

2019

# WORKSHOP MATERIALS

## Just Say Yes to Fruits and Vegetables Stellar Farmers Market Curriculum Lessons

NUTRITION EDUCATION AND CULINARY  
DEMONSTRATIONS AT FARMERS MARKETS

## Just Say Yes to Fruits and Vegetables Stellar Farmers Market

The Just Say Yes to Fruits and Vegetables Stellar Farmers Markets curriculum was designed to improve nutritional and culinary knowledge and skills among New Yorkers eligible for the Supplemental Nutrition Assistance Program (SNAP). The lessons aim to build essential skills, such as meal planning, to help individuals prepare new and familiar foods in novel and appealing ways, and to familiarize adults with local seasonal produce through delicious recipe tastings and culinary demonstrations. The curriculum includes a total of 13 lessons, each comprised of two activities, for a total of 26 unique activities.

Choose one of the two activities to use during each lesson. The activity is followed by a culinary demonstration and a recipe tasting. Lessons do not have to be delivered in order. The lessons were created to be used with the Just Say Yes to Fruits and Vegetables recipes. To access the recipes, visit [nyc.gov/health](http://nyc.gov/health) and search for “farmers markets.” Use the curriculum to meet your own program needs and to integrate with the seasonal produce calendar.

Since 2009, the New York City Department of Health and Mental Hygiene (the Health Department) has implemented this curriculum at NYC farmers markets serving low-income communities through its Stellar Farmers Market program. In 2012, the Health Department completed an evaluation of Stellar Farmers Markets, which showed that adults who attended workshops were more likely to eat more fruits and vegetables, had more positive attitudes toward fruits and vegetables and had higher confidence in preparing them. These positive outcomes increased with workshop attendance.

The Just Say Yes to Fruits and Vegetables Stellar Farmers Market curriculum was created by the New York City Health Department and the New York State Department of Health, with statewide federal funding through the United States Department of Agriculture’s SNAP and Obesity Prevention program.

# Just Say Yes to Fruits and Vegetables

## Stellar Farmers Markets

### Lesson Content List

- Lesson 1 - Fruits and Vegetables at the Farmers Market
- Lesson 2 - Storing Fruits and Vegetables
- Lesson 3 - Just Say Yes to MyPlate
- Lesson 4 - Just Say Yes to Food Safety!
- Lesson 5 - Stretching Food Dollars
- Lesson 6 - Healthy Portion Sizes
- Lesson 7 - Fiber: Are You Eating Enough?
- Lesson 8 - Healthy Beverages
- Lesson 9 - Beans
- Lesson 10 - Planning MyPlate Meals
- Lesson 11 - Reading Food Labels
- Lesson 12 - Reduce Food Waste
- Lesson 13 - Cut the Salt!



# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 1: Fruits and Vegetables at the Farmers Market

<p><b>Lesson Materials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flip chart, markers and sticky notes</li> <li><input type="checkbox"/> Food models or other food pictures</li> <li><input type="checkbox"/> Tape or adhesive dots</li> <li><input type="checkbox"/> Ingredients and supplies to prepare and serve JSY recipe</li> </ul> <p><b>To Find Out More</b></p> <ul style="list-style-type: none"> <li>* <a href="http://choosemyplate.gov">choosemyplate.gov</a></li> <li>* <a href="http://cdc.gov">cdc.gov</a></li> </ul>	<p><b>Take Home Items</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity 1: <i>Easy Ways to Choose Colors of Good Health</i> handout</li> <li><input type="checkbox"/> Activity 2: <i>Easy Ways to Add More Fruits and Vegetables to Your Meals</i> handout</li> <li><input type="checkbox"/> <i>MyBenefits</i> brochure</li> <li><input type="checkbox"/> JSY recipe</li> <li><input type="checkbox"/> Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)</li> </ul>
<p><b>Duration of Lesson: 40 Minutes</b></p> <p>Welcome: 2 minutes          Opening Discussion: 8 minutes          Activity 1 or 2: 15 minutes          Recipe Demo: 10 minutes          Closing: 5 minutes</p>	<p><b>Objectives</b></p> <p>At the completion of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>● State the daily recommended number of cups of fruits and vegetables.</li> <li>● Name at least two benefits of eating more fruits and vegetables.</li> <li>● Describe two ways to increase daily fruit and vegetable intake.</li> </ul>

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask participants to share their favorite fruit or vegetable.
- Ask, *“What are the benefits of eating fruits and vegetables?”* Discuss that fruits and vegetables:
  - Taste great
  - Are low calorie, high fiber
  - Are full of vitamins and minerals
  - May lower the risk of heart disease and protect against certain types of cancers

- Ask participants how many cups of fruits and vegetables they should try to have daily. Highlight that the recommended amount for most adults is about 2 cups of fruit and 3 cups of vegetables every day.
- Ask, “If there are days when you don’t eat very many fruits and vegetables, what gets in the way?” Accept all answers. Say, “Today we will be discussing some tips on how to eat enough fruits and vegetables every day.”

### Activity 1: Eat a Rainbow (15 minutes)

- Distribute *Easy Ways to Choose Colors of Good Health* handout.
- Inform participants that it is recommended to eat a variety of colorful fruits and vegetables. Ask, “Why is this recommended?” Explain that by eating different colors, you are getting a wide variety of vitamins and minerals. In fact, almost every color has an associated health benefit—so eat the rainbow!
- On a flipchart, draw a rainbow. Ask participants if they have ever heard that carrots are good for their eyes. Explain that orange colored vegetables, such as carrots and pumpkins contain beta-carotene, which plays a role in vision. Ask participants to call out some fruits and vegetables they have seen at the market. Write responses on sticky notes or find corresponding food models and stick on the rainbow drawing, according to color.
- Ask participants to call out fruits and vegetables that they haven’t seen at the market. Ask why they may not have seen these foods at the market. For example, they may not be in season or don’t grow in our region.
- Ask the group to refer to the handout to find more fruits and vegetables to fill in the colors that are under-represented. Say, for example, “It looks like we need more orange. What orange vegetables can you think of or find on the handout?”
- Tell participants that they can brighten up their plates with colorful fruits and vegetables at every meal.

### Take Away Task

Invite participants to share with the group which colorful new fruit or vegetable they are going to try this week.

### Physical Activity Transition Statement and Message

Tell participants to “Get variety in your exercises, too! There are four types of physical activity exercises: endurance, strength, balance and flexibility. Be sure to try and get a balance of all four.”

### Supplemental Activities (if time allows)

#### Share Facts and Tips:

- Some red fruits and vegetables (tomatoes, watermelon) contain lycopene, which is an antioxidant. Antioxidants work to prevent chemicals called free radicals from causing damage in the body.
- When shopping, plan to purchase enough colorful fruits and vegetables to fill half your plate.

### Activity 2: Half Your Plate (15 minutes)

- Distribute *Easy Ways to Eat Fruits and Vegetables to Your Meals* handout.
- Ask the group to review the handout and share tips they have tried or would like to try on how to include more fruits and vegetables in their meals and snacks. Record on sticky notes.
- On the flip chart, draw the MyPlate outline. Explain that there are five different food groups represented on the MyPlate. Ask participants to name the food groups and ask for an example from each group.
- Highlight that half the plate is filled with fruits and vegetables and ask why. List the benefits of fruits and vegetables: they are full of fiber, vitamins and minerals and are generally lower in fat and calories.

- Encourage participants to be creative with how they fill half their plate with fruits and vegetables for each meal. Flip the page to a blank MyPlate and ask participants to create a complete breakfast, lunch and/or dinner (as time allows) using their own creative ideas and favorite produce.
- Record their ideas on sticky notes, or find corresponding food models, and place on the plate in the corresponding section. Encourage them to include a variety of colors to ensure that they are getting the benefits of colorful produce, that they make half of their grains whole grains, and that they choose lean meats and low fat dairy products.
- Remind participants that if they eat fruits and vegetables then their kids and loved ones will, too.

### Take Away Task

Invite participants to share with the group one new way they are going to eat more fruits or vegetables this week.

### Physical Activity Transition Statement and Message

Tell participants, *“Just like the five different foods groups we want to eat from every day, incorporate five stretches every morning for improved flexibility.”*

### Supplemental Activities (if time allows)

#### Share Tips:

- Plan some meals around a vegetable main dish, such as a vegetable stir-fry or soup.
- Shred carrots or zucchini into meatloaf, casseroles, quick breads and muffins.
- Include chopped vegetables in pasta sauce or lasagna.
- Top your breakfast cereal (cold or hot) with diced apples, peaches or strawberries.
- Make fruit kabobs. Skewer bite-sized pieces of fruit with a wooden skewer.

#### Extended Activity:

Share with participants other examples of meals reflecting MyPlate, especially breakfast ideas. Emphasize that starting the day with a fruit or vegetable makes the goal of five fruits and vegetables easier to reach! Example of MyPlate breakfast meals include:

- Sautéed veggies with egg omelet
- Fruit parfait including diced fruits, low-fat yogurt and dried cereal or granola
- Beans with a whole wheat tortilla and sautéed vegetables
- Oatmeal with different fruits

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Discuss substituting different forms of the fruits or vegetables in the recipe. Talk about how participants might substitute frozen or canned if fresh is not available.
- Talk about the different colors of the fruits or vegetables in the recipe, how color adds to the recipe's appeal, the health benefits of the different colors, etc. Remind participants that eating a variety of fruits and vegetables is like "eating a rainbow" and is important for good health.
- Ask participants how they might change this recipe at home for their families.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *"In summary, eating at least 3 cups of vegetables and 2 cups of fruit per day decreases your risk of getting certain diseases and has many health benefits."*
- Ask participants, *"What are your questions?"*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 2: Storing Fruits and Vegetables

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Enjoy Fresh Greens* handout
- Activity 2: *Easy Ways to Store Fruits and Vegetables* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

- At the completion of the workshop, participants will be able to:
- Describe two benefits of proper produce storage.
  - Identify at least two ways to store produce.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice "voice by choice," which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask, *"What fruits and vegetables go to waste in your home due to improper storage?"*
- Ask, *"What are the benefits of properly storing fruits and vegetables?"* Explain that proper food storage saves money, reduces waste and ensures that produce will be fresher and tastier when you are ready to eat it.
- Say, *"Today we are going to share a few easy ways to properly store fruits and vegetables."*

### Activity 1: Leafy Greens (15 minutes)

- Distribute the *Easy Ways to Enjoy Fresh Greens* handout.
- Ask the group to identify their favorite leafy greens from the farmers market. Record answers on the flip chart, separating the answers into three categories: 1) lettuce greens, 2) greens with stems and 3) herbs.
- Ask the group how they normally store their greens at home. Be sure to mention putting unwashed greens in the refrigerator and the different storage requirements for each type of green.
- Demonstrate the following using three types of greens purchased from the farmers market:
  - Lettuce and salad greens: place dry greens in a plastic bag with a dry paper towel and seal.
  - Greens with stems: chop off the end of the stem. Wrap *just the end* in a damp paper towel and then seal in a plastic bag.
  - Herbs: do NOT rinse. Wrap entire bunch in a slightly damp paper towel.
- Remind the group that all leaves must be washed thoroughly before eating. Demonstrate how to wash greens by dunking a bunch in a bowl full of cold water, swirling around, removing from the water and drying. Highlight the ease of washing greens and remind participants that greens should last three to 10 days in the refrigerator. Remind participants not to wash greens until just before use.
- Remind participants that properly stored produce tastes better and will encourage children and their loved ones to eat more fruits and vegetables.

