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Lesson 1: How Can MyPlate Help Me Eat More Vegetables & Fruits?

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Objectives for the lesson:

1. Explain the role of vegetables and fruits as a part of MyPlate.
2. Identify the recommended number of cups of vegetables and fruits based on a 2,000 calorie diet.
   a. Showcase how MyPlate can be customized to reflect appropriate quantities of vegetables and fruits for different calorie needs.
   b. Illustrate how to achieve the recommended quantities through adding vegetables and fruits to meals and snacks.
3. Explain the health benefits of eating vegetables and fruits in a variety of colors; develop skills in recognizing measured amounts of vegetables and fruits.

Materials needed for the lesson (including handouts):

- Lesson 1: MyPlate mini-poster
- Lesson 1: 10 Tips Nutrition Education Series - Add More Vegetables to Your Day
- Lesson 1: 10 Tips Nutrition Education Series - Focus on Fruits
- Lesson 1: What counts as one cup of vegetables?
- Lesson 1: What counts as one cup of fruits?

General Materials List:

- Flip chart paper
- Post-it notes
- Index cards
- Markers
- Pens
- Highlighters
- Masking tape
- Name tags
- V.O.I.C.E. Principles Handout
- Participant evaluation forms
HOW CAN MYPLATE HELP ME EAT MORE VEGETABLES & FRUITS?

**Food and equipment for demonstration and sampling:**

- 2 stalks celery (cut into sticks)
- 1 cup broccoli florets (fresh)
- 1 pint grape tomatoes
- 16 seedless red grapes
- 1 medium apple
- 1½ cups cantaloupe pieces
- 1 small container of low-fat strawberry yogurt
- 1 small jar of peanut butter
- 1 small container of hummus
- Small paper plates
- Napkins
- Dry measuring cups - ½ cup, 1 cup

**Preparation:**

**MyPlate - Focus on Vegetables and Fruits**

- Measure out the 2 stalks of celery (cut into sticks), broccoli (1 cup), tomatoes (1½ cups), red grapes (½ cup), apple (1 cup), and cantaloupe (1½ cups) for the demonstration.
- Set out spreads: strawberry yogurt, peanut butter, and hummus, and small plates.

**Key points to review:**

- Welcome all participants. Reintroduce yourself. Give a brief description of the program name, length of sessions, and duration of program.
- Include your purpose as the facilitator (i.e., to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health and nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles Handout.
HOW CAN MYPLATE HELP ME EAT MORE VEGETABLES & FRUITS?

**Transition:**

Today we will be introducing you to a variety of vegetables and fruits. We also will look at how you can “choose MyPlate” to select different kinds of vegetables and fruits, and how you can incorporate them into your diet.

But before we start, let’s talk about the importance of physical activity. Including physical activity into your day whenever possible can help you lead a healthy life. Ways you can add physical activity into your day include parking farther away from the store entrance, taking the stairs instead of the elevator, or by doing simple stretches to increase your flexibility.

**Teaching Note:**

Physical activity guidelines can be found at the following websites:
- Dept. of Health and Human Services: www.health.gov/paguidelines/guidelines/default.aspx
- CDC: http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html

MyPlate – Focus on Vegetables and Fruits

**Anchor**

Think of a vegetable or fruit you disliked as a child but that, as an adult, you now like. How did you come to like this food? Let’s hear a few examples.

**Add**

**Teaching Note:** Distribute MyPlate mini-posters to the participants before starting this section.

Vegetables and fruits are important in our diet all through life. We often hear about the importance of vegetables and fruits for children, but they are very important for adults as well. Let’s take a look at how vegetables and fruits fit into our diets. MyPlate tells us the recommended types and amounts of foods people need to eat. Calories needed each day (and related amounts of food) are based on gender, physical activity level, and age. The 2,000 calorie example is a fairly typical/common example to use. You can go to www.choosemyplate.gov to calculate your food pattern based on the calories you need.

The different colors on the plate represent different groups of foods (grain, protein, etc). The color green represents the vegetable group and the color red represents the fruit group.
HOW CAN MYPLATE HELP ME EAT MORE 
VEGETABLES & FRUITS?

