



No Time To Train

Short Lessons for School Nutrition Assistants

MyPlate–Focus on Fruits

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 fruit group represented in the MyPlate icon. Participants will learn why fruits are an important part of the daily diet and the foods that count as fruits. Nutrition professionals will be able to apply the information presented in this lesson to the school menu. MyPlate and related resources developed by the 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 fruits are important in the diet.
2. Identify nutrients from the fruit group and their health benefits.

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, lists of sources, 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.

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–Fruits (one for each participant; accessible at http://www.choosemyplate.gov/global_nav/media_resources.html)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Nutrient Health Benefits and Fruit Sources 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"> • 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 Handouts 1 and 2 (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"> • Distribute Handouts 1 and 2 to each participant.
	<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"> • Handouts 1: MyPlate–Fruits
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handouts 2: Nutrient Health Benefits and Fruit Sources Activity
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance
(15 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview	Introduce topic and relate 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 fruits are important in the diet.	Use Handout 1 to relate the importance of fruits in a healthy diet.	Handout 1: MyPlate–Fruits
5 minutes	Objective 2: Identify foods from the fruit group and their health benefits.	Use Handouts 1 and 2 to identify nutrients in the fruit group. Participants complete activity and brainstorm ways to encourage students to eat fruits.	Handout 1: MyPlate–Fruits Handout 2: Nutrient Health Benefits and Fruit Sources Activity
2 minutes	Wrap up and Review	Instructor encourages participants to ask questions and to make comments.	Handout 1: MyPlate–Fruits Handout 2: Nutrient Health Benefits and Fruit Sources Activity
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 27, 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.



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 fruits. We are going to discuss why fruits are important in our diet and what foods are in the fruit group.



DO:

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



SAY:

From our lesson on MyPlate, we learned that the food groups are represented on the plate by different colors. Fruits are represented by the color red. 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.



DO:

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



ASK:

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



LISTEN:

Listen to individual responses.



SAY:

Eating fruits provides many health benefits.

- A diet rich in fruits may reduce the risk of diseases, such as stroke, heart disease, type 2 diabetes, and cancers (mouth, stomach, and colon-related).
- Fruits can aid in weight management. Most fruits are naturally low in fat and calories.
- Fruits are good sources of potassium, which helps to maintain healthy blood pressure and may reduce the risk of bone loss and development of kidney stones. Most of us know that bananas are a good source of potassium, but did you know that dried plums (prunes), cantaloupe, honeydew melon, dried peaches and apricots, and orange juice are too?
- Fruits are good sources of dietary fiber. The fiber found in fruits may help reduce blood cholesterol and a number of beneficial effects including decreased risk of coronary artery disease. Dietary fiber improves bowel function. Fruit juices contain little or no fiber, however.

- Many fruits contain vitamin C, which aids in the growth and repair of all body tissues. It helps heal cuts and wounds and keeps the teeth and gums healthy.
- Vitamin A found in fruits keeps eyes and skin healthy and helps to protect against infections.
- The folic acid in fruits helps the body form red blood cells. It is also very important to pregnant women because it reduces the risk of neural tube defects and other birth defects.
- Additionally, fruits are naturally low in sodium and do not contain cholesterol.

While the nutrition of fruits is very important, the flavor and pleasure fruits add to our diets each day is equally important. Fruits are naturally sweet and make a welcome addition to any meal. Fruits are very versatile on the menu. They can be served as a separate menu item or combined with other ingredients in salads, side dishes, baked items, and even as part of entrees. Fruits can show up as major ingredients in soups and sauces as well.

Fruits also make excellent snacks and many don't require any preparation. Most can be eaten out of hand, peel and all—just rinse, eat, and enjoy!



DO:

Distribute **Handout 2: Nutrient Health Benefits and Fruit Sources Activity**.



SAY: We have just learned about how fruits are sources of many vitamins, minerals and other natural substances that may help protect you from chronic diseases. Take a few minutes to complete the activity on **Handout 2**. Read the health benefits and fruit sources listed and write in the blank the corresponding essential nutrients that are under-consumed in the American diet.



