin associated with reduced risk for birth defects.

**Slide 13: How Do I Find Whole Grain Products?**

- ▶ With the recent focus on whole grain foods, it has become easier to find whole grain products in the grocery store and in school food service.
- ▶ The following tools will help you spot the real whole-grain products.

**Slide 14: Common and Usual Names for Whole Grains**

- ▶ The word “whole” listed before a grain,
- ▶ The words “berries” or “groats” listed after a grain name, e.g., buckwheat groats or wheat berries.
- ▶ The names “Rolled oats” and “Oatmeal”

- ▶ There are also other whole grain products that do not use the word whole in their description. These are “graham flour”, “brown rice”, “brown rice flour”, “wild rice”, “cracked wheat”, “bulgur (cracked wheat)”, “crushed wheat”, “graham flour”.

#### **Slide 15: Some Examples of Whole Grains**

- ▶ This is a list of whole grain names that you may see listed in ingredient statements. Notice that we need to see the word “whole” before the grain, even the “specialty” grains that we do not see as often. This is because those grains also may be milled. One resource said that the only grain that couldn’t be milled was teff, and that was simply because the grain is too small to be milled.
- ▶ FYI: Teff is used mainly in Ethiopia for making their injera bread.

#### **Slide 16: Label Reading for Whole Grains**

- ▶ Another way to find whole grain foods is to look at the ingredient list.
- ▶ Pick the foods that list a whole grain near the top of the ingredients list, such as whole oats, whole wheat, or whole grain corn.
- ▶ The phrase “whole grain” or “whole” before a grain’s name in the ingredient list means that it includes all parts of the grain kernel.
- ▶ Color is not a sign of whole grains; brown color may come from caramel coloring, not whole grains (e.g., pumpernickel and some rye products).
- ▶ Some foods may still be a “good” source of whole grain if several different whole grains are listed within the list of ingredients.
- ▶ Additional information: there is a whole grain white flour coming on the market called Ultra Grain.
  - Cereal
    - Look for “whole grain” on the front of the product.
    - “Whole grain” or “whole” is listed in front of wheat, oats, rice, corn, barley, or other grains as the first ingredient.
    - Oats are always whole, regardless of whether they’re rolled, instant, fine-cut or coarse-cut.
  - Bread products
    - Look for “whole wheat” and/or “whole grain” in the product’s name.
    - A whole grain flour should be listed first; “wheat flour”

- is not whole grain.
- If several flours are used, the majority (51% or more) should be whole grain.
- Rice and pasta
  - Brown rice and Wild Rice are the only whole-grain rices.
  - Semolina is made from refined wheat; look for products made from whole wheat flour.
  - Some pastas are made with a mix of whole wheat and white flours.

**Slide 17: Look for FDA-Approved Health Claims**

- ▶ Another clue for finding foods rich in whole grains is this health claim on the package.
- ▶ This government-approved permitted statement describes a connection between a nutrient and disease. The claim is usually in a prominent place on the front of the product’s package label.
- ▶ Not all whole grain foods will display this health claim—it is up to the manufacturer.
- ▶ To make a whole grain health claim, foods must meet these requirements:
  - Contain all portions of the grain kernel
  - Contain 51 percent or more of whole grains by weight per reference amount customarily consumed.
  - Be low in fat, saturated fat, and cholesterol.

**Slide 18: Look for Whole Grain Symbols**

- ▶ More products are making it easier for you to find the whole grain.
- ▶ Some manufacturers have added a whole grain statement or symbol on their food products to help consumers easily spot whole grain products.
- ▶ The “good” and “excellent” source symbols are helpful because they provide information as to how much whole grain you are getting in one serving. Use of these symbols is becoming more common on a variety of products. Products labeled as:
  - “Excellent” source of whole grain or “100% whole-grain” count as one serving (or one ounce-equivalent).
  - “Good” source of whole grain count as one-half serving (or one-half ounce equivalent)
- ▶ Since foods made with whole grain may contain different amounts

of whole grain ingredients, the symbol tells you if a product is considered a “good” or “excellent” source of whole grains. If you want to count the whole grain servings you get each day, these symbols will help. However, the bottom line is to start increasing your intake of whole grain foods.