### Take Away Task

Invite participants to share a new leafy green storage method that they plan to try out this week.

### Physical Activity Transition Statement and Message

Tell participants, *“Just like eating leafy greens, exercise can help you feel fresh and energized. Regular exercise has been shown to improve sleep, thinking and mood. Choose an activity that you enjoy – you are more likely to stick with it!”*

### Supplemental Activities (if time allows)

#### Share Tips:

- Ask, *“What can you do with any extra greens or herbs?”* Explain that you can add them to smoothies, soups and salads or sauté them for a nice side dish with any meal.
- Excess herbs can be either dried or frozen. Herbs can be frozen in two ways: 1) as whole leaves or 2) chopped and covered with water in ice cube trays.
- If greens are wilted, put them in ice water to help perk up the leaves.

### Activity 2: Where Is This Stored? (15 minutes)

- Distribute the *Easy Ways to Store Fruits and Vegetables* handout.
- Explain, *“We are going to talk about the best methods of storing different types of fresh produce.”*
- On the flip chart, divide the page into quadrants. Ask the group, *“Where do you store fresh fruits and vegetables at home?”* As participants call out their answers, write or reveal the following storage options within each quadrant: 1) Refrigerator, 2) Freezer, 3) Countertop and 4) Dark, dry cabinet.
- Distribute food models or fresh produce (make sure that foods from each category are included and highlight at least one produce item that is available at the market). Prior to the lesson, review the *Easy Ways to Store Fruits and Vegetables* handout to ensure that the examples you provide are listed.
- Ask participants to think about which storage method is best for each food model or piece of fresh produce. Explain that you will call out each method and ask participants to pass their model to the front, or write it on

a sticky note if you are using fresh produce. Ask participants to look at the handout for storage recommendations.

- Review each method after food model or sticky notes are affixed, briefly summarizing which types of fruits and vegetables are best stored under each condition.
- Remind participants that properly stored produce tastes better and will encourage their children and loved ones to eat more fruits and vegetables.

### **Take Away Task**

Invite participants to share a fruit or vegetable they will have this week and how they plan to store it.

### **Physical Activity Transition Statement and Message**

Tell participants, *“Just like produce looks and feels better when it’s taken care of, so do we! When we get at least 30 minutes of physical activity each day, not only do we look better but we feel better, too! You can be active anywhere!”*

### **Supplemental Activities (if time allows)**

#### Share Tips:

- What you can do with over ripe produce:
  - Make smoothies, muffins, popsicles, jams, sauce or juice. Examples: blueberry muffins and pear sauce.
  - Make vegetable broth by simmering overripe vegetables (e.g., slightly wrinkled bell peppers, slightly bruised tomatoes, or limp carrots and celery) in a pot of water. Add herbs and spices for additional flavor.

### **Recipe Demo (10 minutes)**

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Discuss the proper ways to store the fruits or vegetables used in this recipe.
- Talk about how the recipe can be included in any meal, e.g., as a snack, dessert, etc.
- Discuss different forms (canned, frozen or fresh) of fruits and vegetables that could be used.
- Ask participants how they make the recipe a part of a balanced meal.
- Ask participants what they could do with the leftovers, e.g., use in a different recipe, freeze or refrigerate.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### Closing (5 minutes)

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“Proper food storage saves money, reduces waste and ensures that produce will be fresher and tastier when you are ready to eat it. Proper storage is easy and doesn’t take a lot of time.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 3: Just Say Yes to...MyPlate

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe
- Optional: *MyPlate* poster

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1 and Activity 2: *Easy Ways to Build a Healthy Meal* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- Identify the sections of MyPlate.
- Plan meals following MyPlate guidelines.
- Identify ways to make healthy food choices using MyPlate

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice "voice by choice," which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask, "How do you decide what to eat?" or "How do you decide what to put on your plate?"
- Explain that today we are going to share an easy tool called MyPlate to help plan and create healthy meals for you and your loved ones. Display the *MyPlate* poster.
- Ask, "Have you seen MyPlate before? If so, where?" or "What do you know about MyPlate?"
- Ask participants, "Why is it important to eat from each of the five food groups?"

- Explain to the group that MyPlate shows the five food groups that are the building blocks for a healthy diet, using a place setting to represent a meal. It is a reminder to think about what goes on your plate before you plan, prepare and serve yourself a meal.

### Activity 1: MyPlate Menu (15 minutes)

- Distribute the *Easy Ways to Build a Healthy Meal* handout.
- Ask participants for an example of a food from each section of MyPlate.
- Review each section of MyPlate and highlight the recommendations below:
  - Make half your grains whole.
  - Make half your plate fruits and veggies (at least 5 cups daily). Emphasize including a variety of different colored fruits and vegetables. Look at the selections to see which colors are represented. Ask, “*What other fruits and vegetables might you include to make the plate more colorful?*”
  - Serve low fat milk and milk products.
  - Choose a variety of lean protein foods.
  - Choose foods and beverages with little or no added sugar.
- Place food models for dinner around a MyPlate outline on the flip chart for participants to see and use. Include two foods for each section, making one a healthier choice.
- Ask participants to choose the healthier food item. Move the food models on the plate as participants call out suggestions. Refer to the specific MyPlate recommendations as changes are made.
- Repeat for breakfast and/or lunch (if time allows).
- Highlight the foods on the plate that are available at the farmers market.

### Take Away Task

Invite participants to share a meal that they are going to try this week that includes all five food groups.

### Physical Activity Transition Statement and Message

Tell participants, “*Setting physical activity goals is important to stay motivated and committed to your plan (just like aiming to eat healthier). Start by writing short-term and long-term goals, and putting them somewhere you will see them as a reminder.*”

### Supplemental Activities (if time allows)

#### Share Tips:

More information on the five food groups:

- Vegetables: Can be eaten as the main dish. Fresh, frozen and canned vegetables count. Choose reduced sodium or no salt added canned vegetables.
- Fruits: Buy fruits that are fresh, dried, frozen and canned in water or 100 percent juice.
- Grains: Substitute whole grain choices for refined grains. Check the ingredient list on product labels for the words “whole” or “whole grain” before the grain’s ingredient name.
- Dairy: Choose fat free or 1 percent (low fat) milk. They have the same amount of calcium and other essential nutrients but less fat and calories than higher fat options, such as 2% and whole milk. If you are lactose intolerant, try lactose-free milk or fortified soy milk.
- Protein: Choose lean meats and ground beef that is at least 90 percent lean. To cut fat and calories, trim or drain the fat from meat and remove the skin from poultry.

### Activity 2: Meal Makeover (15 minutes)

- Distribute the *Easy Ways to Build a Healthy Meal* handout.
- On the flip chart, create two meals: one that is incomplete and one that is unhealthy. Explain that today we are going to do a “meal makeover.” Working as a group, ask participants to analyze each meal.
- For the incomplete meal, ask, “*What could you change to include more food groups?*” For example, include low fat milk as a beverage or fruit as a dessert.
- For the unhealthy meal, ask, “*What could you change to make the food choices healthier?*” For example, choose lower fat meat, whole grains or more colorful vegetables.
- If needed, ask, “*What portion sizes need to be adjusted?*” For example, choose less meat and more fruits and vegetables.
- As participants make suggestions, use the food models to create a new version of the meal on the prepared flip chart page.
- Ask, “*What is one tip that you’ve tried that’s listed on the handout? What tips do you plan to try?*” Explain to the group that they can refer to the handout for tips on how to create a healthier meal.

### Take Away Task

Ask participants to share which tip they plan to try this week to make to their meals healthier.

### Physical Activity Transition Statement and Message

Tell participants to, “*Look and feel your best by giving yourself both a meal and a physical activity makeover. Being physically active helps you manage your weight and improve bone health.*”

### Supplemental Activities (if time allows)

#### Share Tips:

- How to make meals healthier:
  - Shred carrots, zucchini or pears into meatloaf, casseroles, quick breads and muffins.
  - Add chopped vegetables or beans in pasta sauce or lasagna.
- Ingredient swaps:
  - Applesauce instead of sugar, yogurt instead of mayonnaise, spinach instead of iceberg lettuce, etc.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: “*Participants should avoid the sample if they have an allergy to any of the ingredients.*”
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Talk about what food groups are included in the recipe. Ask participants how they could include missing food groups to complete/improve the meal.
- Ask participants if or how they might change this recipe at home for their families.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *"In summary, MyPlate is a guide that can help you make healthy balanced meals with all five food groups."*
- Ask participants, *"What are your questions?"*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 4: Just Say Yes to...Food Safety!

<p><b>Lesson Materials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flip chart, markers and sticky notes</li> <li><input type="checkbox"/> Ingredients and supplies to prepare and serve JSY recipe</li> <li><input type="checkbox"/> Onion and yellow mustard</li> </ul> <p><b>To Find Out More</b></p> <ul style="list-style-type: none"> <li>* <a href="http://choosemyplate.gov">choosemyplate.gov</a></li> <li>* <a href="http://cdc.gov">cdc.gov</a></li> <li>* <a href="http://fightbac.org">fightbac.org</a></li> </ul>	<p><b>Take Home Items</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity 1 and Activity 2: <i>Easy Ways to Keep Food Safe</i> handout</li> <li><input type="checkbox"/> <i>MyBenefits</i> brochure</li> <li><input type="checkbox"/> JSY recipe</li> <li><input type="checkbox"/> Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)</li> </ul>
<p><b>Duration of Lesson: 40 Minutes</b></p> <p>Welcome: 2 minutes          Opening Discussion: 8 minutes          Activity 1 or 2: 15 minutes          Recipe Demo: 10 minutes          Closing: 5 minutes</p>	<p><b>Objectives</b></p> <p>At the completion of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate proper hand washing techniques.</li> <li>● Explain the importance of food safety.</li> <li>● Identify safe food handling practices</li> </ul>

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask participants, *“What happens if we do not keep food safe?”*
- Explain that when food safety tips aren’t followed, you are at greater risk of getting sick from germs in food, also known as foodborne illness. Explain that today you will be discussing simple steps you can take to avoid getting foodborne illnesses.
- Ask the group, *“What food safety steps do you take at home?”*
- Explain that one important food safety tip is a proper handwashing technique.

- Use a mock handwashing demonstration to illustrate all the steps in handwashing.
- Tell participants that singing “Happy Birthday” twice while washing hands will ensure that they have scrubbed long enough.
- Remind participants that hand sanitizer is not a good substitute for washing hands!

