

## Family Program - Adults Fruits and Vegetables Portion Distortion

**Overall Learning Objectives:**

- Know how to use the Recipe Framework as a guideline to create customized and balanced meals.
- Increase the consumption of whole fruits and vegetables to benefit from the vitamins, minerals, phytonutrients and fiber naturally present in these foods.
- Know easy ways to increase consumption of fruits and vegetables.
- Know the difference between portion sizes and recommended serving sizes.
- Know portion control methods.

**Agenda:**

|            |  |
|------------|--|
| 25 minutes | <ul style="list-style-type: none"> <li>• Complete waivers and intake forms</li> <li>• Exercise Week 1</li> <li>• Introductions</li> <li>• Orient participants to the Participant Workbook</li> </ul>                                 |
| 15 minutes | <ul style="list-style-type: none"> <li>• Introduce <a href="#">Recipe Framework</a></li> <li>• Taste <b>Recipe 1</b> and <b>Recipe 2</b></li> <li>• Analyze recipes using Recipe Framework</li> </ul>                                |
| 25 minutes | <ul style="list-style-type: none"> <li>• Stretch Break</li> <li>• <a href="#">Fruits and Vegetables</a> Lesson</li> </ul>  |
| 5 minutes  | <ul style="list-style-type: none"> <li>• Demo and Taste <b>Recipe 3</b></li> </ul>   |
| 15 minutes | <ul style="list-style-type: none"> <li>• <a href="#">Portion Distortion Lesson</a></li> <li>• Portion Distortion Visuals: <a href="#">English</a> <a href="#">Spanish</a></li> <li>• Demonstrate portion sizes with pasta</li> </ul> |
| 5 minutes  | <ul style="list-style-type: none"> <li>• Complete class evaluations</li> <li>• Distribute groceries to participants</li> </ul>   |

**Supplies for participants:**

- Participant Workbooks – one per adult
- Groceries
- Bags for groceries

See [Teaching and Program Implementation Kits](#) for additional materials needed for class.

**Select recipes:**

- Choose two recipes that demonstrate slow cooker meals where fruits and/or vegetables are a main emphasis of the recipe.
- Choose one recipe to show a quick and easy way to increase fruits and vegetables. We suggest a smoothie recipe.

See [Recipe Selection and Giveaways](#) for suggestions on recipes.

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**Start with Exercise - Week 1 as registration forms are completed.**

**(If exercises are done on floor wash hands or use hand sanitizer.)**

**Make introductions and introduce program.**

- Welcome to the Nurture Family Program!
- **Introduce Personnel helping with the class.**
- Introduce organization and reason for providing this program.
- We are looking forward to meeting with you for the next four weeks and hope to share information with you about food and nutrition and hope you will share information with us. We all can learn a great deal from each other and we would like to encourage discussions throughout the sessions.
- By the end of the program we hope you will:
  - Learn and share ideas for healthier cooking and exercise.
  - Be more physically active or continue being very physically active.
  - Feel more confident preparing healthy meals.
  - Eat more nutritious meals.
  - Know how to make quick, healthy, inexpensive meals using the slow cooker.

- Explain the class format:
  - Each class will start with exercise. **(Mention that some exercise tips related to today's lesson can be found in Section 3, page 2 of the Participant Workbook.)**
  - We will discuss one or two nutrition topics per class such as fruits and vegetables, whole grains, lean protein, portion distortion, breakfast and home cooking.
  - We will taste two or three recipes each session.
  - Discussions are welcome throughout the program.
  - At the end of each class we'll briefly discuss what the children discussed and show you where to find this information in your workbook.
  
- Set participant expectations:
  - Everyone will be getting a Participant Workbook. Please follow along and make notes in the book so you can remember what we have discussed.
  - Everyone who attends all four sessions will be taking home a slow cooker. (Slow cookers will be given to participants during the Lean Protein and Slow Cookers class). Please try the recipes or develop your own between classes.
  - Groceries will be given to each family every week to get you started with cooking some of the recipes. Unfortunately, if you cannot attend a class we will be unable to give groceries for that week at a later date.
  
