



No Time To Train

Short Lessons for School Nutrition Assistants

MyPlate–The “New Generation” Food Icon

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians, School Nutrition Managers, Child and Adult Care Food Program Staff, Teachers

Type of Lesson: Short, face-to-face training session

Time Needed to Conduct the Lesson: 20 minutes

Lesson Description: This lesson is designed to introduce the MyPlate icon. It will provide specific information about the MyPlate icon and a brief explanation of the significance of each part of the design. The U.S. Department of Agriculture (USDA) developed the MyPlate icon to remind people about healthy eating. This information is vital to the menu planning process and for providing nutrition and health education to help consumers adopt healthy eating habits consistent with DGA.

Lesson Objectives:

At the end of this lesson, participants will be able to:

1. Identify MyPlate as a symbol for nutrition and health education.
2. Discuss the messages of MyPlate.

Get Ready to Train

NOTE: This lesson should be taught following the lesson on the *Dietary Guidelines for Americans 2010* and should serve as an introduction to the other lessons on MyPlate.

The format for the **No Time to Train** lessons includes an overview, preparation checklist, lesson at a glance with timeline for conducting the lesson, references, handouts, and an instructor’s script. The manager/instructor will use the script to present the lesson to the participants. The script gives directions to the manager/instructor—**DO, SAY, ASK, LISTEN, AND ACTIVITY**—to deliver the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.

Teachers and others in the school or child care setting may wish to participate. This lesson could also be used to integrate nutrition education into the classroom. With some modifications, the lesson could be used with middle and secondary students.



Preparation Checklist

Directions: Use the Preparation Checklist to prepare for the training session. Track your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	<p>Gather Materials</p> <p>Materials Needed:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: MyPlate (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: MyPlate Activity (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pencils (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Flip chart easel with pad and markers
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation form (one for each participant)
	<p>Prepare for Lesson</p> <p>Before the Training:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handout 1: MyPlate (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handout 2: MyPlate Activity (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Session Evaluation form (one for each participant).
	<p>On Training Day:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place pencils on tables (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place flip chart easel with pad and markers in front of training room.
	<p>On the Instructor’s Table:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: MyPlate
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: MyPlate Activity
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance
(20 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview	Instructor introduces MyPlate.	Instructor's Script
10 minutes	Objective 1: Identify MyPlate as a symbol for nutrition and health education.	Instructor introduces and explains the MyPlate icon.	Handout 1: MyPlate
	Objective 2: Discuss the messages of MyPlate.	Instructor provides a brief explanation of the significance of each part of the icon.	
5 minutes	Wrap up, Activity, and Review	Instructor leads a discussion on the activity completed using Handout 2.	Instructor's Script Handout 2: MyPlate Activity
		Participants brainstorm ways they can introduce and reinforce MyPlate to students and faculty. Ideas are written on a flip chart. Instructor encourages participants to make suggestions and comments.	Flip chart, easel, pad, and markers
3 minutes	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

Note to Instructor:

Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

References:

U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, D.C. MyPlate Style Guide and Conditions of Use for the Icon. <http://www.choosemyplate.gov/> Accessed July 14, 2011.

U.S. Department of Agriculture, Food and Nutrition Service. (2011) Nutrition Assistance Programs Website. <http://www.fns.usda.gov/fns/> Accessed July 14, 2011.



U.S. Department of Agriculture, Food and Nutrition Service. (2011). Team Nutrition: Resources A-Z Website. <http://www.fns.usda.gov/tn/library.html> Accessed July 14, 2011.

U.S. Department of Agriculture and U.S. Department of Health and Human Services (2011). *Dietary Guidelines for Americans 2010* 7th Edition, Washington, D.C., U.S. Government Printing Office , December 2010.
<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/PolicyDoc.pdf>
Accessed July 14, 2011.

U.S. Department of Health and Human Services. (2011). Healthfinder.gov Website. <http://healthfinder.gov/> Accessed July 14, 2011.



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Instructor's Script



SAY:

The *Dietary Guidelines for Americans 2010* and MyPlate both serve as food guidance systems for nutrition education. The U.S. Department of Agriculture (USDA) developed MyPlate to serve as a “new generation” food icon to prompt consumers to think differently about their food choices. The symbol has been designed to be simple. Its purpose is to remind Americans to eat healthfully using the familiar mealtime visual of a place setting. The different parts of the symbol represent the five food groups and the proportion of our diet each group should make up.

Let me introduce to you MyPlate.



DO:

Distribute **Handout 1: MyPlate – The “New Generation” Food Icon**



SAY:

MyPlate is a colorful yet simple icon. It was developed to be a motivational tool to remind people to make healthy food choices and to serve as an aid in planning diets.

Notice that the plate and cup are shaded in five different colors. Each color represents a different food group. Orange represents the grains, green represents vegetables, red represents fruits, blue represents the dairy, and purple represents protein, such as meat or beans.