### Activity 1: Mustard Germs (15 minutes)

- Distribute the *Easy Ways to Keep Food Safe* handout.
- Ask participants to look at the first section of the handout, “Clean.” Explain that today we will be focusing on the “clean” section as it applies to fruits and vegetables.
- Explain that all fresh produce should be rinsed under running water before use, even if we don’t eat the skin. Ask participants for some examples of these foods (melons, oranges, etc.) and ask why this is important.
- Display a whole onion. Tell the group that although you cannot see any germs, there are germs on the skin.
- Invite participants to use their imagination to follow the path of the onion from farm to table. Explain that you will show how invisible germs collect on produce each time it is handled. As you tell the story, pour mustard over the onion every time the onion is touched.
- Start with an onion in the ground and ask participants to call out the next steps in the onion’s journey (dug out from the soil, packaged, transferred to a truck, driven to a distribution center, driven to a store or market, placed on a produce stand, picked up by customer(s) – and maybe even dropped on NYC pavement several times).
- Use a knife to cut open the onion. Show the group how the “germs” (mustard) are now inside the onion, on your hands, on the knife blade and on the cutting board. Ask, “*What was surprising?*”
- Highlight how easily disease-causing germs can be transferred and can get into the food we eat. Be sure to rinse and scrub produce that is grown on the ground and eaten raw (e.g., melons and cucumbers).
- Explain that having properly washed produce available is for a good way to encourage kids and loved ones to eat fruits and vegetables.

### Take Away Task

Invite participants to share with the group which food safety steps they plan to take to prevent foodborne illnesses.

### Physical Activity Transition Statement and Message

Tell participants, “*Just like practicing food safety steps reduces our risk of getting sick, so does physical activity! Physical activity helps to reduce the risk of developing diseases such as heart disease, Type 2 diabetes and high cholesterol. Thirty minutes a day, five times per week, is recommended.*”

### Supplemental Activities (if time allows)

#### Share Tips:

- If the package indicates that it’s prewashed, you can use without further washing.
- Washing fruits and vegetables with soap or detergents is not recommended.

#### Extended Activity:

- Have participants practice singing “Happy Birthday” twice while pretending to wash hands.

## Activity 2: Be Food Safe (15 minutes)

- Distribute the *Easy Ways to Keep Food Safe* handout.
- Create four sections on the flip chart: Clean, Separate, Cook and Chill.
- Explain that food safety falls into four categories. Ask participants to name food safety steps they take at home or name one step from the handout and place each step into the correct category.
- Review each section and explain that each section is important for food safety. If not mentioned in participant responses, highlight the following:
  - **Clean your hands and surfaces often:**
    - \* Wash your hands with soap and warm water for 20 seconds.
    - \* Wash utensils and cutting boards regularly.
    - \* Rinse produce under running water.
  - **Separate raw meats, poultry, and seafood and ready-to-eat foods:**
    - \* Store them away from ready-to-eat foods in your refrigerator.
    - \* Use separate cutting and preparation surfaces.
    - \* Keep them away from other foods in your shopping cart.
  - **Cook food to a safe temperature:**
    - \* Heat foods to kill germs that can make you sick.
    - \* Use a food thermometer to check internal food temperatures when cooking.
  - **Chill foods:**
    - \* Keep your refrigerator at or below 40 degrees Fahrenheit.
    - \* Refrigerate food within two hours of cooking or removing it from the refrigerator.
    - \* Always thaw food in the refrigerator.
- Explain that some produce items need to be refrigerated and some can be left out on the counter or in a cupboard. Show a cut-up produce item and a whole produce item (for example, a whole melon and a cut up melon). Ask participants if these items need to be refrigerated or if they can be kept on the counter. Repeat with different produce items as time allows.
- Highlight that uncut apples, tomatoes, bananas and potatoes are safe at room temperature. Emphasize that all fruits and vegetables need to be refrigerated within two hours of being cut, peeled or cooked.
- Explain that having safely stored produce on hand is a good way to encourage kids and loved ones to eat fruits and vegetables.

### Take Away Task

Ask participants what surprised them the most about the activity. Are they going to make any changes as a result? *“What food safety steps do you already take?”*

### Physical Activity Transition Statement and Message

Tell participants, *“While exercising, stay hydrated no matter the temperature! Whether it is cold or hot outside, you still need to stay hydrated.”*

### Supplemental Activities (if time allows)

#### Share Tips:

- Review with participants Safe Cooking Temperatures listed on the handout.
- Review the following tips: quickly cool casseroles (in metal or foil containers) to 40 degrees Fahrenheit in an ice water bath; cut vegetables (like baked potatoes) into small pieces to quickly cool them; and refrigerate canned fruits and vegetables after opening.
- Ask, *“What is the safest refrigerator temperature?”* (Below 40 degrees Fahrenheit). Ask the same question about the freezer (below 0 degrees Fahrenheit)

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### Suggested Recipe Talking Points

- Review how you rinsed produce.
- Recommend wiping the tops of canned fruits and vegetables before opening.
- Mention that all cut fruits and vegetables need to be refrigerated.
- Review cooling and refrigerating leftover cooked fruits and vegetables.
- Ask, or share a tip on, how kids can get involved in making the recipe

### Closing (5 minutes)

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“Today we talked about the importance of food safety and some ways to avoid getting sick from the foods we eat. Following these steps is easy, doesn’t take a lot of time and can keep you and your family safe.”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 5: Stretching Food Dollars

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe
- Purchase \$10 worth of food at the farmers market to display and three additional items at \$2 each for behind the table
- Purchase \$10 worth of food at the supermarket to display

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Save Money by Buying in Season* handout
- Activity 2: *Easy Ways to Save Money on Healthy Food* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- Understand how using EBT for fruits and vegetables at farmers markets will increase purchasing power.
- Identify two reasons why shopping in season can be cost effective.
- Name two strategies to stretch food dollars

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice "voice by choice," which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask participants “*Why do you shop at the farmers market?*” Record responses on flipchart.
- Explain that today you are going to talk about stretching food dollars. One great way to do that is to buy in-season.
- Ask participants, “*What does it mean to buy in season?*” Explain that buying in season means buying fruits and vegetables from our local region around harvest time.
- Ask participants, “*What do you think are the benefits of buying local, in season produce?*” Record responses on a flipchart. Highlight the potential benefits of buying in season, such as lower cost, freshness and better flavor. Explain that freshness means that produce has been picked very recently and will likely last longer in the refrigerator. Better flavor means produce tastes better so it gets eaten. All of this saves money and reduces waste.
- Explain to the group that we are going to show the great value of shopping seasonally at the farmers market.

### Activity 1: Buying in Season (15 minutes)

- Distribute the *Easy Ways to Save Money by Buying in Season* handout.
- Ask participants to look at the handout and identify one fruit or vegetable available at the market today. Highlight to participants that involving children and loved ones at the farmers market or grocery store is a great way to encourage them to eat more fruits and vegetables.
- With a reusable shopping bag, ask the group to help you put \$10 worth of produce into the bag. Explain that all the items displayed were bought for a total of \$10, which is a great value.
- Explain that if you spend \$10 using EBT you get \$4 more in Health Bucks coupons. Pull out the two additional \$2 items from behind the table and highlight this extra produce as a “bonus” for choosing to shop at the farmers market. Then, show another \$2 item that participants will be able to purchase after attending the workshop using their Health Bucks incentive.
- Ask participants to share money saving tips when buying food for home. Be sure to include: check what food you already have at home and plan meals based on these foods; make a grocery list and stick to it; don’t shop on an empty stomach; compare costs for the best deal; and store food properly and right away to preserve freshness.
- Discuss the benefits of shopping at farmers markets, including saving money and having access to the freshest, most delicious produce.

### Take Away Task

Invite participants to share which in-season fruit or vegetable they plan to try this week.

### Physical Activity Transition Statement and Message

Tell participants, “*Exercise in all seasons! Exercise every summer, spring, fall and winter! All we need is 30 minutes a day!*”

### Supplemental Activities (if time allows)

#### Extended Activity:

- Using food models, make a meal with out-of-season fruits and vegetables. Ask the group to swap one model item for one that is currently in season. Discuss cost savings by making one swap, and highlight the benefits of the seasonal produce’s better flavor.

## Activity 2: Money Saving Tips (15 minutes)

- Distribute the *Easy Ways to Save Money on Healthy Food* handout and highlight one tip. Ask the group to look at the handout and share a money saving strategy that they have used. Ask participants for additional money saving tips.
- Be sure to include the following tips: check the food you already have at home; plan meals based on those foods; make a grocery list and stick to it; don't shop on an empty stomach; compare costs for the best deal; and store food properly and right away to preserve freshness.
- Explain to the group that during the harvest season they have the option of buying fruits and vegetables at the farmers market or the supermarket. Tell the group, "*We are going to show you how buying at the farmers market can be another great way to save money.*"
- Display two bags of produce: one containing \$10 worth of food purchased at the farmers market and the other with \$10 of food from the supermarket. Discuss the differences.
- Add \$6 worth of extra food from behind the table to the farmers market bag. Explain how, if they used EBT to purchase \$10 worth of food at the farmers market, they would receive \$4 in Health Bucks plus an extra \$2 in Health Bucks from attending the workshop.
- Highlight that although there are many food shopping options, we can get more for our money by shopping in season at the farmers market. Emphasize quality vs. quantity when comparing produce from farmers markets and supermarkets. Discuss how much more expensive it is to buy out-of-season produce.

### Take Away Task

Invite participants to share with the group which money saving tip they plan to try.

### Physical Activity Transition Statement and Message

Ask participants, "*What physical activities don't cost money?*" Tell them, "*There are lots of ways to be physically active without spending a dime – or at a very low cost!*" Share one or two of the following ideas:

- Take a family walk before and/or after dinner.
- Take the stairs instead of the elevator.
- Get off the train or bus one stop earlier and walk to your destination.
- Visit a local city pool with your family during the summer.
- Stretch or do sit-ups while watching television.
- Find a Shape Up NYC class in your neighborhood.

### Supplemental Activities (if time allows)

#### Share Tips:

- Stock up on non-perishables when on sale. Buy in bulk. Emphasize that all forms of fruits and vegetables count and have various benefits – fresh, frozen, canned.

#### Extended Activity:

- Create a cost analysis of two meals: one that comes from the farmers market and one that comes from the supermarket.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.

- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Discuss ways to save money when purchasing ingredients for the recipe.
- Discuss different forms of fruits and/or vegetables that could be used in the recipe and which ones might be most cost effective.
- Ask participants if (or how) they might change the recipe at home for their families.
- Ask, or share a tip on, how kids can get involved in making the recipe

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“Buying in season and shopping at the farmers market is a great way to save money when shopping.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 6: Healthy Portion Sizes

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe
- Optional: MyPlate poster

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Choose Healthy Portions* handout
- Activity 2: *Easy ways to Understand Signs of Hunger and Fullness* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- Define the benefits of eating portions that are right for them.
- Identify the recommended adult proportions of food groups on MyPlate.
- Use simple techniques to practice mindful eating.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask participants how they decide how much food to eat. Accept all responses from the group and acknowledge that there are lots of different factors that influence how much food we eat. Share that during this lesson you will discuss some tools that may help them to eat the amount of food that is right for their bodies.