Add: Continued

These two groups make up half of your plate. Adults need about 2½ cups (with a range of 1½ to 3½ cups) of vegetables and 2 cups (with a range of 1½ to 2½ cups) of fruits per day for a 2,000 calorie diet.

Vegetables and fruits are loaded with vitamins, minerals, dietary fiber, water, phytochemicals (chemicals found only in plants) and other important nutrients. In general, these foods are low in fat and calories and have no cholesterol. These important characteristics of vegetables and fruits have the potential to help people who eat large amounts of them fight chronic diseases (some cancers, heart disease, diabetes, and stroke).

Eating a wide variety (including different colors) of vegetables and fruits assures that a person is getting as many of these benefits as possible.

What questions do you have?

For many people, including enough vegetables and fruits in their daily routine is difficult. Here are some ideas for including vegetables and fruits in foods and dishes that you might already be eating.

Tips on serving vegetables and fruits:
• Keep a bowl of fruits such as bananas, apples, and oranges on the kitchen counter for quick snacks
• Keep vegetables such as carrots and celery in the refrigerator ready to eat for snacks
• Add fruit to cereals
• Use fruit for desserts or over ice cream
• Add vegetables to foods that the family likes (i.e. pasta sauces)

Who would like to add other ideas?

It’s important, as we begin this series of programs on vegetables and fruits, that we spend some time talking about the importance of washing vegetables and fruits before preparing them. Because fresh vegetables and fruits are not necessarily clean when you buy them, you need to wash them under running water before preparing or serving them to your family. Every type of vegetable and fruit needs washing - even things like watermelon, cucumbers, or oranges. This simple practice will help ensure that your family is eating vegetables and fruits that are as clean and food-safe as possible.
HOW CAN MYPLATE HELP ME EAT MORE VEGETABLES & FRUITS?

Apply

Teaching Note: Ask participants to gather around the demonstration table.

Look at the bowls of vegetables and fruits in front of you. They contain celery, broccoli, tomatoes, red grapes, apples, and cantaloupe. Take a few minutes to consider the amount of produce in each bowl. Guess how much is in each bowl (½ cup, 1 cup, or 1½ cups).

Discuss the quantities of the various vegetables and fruits in this activity. When the group has finished guessing, give them the answers:

- Celery - ½ cup
- Broccoli - 1 cup
- Tomatoes - 1½ cups
- Red grapes - ½ cup
- Apples - 1 cup
- Cantaloupe - 1½ cups

What surprised you about the amounts?

Now, let’s take a look at two different handouts that discuss more about what counts as a cup.

Teaching Note:

Review the two handouts “What Counts as One Cup of Vegetables?” and “What Counts as One Cup of Fruit?” with participants to help them understand what counts as 1 cup of vegetables and fruits.

As we go over these handouts and I answer your questions, you may sample some of the extra vegetables and fruits with the yogurt, peanut butter, and hummus.

Of the spreads and dips we tried today, which is your favorite? How might your family react if you served this as a snack?

Away

Teaching Note:

Pass out “Add More Vegetables to Your Day” and “Focus on Fruits.”

The sheets that I passed out contain information about how you can add more vegetables and fruits to your diet. Using vegetables and fruits as you do now and in new ways we discussed today, how many cups of vegetables and fruits do you think you can add to your diet each day before we meet again next time? We will revisit this next week.
HOW CAN MY PLATE HELP ME EAT MORE VEGETABLES & FRUITS?

Additional Teaching Notes:
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**10 tips**

**Nutrition Education Series**

**add more vegetables to your day**

**10 tips to help you eat more vegetables**

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**It’s easy to eat more vegetables!** Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1. **discover fast ways to cook**
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2. **be ahead of the game**
   Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.

3. **choose vegetables rich in color**
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4. **check the freezer aisle**
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5. **stock up on veggies**
   Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as “reduced sodium,” “low sodium,” or “no salt added.”

6. **make your garden salad glow with color**
   Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.

7. **sip on some vegetable soup**
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8. **while you’re out**
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9. **savor the flavor of seasonal vegetables**
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer’s market.

10. **try something new**
    You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

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Go to www.choosemyplate.gov for more information. DG TipSheet No. 2 June 2011 USDA is an equal opportunity provider and employer.