These groupings and colors illustrate the need for variety in our diets. We should eat from each of these food groups every day for good health.

You'll notice that the sizes of the sections on the plate for the different groups vary in size. This symbolizes proportionality. These portions are a general guide and not exact, but they are a good illustration to remind us to eat more from some groups and less from others.



ASK:

What group or groups are we encouraged to eat more from?



LISTEN:

Pause for a moment to allow participants to think and respond.



SAY:

The largest sections are for vegetables and grains, indicating that we need more foods from these groups than from fruits, protein, and dairy.



With vegetables, it is important to consume a wide variety and be sure to include dark green vegetables, such as broccoli and spinach, as well as red and orange vegetables, such as carrots and sweet potatoes.

When we choose grains, it is important to make at least half of the grains we eat whole grains instead of refined grains because they contain more fiber and other nutrients. This would mean selecting brown rice, whole-grain pastas or cereals, and whole-wheat bread, instead of white rice, pasta, and bread.

On the back side of **Handout 1**, it discusses these concepts, as well as several other nutrition tips. This tip sheet and a variety of other nutrition resources are available at <http://www.choosemyplate.gov>.

The main messages from MyPlate are to balance calories by avoiding oversized portions; increase your intake of fruits and vegetables, and fat-free or low-fat (1%) milk.



ACTIVITY:
Handout 2: MyPlate Activity



DO:
Ask participants to look at **Handout 2: MyPlate Activity**.



SAY:
Think about everything you ate or drank in the past 24 hours. Then draw the proportions of the five food groups you consumed using the blank MyPlate template below. Take about two or three minutes to draw your plate and then we will discuss the results.



ASK:
How close did you get to the recommended amounts? What foods should you have eaten more or less of to get closer to the recommended amounts?



LISTEN:
Pause for a moment to allow participants to think and respond.



SAY:
This activity would be a good way to introduce MyPlate to students and help remind them to make healthy food choices. Now, let's think for just a moment about other ways we can make our customers aware of MyPlate and what types of things we can do to encourage them to make wise food selections. Let's make a list of ways we can introduce MyPlate to our students and faculty.



**DO:**

Guide the discussion of comments as needed and write responses down on the flip chart. One suggestion might be to place the colorful poster in the dining area where customers can see it. Ask participants to locate a very visible area in the dining room to display the MyPlate poster. The poster is available at <http://www.choosemyplate.gov>.

**ASK:**

Are there any other comments or questions about MyPlate?

**LISTEN:**

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

**SAY:**

The USDA developed MyPlate to serve as a “new generation” food icon to prompt consumers to think differently about their food choices. The symbol has been designed to be simple. Its purpose is to remind Americans to eat healthfully using the familiar mealtime visual of a place setting.