ASK:

How will you encourage the students you serve to eat more fruits? Acknowledge responses.



ACTIVITY:

Participants will complete **Handout 2** and brainstorm what fruits could be added to their menu and how they can encourage students to choose more fruits.

Some suggestions could be to:

- Decorate plates or serving dishes with fruit slices.
- Make fruit kabobs using pineapple chunks, bananas, grapes, and berries.
- Offer raisins or other dried fruits instead of candy. Please note that raisins and grapes may be a choking hazard for younger children.
- Use a low-fat yogurt or pudding dip for fruits like strawberries or melons.
- Decorate cafeteria with information about the fruit's country of origin.



SAY:

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 have talked about the importance of fruits. Fruits provide essential vitamins, minerals, and fiber. It is important that we serve our customers the fruits they need for maintaining a healthy diet.



ASK:

Do you have any questions about MyPlate or the fruit 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:

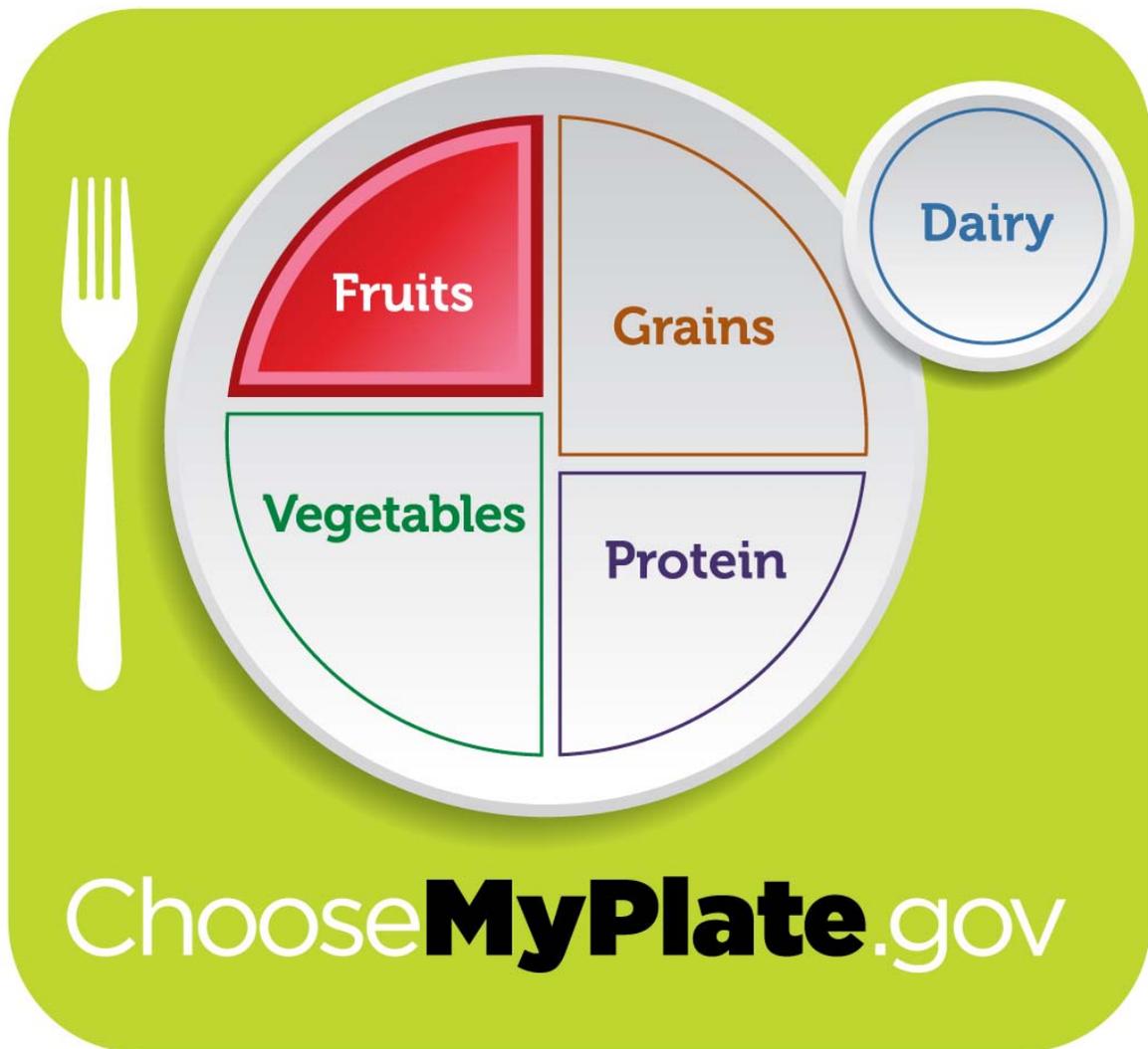
Distribute the Session Evaluation form.