- Let's go around the room and have you each introduce yourself and tell us what you are hoping to learn during this program, who is responsible for shopping and/or cooking at your home and who is in the house, children and their ages, grandparents, other friends or relatives. **(Discuss where participants shop and spend a few minutes getting to know the participants and their goals.)**
  
- Let's have everyone open up their workbooks. **(Briefly review the Table of Contents in each section to review what is in the Workbooks.)**

## **Begin Lesson**

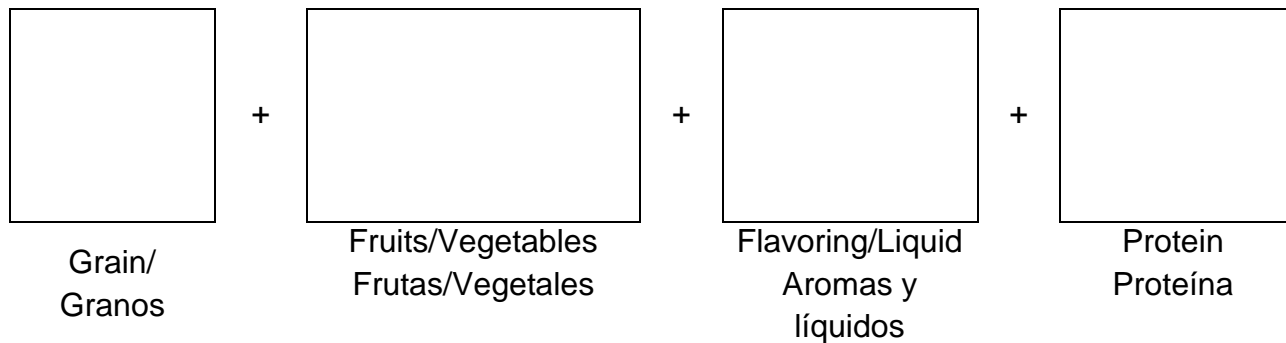
### **(Distribute sample of RECIPE 1.)**

Nurture has found that slow cookers are great resources because they can make cooking and cleanup easier. For families where both caretakers work or are busy during the day, the recipe can be made in the slow cooker the night before or that morning. It can cook during the day and dinner will be ready when you get home in the evening. Most of the recipes that we will taste have been made in the slow cooker.

## How to Use the Recipe Framework<sup>®</sup>

Getting a variety of foods everyday helps to ensure that we are getting the appropriate nutrients that our bodies need. Nurture has developed a method to make it easier to balance each meal and we call it a Recipe Framework. **(Draw diagram on board.)**

**A Slow Cooker Recipe Framework can be found in the first section of your Workbook, on page 3. (Explain the four components of the framework and how it can be altered to adjust to their family's food preferences.)**



**(Have participants look at the Recipe 1 in their Workbook.)**

For example, what you are now eating, **(NAME OF RECIPE 1)**, looks like:

**(Prepare a detailed Recipe Framework for the recipe you selected. This can be done on a poster or on a whiteboard, then proceed with the discussion below using the diagram.)**

