

Lesson #1: Just Say Yes to... Fruits and Vegetables!

Lesson Materials

- Sticky notes
- Pencils
- Rainbow poster or giant flip pad (optional)
- *Half Your Plate* JSY poster
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *The Colors of Good Health* JSY handout
- *Easy Ways to Eat More Fruits and Vegetables* JSY handout
- JSY recipe
- JSY incentive

To Find Out More

- www.mypyramid.gov
- www.fruitsandveggiesmorematters.org

Objectives

At the completion of the workshop, participants will be able to:

- State the daily recommended cups of fruits and vegetables.
- Name at least 2 benefits of eating more fruits and vegetables.
- Describe new ways to increase daily fruit and vegetable intake.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to work in pairs and share their favorite fruit or vegetable recipe with their partner.
- Invite participants to share their favorite recipe with the group.

Introduction

- Ask group to call out reasons to eat fruits and vegetables. Accept all answers and fill in any benefits not mentioned. Highlight:
 - They taste great!
 - Full of vitamins and minerals
 - Most are fat free or very low in fat
 - Help prevent certain diseases
- Tell participants to aim for eating 5 cups (2 cups of fruit and 3 of vegetables) and 5 different colors of fruits and vegetables every day.
- Emphasize that all forms count (fresh, frozen, canned) and discuss benefits of each form. Highlight:
 - Fresh is best for flavor and nutrition when in season.
 - Frozen is convenient and has good nutrition because produce is frozen shortly after it is picked.
 - Canned has good nutrition and long shelf life when unopened.
 - Look for low salt versions of canned vegetables or rinse vegetables to reduce salt.
 - Look for fruit canned in water or juice and avoid heavy syrup which adds empty calories.

Eat a Rainbow (Activity 1)

- Distribute sticky notes and pencils to participants.
- Ask participants to write down their favorite fruit or vegetable.
- Collect participant responses and group them by color (Can use a giant flip pad with labeled columns, colored paper, a poster of a rainbow, etc.).
- Ask the group if they notice more responses under certain colors. "Which colors don't have a lot of stickies?"
- Ask the group to brainstorm fruits and vegetables to fill in the colors that are under-represented. "It looks like we need more orange. What orange vegetables can you think of?"
- Distribute *The Colors of Good Health* handout and talk about the benefits of variety.

Take Away Task

- Invite participants to share with the group or write down what new colorful fruit or vegetable they are going to try this week.

Half Your Plate (Activity 2)

- Distribute blank pieces of paper or paper plates and pencils to participants.
- Ask participants to draw a healthy meal on their plate. As an option you can ask participants to draw what their typical dinner looks like.
- Show participants a *Half Your Plate* visual which illustrates a dinner plate that is 1/2 fruits and vegetables, 1/4 meat/poultry, and 1/4 grains. Explain that this is the look of a healthy meal.
- Have clients pick a partner and discuss 3 ways they can increase fruits and vegetables at meals and snack times.
- Invite the group to call out the ideas they talked about.
- Distribute *Easy Ways to Eat More Fruits and Vegetables* handout and discuss any new ideas.

Take Away Task

- Invite participants to share with the group or write down one new way they are going to eat more fruits or vegetables this week.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Discuss substituting different forms of fruit or vegetable in the recipe. If you use canned, talk about how participants might use frozen or fresh.
- Talk about the different colors of the fruits and vegetables in the recipe, how color adds to the recipe's appeal, the health benefits of the different colors, etc.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #2: Just Say Yes to... MyPyramid!

Lesson Materials

- MyPyramid poster and mini-posters
- Felt board or poster board
- Cardboard food models
- Paper plates and pencils or markers
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- MyPyramid (www.mypyramid.gov) mini-posters
- JSY recipe
- JSY incentive

To Find Out More

- www.mypyramid.gov
- www.fruitsandveggiesmorematters.org

Objectives

At the completion of the workshop, participants will be able to:

- Name at least 2 MyPyramid recommendations.
- Plan a day's worth of meals which follows MyPyramid guidelines.
- Identify ways to make healthy food choices using MyPyramid recommendations.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to work in pairs and share what they have done recently to eat healthier.
- Invite participants to share with the group the changes they've made to eat healthier.