Distributed as part of:

- FRUITS & VEGETABLES FABULOUS FOODS
- UNIVERSITY OF MARYLAND EXTENSION
- USDA Center for Nutrition Policy and Promotion

Developed by:

USDA

Center for Nutrition Policy and Promotion
**10 tips to help you eat more fruits**

**Eating fruit provides health benefits.** People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

1. **keep visible reminders**
   Keep a bowl of whole fruit on the table, counter, or in the refrigerator.

2. **think about taste**
   Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.

3. **think about variety**
   Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4. **don’t forget the fiber**
   Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.

5. **be a good role model**
   Set a good example for children by eating fruit every day with meals or as snacks.

6. **include fruit at breakfast**
   At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.

7. **try fruit at lunch**
   At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

8. **experiment with fruit at dinner, too**
   At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

9. **snack on fruits**
   Dried fruits make great snacks. They are easy to carry and store well.

10. **keep fruits safe**
    Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.

**Distributed as part of:**

- [Fruits & Veggies Fabulous Foods](https://www.choosemyplate.gov)
- [University of Maryland Extension](https://extension.umd.edu)
- [University of Maryland Center for Nutrition Policy and Promotion](https://npp.umd.edu)

**Developed by:**

USDA

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Go to www.ChooseMyPlate.gov for more information. DG Tipsheet No. 3 June 2011 USDA is an equal opportunity provider and employer.
What counts as one cup of vegetables?

Many people need to eat 2½ cups from the vegetables group each day.* This handout shows the amount of food that counts as 1 cup of vegetables.

* The amount of vegetables may vary depending on age, gender, and physical activity level of each person.

1 large sweet potato counts as 1 cup from the vegetables group

1 cup of cooked black beans counts as 1 cup from the vegetables group

12 baby carrots count as 1 cup from the vegetables group

1 cup of raw or cooked vegetables like green beans counts as 1 cup from the vegetables group

2 cups of raw leafy greens like raw spinach count as 1 cup from the vegetables group

1 cup (8 fluid ounces) of tomato or vegetable juice counts as 1 cup from the vegetables group
# My favorite vegetables

<table>
<thead>
<tr>
<th>Orange Vegetables</th>
<th>Starchy Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrots</td>
<td>Corn</td>
</tr>
<tr>
<td>Pumpkin</td>
<td>Green peas</td>
</tr>
<tr>
<td>Sweet potato</td>
<td>White potatoes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dark Green Vegetables</th>
<th>Other Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broccoli</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Greens (collards, mustard greens, turnip greens, kale)</td>
<td>Cauliflower</td>
</tr>
<tr>
<td>Spinach</td>
<td>Green beans</td>
</tr>
<tr>
<td>Romaine</td>
<td>Green or red peppers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dry Beans and Peas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black beans</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Garbanzo beans</td>
<td>Zucchini</td>
</tr>
<tr>
<td>Kidney beans</td>
<td></td>
</tr>
<tr>
<td>Pinto beans</td>
<td></td>
</tr>
<tr>
<td>Black-eyed peas</td>
<td>Write others here:</td>
</tr>
</tbody>
</table>

## Write others here:

-  
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1 cup of chopped fruit like fruit cocktail counts as
1 cup from the fruits group

1/2 cup of dried fruit like raisins counts as
1 cup from the fruits group

1 large banana counts as
1 cup from the fruits group

1 large orange counts as
1 cup from the fruits group

32 red seedless grapes count as
1 cup from the fruits group

1 cup (8 fluid ounces) of 100% fruit juice counts as
1 cup from the fruits group
My favorite fruits

Apple  Papaya
Blueberries  Peach
Cantaloupe  Pear
Grapes  Pineapple
Grapefruit  Plums
Kiwi  Strawberries
Mango  Watermelon

Write others here:
LESSON 2

THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

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THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

Objectives for the lesson:
1. Explain the concept of “more matters” and how participants can incorporate additional amounts of vegetables and fruits in their diets.
2. Compare various packaging methods for vegetables (i.e., fresh, frozen, canned, dried, and 100% juice). Identify the role of 100% juices in the diet.
3. Demonstrate how to add vegetables and fruits to common dishes.

