

Title: Healthy Habits for Life-Fruits and Vegetables-Eat a Rainbow Facilitated Discussion Lesson Plan

Target Audience: Adult clients and caregivers of infants older than 6 months and children

Objectives:

1. Describe the health benefits of eating more fruits and vegetables.
2. Understand the importance of eating a variety of fruits and vegetables
3. Identify a goal to eat 5 – 9 servings of fruits and vegetables daily.
4. List ways to include more fruits and vegetables in meals and snacks.

Teaching Materials Needed, Including Handouts:

1. Copies for each of the participants of the following handouts:
 - a. Eat a Rainbow Every Day (2 sided – print in color)
 - b. Microwaving Guide for Single Servings (or more!) (2 sided – can print in color or black and white)
 - c. Use any of the other handouts as desired
2. Microwave oven
3. Serving size aids: measuring cups, spoons, food models, etc.
4. Some vegetables for microwaving and tasting – preferably vegetables listed on the Microwave Guide handout
5. Food containers needed to microwave the vegetables
6. Disposable plates, bowls, forks, etc. needed for the tasting
7. Flip chart or large notepad
8. Some pens/pencils; marker for flip chart
9. If participants bring children, provide some children's books/coloring pages, blank paper and crayons.

Advance Preparation Needed:

1. Ensure that a microwave oven will be available for use.
2. Obtain needed vegetables, microwave containers, disposable plates or bowls, napkins, forks, etc.
3. Make copies of all handouts needed.
4. Obtain children's books/coloring pages, blank paper, crayons, pens, pencils.
5. Obtain a roster of those scheduled to attend.
6. Set up area with number of needed chairs in a circle. Obtain a table for food items and handouts.
7. Set up flip chart, if using.

Class Outline and Methods:

1. This is designed to be a facilitated discussion – prompt attendees to share and discuss. This is designed to last about 20 - 30 minutes.
2. If possible, put chairs in a circle. You, as the leader, will sit in one of the chairs in the circle. This communicates that you are one of the group. (If children are brought to the class, have some books and coloring pages and crayons available.)

3. Explain to the group that this is a class about fruits and vegetables, and that you will be leading the class, but you want everyone to contribute their ideas. Explain that you will be starting out with a sharing activity, and then you will be going to group discussion and tasting.
4. Begin with an icebreaker activity, such as the one below, or use your own.
 - a. Have everyone pair up with a partner – preferably someone they don't know. Ask each pair to find out their partner's name and favorite fruit or vegetable. Then have everyone introduce their partner and share their favorite fruit or vegetable – write the foods on a flip chart or on a piece of paper.
5. Ask everyone in the group to give one reason why it is important to eat fruits and vegetables. The reasons can be listed on a flip chart, if desired. Some possible responses include: high in vitamins and minerals – especially vitamins A, C; potassium; high in fiber – helps you feel full; low in calories; low in sodium; contain only natural sugars. If the group doesn't list these responses, add these in after everyone has volunteered their response.
6. Have everyone give reasons as to why they don't eat enough fruits and vegetables. The reasons can be listed on a flip chart, if desired. One reason given may be don't have enough time to cook vegetables, or don't know how to cook vegetables. Discuss this reason more in depth: does anyone have ideas about how to cook vegetables and cook them quickly? Or, how about eating some fruits and vegetables raw – discuss rinsing them with water first. If microwaving is mentioned, then explain that today they will taste some vegetables cooked in the microwave.
7. Identify the vegetables chosen for them to taste. Discuss that everyone is encouraged to try them; but will not be forced to do so. Just as we teach our children to taste new foods, if they don't like the food, they can discreetly take the food out of their mouth with a napkin and throw it away.
8. Microwave the vegetables in the same room where the class is held. Let attendees taste them. Be sure to explain how the vegetables were prepared and how many minutes they were cooked.
9. Distribute the handout, *Microwaving Guide for Single Servings* (or more!).
10. Review the concept of serving sizes. Show actual measuring cups (1 cup for tossed salad, ½ cup for most other fruits and vegetables for adults) and/or food models. Now ask what serving size is appropriate for a 2 year old? Show measuring tablespoon, and explain 1 Tablespoon for each year of age. Show some actual servings of 2 Tablespoons, 3 Tablespoons, etc. Use some of the microwaved vegetable or use applesauce.
11. Discuss the concept of eating a variety of fruits and vegetables. Distribute the handout, *Eat a Rainbow Every Day*. Refer to the list that was made of everyone's favorite fruits and vegetables. Using the handout, classify in which of the five color groups each fruit and vegetable is included. Encourage them to fill out the chart in the handout over the next week. Ask if anyone knows how many servings of fruits/vegetables should be eaten daily. Reinforce that 5 – 9 servings daily is the goal.
12. The delegated WIC staff person should ask the client if they have any questions. If yes, refer them to the staff person that can answer their questions.
13. The delegated WIC staff person should ask the client, "What is one thing you will try to do, based upon what you learned today?"
14. Upon completion of the lesson, a designated WIC staff person should record completion in the client's KWIC record. If possible, the client's goal can also be entered into KWIC.

Interactive Component:

The client or caregiver will interact with the WIC staff as specified in the Class Outline and Methods section.

Behavior Change Goal:

The designated staff person will assist the client/caregiver to set a goal based upon the facilitated discussion as outlined in the Methods section above.

Procedure for Clients to Ask Questions of Trained WIC Staff:

The designated WIC staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.

Evaluation:

The evaluation will consist of interacting with the WIC staff as outlined in the Class Outline and Methods section above.

Comments/Other:

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Date: