

Lesson Overview

GOAL:

To educate and encourage participants to make healthy nutrition and physical activity changes based on the plate method.

OBJECTIVES:

By the end of the class, participants will:

1. Reinforce understanding of the importance of nutrition in diabetes and cancer prevention/management.
2. Identify the 10 main messages of MyPlate.
3. Identify the food groups and important MyPlate messages related to each food group.
4. Demonstrate how to choose healthier foods from each food group.
5. Compare their typical plate with the recommended MyPlate and identify where they can make healthful changes.
6. Record the amount of fruits and vegetables they eat on their FAD using the corresponding food group boxes.

MATERIALS:

1. Handouts/Worksheets/Visuals.
2. Equipment for PowerPoints and other audiovisuals when applicable.

BHL Week 4 Guide for Instructors

Make a Better Plate



Getting Started:

HOUSEKEEPING

- Welcome the class & introduce yourself.
- Cover questions/comments/concerns related to both fitness and/or nutrition, and refer to the appropriate BHL staff member if unable to answer or console.
- Review the past week's *FADS* and *Weekly 3 C's*.
- Review the past week's *Weekly Challenge* when applicable.
- Have trained BHL staff take anthropometric measurements, distribute any materials or information, or make announcements when applicable.
- Have participants sign-in on attendance sheet.
- Give MetroCard to those applicable.
- Ensure that healthy snacks and water are provided.
- Distribute the lesson handouts.
- After each **TOPIC**, ask if the material is clear and if there are any questions.

Today's Lesson:

#1 CHOOSE MYPLATE

- BOLD Healthy Living Program: *PowerPoint* (PowerPoint, ENG)
- BOLD Healthy Living Program: *Week 4 Activity Packet* (Handout #1, ENG)

TOPICS

1. **PowerPoint.** Deliver presentation or read through slides.
2. **Activity—Think About Your Favorite Meal (slide 1):** (1) Using the *Activity Packet* (p1), have participants write or draw their typical weekday dinner. (2) When everyone is finished, facilitate discussion, e.g., who wants to share their typical dinner? What types of foods are you choosing? Do you think your meal could be healthier?
3. **(slides 2-3)**—Introduce MyPlate. Note: Leading organizations, like the American Diabetes Association, American Institute for Cancer Research, and American Cancer Society, have similar nutrition guidelines to MyPlate for the prevention of diabetes and cancer—so it's a wonderful tool to learn for healthy living.
4. **Activity—Make At Least Half Your Grains Whole Grains (slide 17):** Using the *Activity Packet* (p2), have participants decide which cereal they would choose. Discuss answer (All-Bran) by reviewing the section's content.
5. **Activity—Go Lean With Protein (slide 19):** Using the *Activity Packet* (p3), have participants complete the matching. Key message: Choose lean proteins that are lower in fat. Answer Key: A, H,C, B, D, F, E, G.

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6. **Activity—Switch to Fat-free or Low-fat Milk and Dairy Products (slide 27):** Using the *Activity Packet (p4)*, have participants indicate which dairy options they would choose. Discuss answers.

#2 FAD

- Personal Nutrition Guide: *Daily Food Diary* (Blank FAD)

TOPICS

1. **Provide Instructions for Using the Food Group Boxes on the FAD:** Go through the food group boxes and explain which food group they represent and how to mark it off (e.g., 1 slice bread = 1 grain; 1 apple = 1 fruit). Read the *Week-by-Week Guide* for Week 4 and *Food-for-Thought*.

#3 WEEKLY CHALLENGE

- BOLD Healthy Living Program: *Weekly Challenge #2* (Handout #2, ENG/SPN)
- Dietary Guidelines for Americans: *My Shopping List* (Handout #3, ENG)

TOPICS

1. **Instructions:** Instruct participants to complete the *Weekly Challenge #2* and bring it with them to the next nutrition class. Participants will use their typical weekday dinner and remake their plate using the blank MyPlate provided. They can use the shopping list provided as a guide. In the next class, they will then compare their new plate to their old one to see the changes they have made. In addition, they should begin making changes to their food choices by following MyPlate, and record their progress in their FADs.

Closing:

HOUSEKEEPING

- Allow time for questions, comments, and concerns.
- Make sure that everyone has 3 blank *FAD* worksheets and 1 blank *My 3 C's* worksheet to complete over the week.
- Read their weekly *FAD* instructions (*Week-by-Week Guide* in *Orientation Packet*).
- Remind the class to review the *BHL Weekly Checklist*.
- Make sure that everyone knows the time/location of the next fitness and nutrition classes.
- Thank everyone for coming and offer your availability after class for questions, comments, or concerns. Provide referrals as necessary to the appropriate professionals.

Material References:

PowerPoint:

B.O.L.D. Healthy Living Program. *Choose MyPlate* (PowerPoint Presentation). Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

Handout #1:

B.O.L.D. Healthy Living Program. *Week 4 Activity Packet*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

Handout #2

MyPlate Graphic. United States Department of Agriculture Food and Nutrition Services Web Site. Available at: <http://teammnutrition.usda.gov/graphics.html>. Accessed July 10, 2013.

Handout #3

My Shopping List. United States Department of Health and Human Services Web Site. Available at: http://www.health.gov/dietaryguidelines/dga2005/healthieryou/pdf/shopping_list.pdf. Accessed July 10, 2013.