- ▶ The Whole Grains Council developed the Whole Grain Stamps to help educate consumers and encourage them to incorporate more whole grain foods into their diet.
  - An excellent source of whole grain provides 16+ grams of whole grain; a good source provides 8-15 grams of whole grain. These are based on USDA’s definition of a (whole) grain serving as containing 16 grams of (whole grain) flour.
  - Some manufacturers, including General Mills, are voluntarily using a whole grain stamp on their food products based on the proposed “good” and “excellent” source definitions.

**Slide 19: Names that Indicate Products/Ingredients Are Not Whole**

**Grains**

- ▶ Flour, white flour, wheat flour, all-purpose flour, unbleached flour, self-rising flour
- ▶ Durum flour, semolina
- ▶ Grits, corn grits, hominy grits
- ▶ Degerminated corn meal
- ▶ Enriched flour, rice flour
- ▶ Farina
- ▶ Couscous

**Slide 20: Label Reading and Whole Grains**

- ▶ While manufacturers are required to list the common and usual name of food products without Standards of Identity on the label, many product labels can be misleading.
- ▶ The easiest and best way to determine if most food products meet the whole grains is to read the ingredient statement on the label.
- ▶ Both the Food and Drug Administration (FDA), the cognizant agency for labeling of most grain products, and the Food Safety and Inspection Service (FSIS), the cognizant agency for the labeling of meat/grain products (such as meat pizza) require that food labels contain an ingredient statement where the food’s ingredients are listed in descending order of their predominance by weight, that is, ingredients must be listed in order by weight, from

the most to the least.

**Slide 21: Watch the Wording on Whole Grain Products!**

- ▶ Look for these words and memorize them. They will help you detect “imposters”!!
- ▶ *Multigrain* - (7- grain, 9- Grain, 6 grain, 12 grain) refers only to the fact that more than one grain is used in the product recipe. Many have enriched flour as the first ingredients. Not a whole grain...unless the first ingredient is a **WHOLE** grain
- ▶ *Stone Ground* refers to a technique for grinding grains. It usually means the grain is coarser and the germ is often intact, but the bran portion is generally not included. Not a whole grain...since the bran is removed.
- ▶ *100% Wheat* refers to the fact that wheat is the only grain used. It does not reveal whether the wheat is whole grain. Not a whole grain...
- ▶ *Bran* means that the bran portion of the grain is a key component of the product and may not contain any of the germ portion. Products with added bran (e.g., bran cereals) or bran alone (e.g., oat bran) are not considered whole grain because they do not contain all three portions of the grain. Not a whole grain...no germ!
- ▶ *Made with or contains whole grain* means that it may have a whole grain in the product, BUT you must be sure that the whole grain is the first ingredient. Many times enriched flour is the first ingredient (not a whole grain) and the whole grain is much later on the list of ingredients.
- ▶ **REMEMBER!** It must be the first ingredient to be a whole grain! Be aware that a “healthy” sounding name—on the product label or in the ingredient list doesn’t necessarily mean it is whole grain.

**Slide 22: Which is the whole grain bread?**

Activity ▶ Let participants read the slide and ask for their response. (Answer is on next slide.) Fine.

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**Slide 23: Answer...**

**Slide 24: Color and texture and whole grains**

- ▶ It’s important to remember that a brown color or a “grainy” texture do not necessarily indicate that the product is predominantly whole grain—or even that it contains any whole grain at all.
- ▶ Bread can be brown and/or grainy because of the addition of

molasses, caramel color, or other added ingredients.

- ▶ We must read the ingredient statement to determine if the food product is WHOLE grain.

### Slide 25: Activity

Activity

▶ The Whole Grains Label Reading activity goes here. Take about 15 minutes to do this activity. See **H-E2a Whole Grains Label Reading Activity Directions** for instructions. [Note: The directions sheet is for the instructor – it is not a hand out. You will need your food labels. The Baker Boy labels listed on the directions sheet are included with the directions.] This is good too...

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Activities

- ▶ If you have time/desire to you can use the additional activities:
  - **H-E3 Find Whole Grain Foods on the School Lunch Menu**
  - **H-E4 Whole Grain Food Detective Activity**
  - Distribute both **H-E5 Ideas for Incorporating Whole Grain Food Products into the Child Nutrition Programs** handout and **H-E6 Menu Makeover – Replacing Refined with Whole Grains** worksheet. Participants can use the ideas handout (**H-E5**) to assist them in completing the **H-E6** worksheet. This is good too...

### Slide 26: Color Jacuzzi Activity

- ▶ *The object of this group exercise is to get the group to introduce the fruits and vegetables with a focus on color You will call out a color of the rainbow: - for example RED:*
- ▶ *If you have a large group, you may want to select 3-4 of the colors to save time instead of going through all of them.*

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Activity

- ▶ We are going to have a short activity just to get things warmed up. I am going to call out a color and give you a characteristic of that color. After that, I'll ask a question and then ask each of you to respond with the first answer that comes to mind. Now for the 1st color:
  - ▶ Red typically is the “stop” or “turn it off” color. Quickly tell me a healthy food that is really a turn off for you—that you can't imagine eating.
  - ▶ *NOTE: Be ready with an example of your own for each of these. That way you can get the activity started if you need to.*
  - ▶ Green is the money color. What food would you buy (more often) if you weren't limited by the price?

- ▶ Yellow is the inspiration or creativity color. What is the best idea you've heard to improve the healthiness of your diet?
- ▶ Chartreuse is an odd or different color. What is the most daring food you have ever eaten?
- ▶ Purple is the color of royalty. If you were ruler of the universe for a day - what is the first thing you would change about our food supply?
- ▶ Have participants share some answers. Now that we've gotten things started, I'd like to give you some background information about the importance of color in our diets.

**Slide 27: Fruits**

- ▶ Focus on Fruits and vary what you are serving.
- ▶ Remember that fresh, frozen, canned, and dried fruits are available.

**Slide 28: Benefits of Fruit Consumption**

- ▶ Fruits are naturally low in fat, sodium, and calories. None have cholesterol.
- ▶ Fruits are important sources of many nutrients, including potassium, dietary fiber, vitamin C, and folate (folic acid).
- ▶ Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
- ▶ Dietary fiber from fruits, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as fruits help provide a feeling of fullness with fewer calories.  
*Whole or cut-up fruits are sources of dietary fiber; fruit juices contain little or no fiber.*
- ▶ Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy.
- ▶ Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant and those in the first trimester of pregnancy should consume adequate folate, including folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

**Slide 29: Fruit Recommendations**

- ▶ Choose a variety of fruits and a colorful variety
- ▶ Choose fresh, frozen, canned and dried fruits
- ▶ Go easy on fruit juices...6 ounces is all we need in a day! Kids only need that much too!

**Slide 30: List as many fruits as you can think of in two minutes**

Activity ▶ GO!

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**Slide 31: How does your list compare?**

- ▶ This list is just a beginning list of ideas to use. Obviously, some will be better accepted by students than others. Most of these items are available in fresh, frozen, canned or in dried form.

Activity ▶ Hand out **H-E7 Rainbow Mysteries**. Give participants 2-3 minutes to fill in their responses.

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- ▶ Go over the answers with the group.

**Slide 32: Veggie Variety**

- ▶ Distribute **H-E8 Veggie Variety**.

Activity ▶ Ask the participants to list on the handout all the vegetables they can think of that they like. Ask them to do this by themselves with no sharing among individuals.

- ▶ Allow 2-3 minutes. Stop the activity when it appears that most have finished their lists.
- ▶ Ask the individuals to share their list while you make another group list on the board or a large sheet of paper. Allow 3-5 minutes.
- ▶ Ask the group if there are any vegetables on the group list that they like that they forgot to put on their list? What can we learn from this activity?
- ▶ Consider using the list as a reminder of other vegetables you can include in your routine. In addition to seeing that people like different vegetables, this activity helps us learn that on the spur of the moment, it is often difficult to recall things that we know quite well. Without planning ahead, or taking some time to think about it, we can get stuck in ruts of eating the same things over and over. We forget that we like a larger variety of foods than we might imagine and sometimes it just takes a little forward planning to increase the variety in our diets.
- ▶ Planning, preparation and practice are important parts of

improving dietary variety.

