

No Time To Train

Short Lessons for School Nutrition Assistants

MyPlate—Let's Talk Vegetables!

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians, School Nutrition Managers, CACFP Staff, Teachers

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

Time Needed to Conduct the Lesson: 15 minutes

Lesson Description: This lesson explains the vegetable group represented in MyPlate. Participants will learn why vegetables are an important part of the daily diet and the foods that count as vegetables. Nutrition professionals will be able to apply the information presented in this lesson to the school menu. MyPlate and related resources developed by USDA are helpful tools for child nutrition program staff to use when providing nutrition education to children of all ages.

Lesson Objectives:

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

1. Discuss why vegetables are important in the diet.
2. Identify foods from the different vegetable subgroups.

Get Ready to Train

Note: This lesson should be taught following the No Time to Train lessons on the *Dietary Guidelines for Americans 2010* and *MyPlate—The “New Generation” Food Icon*.

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 also could be used to integrate nutrition education into the classroom. With some modifications, the lesson could be used with middle and secondary students.



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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	Lesson Tasks
	Gather Materials
	Materials Needed:
<input type="checkbox"/>	• Instructor's Script
<input type="checkbox"/>	• Handout 1: MyPlate–Vegetables (one for each participant; accessible at http://www.choosemyplate.gov/global_nav/media_resources.html)
<input type="checkbox"/>	• Handout 2: Vegetable Subgroups (one for each participant)
<input type="checkbox"/>	• Pencils (one for each participant)
<input type="checkbox"/>	• Session Evaluation form (one for each participant)
	Prepare for Lesson
	Before the Training:
<input type="checkbox"/>	• Make copies of Handouts 1 and 2 (one for each participant).
<input type="checkbox"/>	• Make copies of Session Evaluation form (one for each participant).
	On Training Day:
<input type="checkbox"/>	• Place pencils on tables (one for each participant).
<input type="checkbox"/>	• Distribute Handouts 1 and 2 to each participant.
	On the Instructor's Table:
<input type="checkbox"/>	• Instructor's Script
<input type="checkbox"/>	• Handout 1: MyPlate–Vegetables
<input type="checkbox"/>	• Handout 2: Vegetable Subgroups
<input type="checkbox"/>	• Session Evaluation forms

Lesson at a Glance (15 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview	Introduce topic and relate it to the <i>Dietary Guidelines for Americans 2010</i> and <i>MyPlate—The “New Generation” Food Icon</i> No Time to Train Lessons.	Instructor’s Script
4 minutes	Objective 1: Discuss why vegetables are important in the diet.	Use Handout 1 to relate the importance of vegetables in a healthy diet.	Handout 1: MyPlate—Vegetables
5 minutes	Objective 2: Identify foods from the vegetable group.	Use Handouts 1 and 2 to identify foods in the different vegetable subgroups. Participants complete activity and identify vegetables under subgroups.	Handout1: MyPlate—Vegetables Handout 2: Vegetable Subgroups
2 minutes	Wrap up and Review	Instructor encourages participants to ask questions and to make comments.	Handout 1: MyPlate—Vegetables Handout 2: Vegetable Subgroups
2 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:

National Food Service Management Institute. (2005, Rev. 2011). *Nutrition 101: A taste of food and fitness*. University, MS: Author.

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.

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.



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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:

In previous lessons, we learned about the *Dietary Guidelines for Americans 2010* and *MyPlate – The “New Generation” Food Icon*. Medical research shows that we all need to learn more about basic nutrition so that we can make healthier food choices and live longer lives. Today, we are going to talk about MyPlate as we continue to learn about basic nutrition.

This lesson will focus on vegetables. We are going to discuss why vegetables are important in our diet and what foods are in the different vegetable subgroups.



DO:

Distribute copies of **Handout 1: MyPlate–Vegetables**.



SAY:

From our lesson on MyPlate, we learned that the food groups are represented on the plate by different colors. Vegetables are represented by the color green. One of the key consumer messages from the *Dietary Guidelines* is to make half your plate fruits and vegetables, and this is clearly shown on the MyPlate icon. Notice also that the green section is slightly larger than the red section, these means vegetables should make up a slightly larger portion of our diet than fruit.



DO:

Refer participants to **Handout 1: MyPlate–Vegetables** and point to the green section of the plate.



ASK:

Why do you think vegetables are an important part of our diet?



LISTEN:

Listen to individual responses.



SAY:

Eating vegetables provides many health benefits.

- A diet rich in vegetables may reduce the risk of diseases such as stroke, heart disease, type 2 diabetes, and cancers (mouth, stomach, and colon-related).
- Low-calorie vegetables can aid in weight management.
- Potassium found in vegetables may reduce the risk of kidney stones and bone loss.
- High-fiber vegetables may reduce blood cholesterol and improve bowel function.
- Vegetables containing vitamin A help to keep the eyes and skin healthy and protect against infection.
- Vitamin E helps to protect vitamin A and essential fatty acids from cell oxidation.
- Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Vitamin C also aids in iron absorption.