Materials needed for the lesson (including handouts):

Activity 1
- Lesson 2: Tomatoes handout
- Lesson 2: Recipe Cards

General Materials List:
- Flip chart paper
- Post-it notes
- Index cards
- Markers
- Pens
- Highlighters
- Masking tape
- Name tags
- V.O.I.C.E. Principles Handout
- Participant evaluation forms
THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

Food and equipment for demonstration and sampling:

Activity 1
- Can opener
- Tomato products:
  - 1 large raw tomato
  - 1 package or jar sun-dried tomatoes
  - 1 small bottle tomato juice (at least 8 ounces)
  - 1 can diced tomatoes (at least 8 ounces)
- 1 juice glass (8 ounce size)
- Small paper plates
- Napkins
- Disposable forks
- Liquid measuring cup (8 ounce)
- 2 medium dishes
- Measuring cups - 1 cup, ½ cup capacity

Activity 2
- Single burner
- 2-quart saucepan
- 2 Large bowls
- Mixing spoon
- Tongs

Macaroni and Cheese Demonstration:
- 1 (12 ounce) box macaroni and cheese, Velveeta style
- 1 (8 ounce) bag frozen broccoli florets

Fruity Spinach Salad:
- 1 (8 ounce) bag fresh baby spinach
- 1 (10 ½ ounce) can mandarin oranges
- 1 (6 ounce) bag dried cranberries
- 1 (at least 8 ounce) bottle vinaigrette dressing

Preparation:

Activity 1: Vegetables and Fruits in Different Forms - Spotlight on Tomatoes
- Set table with raw tomato, sundried tomato container, tomato juice container, and can of diced tomatoes.
  - In front of the sundried tomatoes, place a ½ cup measuring cup and medium dish.
  - In front of the tomato juice container place a liquid measure and juice glass.
  - In front of the can of tomatoes, place a 1 cup measuring cup and medium dish.
- Set aside Tomato handout

Activity 2: Adding Vegetables and Fruits to Dishes
- Set up food prep area for macaroni and cheese demonstration (single burner, 2-quart saucepan, box of macaroni and cheese, frozen broccoli, large bowl, mixing spoon) and for fruity spinach salad (salad ingredients, large bowl, tongs) and plates, forks, and napkins.
THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

Key points to review:

- Welcome all participants. Reintroduce yourself. Give brief description of the program name, current lesson number, and duration of program.
- Include your purpose as the facilitator (i.e., to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health and nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles Handout.

Transition:

Last week we talked about adding vegetables and fruits to your diet to move toward your daily goal of 2½ cups of vegetables and 2 cups of fruit. Who would like to share something about their experience adding vegetables and fruits to their diet?

Today, we are going to talk about adding vegetables and fruits to dishes you already make. Before we begin, let’s spend some time this morning talking about why physical activity is important for your body. Who would like to share a positive experience with physical activity?

Teaching Note:

Physical activity guidelines can be found at the following websites:
- Dept. of Health and Human Services: www.health.gov/paguidelines/guidelines/default.aspx
- CDC: http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html
Activity 1: Vegetables & Fruits – Spotlight on Tomatoes

Anchor
In groups of two, discuss how you use tomatoes (fresh, tomato sauce, chopped tomatoes, etc.) in recipes that you prepare for your family.
Who wants to share?

Teaching Note:
Post answers on a flip chart. Refer to the list generated on the flip chart for examples to complement this section.

Add
Tomatoes, as well as other vegetables and fruits, are very versatile. They can be used in many dishes and eaten in many ways. They can be a part of breakfast, lunch, dinner, or your snacks. They may be the focus of the meal or added to dishes to enhance the taste. They also make the dish more nutritious. As we discussed last time, vegetables and fruits are an important part of our diet because they impact our overall health.

The average American needs to eat more vegetables and fruits. No matter how many vegetables and fruits we usually eat, by eating more we can almost always improve our health. Vegetables and fruits can be prepared and eaten in many forms.

Distribute the Lesson 2: Tomatoes handout to each participant.

Teaching Note: This is information for them to take home and does not need to be reviewed during the class.

Apply
Instruct participants to gather near the tomato products on display. Introduce the tomatoes in various forms - fresh, canned, dried, and 100% juice.
THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

Apply: Continued

Teaching Note:
Ask one participant to portion out 1 cup of canned tomatoes, another to portion out ½ cup of sun-dried tomatoes, and a third one to pour 8 oz of juice in the measuring containers; then place these amounts in their respective containers.

