

Lesson Highlights

GOAL:

To provide an interactive learning experience that reinforces past lessons and applies them to meal planning.

OBJECTIVES:

By the end of the class, participants will:

1. Use the My Plate Planner to visualize portion sizes.
2. Identify key components of the Nutrition Facts Label.
3. Apply the AICR's New American Plate, My-Plate, and Nutrition Facts Label to facilitate meal planning and making healthier food choices at each meal.

MATERIALS:

1. Handouts/Worksheets/Visuals.
2. Equipment for PowerPoints and other audio-visuals when applicable.

BHL Week 7 Guide for Instructors

Build a Better Meal



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 MY PLATE PLANNER

- New York City Department of Health and Mental Hygiene: *My Plate Planner* (Handout #1, ENG/SPN)
- New York City Department of Health and Mental Hygiene: *Test Your Knowledge of Portion Sizes* (Flipchart #1, ENG/SPN)

TOPICS

1. **Introduction:** A major barrier to achieving healthy weight is eating unbalanced meals or skipping meals. In today's fast-paced world, it is very common for people to skip breakfast, eat a fast lunch, and eat a big meal when they get home at night. These patterns often result in eating too many calories and contribute to fatigue throughout the day. Knowing how and when to plan meals is important. In this class we will review portion sizes and food labels and apply this to meal planning for a day.
2. **Activity:** The plate method is a simple way to learn healthy portion sizes. Using the visuals, explain the following: (1) Start out with 9-inch plate for an adult and split the plate into three parts (2) Fill 1/2 of your plate with fruits and vegetables that you enjoy to eat. (3) Fill 1/4 of your plate with lean protein; such as meat, chicken or fish. The palm of your hand can help you measure the right amount of protein about 3 ounces. (4) Fill 1/4 of your plate with a starch such as brown rice

(Continued on page 2)

(Continued from page 1)

or whole grain pasta. The fist of your hand can help you measure the right amount of starch about 1/3 of a cup. (5) Recommended beverages are water, fat free/1% milk or non-caloric options.

- 3. Activity (continued from above):** Ask the class to (1) Visualize how their plate will look based on the My Plate healthy guidelines: discuss modifications that would be right for each member of the group (2) Participate in guessing how portions have changed over the last 20 years by guessing the calories of certain foods using Flipchart.

#2 REVIEW OF THE NUTRITION FACTS LABEL

- New York City Department of Health and Mental Hygiene: *Learn to Read Food Labels* (Handout #2, ENG/SPN).

TOPICS

- 1. Activity:** Hand out cans of soup or soup labels to participants and read through the worksheet together. Then, have participants form groups of two or three. Ask each group which soup they would choose based on sodium content. Emphasize the benefits of reading labels. Explain the following:
 - Always start by checking the serving size and number of servings in the container. Then check calories. Calories are a measure of how much energy you get from food. Calories come from three sources; fat, protein and carbohydrates.
 - Try to limit; total fat, cholesterol and sodium these are nutrients that can negatively impact your health when eaten in excess because they can increase your risk of certain diseases such as heart disease and high blood pressure.
 - Get enough of; dietary fiber, Vitamin A, Vitamin C, Calcium and Iron these are the nutrients that are beneficial for our health.
 - Percent Daily Values are based on daily value recommendations for each nutrient but only for a 2,000 calorie diet. This information can be used as a reference to help you determine if a serving of food is high or low in a particular nutrient. Your daily values may be higher or lower depending on your calorie needs.

Ask the class to (1) Identify problems with the sample nutrition food label. (2) Compare nutrition food labels of 2 popular canned soups noting major differences in key nutrients to determine healthiest option.