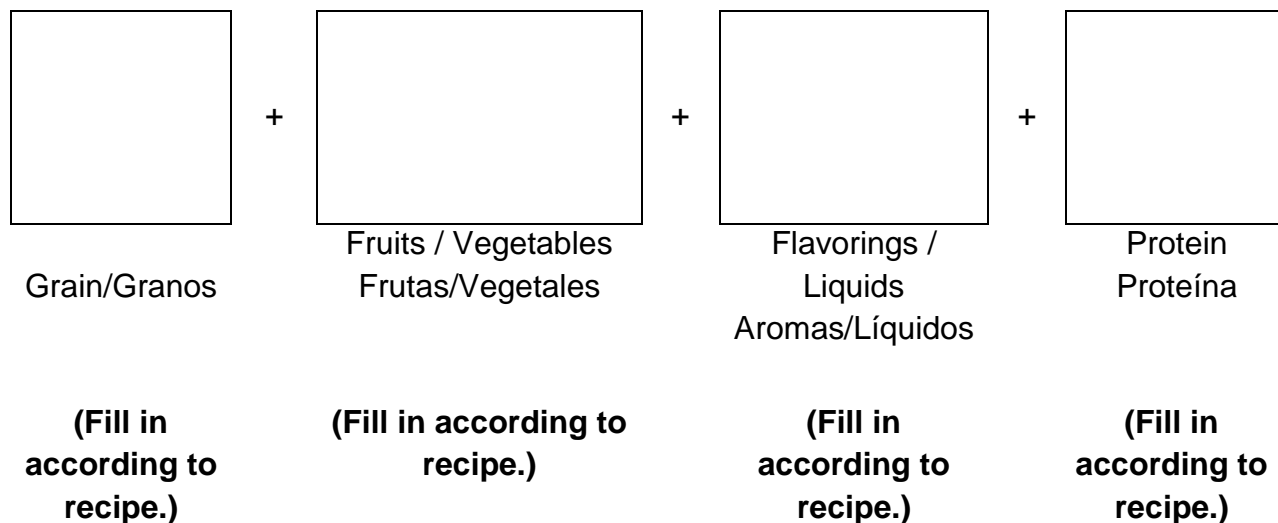
Using the Framework is how you can adapt recipes to better suit your family's tastes. For example, how would you make this recipe more appealing to your family? **(Help participants brainstorm until they understand how it works.)**

- Would you substitute any grains?
- Would you change the flavorings? Change the vegetables?
- Add any meats or nuts for a different protein?

There are no wrong answers. However, think about how long it takes to cook different vegetables. For example, if you want to add spinach, you should add it at the end. It takes so little time to cook; adding it at the end will help it maintain its nutrients. If you added a vegetable that takes longer to cook than the other ingredients such as broccoli, then you would cut it into small pieces so it would take a similar amount of time to cook. This will help ensure good texture for all your vegetables.

**(Distribute sample of RECIPE 2.)**

Let's look at this recipe using the Recipe Framework. **(Have participants call out suggestions in order to fill out the Recipe Framework.)**



Using the Recipe Framework, what changes would you make so it better appeals to your family? **(Remind participants to take notes on the recipes in the Workbooks.)**

**Stretch Break (if time allows – scheduled for 40 minutes into lesson)**

Before we begin our discussion about fruits and vegetables, let's take a quick stretch break. If you are sitting for a long time it is important to get up and stretch or take a brief walk every 45 minutes or hour. Let's all walk in place, knees high and pump your arms.

**(While you are marching make conversation and ask them what some of their favorite family recipes are or what type of exercises they do at home.)**

### **Lesson: Importance of Fruit and Vegetables**

A diet rich in fruits and vegetables has been shown to: help manage weight, increase satiety, and reduce the risk of many diseases, however, nearly 90% of Americans do not get the recommended number of servings of fruits and vegetables. One purpose of this class is to discuss ways to incorporate more fruits and vegetables into our diets.

You may want to take notes on the handout: **Fitting in More Fruits and Vegetables found in the last section of your Workbook, on page 13.**

Why we need more fruits and vegetables:

1. Fruits and Vegetables have a variety of vitamins, minerals and fiber. They also contain phytonutrients (plant nutrients), which can't be found in any other foods. Many of these plant nutrients are antioxidants which help fight off illnesses including chronic disease like diabetes, heart disease, and cancer, thus keeping us healthier.
2. The color of a fruit or vegetable tells us what special nutrients it has to offer. Eating a variety of colors ensures you are giving your body the assortment of nutrients it needs. A good way for us to remember this is to make sure our plates are colorful. We teach the children to eat a rainbow of colors to help them remember.