Introduction

- Explain to the group that there is a way to know if they are eating healthy—MyPyramid. Display poster and pass out mini-posters to each participant.
- Ask—Have you seen this before? Where?
- MyPyramid is designed to help us make healthy food choices. Review each color of MyPyramid and explain the food group related to each color. Highlight the following and discuss the benefits of each:
 - Include whole grains
 - Choose 5 cups of fruits and vegetables daily
 - Serve low fat milk and milk products
 - Choose lean protein foods
 - Balance food with physical activity

MyPyramid Menu (Activity 1)

- Spread cardboard food models on a table for participants to view and use.
- Place one food item on a felt board or poster for each meal (ex. cereal at breakfast, soup at lunch, plain pasta at dinner).
- Ask participants to use the food models to complete the meals using *MyPyramid* recommendations from the 5 food groups.
- Place the food models on the board as participants call out suggestions or have participants place their items on the board themselves.
- Continue planning the day's meals to meet *MyPyramid* guidelines.
- Emphasize including a variety of different colored fruits and vegetables. Look at the day's selections to see what colors are represented.

Take Away Task

- Invite participants to share with the group or write down what they are going to do this week to eat from all 5 food groups each day.

Meal Makeover (Activity 2)

- Distribute paper plates and markers or pencils to the group.
- Ask the group to think about their family's favorite meal and draw it on a paper plate.
- Working individually, ask participants to analyze their family's favorite meal.
- What could they change to include more food groups? (ex. Include low fat milk as a beverage or fruit as a dessert).
- What could they change to make the food choices healthier? (ex. lower fat meat, whole grains, colorful vegetables).
- Do they need to change portion sizes? (ex. less meat and more fruits and vegetables).
- Ask participants to draw the new version of their meal on another paper plate.
- Ask participants to share their meal makeover with a partner. Ask for volunteers to share with the whole group.

Take Away Task

- Invite participants to share with the group or write down what changes they are going to make to their family meals this week to make them healthier.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- If possible, use a main-dish recipe. Outline why the recipe is a good meal idea.
- Talk about what food groups are included in the recipe. Ask participants how they could include missing food groups to round out the meal.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #3: Just Say Yes to... Stretching Food Dollars!

Lesson Materials

- Giant flip pad & markers (optional)
- Sticky notes (optional)
- Bag of \$14 worth of fruits and vegetables
- Local grocery store ads
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *Buy in Season* JSY handout
- *Money Saving Tips* JSY handout
- *Making a Grocery List* JSY handout (optional)
- JSY recipe
- JSY incentive

To Find Out More

- www.fruitsandveggiesmorematters.org
- www.otda.state.ny.us (shopping smart tips)

Objectives

At the completion of the workshop, participants will be able to:

- Maximize the buying power of \$14 in food stamps by purchasing fruits and vegetables.
- Identify 2 benefits of buying fruits and vegetables in season.
- Stretch their food dollars by using a shopping list and at least 1 other money saving tip.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to work with a partner and brainstorm a list of foods they think are expensive and a list of foods they think are inexpensive.
- Invite participants to call out their answers and record on a flip chart. Or participants can record their answers on sticky notes, and nutritionist can read off responses and post them.

Introduction

- Summarize the group's responses to the Icebreaker. Discuss what the group thought about the price of fruits and vegetables.
- Have a display prepared of fruits and vegetables that you purchased for \$14. Place an empty grocery bag next to the display.
- Tell the group, "We have \$14 to spend on healthful fruits and vegetables at the store. Which ones would you choose?"
- Invite the group to call out which fruits and vegetables to add to the grocery bag. Encourage participants to share why they chose that fruit or vegetable. Because it's tasty? Healthy? Inexpensive? In season?
- Continue until the group thinks they have spent the entire \$14.
- Explain that you purchased all the food for just \$14. Are they surprised that fruits and vegetables can be so inexpensive?
- Discuss strategies you used to purchase fruits and vegetables emphasizing the benefits of buying fresh produce in season: less expensive, better flavor, better nutrition.
- Distribute *Buy in Season* handout and briefly review when specific produce is in season.