Each of these counts as a 1-cup serving of vegetables. I have one large raw tomato, one cup of canned tomatoes, ½ cup of sun-dried tomatoes, and 8 ounces of tomato juice. The same measurements are used for fruits (e.g., 1 medium apple, ½ cup dried apples, 1 cup applesauce, and 8 ounces of apple juice).

All vegetables and fruits provide important nutrients. It does not matter if they are fresh, frozen, or canned, or organic or conventionally grown. Some canned and frozen foods actually have higher levels of nutrients than similar fresh or frozen items because the canning or freezing process locks in nutrients at their peak of freshness and shields them from air that depletes nutrients over time.

Most canned vegetables and fruits contain no preservatives, and many canned food products are available in low-salt and no-salt alternatives. Almost all canned vegetables and fruits are fat free. Canned and frozen vegetables and fruits are easy to use in your favorite recipes and can help save preparation time (less chopping, dicing, and peeling). They are the original fast food!

A glass of juice can count toward the vegetables and fruits you need each day, but you don’t want to get all your servings from juice. Juice can add calories to your daily eating plan and does not have as much fiber as whole fruit or vegetables.

Make most of your choices whole or cut up vegetables and fruits. All forms are tasty!

Away

Write down one way in which you can try a vegetable or fruit in a different form. For example, if you typically have a glass of fruit juice, like orange juice, think of another way you can have fruit other than in juice form.
Activity 2: Adding vegetables and fruits to dishes

**Anchor**

With a new partner, talk about a dish or recipe that is one of yours or your family’s favorite. How might you enhance this dish by adding a vegetable or fruit to it?

**Teaching Note:**

*As they discuss, turn on single burner. Pour water in saucepan and heat to boiling for the macaroni and cheese.*

Call out a few examples. I’ll write them on flip chart paper.

**Add**

We’ve already talked about the different forms in which you can eat vegetables and fruits. You can eat vegetables and fruits by themselves, or you can add them to your family’s favorite dishes. Doing this will help you increase your intake of vegetables and fruits without much effort.

One way to eat more than one vegetable a day is to add vegetables to dishes you eat already. For example, you can add vegetables to a pasta dish. We will do this by adding broccoli to macaroni and cheese.

**Teaching Note:**

*Add macaroni noodles to the boiling water. Cook according to package directions.*

Vegetables add color and flavor to many types of dishes. For example, you can pair chicken salad with fresh tomatoes. You can also add fruits to dishes you eat for breakfast, lunch and dinner already. Have you ever had a green salad that has fruit on top? Today you will get to see how easy it is to add fruit to a salad. The fruits add nutrients without adding too much extra cost or time. Plus, it’s tasty!

**Teaching Note:**

*Instruct participants to gather around the food preparation area. Invite a few participants to help with making the macaroni and cheese with broccoli and the fruited spinach salad. Ask the volunteers to wash their hands.*
THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

Add: Continued

Let’s add a cup of broccoli florets to the macaroni and cheese. We’ll let it cook another five minutes. In the meantime, let’s prepare a spinach salad that is topped with different kinds of fruit. I’ll need someone to help me wash the spinach leaves and add the fruit. What other fruit combinations could you add to a salad that you typically make at home? (Examples to share if they are not sure: honeydew, cantaloupe, pineapple, apples, raisins, pears, dried cherries, mango, etc.)

Teaching Note:
When both recipes have been made, offer participants a taste of the foods made in today’s lesson.

Who would like to share their comments about these dishes we just made?

Apply

Teaching Note: Ask the participants to return to their seats. On flip chart paper, make 2 columns. Title the left column “Dishes with Added Broccoli.” Title the right column “Other Vegetables to Add to Mac ‘n Cheese.”

Let’s talk about some ways you could incorporate broccoli into other dishes your family might like. Who would like to share? (Record responses on flip chart paper on the left side.)

Now, let’s create a list of other vegetables you might consider adding to macaroni and cheese. Who can give an example? (Record responses on flip chart paper on the right side.)

Looking at our two lists, what are some additional dishes we can come up with? (An example might be Rice + Peppers.)