One of our main goals is to help you learn simple ways to increase the amount of fruits and vegetables your family eats. Let's talk about how to get your family to eat more fruits and vegetables:

1. **Use MyPlate as a guideline: (Have participants turn to MyPlate, Section 3, page 12 of their Workbook.)** Using MyPlate when planning a meal helps to assure that all five food groups are included. If one food group is missing, then you might want to include it in your snack. MyPlate recommends you fill half of your plate with fruits and vegetables at every meal and make them colorful.
2. **Let your family help cook, plan and shop for meals:** Children who help plan and prepare meals are more likely to eat what they have made. Let little ones mix, measure and stir or, if they're older, peel and chop fruits and vegetables. Let children pick out fruits and vegetables at the grocery store. You can make it a game and each week pick out a fruit or vegetable that they have never tried. Prepare it a couple of different ways to see how it can be used more often. Make a list at home of favorites to help the shopper remember what fruits and vegetables everyone likes.
3. **Mix and sprinkle:** Add fruits and vegetables in soups, casseroles, smoothies, eggs etc. Chop them small to disguise them or use a grater to sprinkle them on top if it helps. For example, fresh spinach can be added to smoothies and you won't taste the difference.
4. **Chop, display, and snack:** If children are given a choice between salty snacks, granola bars, and sweetened cereal versus fresh fruit and vegetables, which do you think they will choose? Take the time to wash and cut fruits and veggies for easy access. Make them very visible, put them in clear containers in the front of the fridge. Out of sight out of mind. The same goes for junk food: if it's not there, they won't be tempted to eat it. If anyone needs a quick snack, the fruits and vegetables

are cut and ready to go. Optional experiment: Choose a sweet fruit that is perfectly ripe. Provide participants with two samples of the fruit and two or three M&Ms. Have them try the fruit and think about its flavor. Then have them eat the candy. Then try the fruit again. Discussion question: does the fruit taste different after the candy?

5. **Serve produce first:** Start dinner with an appetizer of fruits and vegetables with dip such as yogurt ranch, hummus or nut butter. This way your family gets some fruits and vegetables before they fill up on other foods. Everyone loves dip and fruits and veggies are a great vehicle for dip.
6. **Try, try, repeat:** It can take 10-15 trials before a child will like a new food. Be gently persistent and encourage your child to try new foods but never force her to eat something or to clean her plate. Children, and adults have an internal regulating system that tells them when they are full. Save leftovers and try it again tomorrow.
7. **Be a good role model:** Everyone in the family influences what a child eats, but especially Mom and Dad. If you're not eating fruits and veggies, your child won't either. Turn off the TV and talk with your children during dinner. Not only will this help them see you eating and enjoying your fruits and veggies, it will also help them do better in school as children in families who eat together perform better in school.
8. **Give them super powers and let them play:** Make trees out of carrot sticks and broccoli and give each food a super power: little green trees help you grow tall like the trees outside (broccoli), super 3-D vision (carrots), etc.
9. **Pay attention to texture and smell:** Some children don't like raw fruits and veggies, but will eat them up if they're a little sweeter after roasting them. Others will only eat raw. Experiment to see what your children enjoy. Spinach salad may be too hard for your two year old to eat, but he can't get enough if it's blended with bananas in a smoothie.
10. **Don't forbid foods:** If you make something off limits, it only becomes more appealing, right? Have you ever tried giving up chocolate? If you keep mostly healthy foods around the house but serve the occasional treat, you can achieve balance, which is what it's all about. You don't need to make drastic changes or go on "diets". Over time, reduce the amount of processed snacks you keep in the house and stock up on your kid's favorite fresh fruits and vegetables. Small changes can make a big difference over time.

**Prepare and pass out RECIPE 3 for tasting. (Have participants turn to the recipe in the Recipe section.)**

### **Portion Distortion Lesson**

Next we will talk about portion and serving sizes. **Please go to Section 3, page 14 in your Workbook.**

Can anyone tell me what a serving of protein is and how much protein we need?