Money Saving Tips (Activity 1)

- Distribute *Money Saving Tips* handout.
- Briefly review the tips on the handout.
- Ask participants to complete the handout by checking off next to each tip, "Already do it," "Will try it," or "Not for me."
- Have participants pair up and talk to their partner about the tips. They can feel free to change their answers if they wish.
- Invite participants to share with the group which tips they are already doing. How easy or difficult is it to do?
- Which new tips are they willing to try? Do they think it will be easy or hard to make these changes?
- Which tips are they probably not going to try? Why? Is there anything that would make them try these tips?

Take Away Task

- Invite participants to share with the group or write down which money saving tip they think will save them the most money.

Making a Grocery List (Activity 2)

- Discuss the benefits of planning grocery shopping. How can using a shopping list make shopping easier or help them save money? What happens when they don't use a shopping list?
- Distribute *Making a Grocery List* handout or write the steps for making a grocery list on a flip pad. Go over the steps as a group.
- Have participants pair up and provide each pair with a copy of a local grocery store flyer.
- Ask each pair to make a grocery list from the ad with at least one item each for breakfast, lunch, dinner, and snacks.
- Invite participants to share the foods they put on their list and why. Are there foods they have at home that they could pair with items in the flyer? What are the best deals? Record response on a flip pad if you wish.

Take Away Task

- Invite participants to share with the group or write down a tip to make using or creating a shopping list easy and effective.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Select a recipe using a seasonal fruit or vegetable and discuss the money savings.
- Discuss different forms of fruits and/or vegetables that could be used in the recipe and which ones might be most cost-effective.
- Ask participants if they already have any of the recipe ingredients on-hand at home. Are there substitutions they could use?
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #4: Just Say Yes to... Food Safety!

Lesson Materials

- Fresh orange (or other fruit with an inedible peel/rind)
- Chocolate syrup
- Cardboard food models
- Ingredients and supplies to prepare JSY recipe
- *How to Wash Your Hands* poster (optional)

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *Fight Bac! Six Steps to Safer Fruits and Vegetables* handout (www.fightbac.org)
- JSY recipe
- JSY incentive

To Find Out More

- www.fightbac.org

Objectives

At the completion of the workshop, participants will be able to:

- Demonstrate proper hand washing techniques.
- List the steps needed for safe consumption of fruits and vegetables.
- Identify safe food handling practices.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to think about the following question: "What have you seen another person do while cooking that you would never do?" Then ask participants to think about what they do at home to keep food safe and wholesome.
- Have participants pair up and compare the positive and negative food handling practices they thought about. As an option, participants can write down these positive and negative practices.
- Invite participants to share with the whole group their negative and positive food safety practices. Write response on a flip pad to refer back to during the lesson if you wish.

Introduction

- Distribute the *Fight Bac! Six Steps to Safer Fruits and Vegetables* handout.
- Explain to the group that what you are going to talk about is how to avoid getting sick from food borne illness. There are six basic steps they can take when buying, preparing, and storing fruits and vegetables to make sure they are safe and wholesome to eat.
- Review the "Check" step of the handout.
- Review the "Clean" step of the handout.
- Focus on proper hand washing technique:
 - Use a poster or mock hand washing demonstration to illustrate all steps in hand washing.
 - Suggest singing "Happy Birthday" while washing hands to make sure they've scrubbed for long enough.
- Review the remaining items under the "Clean" section of the handout.

Chocolate Syrup Germs (Activity 1)

- Explain all fresh produce needs to be rinsed in running water before using, even those where we do not eat the skins (melons, oranges, etc).
- Show group a fresh orange (or other fruit with an inedible peel). Tell them you can not see any germs but they are there.
- Invite participants to use their imaginations to help you tell the "story" of the fruit from the time it was on the vine/tree to the time they bought it and took it home. You can start the story off then let them call out what happened next.
- Pour chocolate syrup over orange each time it is handled and was contaminated during your story.
- Use a knife to cut open the orange. Show the group how the "germs" have gotten inside the fresh fruit.
- Review the "Separate" section of handout referring back to the chocolate syrup and how easily germs can be transferred.

