

Week 1 (Day 1): Fruits, Vegetables and Grains

| Time Needed | Materials Needed | Set-Up Needed |
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| 1 hour | <p>Poster board and markers for “Putting Fruits and Vegetables to the Test” activity from CMYC, p. 38</p> <p>Various grain packages for whole grain detective activity</p> | Set up poster board for putting fruits and vegetables to the test |
| Task, Content, Rational Aim | Background, Givens, Focus | Group, Mood, Experiential Aim |
| Teach participants how to shop for produce and grains on a budget and incorporate more into their diet. | Focus is on the Fruits/Vegetables, and Grain groups key nutrients, health benefits, shopping techniques and cooking methods. | Ask questions and facilitate discussion so participants can learn from each other rather than lecturing. |
| Topic | Procedural Steps/Activities/Key Points to be made | |
| Fruits/Vegetables Group | <ol style="list-style-type: none"> 1. Types Trainer asks class to name their favorite fruit and vegetable. Favorite way of preparing? Based on activity from last class, “Name That Fruit or Vegetable,” did you make any new discoveries? 2. Key nutrients/health benefits Trainer asks class: What are some of the key health benefits of fruits and vegetables? Are there good and bad choices? (e.g. Is fresh better than frozen or canned? Juice vs. whole fruit? Consider choices with added sugar/salt) www.choosemyplate.gov/fruits-nutrients-health, https://www.choosemyplate.gov/vegetables-nutrients-health 3. Portions/daily requirements Trainer asks class: How much is enough? (https://www.choosemyplate.gov/fruit, www.choosemyplate.gov/vegetables) Use plate and measuring cups for visuals. Are you getting enough? What are the challenges? 4. Buying Fruits and vegetables on a budget 5. Availability/Access (seasonal produce, community resources) (https://snaped.fns.usda.gov/seasonal-produce-guide) Trainer encourages participants to suggest sources of affordable produce in the community. Review list of seasonal produce—are there any unknowns? 6. Preparation/How to incorporate more into meals/snacks on a budget (PARTICIPANT HANDOUTS: MYPLATE TIP SHEETS 3, 9, 10, 11) After reviewing above handouts, trainer asks community members to name one method they will use in the coming week to incorporate more produce into their meals/snacks. Consider new cooking methods. | |
| Activity | <p>Putting Fruits and Vegetables to the Test:</p> <ul style="list-style-type: none"> • Buy various fruits and vegetable that are easy to measure serving sizes. Ask the class to measure out how much is a serving size for each fruit and vegetable. • Buy various fruits and vegetables that might be new to the participants and have them taste. Ask them what they think about the new fruit and vegetables they tasted. Encourage them to try new fruits and vegetables. <p>Putting Fruits and Vegetables to the Test, CMYC, p. 38) (PARTICIPANT HANDOUT: Fresh, Frozen, and Canned, CMYC, P. 51)</p> | |

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| <p>Grain Group</p> | <ol style="list-style-type: none"> 1. Types Trainer asks community members to name a grain product. Remind participants about “Name That Grain “activity from last class. Any new discoveries? Are there good and bad choices (consider whole grains and MyPlate message “make half your grains whole.” Consider added sugar/fat). 2. Key nutrients/health benefits https://www.choosemyplate.gov/grains-nutrients-health 3. Portions/daily requirements https://www.choosemyplate.gov/grains 4. Use plate and measuring cups for visuals. Are you getting enough whole grains? What are the challenges? 5. Preparation/how to incorporate more into meals/snacks on a budget (PARTICIPANT HANDOUTS: MYPLATE Tip Sheets 4, 22, Cooking Produce and Whole Grains, CMYC, p. 47) After reviewing above handouts, trainer asks community members to name one method they will use in the coming week to incorporate more produce into their meals/snacks. Consider new cooking methods. Be a Whole Grain Detective, CMYC, p. 46) |
| <p>Activity</p> | <p>Blind Fold Taste Test:</p> <ul style="list-style-type: none"> • Cook various kinds of whole grains. Ask for a couple of volunteers to be blind folded and have them guess the type of whole grain. <p>How to detect whole grains:</p> <ul style="list-style-type: none"> • Have the class determine if a grain product is a whole grain by checking package labels. Be a Whole Grain Detective, CMYC, p. 46) |
| <p>Homework</p> | <p>For next class, share with class how you incorporated more fruits/vegetables and whole grains into your meals/snacks based on what you learned in class today. What worked? What challenges did you face? Did you try any new cooking methods?</p> |