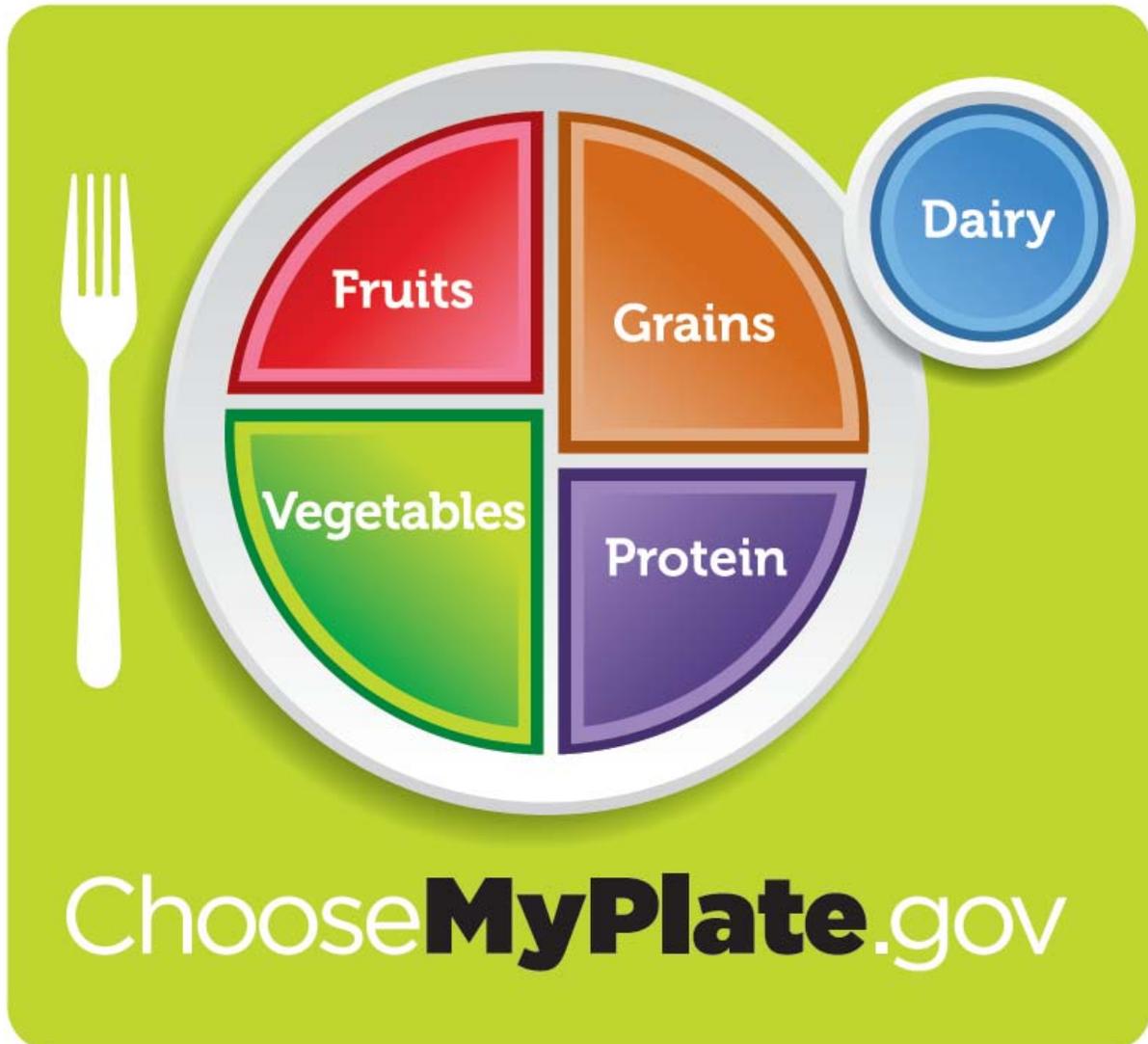
**DO:**

Distribute the Session Evaluation form.

**SAY:**

Thank you for participating in the lesson today. Please take a few minutes to complete the Session Evaluation form. Thank you for your input.

Handout 1: MyPlate



Source: U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, DC. News and Media. http://www.choosemyplate.gov/global_nav/media_resources.html Accessed July 14, 2011.



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10 tips
Nutrition
Education Series

choose MyPlate

10 tips to a great plate



Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.

Use the ideas in this list to *balance your calories*, to choose foods to *eat more often*, and to cut back on foods to *eat less often*.

1 balance calories

Find out how many calories YOU need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2 enjoy your food, but eat less

Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.



3 avoid oversized portions

Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4 foods to eat more often

Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.



5 make half your plate fruits and vegetables

Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

6 switch to fat-free or low-fat (1%) milk

They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.



7 make half your grains whole grains

To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8 foods to eat less often

Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9 compare sodium in foods

Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."



10 drink water instead of sugary drinks

Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.



Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 1
June 2011
USDA is an equal opportunity provider and employer.

Source: U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, DC. Top Ten Tips Educational Series. <http://www.choosemyplate.gov/tipsresources/tentips.html> Accessed July 14, 2011.



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Handout 2: MyPlate Activity

Instructions: Think about everything you ate or drank in the past 24 hours. Then draw the proportions of the five food groups you consumed using the blank MyPlate template below. How close did you get to the recommended amounts? What foods should you have eaten more or less of to get closer to the recommended amounts?



USDA Center for Nutrition
Policy and Promotion

Source: U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, DC. News and Media. http://www.choosemyplate.gov/global_nav/media_resources.html Accessed July 14, 2011.



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National Food Service Management Institute
The University of Mississippi

Session Evaluation

Instructions:

Completely fill in the circle of your answer. Use a #2 pencil.
Please select only one response for each statement. Do not fold or crease this sheet.

Title of Meeting: _____		Trainer's Code: _____	
Session Topic: _____		Date: _____	
Time Slot: _____	Location: _____	Length of Event (hrs/min): _____	

Attendee Status:

- | | | |
|--|---|--|
| <input type="radio"/> District director | <input type="radio"/> Major city director | <input type="radio"/> Private consultant/trainer |
| <input type="radio"/> State agency staff | <input type="radio"/> Site-level manager | <input type="radio"/> Foodservice assistant |
| <input type="radio"/> Educator | <input type="radio"/> Other (please list) _____ | |

Reaction to this Session		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).						
1.	The session objectives were clearly presented.	5	4	3	2	1
2.	The session objectives were achieved.	5	4	3	2	1
3.	I can apply what I learned in this session to my job.	5	4	3	2	1
4.	Attending the session increased my skill on the topic.	5	4	3	2	1
5.	Attending the session increased my knowledge on the topic.	5	4	3	2	1
6.	I would recommend this session to others.	5	4	3	2	1
7.	Overall, the session met or exceeded my expectations.	5	4	3	2	1

Comments about this Session
<p>The information I found MOST useful was:</p> <hr/> <hr/> <hr/>
<p>Please share any additional comments:</p> <hr/> <hr/> <hr/>

National Food Service Management Institute - The University of Mississippi

