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.
Preparation Checklist

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

<table>
<thead>
<tr>
<th>Done</th>
<th>Lesson Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Checkmark]</td>
<td>Gather Materials</td>
</tr>
<tr>
<td>![Checkmark]</td>
<td>Prepare for Lesson</td>
</tr>
</tbody>
</table>

### Gather Materials

**Materials Needed:**
- Instructor’s Script
- Handout 1: MyPlate–Vegetables (one for each participant; accessible at http://www.choosemyplate.gov/global_nav/media_resources.html)
- Handout 2: Vegetable Subgroups (one for each participant)
- Pencils (one for each participant)
- Session Evaluation form (one for each participant)

### Prepare for Lesson

**Before the Training:**
- Make copies of Handouts 1 and 2 (one for each participant).
- Make copies of Session Evaluation form (one for each participant).

**On Training Day:**
- Place pencils on tables (one for each participant).
- Distribute Handouts 1 and 2 to each participant.

**On the Instructor’s Table:**
- Instructor’s Script
- Handout 1: MyPlate–Vegetables
- Handout 2: Vegetable Subgroups
- Session Evaluation forms
# Lesson at a Glance

(15 minutes)

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

**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:**


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.
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?
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

Last modified: June 16, 2011.
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

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)

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

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

**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.

<table>
<thead>
<tr>
<th>Dark Green Vegetables</th>
<th>Red/Orange Vegetables</th>
<th>Beans and Peas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starchy Vegetables</strong></td>
<td><strong>Other Vegetables</strong></td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>1. Romaine lettuce</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>2. Carrot slices</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>3. Mesclun (assorted salad greens)</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>4. White beans</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>5. Green beans</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>6. Yellow crookneck squash</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>7. Iceberg (head) lettuce</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>8. Broccoli</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>9. Green peas</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>10. Sweet potatoes</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>11. Green lima beans</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>12. Beans in tomato sauce with pork (pork &amp; beans)</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>13. Acorn squash</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>14. Turnip greens</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>15. Corn</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>16. Brussels sprouts</td>
<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Dark Green Vegetables</th>
<th>Red/Orange Vegetables</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Vegetables</strong></td>
<td>5. Green beans</td>
<td><strong>Other Vegetables</strong></td>
<td>6. Yellow crookneck squash</td>
<td><strong>Other Vegetables</strong></td>
</tr>
<tr>
<td><strong>Other Vegetables</strong></td>
<td>7. Iceberg (head) lettuce</td>
<td><strong>Dark Green Vegetables</strong></td>
<td>8. Broccoli</td>
<td><strong>Starchy Vegetables</strong></td>
</tr>
<tr>
<td><strong>Starchy Vegetables</strong></td>
<td>15. Corn</td>
<td><strong>Other Vegetables</strong></td>
<td>16. Brussels sprouts</td>
<td><strong>Other Vegetables</strong></td>
</tr>
</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>Ttitle of Meeting:</th>
<th>Session Topic:</th>
<th>Trainer’s Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time Slot:</th>
<th>Location:</th>
<th>Length of Event (hrs/min):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendee Status:**

- District director
- State agency staff
- Educator
- Major city director
- Site-level manager
- Other (please list):
- Private consultant/trainer
- Foodservice assistant

## 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).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The session objectives were clearly presented.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. The session objectives were achieved.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I can apply what I learned in this session to my job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Attending the session increased my skill on the topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Attending the session increased my knowledge on the topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. I would recommend this session to others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Overall, the session met or exceeded my expectations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

## Comments about this Session

The information I found MOST useful was:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Please share any additional comments:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

National Food Service Management Institute - The University of Mississippi

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