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- For pregnant women, the consumption of folic acid found in vegetables helps prevent neural tube defects in babies.

There is a variety of ways to consume foods in the vegetable group. Vegetables may be raw or cooked, fresh, frozen, canned, or dried/dehydrated. They may be eaten whole, cut-up, or mashed. And 100% vegetable juice also counts as a food from the vegetable group.

Vegetables are divided into five subgroups. The subgroups are **dark green, red and orange, beans and peas, starchy, and other vegetables**. It is important to consume a variety of vegetables from all of the different groups to ensure that you are getting adequate amounts of all the essential nutrients your body needs.



DO:

Distribute **Handout 2: Vegetable Subgroups**.



ASK:

In which subgroup do your favorite vegetables belong? Take a few minutes to complete the activity on **Handout 2** and think about the many different types of vegetables and how you could include them in your diet.



ACTIVITY:

Participants will complete **Handout 2** and identify the subgroups that different vegetables belong in.



SAY:

As a group, let's brainstorm ways to encourage students to choose more vegetables.

Some suggestions could be to:

- Decorate plates or serving dishes with vegetable slices.
- Include beans in soups and chili.
- Offer a salad instead of chips or French fries.
- Use a low fat dip or dressing for broccoli, carrots, bell peppers, etc.
- Learn how to identify the root, stem, flower, or leaf on plants in a school garden.

Thank you for all of these great ideas! I'll schedule some time for us to make a plan to implement some of these ideas. Today we've talked about the importance of vegetables. Vegetables provide essential vitamins, minerals, and fiber. It is important that we serve our customers the vegetables they need for maintaining a healthy diet.



ASK:

Do you have any questions about MyPlate or the vegetable group?



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**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.

**DO:**

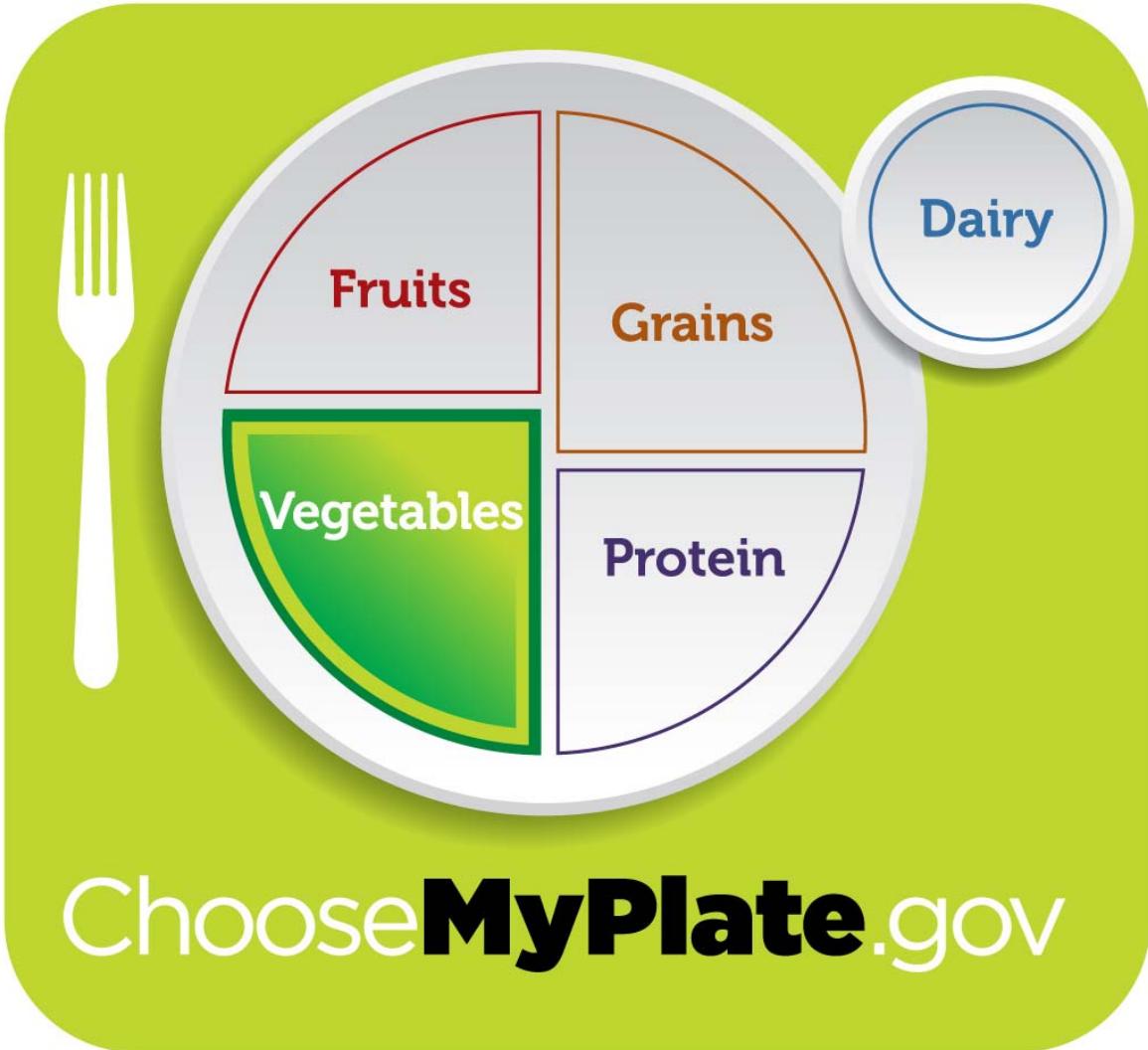
Distribute the Session Evaluation form.