Away

More matters when it comes to vegetables and fruits. What recipe can you adapt this week as we did today - by adding a vegetable or fruit of your choice to it - for your family? Write down your suggestions so you have it with you when you grocery shop. We’ll share your experiences next week!
THE BEST VEGETABLES & FRUITS ARE THE ONES YOU’LL EAT!

Additional Teaching Note:
Ideas to mention if they are not sure how to add vegetables and fruits to their daily diet.

Have two servings at breakfast:
- a. Drink a glass of 100% orange, cranberry or tomato juice with breakfast.
- b. Top cereal or pancakes with berries or sliced bananas.
- c. Scramble eggs with chopped vegetables.
- d. Have a smoothie made with fresh, frozen or canned fruit.
Currently, tomatoes are one of the most popular vegetables eaten by Americans. Tomatoes are members of the fruit family, but they are served and prepared as a vegetable. This is why most people consider them a vegetable and not a fruit. Tomatoes are an excellent source of vitamin C and a good source of vitamin A.

Varieties

There are hundreds of tomato varieties. The most widely available varieties are classified in three groups: cherry, plum, and slicing tomatoes. A new sweet variety like the cherry tomato is the grape tomato, really wonderful to eat alone or in a salad.

How To Select

Choose plump tomatoes with smooth skins that are free from bruises, cracks, or blemishes. Depending on the variety, ripe tomatoes should be completely red or reddish-orange.

Storage and Use

- Store tomatoes at room temperature (above 55 degrees) until they have fully ripened. This will allow them to ripen properly and develop good flavor and aroma.
- Try to store tomatoes out of direct sunlight, because sunlight will cause them to ripen unevenly. If you must store them for a longer period of time, place them in the refrigerator.
- Serve tomatoes at room temperature.
- Chopped tomatoes can be frozen for use in sauces or other cooked dishes.

Tomatoes, Red, Ripe

Nutrition Facts
Serving Size 1 small whole (2-2/5" dia) (91 g)

<table>
<thead>
<tr>
<th>Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 16</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 2</td>
<td></td>
</tr>
<tr>
<td>Total Fat 0.2g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat 0.0g</td>
<td>0%</td>
</tr>
<tr>
<td>Polyunsaturated Fat 0.1g</td>
<td></td>
</tr>
<tr>
<td>Monounsaturated Fat 0.0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 4mg</td>
<td>0%</td>
</tr>
<tr>
<td>Potassium 216mg</td>
<td>6%</td>
</tr>
<tr>
<td>Carbohydrates 3.5g</td>
<td>1%</td>
</tr>
<tr>
<td>Dietary Fiber 1.1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 2.4g</td>
<td></td>
</tr>
<tr>
<td>Protein 0.8g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 15% · Vitamin C 21%
Calcium 0% · Iron 8%

*Based on a 2000 calorie diet
Mac ‘n Cheese with Broccoli

PREP TIME: 10 minutes

INGREDIENTS
• 1 box macaroni and cheese
• 8 ounces frozen broccoli (chopped)

DIRECTIONS
Cook macaroni noodles according to package directions. Set kitchen timer. Add broccoli to cooking noodles when there are 5 minutes left on the timer. Drain. Add cheese sauce from the box mix. Stir well and serve.

Fruited Spinach Salad

PREP TIME: 5 minutes

INGREDIENTS
• ½ pound spinach leaves
• 1 can (10.5 ounces) mandarin oranges, drained
• ½ cup dried cranberries
• Low-fat balsamic vinaigrette or favorite salad dressing (enough to taste)

DIRECTIONS
Combine all ingredients. Refrigerate until ready to serve. Makes 4-6 servings.
LESSON 3

EAT A RAINBOW OF SNACKS

This material was funded by USDA’s Supplemental Nutrition Assistance Program in cooperation with the Maryland Department of Human Resources and the University of Maryland. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at www.marylandsail.org.
EAT A RAINBOW OF SNACKS

Objectives for the lesson:

1. Compare the nutrient content and cost of vegetables and fruits as snacks to “conventional” snack foods.
2. Explain the health benefits associated with each major color category of vegetables and fruits (purple, red, dark green, orange, yellow, and white).
3. Explain the concept that not all vegetables and fruits are created equal (some vegetables and fruits are more nutritious than others, e.g. broccoli vs. white potatoes).