Take Away Task

- Invite participants to share with the group or write down how they are going to change their habits when it comes to food preparation.

Two Hour Rule (Activity 2)

- Review the "Cook" section of the handout. Explain to participants that fruits and vegetables do not usually need to be cooked to be safe but meat and poultry do.
- Review the temperature "Danger Zone" and how this applies to fruits and vegetables (quickly cooling vegetable casseroles, cutting up leftover baked potatoes so they cool quickly).
- Explain that all fruits and vegetables need to be refrigerated or thrown out within two hours of being cut, peeled, or cooked. Opened canned fruits and vegetables must be refrigerated. Mention proper refrigerator temperature (below 40 °F).
- Have participants work in pairs or small groups. Distribute food models of fruits and vegetables to participants and have them sort the foods into categories: "Refrigerate," "Don't refrigerate," or "Don't know."
- Bring the group back together and review answers.

Take Away Task

- Ask participants what surprised them most about what they learned today. Are they going to make any changes as a result? What do they already do right?

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Select a recipe that uses a raw fruit and/or vegetable and review rinsing produce.
- Recommend wiping the tops of canned fruits and vegetables before opening.
- Mention that all cut fruits and vegetables need to be refrigerated.
- Review cooling and refrigerating leftover cooked fruits and vegetables.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #5: Just Say Yes to... Fiber Rich Fruits and Vegetables!

Lesson Materials

- Giant flip pad & markers
- Cardboard food models and/or empty containers of a variety of foods
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *Fiber* JSY handout
- JSY recipe
- JSY incentive

To Find Out More

- www.fruitsandveggiesmorematters.org
- www.otda.state.ny.us
- www.mypyramid.gov

Objectives

At the completion of the workshop, participants will be able to:

- List the benefits of including fiber in their diet.
- Identify good sources of dietary fiber.
- Plan meals to meet daily fiber recommendations.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to pair up and share with their partner what they've heard about fiber lately in advertisements, on TV, from friends, etc. What do they think the benefits are of eating fiber?
- Invite participants to share with the group what they've heard about fiber lately.

Introduction

Discuss the benefits of eating a high fiber diet. Refer back to participants' Icebreaker responses if possible. Be sure to include:

- Helps keep you regular.
- Improves heart health by lowering cholesterol.
- Makes you feel full, so you don't over eat.
- May help control blood sugar.

Summarize current daily fiber recommendations and good sources of fiber.

- Tell the group that adults need about 25 grams of fiber every day.
- Fruits, vegetables, beans, nuts and whole grains are all good sources of fiber.

Fiber Line-Up (Activity 1)

- Distribute one cardboard food model with fiber information on back (or use empty food containers) to a few participants. Include foods from all food groups. If it is a large group, ask for volunteers.
- Ask the group “Where can we find fiber?”
- Invite everyone to assist the participants in lining up from highest to lowest fiber content. (Alternative: If space is limited, have participants call out answers while nutritionist arranges paper food models on a felt board, blank wall, etc).
- Ask participants what surprises them about their fiber line-up? Highlight food sources rich in fiber. Note that meat, chicken, and dairy products contain no fiber. Juice and processed fruits and veggies have less fiber than whole fruits and vegetables.
- Repeat activity if time permits.
- Distribute *Fiber* handout and review.

Take Away Task

- Invite participants to share with the group or write down one high fiber food they are going to add to their diet this week.

Menu Makeover (Activity 2)

- Spread cardboard food models and/or empty food containers on a table for participants to view and use.
- Using food models or a giant flip chart, display a low fiber breakfast, lunch, and dinner. Display the fiber content of each item and the total fiber for the day.
- Invite participants to help you makeover this day’s menu so it contains at least 25 grams of fiber by calling out suggestions for additions or replacements.
- Keep a running tally of how much fiber the day’s meals contain. Continue revising the menu until it contains at least 25 grams of fiber.
- Ask participants if the final menu looks like something they could eat. If not, what changes would they make?