#3 HEALTHY BREAKFAST POWERPOINT

- Kids Eat Right: Healthy Breakfast PowerPoint (Handout #3 or PowerPoint, ENG)
- American Institute for Cancer Research: *New American Plate Meal Plan* (Handout #4, ENG)

TOPICS

- 1. Introduction:** Breakfast is the most commonly skipped meal, however, it is also the most important meal of your day. Breakfast eaters may have an easier time managing their weight and have increased energy throughout the day.
- 2. Talking point:** When looking at these different things which one of them becomes the hardest to manage when you are not feeling well? Which one of these becomes a stress point for you during

your week? You need to learn how to prioritize and realize that you need to take care of your self as much as you need to be apart of the things happening around you. You cannot sacrifice your health for any one thing or group of things

3. **(slide 3):** Though it may be easier to grab a cookie or a snack in the morning try to grab fruit to whole grain cereal/ bread (toast) instead. In your day find time to exercise as well as do activities that calm you down such as meditate or socialize. Being healthy is not just physical its emotional
4. Don't skip meals in order to maintain a certain weight or try and loose weight. Your body needs that nutrient in order to look healthy you have to feel healthy and that means getting three meals a day. Just make sure those meals are filled with things such as whole wheat, low- fat diary, and proteins instead of junk foods
5. **(slide 5):** Skipping a meal means that you are running on empty and this makes everyday tasks harder to do. If you have dinner at 6 or 7 o'clock and you skip break fast you have gone between 17 and 18 hours without eating. Over time this will start time harm your body by slowing down you metabolism.
6. **(slide 13):** has an activity – distribute handout #4 for this activity.
 - The basic idea is for them to brainstorm what good breakfast ideas might include. Encourage participants to think outside the box. For example, making pizza using whole grain pita bread, low-fat cheese, and tomato sauce.

#4 MEAL PLANNING – A NEW AMERICAN PLATE

- American Institute for Cancer Research: *New American Plate Meal Plan* (Handout #5, ENG);
- B.O.L.D. Healthy Living Program: *Blank Food and Activity Diary*

TOPICS

1. **Activity:** Using the *New American Plate Meal Plan*, point out how this meal pattern is Breakfast, Lunch, Dinner, + 1 snack. A snack is typically eaten between breakfast and lunch, lunch and dinner, or after dinner. It is important to remember that snacks are not meals and should be <200 calories and contain a balance of protein, carbohydrate, and fat. For example, a yogurt with fruit, or a handful of nuts and fruit, are examples of health snacks. Then, read through a few days of the menu. What do participants find striking about this meal plan? Is it similar to theirs? Have them use the blank Food and Activity Diary to come up with their own daily meal plan. Ask for volunteers to share their meal plans, and provide helpful feedback to them and ways in which they can improve (e.g., did they say they will eat corn flakes at breakfast? Suggest they choose whole wheat flakes instead). Tell them to focus on their meal patters/timing and record this in their food diaries over the next week.

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

Handout #1:

MyPlate Planner. New York City Department of Health and Mental Hygiene Web Site. Available at: <http://www.nyc.gov/html/doh/downloads/pdf/csi/obesity-plate-planner-13.pdf>. Accessed July 10, 2013.

Flipchart #1:

Test Your Knowledge on Portion Sizes (Flipchart). New York City Department of Health and Mental Hygiene Web Site. Available at: <http://www.nyc.gov/html/doh/downloads/pdf/csi/obesity-flipchart-15.pdf>

Handout #2:

Learn to Read Food Labels. New York City Department of Health and Mental Hygiene Web Site. Available at: <http://home2.nyc.gov/html/doh/downloads/pdf/csi/hyperkit-pt-readlabel-fact.pdf>

Handout #3/PowerPoint:

Academy of Nutrition and Dietetics, Academy of Nutrition and Dietetics Foundation, Weight Management Dietetic Practice Group. Healthy Breakfast Everywhere You Go. Kids Eat Right Website. Available at: <http://www.kidseatright.org>. Accessed July 17, 2013.

Handout #4:

Academy of Nutrition and Dietetics, Academy of Nutrition and Dietetics Foundation, Weight Management Dietetic Practice Group. Healthy Breakfast Everywhere You Go (Worksheet). Kids Eat Right Website. Available at: <http://www.kidseatright.org>. Accessed July 17, 2013.

Handout #5:

American Institute for Cancer Research. New American Plate USB Toolkit (New American Plate Meal Plan worksheet). Washington, DC: American Institute for Cancer Research; 2010.