SAY:

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

Handout 1: MyPlate-Fruits



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

Handout 2: Nutrient Health Benefits and Fruit Sources Activity

The four essential nutrients named below are all under-consumed in the American diet. Read the health benefits and fruit sources listed and write the corresponding nutrient in the blank.

Dietary Fiber

Potassium

Vitamin A

Vitamin C

Name the Nutrient:	
Health Benefits	Excellent Fruit Sources
Helps heal cuts and wounds and keeps teeth and gums healthy.	guava, kiwi fruit, orange, orange juice, grapefruit juice, strawberries, cantaloupe, papaya, pineapple, mango

Name the Nutrient:	
Health Benefits	Excellent Fruit Sources
Keeps eyes and skin healthy and helps to protect against infections.	cantaloupe

Name the Nutrient:	
Health Benefits	Excellent Fruit Sources
A number of beneficial effects including decreased risk of coronary artery disease.	Asian pear, pear, raspberries, blackberries, stewed prunes, figs, apple with skin, banana, orange, guava

Name the Nutrient:	
Health Benefits	Good Fruit Sources
May help to maintain a healthy blood pressure.	prune juice, bananas, peaches, prunes, apricots, cantaloupe, honeydew melon, plantains, orange juice

Source: U.S. Department of Agriculture (2011). ChooseMyPlate.gov Website. Washington, DC. Good Groups-Fruits. <http://www.health.gov/dietaryguidelines/dga2005/document/html/appendixB.htm#AppB1>
Last modified: July 9, 2008. Accessed August 2, 2011



Handout 2: Nutrient Health Benefits and Fruit Sources Activity (Answers)

The four essential nutrients named below are all under-consumed in the American diet. Read the health benefits and fruit sources listed and write the corresponding nutrient in the blank.

Dietary Fiber

Potassium

Vitamin A

Vitamin C

Name the Nutrient: VITAMIN C	
Health Benefits	Excellent Fruit Sources
Helps heal cuts and wounds and keeps teeth and gums healthy.	guava, kiwi fruit, orange, orange juice, grapefruit juice, strawberries, cantaloupe, papaya, pineapple, mango

Name the Nutrient: VITAMIN A	
Health Benefits	Excellent Fruit Sources
Keeps eyes and skin healthy and helps to protect against infections.	cantaloupe

Name the Nutrient: DIETARY FIBER	
Health Benefits	Excellent Fruit Sources
A number of beneficial effects including decreased risk of coronary artery disease.	Asian pear, pear, raspberries, blackberries, stewed prunes, figs, apple with skin, banana, orange, guava

Name the Nutrient: POTASSIUM	
Health Benefits	Good Fruit Sources
May help to maintain a healthy blood pressure.	prune juice, bananas, peaches, prunes, apricots, cantaloupe, honeydew melon, plantains, orange juice

Source: U.S. Department of Agriculture (2011). ChooseMyPlate.gov Website. Washington, DC. Good Groups-Fruits.

<http://www.health.gov/dietaryguidelines/dga2005/document/html/appendixB.htm#AppB1>

Last modified: July 9, 2008. Accessed August 2, 2011





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

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