- Ask, “*What do you think are the benefits of eating portions that are right for you?*” Write the responses on the flip chart.
- Highlight that eating the right amount for our bodies may help us to:
  - Avoid feeling “overstuffed” and uncomfortable after a meal.
  - Save money by preventing overeating.
  - Have more mindful and pleasant eating experiences.
  - Maintain a healthy weight.
  - Role model healthy practices for children.

### Activity 1: Use MyPlate for Healthy Eating (15 minutes)

- Distribute the *Easy Ways to Choose Healthy Portions* handout.
- Tell participants that today we will be discussing tools to help them serve and eat the amount of food that is right for them.
- Display the *MyPlate* poster. Share with the group that MyPlate is a quick and easy way to figure out the right amount of food to eat. Ask participants how they think MyPlate might help them do this.
- Point out the food groups on MyPlate. Share that our bodies need different food groups to be healthy, and that if you divide your plate into four fist sized sections you can approximate the amount of food you need to eat. Note that the exact amount of food you need to eat depends on your age, sex, height, weight and physical activity level, and other conditions such as your health status.
- A quick and easy way to know if you are eating the right proportion of each food group is to use your hand. Ask participants to imagine they have a 9-inch plate and help you create a balanced and proportioned MyPlate.
- MyPlate recommends making fruits and vegetables half of your plate (two fistfuls). Highlight that fruits and vegetables are full of fiber, which may help us feel full for longer. They are also low in calories and full of vitamins and minerals. Whole grains take up about the size of one fist and lean proteins take about the size of a palm.
- Ask participants to refer to the handout to help you build a healthy MyPlate meal in balanced portions. Add corresponding food models to the *MyPlate* poster.
- Remind participants that using their hand is an easy way to estimate how much food to eat. But they cannot go wrong if they focus on eating more fruits and vegetables.
- Explain to participants that they can use what they learned about MyPlate to eat healthy, balanced meals that are right for them.

### Take Away Task

Invite participants to share with the group how they plan to use the tool they learned about today.

### Physical Activity Transition Statement and Message

Ask participants, “*What counts as physical activity and how much do we need?*” Tell them, “*Physical activity is any body movement that works your muscles and uses more energy than your usual daily activities. Adults should aim to get 30 minutes of moderate physical activity five or more days a week.*”

### Supplemental Activities (if time allows)

#### Share Tips:

- Use a 9-inch plate or smaller to help with portion control.
- Ask, “*When eating out, what strategies can you use to eat the right amount for you?*” Mention:

- Use *MyPlate* recommendations when eating out. Try to make half your meal fruits and vegetables, about a quarter whole grains and a quarter lean protein.
- Share menu items with a friend.
- Ask for a container and take half of large items home for later.

### Activity 2: Understanding Hunger and Fullness Signs to Avoid Overeating (15 minutes)

- Distribute the *Easy Ways to Understand Signs of Hunger and Fullness* handout. Ask participants to think about a time when they ate too much. What caused them to eat so much? Why didn't they stop eating when they were full? How did that experience feel? Accept all answers and acknowledge that we all overeat sometimes. And often, we end up eating too much because we don't pay attention to what our body needs.
- Explain that the body has a set of hunger and fullness signals to let us know when we are hungry, comfortably full or overstuffed, but often we forget to listen. Paying attention to these signals can help us give our body what it needs.
- Explain that paying attention to your body's hunger and fullness signals may prevent overeating, which could reduce the risk of weight gain and health issues such as obesity and diabetes.
- Prepare a flip chart with a picture of a gas gauge (red on one end = overstuffed, green in the middle = just right, red on the other end = hungry). Tell participants that they are going to brainstorm what hunger and fullness cues feel like. Ask:
  - "What are some signs that you are hungry?" Record answers on a sticky note and place it on the "hungry" end of the gauge.
  - "What are some signs that you ate the right amount for your body?" Record answers on a sticky note and place it on the "just right" area of the gauge.
  - "What are some signs that you've overeaten?" Record answers on a sticky note and place on the "overstuffed" area of the gauge.
  - Add additional signs listed on the handout if participants do not mention them.
- Let participants know that it takes at least 20 to 30 minutes to feel full. To avoid overeating, slow down. Pay attention to feelings of hunger and fullness and stop eating when your hunger is satisfied (versus eating until you are uncomfortably full.)
- Ask, "Now that we understand how to listen to our hunger and fullness signals, what are some additional techniques you can use to avoid overeating?" Make sure to include the following tips:
  - Use a smaller plate;
  - Start with smaller portions and get more later if you're still hungry;
  - Pre-portion snacks from larger containers; don't eat right out of the bag;
  - Sit down to eat and turn off all screens when eating;
  - If there is still food on your plate or on the table when you feel full, put it away for the next meal.
- Listening to your body's hunger and fullness signals is a great way to pay attention to what your body needs, to avoid overeating and to help you feel energized and comfortable after meals.

### Take Away Task

Invite participants to share with the group one technique they will use to practice mindful eating this week.

### Physical Activity Transition Statement and Message

Tell participants, "Physical activity can be "measured" in short or long bursts. You can be physically active for a few minutes by stretching at your desk or briskly walking to the train/bus. You can also set aside time for longer bouts of exercise when you walk your dog, attend an exercise class or play a sport with friends."

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.

- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Ask participants what other fruits or vegetables they might use in the recipe.
- Ask participants if or how they might change this recipe at home for their families.
- Ask, or share a tip on, how kids can get involved with making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“Practicing healthy eating habits has many benefits, including eating a balanced diet, avoiding feeling too full and uncomfortable after a meal, and possibly reducing food waste. You can practice healthy eating habits by using MyPlate as a guide (activity 1) or by listening to your body’s hunger and fullness signals (activity 2).”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 7: Fiber: Are You Eating Enough?

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- A variety of fruits, vegetables, and whole grains and legumes for Activity 2
- Ingredients and supplies to prepare and serve JSY recipe

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: and Activity 2: *Easy Ways to Eat Enough Fiber* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- List two benefits of a fiber rich diet.
- Identify two high fiber foods.
- Identify how to include 25 grams of fiber each day

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask participants, “*What fiber rich foods do you eat?*”
- Explain that fiber is found in the plants we eat – fruits, vegetables, whole grains, nuts and legumes are all good sources. Just like our bones give our bodies structure, fiber gives plants their structure. Fiber passes through our digestive system, which is actually very beneficial for our bodies.

- Ask, “*What are the benefits of fiber?*”
- Discuss the benefits of eating fiber. Be sure to include that fiber may:
  - help with digestion.
  - contribute to heart health
  - 
  - Help control your blood sugar.
- Explain that some types of fiber may also help you feel full longer.
- Explain to the group that adults need about 25 grams of fiber every day. Say, “*Today we’ll show you how to easily get 25 grams each day.*”

### Activity 1: Fiber Meter (15 minutes)

- Distribute *Easy Ways to Eat Enough Fiber* handout.
- Ask, “*Where on a food package can you find the amount of fiber?*” Explain that grams of fiber can be found on the Nutrition Facts label.
- Create an outline of a “fiber meter” on the flip chart by drawing a large image of a thermometer, with the top colored green and the bottom colored red. Label the red end “low fiber” and the green end “high fiber.”
- Gather a set of food models. Include foods from all food groups and with a wide range of fiber content. Be sure to include a whole fruit and a fruit juice for comparison. Have participants guess where on the fiber meter the particular food should be placed (high or low). Place the food items on the fiber meter as instructed by participants. Next, review each food item’s fiber content and move it to the correct place on the fiber meter. Place the food models in order of highest to lowest fiber content on the flip chart.
- Ask, “*What is surprising about the fiber meter?*” Highlight food sources rich in fiber. Note that meat, chicken and dairy products contain no fiber. Explain that juice and processed fruits and veggies typically have less fiber than whole fruits and vegetables. Remind participants to look for food products with at least 2 grams of fiber per serving.
- For parents and caregivers, mention that whole grains are a good source of fiber contributes to heart health. Say, “*Give yourself and those you love the goodness of whole grains.*”

### Take Away Task

Invite participants to share with the group one high fiber food they will include in their meals this week. Refer them to the *Easy Ways to Eat Enough Fiber* handout for additional ideas.

### Physical Activity Transition Statement and Message

Tell participants, just like fiber, physical activity has a lot of health benefits.

### Supplemental Activities (if time allows)

#### Share Tips:

- There is a lot of fiber in the skin of fruits and vegetables, so include it in your dish.
- To prevent gas, be sure to gradually increase fiber intake. Because fiber absorbs water, drink more water as your fiber intake increases.
- Fiber cannot be cooked out of fruits, vegetables, grains or beans.

#### Discuss:

- Ask participants to share ideas on how to add fiber to breakfast, lunch, dinner and snacks.

### Activity 2: Are You Getting Enough? (15 minutes)

- Distribute the *Easy Ways to Eat Enough Fiber* handout.

- Using the prepared flip chart, display a list of five or six high fiber foods with the amount of fiber (listed in grams) covered by a sticky note, for example: 1/2 cup beans (14 grams), 1/2 cup brown rice (2 grams), 1 medium apple (4 grams), 1 cup of bell pepper (3 grams), and 1/2 cup of broccoli (2 grams). Explain to participants that getting 25 grams of fiber a day is easy, but sometimes it's hard to know if you are getting enough. Ask, "What exactly does 25 grams of fiber look like in terms of real foods?"
- Display the whole food form of these items on the table (approximately one serving of each item). Show each whole food and ask the group to guess the amount of fiber in each. Reveal the grams of fiber contained in each item on the flip chart. Add up the grams of fiber (about 25 grams; a little more is ok).
- Refer the group to the whole foods on the table and highlight how easy it is to get the recommended amount of fiber each day. Explain that as long as you are eating at least five fruits and vegetables a day and including whole grains and beans, it is easy to reach the 25 gram recommendation. Discuss how these foods could be incorporated as meals or snacks throughout their day.
- Ask participants to refer to the handout for ideas on how to add more fiber to their meals. Ask them to share an idea that looks easy.
- Remind participants to serve their children and loved ones whole grain versions of their favorite bread, cereal or pasta. It's a simple way to help them eat more whole grains.

### Take Away Task

Invite participants to share which high fiber foods they plan to eat this week.

### Physical Activity Transition Statement and Message

Tell participants, "Just as easily as fiber can add up over the course of your day, so can exercise. Don't have a lot of time? Add little exercise breaks throughout your day. For example, go for a walk around the block, use the stairs or get off your bus one stop early and walk the rest of the way to your destination."