Take Away Task

- Invite participants to share one meal planning strategy they will use this week to increase fiber in their family’s diet.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Discuss the fiber content of the recipe and what ingredients contain the most fiber.
- Talk about how the recipe can be included in a meal plan (ex. part of a specific meal, eaten as a snack, dessert, etc).
- Discuss different forms (canned, frozen or fresh) of fruits and vegetables that could be used.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, “What are your questions?”
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #6: Just Say Yes to... Healthy Portion Sizes!

Lesson Materials

- Giant flip pad & markers (optional)
- *Portion Distortion* poster (optional)
- *MyPyramid* mini-poster
- Cardboard food models
- Assorted measuring cups
- Foods for group to measure
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- Getting a *Handle* on Portions handout (San Francisco WIC)
- *What Counts as a Cup* handout (*Loving Your Family...Feeding Their Future*)
- JSY recipe
- JSY incentive

To Find Out More

- www.mypyramid.gov
- *Loving Your Family...Feeding Their Future* USDA curriculum
- NIH Publication No. 03-5287 *Just Enough for You*
- *Portion Distortion* University of Nebraska Extension (<http://lancaster.unl.edu/food>)

Objectives

At the completion of the workshop, participants will be able to:

- Define the benefits of practicing portion control.
- Identify *MyPyramid* recommended adult portions for at least 2 food groups.
- Use simple techniques to estimate portion sizes.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to think about the following question; "How do you figure out how much you should eat?" Do they do anything differently when they eat certain meals, when they eat out, or when they're snacking?
- Have participants pair up and talk to their partner about the different ways they figure out how much to eat. Have each pair brainstorm reasons why it might be helpful to know about healthy portion sizes.
- Invite participants to share with the whole group the different ways they figure out how much to eat and some benefits of knowing healthy portion sizes.

Introduction

- Summarize the thoughts the group shared during the Icebreaker. Some possible responses for ways they are currently determining portion sizes might be:
 - Eat all of what is in a package
 - Eat what is served by restaurant/fast food place
 - Fill their bowl/plate
 - Stop eating when they are full
- Some possible benefits of knowing proper portion sizes might include:
 - Maintain a healthy weight
 - Stay within a food budget
 - Eat a balanced diet
- Tell participants that portion sizes for many packaged foods, snacks, and fast food have grown over the years.
- Use food models, pictures from *Portion Distortion* resources, or a *Portion Distortion* poster to illustrate how over-sized portions can add empty calories to our diets and make it difficult for us to know how to eat a balanced diet for ourselves or serve a balanced diet to our families.

MyPyramid Portions (Activity 1)

- Share with group that current adult *MyPyramid* recommendations call for about 5 cups of fruits and vegetables every day (2 cups of fruits, 3 cups of vegetables).
- To highlight how 5 cups of fruits and vegetables fit into the overall daily diet, display a *MyPyramid* poster or mini-poster and review the 2,000 calorie diet.
- Distribute *What Counts as a Cup* handout to the group and review. If possible, use actual food or food models to illustrate fruit and vegetable portion sizes.
- Invite participants to call out whether they think they are meeting recommendations for fruits and veggies. If not, how could they change their meals to include 5 cups of fruits and vegetables?
- If time allows, illustrate recommended amounts for other food groups as well.

Take Away Task

- Invite participants to share with the group or write down one change they will make to their portion sizes this week.

Estimating Portion Sizes (Activity 2)

- Tell the group there are easy ways to know if you are getting a healthy portion:
- Distribute *Getting a Handle on Portions* and review portion sizes using your hand.
- Review healthy portions of various types of foods by showing the group measuring cups and food models.
- Show the group typical glasses, bowls and plates to illustrate that often they are larger than recommended portion sizes.
- Ask the group to pair up. Have participants practice estimating portion sizes with their partner. Participants can pour water into various size glasses and then measure using a measuring cup or practice portioning dry cereal into different size bowls, etc.
- Gather the group back together and invite participants' feedback.

Take Away Task

- Invite participants to share with the group or write down which techniques for estimating portion sizes they are going to try this week.