- A serving of meat, fish or poultry is 3 oz - about the size of a deck of cards.
- A serving of beans is  $\frac{1}{2}$  cup and a serving of nuts and seeds is about 1 oz (a small handful or 12 almonds, 24 pistachios). A serving of nut butter is 1 Tbsp.
- The My Plate visual helps us visualize what a serving of protein should look like on our plate:  $\frac{1}{2}$  of the plate should be fruits/vegetables,  $\frac{1}{4}$  starch or grains and  $\frac{1}{4}$  protein. Is this how your plate usually looks? If not, which food group is out of proportion?
- It is important to have protein at each meal and sometimes as a small snack to sustain energy throughout the day.
- Eating protein every day is important, but eating meat every day is not essential. Choose vegetarian sources of protein most days of the week, beans, lentils, nuts, seeds, fish at least twice a week and meats on occasion.

### **Does it surprise you what a serving size really should be?**

- Plate sizes have changed over time. Today dinner plates are about 12" in diameter. How big do you think they were in the 1960's? (8.5") Which size plate do you have at home?
- Serving sizes are relatively constant; however, portion sizes have significantly increased in the last few decades. Consuming too much food has led to obesity and increased risk for diabetes and heart disease. All foods can be enjoyed in moderation, but it is important to keep in mind your portion size.
- In the last 20 years, bagel sizes have nearly doubled. **(Show visual.)** Twenty years ago a bagel was 3 inches in diameter and approximately 140 calories. Today, a bagel is 6 inches in diameter and about 350 calories. That's a 200 calorie difference.

I'm going to spoon some pasta onto this plate. Tell me when you think I've reached one serving. **(When they tell you to stop, measure out how much is on the plate.)**

- A serving of pasta is  $\frac{1}{2}$  cup, but the portion we're all used to eating is much more than that. In fact, a popular chain pasta restaurant typically serves 3-3.5 cup portions of pasta.
- Most restaurant portions are two times bigger than the established serving size. This means twice the amount of calories.



- When McDonalds first opened in 1955, they offered one drink size, it was 6 oz. **(Show visual.)** Six oz is half the size of a can of cola. If you go to McDonald's today and order a soda, the kid's size is 12 oz (the size of a can) and the large soda is 32 oz!
- On the other hand, a serving of vegetables is one cup (the size of a baseball). A serving of leafy greens is two cups. We should aim for five servings or more of fruits and vegetables per day. How many vegetable servings were in your last fast food meal? **(Potatoes count as a starch, not a vegetable).**

**Please turn to page 15 (in Section 3). What can you do to keep your serving sizes in check?**

- Does it fit in your two hands? When determining an appropriate portion size for snack foods, a good rule of thumb is to not eat more than what can fit in two hands. It is easy to eat too much when you eat straight out of a bag or in front of the television. It is best to put an allotted amount of food on a plate or in a bowl, and put the remainder of the snack bag or box back in the pantry.
- All packaged foods are required to carry a nutrition label. **(Show visual.)** See the example on the lower right-hand corner of the Portion Distortion page. The nutrition label will tell you the amount of energy (calories) in one serving. This is where you need to read carefully. Many snack foods contain more than one serving. For example, even a small bag of potato chips may contain up to four servings; so although the label says 155 calories, you have to multiply everything by four if you eat the entire bag. How many calories would that be? *(620 calories)*
- To keep portion sizes in check when eating a meal, use MyPlate as a guide and remember to fill half your plate with fruits and veggies.
- Try using a salad plate for meals instead of your large dinner plate. People react to visual clues: The same amount of food looks like a lot on a small plate, so you'll feel more satisfied.
- Before going back for seconds, wait 10 or 15 minutes. The urge may pass as your body realizes how much it's eaten.

**If time allows, the session can be opened for questions, sharing and discussion. Use the tips below to assist when answering questions.**

**If a Children's Program is included, add the following. Turn to Section 3, page 12.** Today the children discussed MyPlate, the food groups and how they benefit us. This is summarized on this page. We'll be discussing this in our classes, but at a higher level. Reinforce these concepts with your children by asking them to identify the food groups for various foods and have them help plan balanced breakfasts, lunches, and snacks.

Consider posting a picture of MyPlate on the refrigerator as a reminder to balance meals and snacks.

As part of the Children's Program, the children make two recipes during each lesson. **In your Workbook Section 1, pages 16 and 17 you'll see the procedures on "Keeping it Clean," "Reading a Recipe" and "Safety Tips" they follow.** Reinforcing these guidelines at home will help your children develop good cooking habits.