**Slide 33: Vegetable Recommendations Compared to Consumption**

- ▶ Americans need to increase vegetable consumption somewhat, but they mainly need to increase the variety of vegetables they eat. They are not eating various types of vegetables in the proportions recommended.
- ▶ The pie chart shows the proportion of all vegetables consumed from each subgroup for females age 31-50, and the pie chart on the right shows MyPyramid recommendations for this same age/sex group.
- ▶ The increased intake of vegetables that MyPyramid recommends should come from the dark green vegetables, orange vegetables, and legumes categories. This would result in the increased proportion of vegetable consumption from these subgroups, as is shown in the pie chart. These increases are a challenge, but doable. They represent a two to three fold increase in consumption for these vegetable subgroups, but in actual amounts are only about 2 additional cups PER WEEK of dark green vegetables, for example. Vegetable subgroup recommendations are given as weekly amounts because it is not expected that all 5 subgroups should be consumed every day.

**Slide 34: Go for Color**

- ▶ An easy way to increase the variety of your diet is to “Go for Color.” What will color on your plate or in your cup do for you?
- ▶ Color makes food look more appealing. Part of how restaurants and great chefs think about the presentation of food is according to the color on the plate. If food is more visually appealing, it adds to the pleasure of eating.
- ▶ Color tastes great! Think about oranges and green beans; broccoli and tomatoes; strawberries and mangos.

**Slide 35: Go Green, Orange, Red and Yellow**

- ▶ Consuming dark green and orange vegetables provides vitamins and minerals.
- ▶ Many beautiful fruits and vegetables are yellow and red.

**Slide 36: Don't Forget Legumes!**

- ▶ Legumes are one of the vegetable subgroups. These include all of the following examples:
  - Chickpeas

- Pinto beans
- Kidney beans
- Black beans
- Garbanzo beans
- Soybeans
- Split peas
- Lentils
- ▶ Legumes can fit into the Meats/Beans group of MyPyramid too. BUT, if you count legumes as a vegetable, you can't count it as a Meat/Bean serving too.

**Slide 37: Starchy Vegetables**

- ▶ Another of the subgroups is starchy vegetables which are favorites among Americans. While these are counted as vegetables, they are digested and absorbed by the body more like starches (breads, pasta, etc.). They contribute important nutrients but should not overly contribute to the vegetables that we consume. There is a lot of room for variety in the vegetable group.
- ▶ These include:
  - White potatoes
  - Corn
  - Green peas
  - Lima Beans

**Slide 38: Other Vegetables**

- ▶ The 5th subgroup, the “other” vegetables, includes those that you see listed here.
  - Tomatoes
  - Cabbage
  - Celery
  - Cucumber
  - Lettuce
  - Onions
  - Peppers
  - Green beans
  - Cauliflower
  - Mushrooms
  - Summer squash
- ▶ These vegetables contribute fiber to our diets and nutrients that are important for vision. They also contain a number of nutrients thought to help prevent certain cancers.

**Slide 39: Vegetable Categories from MyPyramid**

- ▶ This is just a re-cap

**Slide 40: MyPyramid: Steps to a Healthier You**

- ▶ Just a review of MyPyramid servings based on a 2,000 calorie diet

**Slide 41: Low-Fat Dairy Products are Smart for Bone Health**

- ▶ Choosing low-fat dairy products everyday also improves our health by helping us maintain strong bones. Getting adequate amounts of calcium by consuming dairy products protects bones and also is linked to decreases in blood pressure (if you have high blood pressure) as revealed by the DASH diet studies, or the Diet Approaches to Stop Hypertension clinical trials.
- ▶ To get the best effect, consume 2-3 cups of low-fat milk (1% or skim) or yogurt, 3-5 oz of low-fat cheese or some combination of the two. While calcium can also be found in some vegetables, it is good to realize that calcium from fruits and vegetables is not digested and absorbed as well as that from dairy products. Can you get calcium from fruits and vegetables? Sure. It does take quite a bit more of it than from dairy.
- ▶ Be advised that the higher the fat content of the dairy product, the bigger the tradeoff in consuming it. In order to meet your needs within your calorie limits, it's easier and smarter to choose low-fat dairy products.