Lesson #6: Just Say Yes to...Healthy Portion Sizes, continued

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Point out that all JSY recipes provide at least a half cup of fruit and/or vegetable per serving.
- Call attention to the number of servings listed at the bottom of the recipe. Portion out a full sized serving to illustrate.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #7: Just Say Yes to... Easy Meal Planning!

Lesson Materials

- *Half Your Plate* JSY poster/display
- Grocery bag of food (from pantry or planned ahead) (optional)
- Giant flip pad & markers (optional)
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *Family Meals Easy, Tasty and Healthy* handout (*Loving Your Family...Feeding Their Future*) or *Meals Made Easy* JSY handout
- *Basic Foods* JSY handout
- JSY recipe
- JSY incentive

To Find Out More

- www.mypyramid.gov
- *Loving Your Family...Feeding Their Future* USDA curriculum

Objectives

At the completion of the workshop, participants will be able to:

- Identify healthy meal planning strategies.
- Name at least 2 benefits of planning meals and snacks.
- Plan an easy, healthy main meal using low cost, readily available foods.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to raise their hand if they consider themselves a "planner" when it comes to meals. Ask for a show of hands if they consider themselves to be more "spur of the moment."
- Have participants work in pairs and brainstorm with their partner some of the benefits of planning meals and snacks ahead of time. Ask participants to also brainstorm some reasons that it is difficult to plan meals and snacks.
- Invite participants to share with the whole group some of the things they talked about. As an option, the nutritionist can record responses on a flip pad grouping them as pluses (+) or minuses (-).

Introduction

- Use the Icebreaker responses to highlight some of the benefits of planning meals. Be sure to include how it can save money, improve nutrition, and save time.
- Distribute *Family Meals Easy, Tasty, and Healthy* handout for mothers' or parent groups or *Meals Made Easy* JSY handout and review tips with group:
 - Plan ahead—Make meals simple. Cook when you have more time. Do some tasks the day before.
 - Fast family meals—Invite participants to share their own meal ideas.
 - Shop for time savers—Discuss cost versus benefits of convenience foods.
 - Save time in the kitchen—Invite participants to add their own time-saving kitchen tips.

Planning Main Meals (Activity 1)

- Prepare a bag of groceries. (You can use food from the food pantry, or prepare the bag ahead of time. Alternative: Prepare a list of foods or a poster of food pictures).
- Unpack the bag and describe each food (or review list of foods). Explain to the group that they are going to use these foods to plan healthy main meals.
- Show participants the *Half Your Plate* visual. Explain that this represents a healthy meal with half the plate being fruits and/or vegetables, one quarter meat, and one quarter grains.
- Ask the group to pair up and create as many different healthy main meals as they can using the foods you have displayed.
- Invite a few pairs to share their meal ideas with the whole group. Discuss any foods you might add to round out the meal (ex. low-fat milk for a beverage, fruit for dessert, etc.).

Take Away Task

- Invite participants to share with the group or write down which main meal idea they will try at home.

A Well-Stocked Kitchen (Activity 2)

- Ask the group to think about their “typical” week. How often do they have a full sit down meal at home? Invite participants to share if they wish.
- Explain that having some healthy foods on hand can make eating a balanced diet throughout the day easy and economical no matter what their lifestyle is.
- Distribute *Basic Foods* handout and review with group. Alternative: Have a display of pictures of staple foods.
- Ask the group to look over the list of staple foods. Have participants call out ideas of how they could use those items to make easy, healthy snacks, breakfasts, packable lunches, etc. (Note: You can survey the group with a show of hands and see how many eat breakfast, pack a lunch or eat snacks. Focus on meals that are most relevant to your group).

Take Away Task

- Invite participants to share with the group or write down some staple items that they will keep in their kitchen to prepare healthy, easy meals and snacks.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Select an entrée type recipe using some foods from the grocery bag in Activity 1.
- Discuss different forms of fruits and/or vegetables that could be used in the recipe and which ones might be most cost-effective.
- Ask participants if they already have any of the recipe ingredients on-hand at home. Are there substitutions they could use?
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, “What are your questions?”
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #8: Just Say Yes to...Beans!