### Supplemental Activities (if time allows)

#### Discuss:

- What similarities they notice in foods that are high in fiber? Highlight that healthy foods, like fruits, vegetables, whole grains, beans and nuts, are not processed.
- Ways to reach 28 grams of fiber a day by adding:
  - Veggies to an omelet at breakfast.
  - A side of beans at lunch.
  - Roasted vegetables and/or brown rice to a casserole at dinner.
  - Two fruits as snacks throughout the day.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: "Participants should avoid the sample if they have an allergy to any of the ingredients."
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how

many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Discuss the fiber content of the recipe and which ingredients contain the most fiber.
- Talk about how the recipe can be included in a meal plan (for example, as part of a specific meal, eaten as a snack, dessert, etc.)
- Discuss different forms (canned, frozen or fresh) of fruits and vegetables that could be used.
- Ask participants if or how they might change this recipe at home for their families.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *"In summary, there are many health benefits of eating foods that are high in fiber."*
- Ask participants, *"What are your questions?"*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 8: Healthy Beverages

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Sugar
- Ziplock bags
- Ingredients and supplies to prepare and serve JSY recipe

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *How Much Sugar is in Your Drink?* handout
- Activity 2: *Every Sip Adds Up* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- Understand the link between sugary drinks, obesity and type 2 diabetes.
- Identify three types of sugary drinks.
- Identify two healthy beverage choices.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice "voice by choice," which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask, *"What is your favorite way to stay hydrated and why?"* Explain that throughout today's workshop, we will be exploring some ways to drink healthy beverages and why it is so important.
- Ask participants to give some examples of sugary drinks and be sure to include:

- sodas/soft drinks
- sweetened teas
- sports drinks
- energy drinks
- juice drinks
- vitamin-added drinks
- lemonades
- Ask the group, “*Why do you think we are discussing sugary drinks today? What health problems are linked to drinking sugary drinks?*”
  - Explain that sugary drinks are the major source of added sugar in our diets.
  - Sugary drinks are linked to weight gain, diabetes, cavities and heart disease. Heart disease is the leading cause of death in the U.S.
  - Almost a quarter of the people in New York City have one or more sugary drinks per day.
- Highlight that juice drinks are different than 100 percent juice because they have added sugars. But 100 percent juice still has a lot of sugar. If you drink juice, choose 100 percent juice and drink small portions – such as 6 ounces per day. Whole fruit is always a better choice because it has more fiber and less calories.

### Activity 1: Choose Low-Sugar or No-Sugar Drinks (15 minutes)

- Distribute the *How Much Sugar is in Your Drink?* handout.
- Explain that you are going to show how much sugar is in some drinks and how to identify healthier alternatives to sugary drinks.
- On the flip chart, write the non-branded names of the following sugary drinks including: soda, sports drink, and fruit drink. Below each of the three sugary drink names, draw an outline of a 20 ounce bottle. Inside each bottle, write the grams of sugar (for reference: 65 grams in a 20 ounce soda, 35 grams in a 20 ounce sports drink, and 67 grams in a 20 ounce fruit drink). Mention that the amount of sugar may vary slightly from drink to drink.
- Ask, “*Where on a drink label can you find out how much sugar is in your drink?*” Wait for responses. Validate all responses, and share that the amount of added and natural sugar is listed on the Nutrition Facts label as Total Sugars. If the drink has added sugar it will be listed directly under Total Sugars and in the ingredients list.
- Ask participants to find the amount of sugar in grams listed on the Nutrition Facts label on the handout – or use the label of a participant’s drink, if available.
- Ask, “*What is the serving size of the drink?*” and “*How many servings are in the bottle?*” Let participants know that the numbers on the Nutrition Facts label only refer to one serving. In order to determine the amount of sugar in an entire bottle, ask participants to multiply the grams of sugar listed in the Nutrition Facts label by the servings per container listed there.
- To determine how many teaspoons of sugar are in each drink, divide total grams of sugar by four. Use the flip chart to illustrate this calculation for each sugary drink. Write the number of teaspoons on the three bottle outlines (for reference: 65 grams in a 20 ounce soda is about 16 teaspoons sugar, 35 grams in a 20 ounce sports drink is about 9 teaspoons of sugar, and 67 grams in a 20 ounce fruit drink is about 17 teaspoons of sugar). Next, measure out the number of teaspoons of sugar contained in one of the example drinks into a resealable bag (measure out the amount of sugar for the additional drinks if time allows). Ask participants what they think of the amounts of sugar and how consuming drinks with this amount of sugar might affect their health.
- Invite participants to add healthy beverages that they enjoy to the list generated in the beginning of class. Be sure to highlight that water is best for thirst – and it’s free. Other great choices are seltzer, unsweetened

iced tea and fruit infused water. Mention that milk is a good choice for bone health and that unsweetened fat-free and low-fat milk are the best choices for anyone two years of age or older.

### **Take Away Task**

Invite participants to share what healthy drinks they will try this week.

### **Physical Activity Transition Statement and Message**

Tell participants, *“Hydration is key during physical activity! Be sure to drink plenty of water before, during and after exercising.”*

### **Supplemental Activities (if time allows)**

Share Tips:

- What you drink is as important as what you eat.
- Replacing sugary drinks with water can help you to maintain a healthy weight

### **Activity 2: Every Sip Adds Up (15 minutes)**

- Pass out the *Every Sip Adds Up* handout.
- Explain that calories from food and drinks are used by our bodies as energy. Ask, *“What happens when we eat or drink more calories than we use?”* Explain that when we drink calories instead of eat calories in food, it is easy to take in more calories than we need. This can contribute to health problems.
- Explain that you are going to determine the total teaspoons of sugar consumed in sugary drinks in one day and then determine how many steps one would have to take to burn off or use that extra sugar. Explain that 1 teaspoon of sugar is equal to 4 grams of sugar (which is how it’s listed on the Nutrition Facts label). Explain to the group that in order to burn off a 20-ounce soda, one would need to take 4,500 steps, which is about a 2 ¼ mile walk for an average person. It takes an average person about 2,000 steps to walk 1 mile.
- Refer to the handout. Ask participants to identify a sugary drink on the handout that they might have on a typical day. Ask them to read aloud the teaspoons of sugar in the drink and how many steps it would take to burn off the sugar. Record answers on a flip chart. Ask participants if they would have another sugary drink during the day. Repeat as many times as needed.
- Remind participants that sugary drinks are linked to weight gain, diabetes, cavities and heart disease. Heart disease is the leading cause of death in the U.S.
- Invite participants to add healthy beverages that they enjoy to the list from the beginning of class. Be sure to highlight that water is best for thirst – and it’s free. Mention that milk is a good choice for bone health. Serve unsweetened, fat free or low-fat milk at meals.

### **Take Away Task**

Invite participants to share with the group which sugary drink they will swap for a healthy alternative or which physical activity they will add to their daily routine.

### **Physical Activity Transition Statement and Message**

Tell participants, *“Hydration is key during physical activity! Be sure to drink plenty of water before, during and after exercising.”*

### **Supplemental Activities (if time allows)**

Share Facts and Tips:

- Everyone’s needs are different. Drink plenty of water if you are active, live or work in hot conditions, or are an older adult.
- Water is always a convenient beverage on the go. And it’s free! Carry a water bottle in your bag.
- Choose healthy beverages by checking the Nutrition Facts label.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### Suggested Recipe Talking Points

- Ask participants if or how they might change this recipe at home for their families.
- Ask participants what other fruits they might use in the recipe.
- Ask, or share a tip on, how kids can get involved in making the recipe

### Closing (5 minutes)

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“In summary, sugary drinks are linked to weight gain, diabetes, cavities and heart disease. There are better, healthy and delicious beverage options available. Water is the best choice for your health.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 9: Beans

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Eat a Variety of Proteins* handout
- Activity 2: *Easy Ways to Cook with Beans* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- List at least two benefits of including beans in their diet.
- Describe new ways to use beans in family meals.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice "voice by choice," which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask "*What are some ways that you serve beans at home?*" Highlight the fact that different cultures have many different and delicious ways to prepare and serve beans
- Ask participants to share what they have heard about the benefits of eating beans.
- Record responses on the flip chart. Summarize any benefits mentioned. Include delicious, inexpensive, good source of protein, vitamins, minerals, fiber, fat-free, lasts a long time in your pantry.
- Explain that because of their high nutrient content, eating beans is recommended for everyone.
- Say, "*Today we are going to give you some ideas on how to include more beans in your diet.*"

### Activity 1: Making the Most of Beans (15 minutes)

- Distribute the *Easy Ways to Eat a Variety of Proteins* handout.
- Draw MyPlate on the flip chart and ask participants where beans belong on the plate. Explain that beans and other legumes fall into the protein category and are considered a plant protein.
- Ask the group, “*What other foods, besides beans and other legumes, are plant proteins?*” Write examples on sticky notes or find corresponding food models and place on the flip chart. Include soy, nuts and seeds. Mention that grains also contain some protein.
- Ask the group, “*What are some animal protein foods?*” Record responses on the flip chart. Tell the group that a good step to eating healthier protein is to cut down on processed meats, like hot dogs, bacon and deli meats. Processed meats are linked to cancer and often have high levels of saturated fat and sodium, which are linked to heart disease. Mention that if they choose animal protein they should focus on leaner sources such as seafood, eggs and lean cuts of poultry.
- Ask participants if they know the health benefits of replacing some animal proteins with plant proteins. Highlight that compared to animal protein, plant proteins are higher in fiber and in most cases lower in fat. Explain that getting a variety of grains, beans, nuts and seeds will ensure that you’ll get a greater variety of nutrients and still enough protein. Most people eat enough protein, but may not be eating the right kinds.
- Discuss how beans are often combined with grains, vegetables, nuts or seeds to make main dishes or snacks.
- Ask the group to refer to the handout and the original list generated in the Icebreaker for examples. Ask for additional main meal or snack ideas. Additional examples can include hummus and pita bread, tofu and rice, black-eyed peas and collard greens.
- Highlight meal and snack ideas that can be made with farmers market produce.
- Ask the group to share what types of bean dishes children might enjoy. Remind participants that beans have a lot of fiber, which is good for digestion. Some types of fiber might help you feel full longer.

### Take Away Task

Invite participants to share with the group which bean dishes they would like to try at home.

### Physical Activity Transition Statement and Message

Tell participants, “*Just as beans are healthy for your body, so is physical activity. Involve a variety of people in your physical activity routine. It’s great to have a friend working out alongside you to keep you motivated. You can get your whole family involved since being physically active is important for everyone.*”

### Supplemental Activities (if time allows)

#### Share Tips:

- To alleviate the “gas factor,” frequently change the soaking liquid when preparing dried beans. For canned beans, drain and rinse before eating.
- Cooked beans can be stored in the fridge for four to five days and in the freezer for up to six months.

#### Extended Activity:

- Ask participants to share how they save time while preparing beans at home. Some examples of time savers include soaking beans during the day or overnight, cooking a double batch and freezing small batches of cooked beans.

### Activity 2: Benefits of Beans (15 minutes)

- Distribute the *Easy Ways to Cook with Beans* handout.
- Ask the group “*What are the benefits of eating beans as opposed to eating meat?*” Highlight that beans are lower in fat and higher in fiber than meat. Emphasize that they are also a source of protein.
- Ask participants to guess the price per pound of dried beans and canned beans. On one side of the flip chart, write down the cost per pound of beans (canned \$1.00, dried \$1.50). Ask participants to guess the price per

pound of ground beef and chicken breast. On the other side of the flip chart, write down the price per pound of a serving size of meat (ground chuck beef \$4.50, boneless chicken breast \$3.50). Ask participants to calculate the difference in price and record it on the flip chart. Ask the group to reflect on the difference in cost.

- Ask participants to refer to the handout and identify which type(s) of beans they use at home (dried, cooked or canned)
- Highlight some tips for bean preparation:
  - Cook one big pot of beans and use for multiple meals.
  - Toss cooked or canned beans into sautéed veggies, or mix them with cooked greens and garlic.
  - Add beans to soups, salads and pasta dishes.
- Remind the group that beans provide both savings and health benefits. For participants with children, beans provide protein for growth.

### Take Away Task

Invite participants to share which type of bean they would like to try at home this week.

### Physical Activity Transition Statement and Message

Tell participants, *“Just like beans, there are many benefits to exercise for all ages! Children need to be physically active to help strengthen bones for proper growth and development. Adults need to be physically active for heart health and to manage body weight. And older adults need to be physically active to improve strength and balance, which makes it easier to do everyday activities and helps prevent falls.”*

### Supplemental Activities (if time allows)

#### Share Facts and Tips:

- Lentils, split peas and black-eyed peas don't need to be soaked so they're great for a quick meal.
- Vitamins and minerals in beans include vitamin A, vitamin C, folate, calcium, iron, magnesium and potassium.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### Suggested Recipe Talking Points

- Ask participants how they might change this recipe at home for their families.
- Ask participants which plant proteins they would add to this recipe. Explain that when cooking beans, they should add acids like tomatoes at the end since acids toughen bean skins.
- One cup of dry beans makes about 3 cups of cooked beans. One pound of dried beans yields about 5 or 6 cups of cooked beans.

- A 15-ounce can of beans equals about 1 ½ cups of cooked beans.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“There are many benefits of eating beans: they are high in fiber, low in cost and have many health benefits. There are lots of easy and delicious ways to include them in your meals.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 10: Planning MyPlate Meals

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe
- Optional: MyPlate poster

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Make a Shopping List* handout
- Activity 2: *Stock Up with Staple Foods* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- Identify at least two healthy meal planning strategies.
- Name at least two benefits of planning meals and snacks.
- Plan at least two easy, healthy main meals using farmers market produce and staple items from home.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask, “*What are the benefits of meal planning?*” Record benefits on a flip chart and discuss possible benefits of meal planning: save money and time, plan healthier meals, stay organized, encourage family meal time reduce waste.

- Ask, “*What are the steps for meal planning?*” Record steps on the flip chart. Be sure to mention: planning ahead, creating a shopping list, checking for foods you already have, thinking about your week and the time you have to cook, brainstorming fast meals using quick cooking methods, and convenient foods such as canned beans, frozen veggies, canned fish, eggs, etc.
- Explain that today you are going to review some quick and easy ways to meal plan.

### Activity 1: MyPlate Planner (15 minutes)

- Distribute *Easy Steps to Make a Shopping List* handout.
- Display the *MyPlate* poster or diagram on the flip chart, leaving room to create a shopping list. Explain that MyPlate is an easy guide for planning healthy meals. Show participants the MyPlate visual and quickly review each section.
- Explain to the group that they are going to create a meal based on MyPlate using produce from the farmers market. Show each fruit and vegetable from the table display.
- Ask the group to call out ways to use the displayed fruits and vegetables to create a meal. Ask the group to share ideas for protein and grain foods to make the meal more balanced. Write the names of the foods on sticky notes or find corresponding food models and place on the flip chart to completely fill in the MyPlate diagram.
- Explain that after filling in your meals, next steps are to check which items you already have and make a shopping list. Ask participants to think about the foods they already have at home and together create a “shopping list” of what they would need to buy to make the displayed meal. As participants call out each item, record the shopping list on the flip chart.
- Highlight how simple and easy it is to plan healthy meals using the *Easy Steps to Make a Shopping List* handout.

### Take Away Task

Ask participants to share a main meal idea they plan to make this week, which includes all five food groups.

### Physical Activity Transition Statement and Message

Tell participants, “*You can plan time to be active just like you plan your meals. Set aside time every day to be physically active and stick to your plan! Physical activity can become part of your daily routine and can be done almost anywhere.*”

### Supplemental Activities (if time allows)

#### Share Facts and Tips:

- Plan meals around what is in season at the farmers market. Buying and eating in season is a great way to spend less money on produce and eat delicious food.
- Review your store’s weekly circulars to plan meals with the items on sale. Look for coupons!
- Begin your grocery list and add items as you run out of ingredients throughout the week.
- Double your recipe for future meals. For your next casserole or stew, try doubling the recipe and freezing the extra. You’ll save time and cooking next week’s dinner will be a snap!

#### Extended Activity:

- Create additional meals.

### Activity 2: A Well-Stocked Kitchen (15 minutes)

- Distribute *Stock Up with Staple Foods* handout.
- One way you can make meal planning and preparation even easier is to have staple foods on hand.
- Ask, “*What exactly are staple foods?*”
- Explain that staple foods are foods that you often or always have in your pantry. For example, grains, tortillas, root vegetables, canned soups, canned or dried beans, frozen produce, herbs and spices, oil and vinegar, eggs, canned fish and peanut butter. Explain that having these staples on hand can make both meal planning (and eating a balanced diet throughout the day) easy and inexpensive.
- Ask participants to look over the handout and explain that many of the staple items are foods that belong to MyPlate categories.
- “*Which staple items do you have in your pantry and where do they fit on the MyPlate?*” Record answers on the flip chart prepared with a MyPlate diagram. If needed, ask for additional foods to make a complete MyPlate meal. If time allows, make a second complete MyPlate meal.
- Ask participants which foods from the farmers market they might add to their staple items at home to create a complete meal, and indicate where they belong on the MyPlate.
- Highlight that having basic staple items on hand makes it easy to make complete, balanced MyPlate meals by simply adding a few more food groups, such as fresh farmers market produce. Mention that all forms of fruits and vegetables count (frozen, canned and fresh).

### Take Away Task

Invite participants to share with the group which staple items they plan to keep in their pantry for easy meals.

### Physical Activity Transition Statement and Message

Tell participants, “*Just like you have ‘go to’ foods in your pantry, you can have ‘go to’ exercises. When you plan activities you enjoy, you are more likely to stick with a physical activity routine.*”

### Supplemental Activities (if time allows)

#### Share Tips:

- Anticipate which staple items are at the farmers market by knowing what’s in season. Highlight produce that is in season at the farmers market.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: “*Participants should avoid the sample if they have an allergy to any of the ingredients.*”
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Discuss different forms of fruits and/or vegetables that could be used in the recipe and which ones are the most cost-effective.
- Ask participants which recipe ingredients they already have at home. What substitutions could they use?
- Ask participants if or how they might change this recipe at home for their families.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“Meal planning may help you save time, money, reduce waste and improve your nutrition.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 11: Reading Food Labels

### Lesson Materials

- Flip chart, markers and sticky notes
- Ingredients and supplies to prepare and serve JSY recipe
- Empty containers or Nutrition Facts labels from a variety of fruit and vegetable products (canned, frozen, dried, juice, etc.)
- Nutrition Facts Label* poster or large image

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Use the Nutrition Facts Label* handout
- Activity 2: *Easy Ways to Read an Ingredients List* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

At the completion of the workshop, participants will be able to:

- Identify two benefits of reading Nutrition Facts labels and/or food ingredients lists.
- Locate the serving size, calories and nutrients on the Nutrition Facts label.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask, “*What do you look at on a food package to help you decide whether to buy that food?*” Acknowledge that when buying packaged foods, you have to be somewhat of a detective to sort through all the information.
- Ask, “*What are the benefits of knowing how to read a food label?*” Highlight that the label can help you:
  - Avoid unwanted ingredients, such as sodium and unhealthy fats.
  - Find out which foods are good sources of vitamins, minerals and fiber.

- Compare similar foods to pick the better option, and make your food shopping experience easier.
- The ingredients list and the Nutrition Facts label are the most reliable sources of information on food packages. Explain that you'll be discussing how to use the Nutrition Facts label (if implementing activity 1) or the ingredients list (if implementing activity 2) to make healthy food choices for you and your family.

### Activity 1: Reading Nutrition Facts Labels (15 minutes)

- Distribute *Easy Ways to Use the Nutrition Facts Label* handout.
- Display or draw the *Nutrition Facts Label* poster on the flip chart. Tell the group that the Nutrition Facts label provides information about what and how much of each nutrient is found in that food. Ask, "*What should you look at first on a Nutrition Facts label?*" The information on the Nutrition Facts label is based on ONE serving. Serving sizes are based on the amount people commonly eat, but it is important to look at the serving size in case you are eating more than one serving.
- Define calories as the amount of "energy" found in food and beverages. Highlight that calories are now in a large and bold font. Ask why calories are emphasized. Explain that while everyone needs calories, eating too many leads to weight gain.
- Show where to find milligrams of sodium, and grams of saturated fat, total sugars, added sugars and fiber.
- Ask, "*How would you find out how much of a nutrient is in the whole container?*" Explain that you need to multiply by the number of servings.
- Show participants where to find the percent daily value (DV). Explain that the DV indicates how much of a nutrient is found in a serving of food, based on the needs of an average daily diet.
- Explain that 5 percent DV or less of most nutrients is considered a low DV and 20 percent or more is considered a high DV.
- Ask, "*Which nutrients listed in red on your handout are you trying to limit?*" Say, "*Choose foods that have a low DV for saturated fat, trans fat, cholesterol, sodium and added sugar. This will help ensure that the product does not have a lot of these nutrients.*"
- Ask, "*Why do you think we would want to limit these nutrients?*" Explain that eating less of these nutrients is associated with reduced risk of developing heart disease.
- Ask, "*What items listed in green are you trying to eat more of?*" Say, "*Choose foods that have a high DV for the fiber, vitamins and minerals listed at the bottom. Products with more of these nutrients will generally be the healthier option.*"
- Highlight that fresh fruits and vegetables don't have a Nutrition Facts label and are naturally very high in fiber and vitamins. Nutrition Facts labels are only used on packaged foods and can help guide healthy food choices.

### Take Away Task

Ask, "*How will you use the Nutrition Facts label this week?*"

### Physical Activity Transition Statement and Message

Tell participants, "*Just as you keep your food choices in check by reviewing the Nutrition Facts label, keep your physical activity in check by making goals for yourself. Write down your daily or weekly goals and keep them in a place where you will be reminded of them often. Keep yourself in check!*"

### Supplemental Activities (if time allows)

- Extended Activity (for a smaller group):
  - Hand out empty food containers or ask participants if they have a food or beverage with a Nutrition Facts label. Ask participants to examine the labels and locate the serving size, calories and other nutrients using the *Nutrition Facts Label* handout as a guide (offer assistance as needed).
  - Ask participants to identify a product or food label that is high or low in nutrients. For example, ask, "*Who has a product that is high in sodium or salt?*" "*How much sodium does it have?*" "*What is the DV?*" "*Who*

*has a product that is high in vitamin A?"* Use several other examples and offer assistance and guidance as needed.

### **Activity 2: Reading Ingredients Lists (15 minutes)**

- Distribute the *Easy Ways to Read an Ingredients List* handout.
- On the flip chart, display the *Nutrition Facts Label* poster and write up a mock ingredients list below it. Explain that when choosing foods, there are two important places to look on a food package: the Nutrition Facts label (which shows the amount of certain nutrients found in one serving of food) and the ingredients list. The ingredients list states exactly what is inside a packaged food product.
- Explain that ingredients are listed from greatest amount to smallest amount by weight. This means that foods with sugar as the first or second ingredient are high in sugar. The first few ingredients listed are the ones that matter most. Ingredients at the end of the list may only be included in very tiny amounts.
- Ask, *"What do you look for and what do you avoid in an ingredients list?"* Accept all answers. Prepare two columns on the flip chart ("look for" and "avoid"), and cover the guidelines listed below with sticky notes.
- Explain that the following guidelines will help you choose the healthiest options for your family.
- One by one, reveal the following tips on the flip chart:
  - Look for foods that have:
    - Short lists of ingredients.
    - Readable, simple and easy to understand ingredients.
    - Whole grains. Explain that the word "whole" should appear as the first or second ingredient. Double check by looking at the fiber content. Ideally products should contain at least three grams of fiber per serving.
  - Avoid foods that have:
    - Long lists of ingredients.
    - Ingredients you do not recognize or cannot pronounce.
    - Partially hydrogenated oils (trans fats). Explain that trans fats increase your risk of heart disease by increasing "bad" cholesterol (LDL) and decreasing "good" cholesterol (HDL). Choose foods with zero grams of trans fat and avoid products that list "partially hydrogenated [vegetable] oil" in the ingredients list.
    - Sugars. Explain that many packaged foods contain added sugar, which adds calories without increasing the nutrients you want. These are not naturally occurring sugars such as those in milk and fruits. Review the common names for sugars listed on the handout.
- Explain that there are many different names for sugar. Ask participants to count the number of times sugar is listed in bread #2 (from the handout) and share their answers.
- Based on the information on the flip chart and handout, compare the ingredients lists for bread #1 and #2. Ask participants to identify the better option and explain why they choose that option.
- Ask, *"Has anyone noticed that fresh fruits and vegetables do not have a food label? Why do you think that is?"* Explain that fresh fruits and vegetables are single ingredient foods and are not required to have an ingredients list or Nutrition Facts label. The foods that are best for our bodies are the ones that do not have a label.

### **Take Away Task**

Ask, *"How will you use ingredients lists this week?"*

### **Physical Activity Transition Statement and Message**

Tell participants, *"Just like you can make healthy choices for you and your family by reading food labels, you can choose healthy physical activities for your family. Your entire family will benefit from being physically active together!"*

## Supplemental Activities (if time allows)

### Share Facts and Tips:

- An ingredients list will not tell you how much salt is in a food. Look at the Nutrition Facts label and choose foods that are 5 percent or less of the DV of sodium.
- Trans fat is restricted in all New York City restaurants. In 2015 the Food and Drug Administration (FDA) decided that trans fat is not “generally regarded as safe.” As of June 2018, most manufacturers can’t include trans fat in products. There are certain exceptions, so it is still good to look for trans fat on labels.

### Discuss:

- Some of the nutrition claims on the front of packages can be confusing and misleading. Use the Nutrition Facts label and ingredients list to guide your choices. Highlight that low-salt and low-sodium are reliable claims on front of packaging.

## Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

## Suggested Recipe Talking Points

- Discuss different forms of fruits and/or vegetables that could be used in the recipe. Remind participants to compare Nutrition Facts labels for frozen and canned produce in order to find the healthier choice.
- Pass around food labels from products used in the recipe and discuss the information found. Ask participants if or how they might change this recipe at home for their families.
- Ask, or share a tip on, how kids can get involved in making the recipe.

## Closing (5 minutes)

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“In summary, understanding how to read the Nutrition Facts label and ingredients list on packaged foods will help you choose healthier options.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 12: Reduce Food Waste

### Lesson Materials

- Flip chart, markers and sticky notes
- Food models or other food pictures
- Tape or adhesive dots
- Ingredients and supplies to prepare and serve JSY recipe

### To Find Out More

- \* [choosemyplate.gov](http://choosemyplate.gov)
- \* [cdc.gov](http://cdc.gov)

### Take Home Items

- Activity 1: *Easy Ways to Eat the Whole Plant* handout
- Activity 2: *Easy Ways to Freeze Fruits and Vegetables* handout
- MyBenefits* brochure
- JSY recipe
- Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)

### Duration of Lesson: 40 Minutes

Welcome:	2 minutes
Opening Discussion:	8 minutes
Activity 1 or 2:	15 minutes
Recipe Demo:	10 minutes
Closing:	5 minutes

### Objectives

- At the completion of the workshop, participants will be able to:
- Identify two benefits of reducing food waste.
  - Identify two methods of reducing food waste.

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Ask, “*How often does food go to waste in your home? Why does this happen?*”
- Ask, “*What are the benefits of reducing food waste?*” Be sure to highlight that reducing food waste can:
  - Save money.
  - Provide more food for your family.
  - Conserve natural resources. Explain that producing, processing, transporting, preparing, storing and disposing of food uses resources such as land, water, labor and energy that could be available for other purposes.

- On the flip chart, display and read the following tips on how to reduce food waste at home:
  - Meal plan.
  - Buy just what you need for your meal(s).
  - Store food properly.
  - Eat leftovers.
  - Eat the whole plant.
- Explain that today we are going to discuss some specific tips on how to reduce food waste.

### Activity 1: Eat the Whole Plant (15 minutes)

- Distribute *Easy Ways to Choose Colors of Good Health* handout.
- Distribute the *Easy Ways to Eat the Whole Plant* handout.
- Ask, “How many of you or someone you know use all of the parts of fruits and vegetables while cooking?” Explain that if we flash back a generation or two, most of the plant was used and little was wasted. Whatever was not used right away was saved or went into soup stock or stew.
- Explain to participants that these days, many edible parts of the plant get discarded. We are throwing away perfectly delicious parts of plants that we paid for.
- Prepare the flip chart with a diagram of a plant, including the following parts: greens/tops, leaves, stems and stalks. Ask participants to name the parts of the plant that they use in their cooking. Record answers on sticky notes and place on the flip chart. Ask participants to refer to their handout for other ideas, including how they might use peels, rinds and cobs.
- Display at least two produce items from the farmers market. Ask participants to guess which parts of the plant can be eaten and highlight any parts they may have missed. For example, show a pumpkin or a winter squash and highlight that you can eat the skin, flesh and seeds. Or show a radish and highlight that you can eat the root and greens. Refer to the handout for additional examples.
- Explain that the recommendation is to fill half your plate with fruits and vegetables. Instead of wasting it, eating more of a plant is a great way to make sure you are eating enough fruits and vegetables.
- Encourage participants to cook with their children and show them that all parts of a plant can be eaten.

### Take Away Task

Ask participants to share which part of the plant they would like to try at home.

### Physical Activity Transition Statement and Message

Tell participants, “Reduce waste and sedentary time! Don’t waste opportunities to exercise! There may be small pockets of time during your day that you can fit in a few minutes of physical activity. Give one or two of the following examples: take the stairs instead of the elevator, dance during TV commercials (mute the TV and put on your favorite song) or walk outside if you have a long wait for an appointment.”

### Supplemental Activities (if time allows)

#### Share Facts and Tips:

- 21 percent of New York City’s waste stream is food scraps. Luckily, the NYC Department of Sanitation is starting to provide compost pick up. Until this service comes to your neighborhood, bring your food scraps to the farmers market where they will be used to add nutrients to soil.
- Fruit and vegetable waste makes up the highest amount of any food waste. About 45 percent of fruits and vegetables are wasted across the globe every year.

### Activity 2: Easy Ways to Freeze Produce (15 minutes)

- Distribute the Easy Ways to Freeze Fruits and Vegetables handout. Explain that you are going to review freezing methods that will best preserve the texture and flavor of fruits and vegetables.
- Explain to the group that properly freezing produce can help it last even longer.
- Ask, “*What are some additional benefits of freezing your produce?*” Record answers on the flip chart. Be sure to highlight the following:
  - Have in-season produce out of season (able to buy it when it is most affordable, fresh and delicious).
  - Reduces waste.
  - Adds convenience to meal preparation.
  -
- Write three freezing method categories on the flip chart: fresh, blanched and fully cooked. Ask the group what it means to blanch and fully cook. Explain that these three freezing methods are the best ways to preserve the texture, flavor and nutritional value of produce. Distribute food models. Make sure that foods from each category are included and highlight at least one produce item that is available at the market. Be sure foods are listed on *Easy Ways to Freeze Fruits and Vegetables* handout.
- For each food model, ask participants to think about which method should be used before freezing. Encourage them to refer to the handout to find the answer.
- One by one, call out each method and ask participants to pass the model to the front or affix it directly to the flip chart. Review each method once models are affixed, briefly summarizing which types of fruits and vegetables are best for the different freezing methods under each category.
- Remind participants that freezing produce can be a smart and tasty way to extend the season.

### Take Away Task

Invite participants to share which fruit or vegetable they plan to freeze this season and what type of freezing method they plan to use.

### Physical Activity Transition Statement and Message

Tell participants, “*Speaking of freezing, you can still keep up your exercise habits in the winter by dressing warmly if you plan to exercise outdoors. If it’s too cold, do activities in your home such as jogging in place, jumping jacks, dancing, sit ups or yoga.*”

### Supplemental Activities (if time allows)

#### Share Tips:

- Some fruits and vegetables – such as onions, garlic and potatoes – do not need to be frozen since they are available all year long.
- Enzymes, which are naturally occurring chemicals found in fruits and vegetables, can cause changes in flavor, color, texture and nutritional value. Freezing slows this activity but does not stop it. To prevent further enzyme activity, some produce needs to be blanched or cooked before freezing.
- Extra herbs can be either dried or frozen. Herbs can be frozen in two ways: 1) as whole leaves or 2) chopped and covered with water in ice cube trays

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.
- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.

- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve, and react positively.
- Announce the JSY allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Ask participants which parts of the plant were used in this recipe. Ask which parts of the featured fruit or vegetable we could add that wasn’t already used.
- Discuss how some ingredients in the recipe could be frozen and used to make the recipe later.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“Today we reviewed easy ways to reduce food waste. Reducing food waste will save you money, is good for the environment and may even help you to eat even more fruits and vegetables.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

# Just Say Yes to Fruits and Vegetables (JSY) Stellar Farmers Markets

## Lesson 13: Cut the Salt!

<b>Lesson Materials</b> <ul style="list-style-type: none"><li>❑ Flip chart, markers and sticky notes</li><li>❑ Food models or other food pictures</li><li>❑ Tape or adhesive dots</li><li>❑ Ingredients and supplies to prepare and serve JSY recipe</li></ul> <b>To Find Out More</b> <ul style="list-style-type: none"><li>* <a href="http://choosemyplate.gov">choosemyplate.gov</a></li><li>* <a href="http://cdc.gov">cdc.gov</a></li></ul>	<b>Take Home Items</b> <ul style="list-style-type: none"><li>❑ Activity 1: <i>Easy Ways to Cut the Salt</i> handout</li><li>❑ Activity 2: <i>Easy Ways to Flavor Food without Salt</i> handout</li><li>❑ <i>MyBenefits</i> brochure</li><li>❑ JSY recipe</li><li>❑ Nutrition reinforcement item (e.g., kitchen tool or financial incentive, such as Health Bucks coupon)</li></ul>
<b>Duration of Lesson: 40 Minutes</b> <p>Welcome: 2 minutes Opening Discussion: 8 minutes Activity 1 or 2: 15 minutes Recipe Demo: 10 minutes Closing: 5 minutes</p>	<b>Objectives</b> <p>At the completion of the workshop, participants will be able to:</p> <ul style="list-style-type: none"><li>● Identify two sources of high and low sodium foods.</li><li>● Name two tips on how to reduce sodium in diet.</li><li>● Identify one herb and one spice to flavor foods instead of salt.</li></ul>

### Welcome (2 minutes)

- Greet participants as they enter the workshop area.
- Introduce yourself and the JSY program.
- Explain what the workshop will be about and how long it will take.
- Define workshop ground rules:
  - *We practice “voice by choice,” which means that no one will be called on and participants are welcome to share their thoughts and ask questions.*
  - *Our Bilingual Educator provides interpretation for the entire workshop so that everyone in the community feels welcome. Please allow our Bilingual Educator time to interpret before speaking.*
  - *Please stay until the end, complete a survey and receive a \$2 Health Bucks coupon.*
- Briefly explain Supplemental Nutrition Assistance Program (SNAP) Electronic Benefits Transfer (EBT) and Health Bucks use at farmers markets. Shoppers receive a \$2 Health Bucks coupon for every \$5 they spend using SNAP EBT at a farmers market.

### Opening Discussion (8 minutes)

- Explain that today we will be talking about sodium. Sodium is a chemical component found in salt. It is used as a preservative and flavor enhancer in foods. Our bodies need very small amounts of sodium to regulate blood pressure, balance fluid in the body and help our nerves and muscles work properly.
- Ask, *“What steps do you take (or know about) to eat less sodium?”*
- Explain that we will be exploring the health effects of eating too much sodium and sharing some more tips to reduce salt intake.

- Ask, “Where does most of the sodium in our diet come from?” Most of the sodium we eat (71 percent) comes from salt added to packaged, processed and restaurant foods. Only a small amount of sodium comes from salt added in home cooking or at the table.
- Ask, “What are the health risks of eating foods that are high in sodium?”
- Explain that eating too much sodium can increase blood pressure and the risk of heart disease and stroke. Heart disease is the leading cause of death in the United States and New York City. On the flip chart, display recommended limits of daily sodium:
  - The recommended limit is 2,300 mg per day (about 1 teaspoon of salt).
  - Explain that the average sodium intake in the U.S. is 3,400 mg per day (about 1.5 teaspoons of salt).
- How do you know how much sodium is in the food you buy? Many foods contain more sodium than you think. Remind participants to read the Nutrition Facts label and to look for foods with less than 5 percent sodium per serving.

### Activity 1: Cook at Home to Cut the Salt (15 minutes)

- Distribute *Easy Tips to Cut the Salt* handout. Say, “We will be sharing some tips on how to choose and prepare foods that are lower in sodium.”
- On the flip chart, create two columns: one for high sodium foods and a second for low sodium foods. In the high sodium column, write names, draw pictures or affix food models of a variety of high sodium foods. Draw an arrow from the salty food item on the left to the empty “low sodium column” on the right. Include salty foods such as:
  - Processed or cured meats like bacon, ham and hot dogs.
  - Quick cooking rice mixes and noodles.
  - High sodium snacks like chips, crackers, pretzels and salted nuts.
- Using the handout as a guide, ask participants to name alternative low sodium foods. Record answers on a sticky note and place in the low sodium column next to the corresponding high sodium foods.
- Ask participants to share some ways they keep the amount of salt in their food low. Be sure to include:
  - Slowly cut back on the amount of salt added when cooking until you are using very little or no salt.
  - Avoid adding salt to the water when cooking beans, rice, pasta and vegetables.
  - Rinse all canned beans and vegetables to reduce the amount of sodium and buy low or no sodium canned products.
- Remind participants that unlike processed and restaurant foods, fresh fruits and vegetables are naturally low in sodium and do not come in a package. The more you cook at home using fresh fruits and vegetables, the less sodium you’ll eat. And, fresh, local produce is already so flavorful that it needs little to no added salt to taste delicious!
- Mention to participants that enjoying family meal time is important for teaching kids healthy eating habits and that children can develop a preference for less salty foods.

### Take Away Task

What is one action you will take to reduce the salt in your diet this week?

### Physical Activity Transition Statement and Message

Tell participants, “In addition to avoiding salt, make healthy lifestyle changes to help keep your heart healthy. Get at least 30 minutes of moderate physical activity (such as a brisk walk) at least five days a week.”

### Supplemental Activities (if time allows)

#### Share Facts and Tips:

- When eating at a chain restaurant, look for the sodium warning icon (in NYC only). Before you go out, you can also look up the sodium content of chain restaurant foods at [menustat.org](http://menustat.org).
- Similar foods can vary widely in sodium. One slice of bread may have three times the amount of salt as

another.

- The top three sources of sodium in U.S. diets are breads and rolls, cold cuts and pizza. They are top sources because we eat a lot of them, but they can also contain a lot of sodium.
- Eating potassium can help you maintain healthy blood pressure. Examples of foods high in potassium include sweet potatoes, spinach, beet greens, beans (white, lima, kidney), lentils and bananas.
- Cut salt slowly over time so your taste buds get used to less salty foods.

### Activity 2: Season with Herbs and Spices (and More!) (15 minutes)

- Distribute *Easy Ways to Add Flavor without Salt* handout.
- Explain that using different herbs and spices in recipes and at the table (similar to the way you use a salt shaker) is a tasty alternative to adding salt. But watch out for seasonings like adobo, garlic salt and lemon pepper as they often already contain salt.
- On the flip chart, draw four spice containers labeled sour, sweet, bitter and umami (savory). Explain that there are actually five different types of tastes that your taste buds can detect, including salty. Instead of using a lot of (or any!) salt, we can enhance the taste of our food by choosing salt-free seasonings that appeal to the four other tastes.
- Ask which salt-free herbs, spices or other ingredients improve the taste of their foods. Examples include parsley and dark leafy greens (bitter); lemon juice and fermented foods (sour); mushrooms, tomatoes, seaweed and low-sodium soy sauce (umami); and cinnamon (sweet). Write ingredients on a sticky note and place on corresponding spice containers on the flip chart. Although not technically a “taste,” adding heat to food, such as using spicy chilies, is another way to enhance the flavor of food without using salt.
- Draw and write the names of the components of a meal to which people might normally add a lot of salt, salty seasoning or condiments. For example, grilled chicken smothered in barbecue sauce, a side of rice seasoned with adobo and stir-fried broccoli with high-sodium soy sauce. Ask participants to brainstorm what herbs or spices they might use instead. Ask them to look at the handout for additional ideas. Record responses on sticky notes and place them on the corresponding foods.
- Watch out for seasonings and sauces that may be very salty. Use fresh or dried herbs, spices, vinegars or other naturally sodium-free seasonings instead. If purchasing spice mixes, check the Nutrition Facts label and choose low or no sodium options.

### Take Away Task

Ask participants to list the ingredients of a salt-free spice blend that they plan to make at home.

### Physical Activity Transition Statement and Message

Tell participants, *“Just like different spices add flavor and interest to our foods, doing various kinds of movement keeps exercise exciting – so mix it up! Dancing, stretching, walking and doing squats are just a few fun ideas.”*

### Supplemental Activities (if time allows)

#### Share Tips:

- Vinegar, lemon or orange zest and/or juice add flavor to foods without adding salt.
- For extra flavor, add aromatic vegetables (onions, garlic, celery, carrots) or umami-packed vegetables (tomatoes, mushrooms) to any whole grain dish, beans, soup or stew. Aromatic vegetables are those that create the most pleasant smell. Umami describes a particular taste and creates a savory flavor when added to any dish.
- Make your own chicken and meat broth with your own spice mix.
- Make your own salad dressings.

### Recipe Demo (10 minutes)

- State or demonstrate that hands and produce were washed properly.

- Show the whole version of each ingredient.
- Explain how to select and store the fruits or vegetables used in the recipe.
- Discuss all steps in preparation.
- Demonstrate at least one knife skill.
- Share one fun fact about the featured fruit or vegetable.
- Link the recipe to the nutrition lesson (see Suggested Recipe Talking Points below).
- Taste the recipe before you serve and react positively.
- Announce the allergy disclaimer: *“Participants should avoid the sample if they have an allergy to any of the ingredients.”*
- Distribute samples to participants. Ask participants to try the recipe and share their thoughts. Share how many minutes it took you to make the recipe and that you made it with no fancy equipment.

### **Suggested Recipe Talking Points**

- Discuss what spices or herbs participants would want to add to this recipe and when they would add them.
- Ask participants if they can identify the umami-packed vegetables in the recipe. If there are none, ask them which they would add.
- Discuss which of the five flavors are in the recipes and which ones might add balance.
- Ask, or share a tip on, how kids can get involved in making the recipe.

### **Closing (5 minutes)**

- Review the cost of the recipe, highlighting the cost per serving.
- Summarize key points. Say, *“In summary, there are lots of delicious ways to cut the salt. Reducing sodium is better for your health.”*
- Ask participants, *“What are your questions?”*
- Distribute JSY surveys. Assist participants with completion, if needed.
- Give a \$2 Health Bucks coupon to each participant as they hand in their survey.
- Thank participants.

## **JSY Stellar Farmers Markets Sources**

### **Lesson 1: Fruits and Vegetables at the Farmers Market**

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### **Lesson 11: Reading Food Labels**

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