**Slide 42: Milk Matters**

- ▶ Individuals who have difficulty consuming foods with lactose can choose lactose-free products and can usually consume cheeses that are aged more than 90 days. The lactose in these products has been degraded and this makes them consumable for individuals with lactose intolerance. People can also take lactase enzyme with milk products to make them consumable.
- ▶ For those who choose not to eat dairy, fortified cereals and juices as well as soy products and some other foods (like fish with bones, broccoli and almonds) can supply calcium to the diet. Please note that calcium from vegetable and grain sources is not absorbed as efficiently as that from milk products and requires consuming very large quantities of these foods to supply adequate calcium in the diet. For example, you would have to eat 24 cups of broccoli or 8 cups of almonds to try to meet calcium requirements. This isn't

very realistic on a daily basis.

**Slide 43: Make Smart Choices**

- ▶ A food is “nutrient rich” if it provides many nutrients—vitamins, minerals and fiber—for the number of calories that it contributes to your daily energy intake. When you eat a wide variety of fruits, vegetables, whole grains and low-fat/fat-free dairy products you will have less need to consume dietary supplements and your diet will tend to be lower in calories.
- ▶ So how can you increase the amount of food that you are eating and still consume fewer calories? It’s all in the foods you choose. Fruits, vegetables, whole grains and low-fat milk products, if simply prepared, are lower in fat, sugar and calories than many processed foods.

**Slide 44: Make Smart Choices**

- ▶ Try choosing beverages like low-fat dairy that have little added sugars. Limit juices to one serving a day of 100% fruit juice—that way you’ll get your vitamin requirements but miss the extra calories. Choose water or other low-calorie beverages for in between meals.
- ▶ As we mentioned earlier, increasing the fruit and vegetable content of your diet helps with calorie control, getting enough fiber and reducing your risk for a number of chronic diseases like cancer, diabetes and diverticulitis.
- ▶ Some people do not realize how much snacks “count” for their nutrition. Sometimes it’s the calories from snacks that are really adding up and many times those snacks don’t have much in the way of nutrients. Snacks tend to be fast, convenient, pleasure-filled AND high in calories, fat and added sugars. One strategy is to start buying nutrient-filled snacks like fruit, vegetables and low-fat dairy (yogurt, cheese, milk) to get the most nutrition out of your snacks.
- ▶ When offered large portions of calorie dense foods like fries, ask for a salad or some other kind of vegetable. Just because it’s not on the menu doesn’t mean that the restaurant doesn’t have it. Restaurants want to please us so never be afraid to ask them to make a change—ask for different foods and ask for “lite” versions of old standards like steamed vegetables instead of fried. They should be thrilled to give you what you want. If they aren’t, find a new favorite restaurant.

### **Slide 45: Review of MVPs**

- ▶ Review main recommendations from the Dietary Guidelines for Americans 2005 and MyPyramid
  
- ◆ **Closure**
  - ▶ Emphasize the importance of school meals complying to the Dietary Guidelines for Americans 2005 and MyPyramid.
  - ▶ Optional: Show “Fruits and Vegetables Galore”. Encourage participants to consider using this manual to set goals and design a plan to increase fruit and vegetable consumption.
  
- ◆ **Independent Practice**
  - ▶ Encourage participants to return to their school start making menu changes to include more whole grains, fruits, vegetables and low fat milk products. It is important for them to find out where they are at so they know where to go and what changes need to be made.
  - ▶ If participants are interested in nutrient analysis for their school, encourage them to contact the state office-Child Nutrition and Food Distribution Program to find out about the USDA approved software.