Lesson Materials

- Cardboard food models or cans of a variety of beans
- Bags of dried beans
- Giant flip pad & markers (optional)
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *Bean Basics* JSY handout
- JSY recipe
- JSY incentive

To Find Out More

- [Food Stamp Nutrition Connection Recipe Finder: foodstamp.nal.usda.gov](http://FoodStampNutritionConnectionRecipeFinder.foodstamp.nal.usda.gov)
- [WIC resources for cooking dried beans: www.health.state.mn.us](http://WICresourcesforcookingdriedbeans.www.health.state.mn.us)

Objectives

At the completion of the workshop, participants will be able to:

- List at least 2 benefits of including beans in their diet.
- Describe new ways to use beans in family meals.
- Describe proper cooking methods for dried beans.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to work in pairs and brainstorm with their partner the benefits of eating beans. Have participants write down their ideas on sticky notes.
- Collect participants' sticky notes and read out the benefits they listed. Post the benefits on a flip pad or wall if desired.

Introduction

- Summarize any benefits mentioned in the Icebreaker and encourage the group to call out any other reasons beans are important in their diet. Include:
 - Beans taste great!
 - Beans are inexpensive.
 - Beans are a good source of protein.
 - Beans are fat free and high in vitamins, minerals and fiber.
- Emphasize the health benefits of beans:
 - help lower cholesterol
 - reduce the risk of cancer
 - help maintain weight
 - control blood sugar

Using Beans in Family Meals (Activity 1)

- Discuss the different kinds of beans available. Use pictures of beans, cardboard food models, cans of beans, or baggies of dried beans to demonstrate the wide variety.
- Ask the group which varieties are familiar to them. Which are new? Do they have a favorite that wasn't mentioned?
- Ask the group to pair up and brainstorm with their partner ways they could add beans to their daily diet.
- After a few minutes, ask the group to call out their ideas. Use a flip pad to record answers if desired. Be sure to mention some of these strategies:
 - Use beans in place of meat in a favorite casserole or lasagna dish.
 - Add your favorite type of bean to a cold salad.
 - Load your lunch-time wrap or burrito with plenty of beans.
 - Include a bean soup as its own entrée at your next meal.

Take Away Task

- Invite participants to share with the group or write down one way they are going to add beans to their meals this week.

Preparing Dried Beans (Activity 2)

- Show the group a bag of dried beans and tell them it contains about 5 to 6 cups of cooked beans. Compare the cost of dried beans versus cooked beans.
- Distribute *Bean Basics* handout and explain the preparation of dried beans step by step. Demonstrate the process as much as possible. Note that black-eyed peas, split peas and lentils DO NOT need to be soaked before cooking.
- Have the group pair up. Pass out sticky notes to each pair and ask them to write down all the benefits and all the drawbacks of using dried beans. (You can use one color paper for benefits and one for drawbacks if you wish).
- Go over each pair's responses as a whole group, starting with the benefits. Then, go over drawbacks. As a whole group, brainstorm ways to overcome each drawback. (i.e. soak beans while at work, freeze small batches of cooked beans, etc).

Take Away Task

- Invite participants to share with the group or write down one strategy they can use to prepare dried beans this week.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Discuss different varieties of beans that could be substituted for the one listed in the recipe.
- Discuss equivalent amount of dried beans, frozen cooked beans, or cans of beans that should be used in the recipe.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.

Lesson #9: Just Say Yes to... Nutrition Facts Labels!

Lesson Materials

- Empty containers or Nutrition Facts Labels from a variety of fruit and vegetable products (canned, frozen, dried, juice, etc.)
- *Nutrition Facts Label* poster (optional)
- Giant flip pad & markers (optional)
- Ingredients and supplies to prepare and serve JSY recipe

Duration of Lesson

Welcome:	2 minutes
Icebreaker:	5 minutes
Introduction:	10 minutes
Activity 1:	15 minutes
Activity 2:	15 minutes
Recipe:	20-40 minutes
Closing:	5 minutes

Take Home Items

- *Nutrition Facts Label* JSY handout
- JSY recipe
- JSY incentive

To Find Out More

- [USDA Center for Food Safety and Applied Nutrition *How to Understand and Use the Nutrition Facts Label*](#)
- [International Food Information Council *Lesson 1: Read Any Great Labels Lately?*](#)

Objectives

At the completion of the workshop, participants will be able to:

- Identify the information available on Nutrition Facts Labels.
- List the benefits of evaluating the nutrient content of food using the Nutrition Facts Label.
- Make healthy food choices using the information on the Nutrition Facts Label.