Next week we will be discussing Lean Proteins and learning how to use a slow cooker.

**Before dismissing class thank them for filling out the paperwork and remind them to bring back their grocery bags and Workbooks next week.**

**Allow five minutes to fill out class evaluations and to hand out groceries.**

**Q&A:**

**How many fruits and vegetables do I need (or do my children need) each day?**

For children, aim for a minimum of three servings of vegetables and two servings of fruit per day. A serving is 1/2 cup. Adults need around five to six servings of vegetables (or 2 1/2 to 3 cups) and four servings of fruit (2 cups). The **Eat More Fruits and Vegetables Handout** provides a great resource for calculating how many servings of fruits and vegetables your family needs (it varies based on age, gender, and activity level).

**Three cups of vegetables and two cups of fruit, that sounds like a lot! How do I meet these requirements?**

Show people using a fist or a measuring cup with this amount looks like (food models are even better).

Step 1: Figure out how many servings you and your family are currently eating per day. Step 2: Gradually add servings. Don't try to meet the requirements all at once.

For example:

1. Order additional veggies on your sandwich.
2. Add extra veggies to soups and stews.
3. Throw in a few extra veggies in your pasta dish.
4. Add sliced bananas or raisins to your cereal.
5. Pack a piece of fruit such as an apple or pear for a mid morning snack.

**My kids eat plenty of fruits, but won't touch vegetables, any advice?**

Children's taste buds may be sensitive to texture and taste, especially to more bitter vegetables such as asparagus, brussel sprouts or broccoli. Start with more sweet or neutral vegetables such as carrots, zucchini, lettuce, or squash.

If you are serving a more bitter vegetable, add a touch a lemon or orange juice to help reduce the bitterness, or serve the vegetable with a small amount of dip (such as hummus or salad dressing to help mask the bitterness).

Roasting vegetables helps bring out their natural sweetness. Try roasting carrots, butternut squash, brussel sprouts, and diced sweet potatoes in the oven. Roasting vegetables is very easy. Cut your vegetables into uniform sizes. Toss with a small amount of olive oil or vegetable oil to lightly coat. Season with pepper or other seasonings as desired. Place in a single layer on a baking sheet with some space between the vegetables. Bake at 400° for 20 to 45 minutes until vegetables are soft and lightly browned.

Pair vegetables with foods you know your child likes. For example, pair mac and cheese with broccoli or peanut butter with celery. Pairing vegetables with your child's favorite foods increases the likelihood that he/she will like the vegetable or grow to like it.

Give your child a choice. For example, when planning meals or grocery shopping, ask your child if he/she would like cucumber or carrots. Research shows that when children are given a choice, the more likely they are to consume vegetables.

**Fresh produce is so expensive. I have a hard time rationalizing buying it because my children won't eat it! Any suggestions?**

Frozen fruits and vegetables are a great alternative. They have the same nutrients as fresh produce and are usually less expensive. Canned fruits and vegetables typically contain added sugar and/or salt, so read labels carefully when selecting canned vegetables.

Buy what's in season. You can get great deals on fresh fruit and vegetables when you buy in season. In the summer visit the local farmers market and bring your children. The produce is very colorful and the children will be excited to take home something new to taste.

Make it accessible. Children love grab and go snacks. After you grocery shop, ask for their help in washing and drying the produce. Place it in containers and/or bowls that are visible and within their reach. Most fruit is nature's fast food. Just wash and go!

**What about juices that contain both fruits and vegetables?**

Fruit/vegetable juice blends are missing essential vitamins, minerals, and fiber that are found in the peels of the fruits and vegetables. In addition, they typically contain a lot of sugar. If you do choose to buy juice, make sure to look for 100% juice. There are many drinks that look like juice but actually contain very little fruit juice. Fruit juice should be limited to 1 cup per day. As an alternative, flavor water with some sprigs of mint, or sliced oranges. Be creative!

Resources: <http://www.fruitsandveggiesmorematters.org/>