**SAY:**

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



Handout 1: MyPlate –Vegetables



Source: U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, D.C. News and Media. http://www.choosemyplate.gov/global_nav/media_resources.html
Last modified: June 16, 2011.



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Handout 2: Vegetable Subgroups

Here is a list of the five subgroups and the vegetables that belong to each subgroup. Use this list to complete the activity on the following page.

Dark Greens Vegetables

Bok choy
Broccoli
Collard greens
Dark green leafy lettuce
Kale
Mesclun
Mustard greens
Romaine lettuce
Spinach
Turnip greens
Watercress

Red & Orange Vegetables

Acorn squash
Butternut squash
Carrots
Hubbard squash
Pumpkin
Red peppers
Sweet potatoes
Tomatoes
Tomato juice

Beans and Peas

Black beans
Black-eyed peas (mature, dry)
Garbanzo beans (chickpeas)
Kidney beans
Lentils
Navy (Pea) beans
Pink beans
Pinto beans
Soy beans, mature
Split peas
White beans (cannellini beans)

Starchy Vegetables

Cassava
Corn
Fresh cowpeas, field peas, or black-eyed peas
Green bananas
Green peas
Green Lima beans
Plantains
Potatoes
Taro
Water chestnuts

Other Vegetables

Artichokes
Asparagus
Avocado
Bean sprouts
Beets
Brussels sprouts
Cabbage (red or green)
Cauliflower
Celery
Cucumbers
Eggplant
Green beans, Wax beans
Green or red peppers
Iceberg (head) lettuce
Mushrooms
Okra
Onions
Parsnips
Squash, white, yellow, zucchini
Turnips
Wax beans

Source: U.S. Department of Agriculture (2011). ChooseMyPlate.gov Website. Washington,D.C. Good Groups-Vegetables. <http://www.choosemyplate.gov/foodgroups/vegetables.html>
Last modified: June 8, 2011. Accessed July 15, 2011



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Vegetable Subgroups Activity

Read the vegetable names in the column on the right and write the corresponding vegetable subgroup in the blank to the left.

Dark Green Vegetables

Red/Orange Vegetables

Beans and Peas

Starchy Vegetables

Other Vegetables

- _____ 1. Romaine lettuce
- _____ 2. Carrot slices
- _____ 3. Mesclun (assorted salad greens)
- _____ 4. White beans
- _____ 5. Green beans
- _____ 6. Yellow crookneck squash
- _____ 7. Iceberg (head) lettuce
- _____ 8. Broccoli
- _____ 9. Green peas
- _____ 10. Sweet potatoes
- _____ 11. Green lima beans
- _____ 12. Beans in tomato sauce with pork (pork & beans)
- _____ 13. Acorn squash
- _____ 14. Turnip greens
- _____ 15. Corn
- _____ 16. Brussels sprouts

Vegetable Subgroups Activity (Answers)

Read the vegetable names in the column on the right and write the corresponding vegetable subgroup in the blank to the left.

Dark Green Vegetables Red/Orange Vegetables Beans and Peas

Starchy Vegetables Other Vegetables

Dark Green Vegetables 1. Romaine lettuce

Red/Orange Vegetables 2. Carrot slices

Dark Green Vegetables 3. Mesclun (assorted salad greens)

Beans and Peas 4. White beans

Other Vegetables 5. Green beans

Other Vegetables 6. Yellow crookneck squash

Other Vegetables 7. Iceberg (head) lettuce

Dark Green Vegetables 8. Broccoli

Starchy Vegetables 9. Green peas

Red/Orange Vegetables 10. Sweet potatoes

Starchy Vegetables 11. Green lima beans

Beans and Peas 12. Beans in tomato sauce with pork (pork & beans)

Red/Orange Vegetables 13. Acorn squash

Dark Green Vegetables 14. Turnip greens

Starchy Vegetables 15. Corn

Other Vegetables 16. Brussels sprouts





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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: _____

Session Topic: _____ Trainer's Code: _____

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

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).

	Strongly Agree	Agree	Neutral	Disagree	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

The information I found MOST useful was:

Please share any additional comments:

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