Welcome

- Greet participants as they enter workshop area.
- Introduce yourself and JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
 - This is a safe learning environment.
 - No one will be called on. Participants have a "voice by choice."
 - Please stay until the end, complete survey and receive incentive.

Icebreaker

- Ask participants to imagine themselves in the grocery store looking at all the food on the shelves. What information do they want to know about the food they buy?
- Have participants work in pairs and describe to their partner what information is important to them. As an option, participants can write their responses on sticky notes.
- Invite the group to share what they talked about. Post their sticky notes or write their responses on a giant flip pad. Point out that some of this information can be found on food labels.

Introduction

- Distribute the *Nutrition Facts Label* handout and/or use poster to review the information listed. Highlight the following:
 - Serving size—Point out that all information on the Nutrition Facts Label is based on ONE serving
 - Calories—Based on one serving. How many servings are in this package?
 - Fat, saturated fat, trans fat, cholesterol, sodium, fiber and the reference nutrients (vitamin A, vitamin C, calcium and iron).
- Highlight % Daily Values and explain how these numbers can be used as a quick guide to show us foods that are good or poor sources of a particular nutrient.
- Point out any similarities between the information participants named in the Icebreaker and the information found on the Nutrition Facts Label.

Reading Labels (Activity 1)

- Ask participants to work in pairs and select a food package from a grocery bag or hand out food labels from a variety of fruit and vegetable products.
- Ask participants to work with their partner for a few minutes and locate the serving size, calories and other nutrients on the label using the *Nutrition Facts Label* handout as a guide. Walk around the room and offer assistance as needed.
- As a whole group, ask participants to identify if their product/food label is high or low in key nutrients. For example ask, "Who has a product that is high in sodium or salt?" "How much sodium does it have?" "What is the % Daily Value?" "Who has a product that is high in vitamin A?"
- Use several examples and offer assistance and guidance as needed.

Take Away Task

- Ask the group, "What information will you look for on the Nutrition Facts Label the next time you go shopping?" Invite participants to share their ideas with the group.

Making Healthy Choices (Activity 2)

- Refer again to the *Nutrition Facts Label* handout and/or poster. As a whole group compare the JSY Minestrone soup and the canned soup.
- Guide the group through the process of comparing products. For example, ask the group, "Which product is higher in fiber (fat, sodium, etc.)?"
- Have participants work with a partner. Pass out two food labels or empty food packages to each partner group to compare. Partners could compare plain frozen vegetables with frozen vegetables in sauce, fruit canned in juice with fruit canned in heavy syrup, etc.
- Ask each pair to compare their food labels and discuss with their partner which product is the healthier choice and why.
- After a few minutes, invite participants to share with the group the products they compared.

Take Away Task

- Ask the group, "How might this information help you make healthy food choices the next time you go shopping?" Invite participants to share their ideas with the group.

Demonstrate a JSY Recipe

- Announce JSY allergy disclaimer.
- Discuss all steps in preparation.
- Explain how to select and store the fruit or vegetable used in the recipe.
- Offer samples to participants.

Suggested Recipe Talking Points

- Discuss different forms of fruits and/or vegetables that could be used in the recipe. Compare the Nutrition Facts Labels for the different forms.
- Pass around any food labels from the products used in the recipe and discuss the information found on it.
- Ask participants if or how they might change this recipe at home for their families.

Closing

- Summarize key points in lesson.
- Ask participants, "What are your questions?"
- Distribute JSY Surveys. Assist participants with completion, if needed.
- Give a JSY Nutrition Education Incentive to each participant as they hand in their survey.
- Thank participants.

Clean and pack up workshop space.