Materials needed for the lesson (including handouts):

Activity 1
- Dairy Council Food Models or an assortment of food labels from packages

Activity 2
- Lesson 3: Eating fruits and vegetables in a rainbow of colors
- Lesson 3: Fruit and Vegetable Preference Worksheet

General Materials List:
- Flip chart paper
- Post-it notes
- Index cards
- Markers
- Pens
- Highlighters
- Masking tape
- Name tags
- V.O.I.C.E. Principles Handout
- Participant evaluation forms
EAT A RAINBOW OF SNACKS

Food and equipment for demonstration and sampling:
- Fruits and Vegetables in different color groups:
  - Red group:
    - Fruit - strawberries (or raspberries)
    - Vegetable - raw red bell pepper
  - Orange/yellow group:
    - Fruit - oranges (or apricots)
    - Vegetable - raw yellow bell peppers (or raw or cooked squash)
  - Purple group:
    - Fruit - plums (or prunes)
    - Vegetable - cooked canned beets
- Paper plates
- Napkins
- Bowls for the produce (varies depending on which produce is used for the lesson)

Preparation:
Activity 1: MyPlate - Healthy Snacks
- Using the Dairy Council food model cards or food labels from packages, create snack pairings: 1 fruit or vegetable with 1 traditional snack food. Create enough that each group of 2 participants gets 1 pairing.
- On flip chart paper, post/draw the Nutrient Content and Cost of Snacks table (found in the handouts).

Activity 2: Add Color To Your Plate
- Wash and cut all fresh produce; arrange in bowls. Cook the squash and canned beets; arrange in bowls and have ready for tasting.

Key points to review:
- Welcome all participants. Reintroduce yourself. Give brief description of the program name, current lesson number, and duration of program.
- Include your purpose as the facilitator (i.e., to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health and nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles Handout.
Transition:
Last week, we talked about how we can include more vegetables and fruits in our diets. One way is to add fruits and vegetables to our favorite dishes. Who would like to share a dish they added either a fruit or a vegetable to recently?

Today we will talk about including vegetables and fruits of different colors in our diets, and how we can choose tasty vegetable and fruit snacks. As we’ve been doing throughout this series, let’s start by talking about some benefits of walking. Who would like to share how they can include opportunities to take more steps throughout their day?

Teaching Note:
Physical activity guidelines can be found at the following websites:
- Dept. of Health and Human Services: www.health.gov/paguidelines/guidelines/default.aspx
- CDC: http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html

Activity 1: MyPlate – Healthy Snacks

Anchor
With a partner discuss the following question: When you think of snacks, what foods come to mind? Who would like to share?

Add
Choosing healthy snacks involves a little bit of planning and smart shopping. Preparing healthy snacks in advance can save time and money while allowing you to eat healthy. Let’s compare the nutrient content and cost of vegetable or fruit snacks vs. conventional snacks.

Teaching Note:
Refer to the flip chart with the Nutrient Content and Cost of Snacks table. Emphasize the nutrient content of the different snack foods in general terms. Highlight the cost for the different snack foods. Make this table into a separate page that can be posted on the flip chart - 8½ x 11 Nutrient Content and Cost of Snacks table. Nutrient content based on a 2,000 calorie diet.
Add Continued

As you can see in this table, vegetables and fruits are higher in vitamins and lower in calories, fat, and sodium. The exact opposite is true for the conventional snacks: potato chips and sandwich cookies. Vegetables and fruits are described as nutrient-dense foods, meaning that the proportion of nutrients with respect to the calories is greater than in non-nutrient dense foods.

On average, vegetables and fruits are not necessarily more expensive; for about the same price, you get more nutrients and less calories, fat, and sodium when you choose vegetables and fruits as snacks.

What questions do you have?

Apply

Divide the participants into groups of 2 people. Pass out the Dairy Council food cards or food labels from packages. Give one pairing of fruit/vegetable and traditional snack food to each participant group.

Compare the traditional snack to the vegetable or fruit snack in your snack pairings. Each card has all the nutrient information on the back. Which nutrients are higher in the fruit and vegetable snacks (vitamins and minerals)? Which nutrients are higher in the traditional snacks (calories, fat, and sodium)?

What can you conclude about choosing vegetables and fruits as your snacks?

Away

Find a partner and discuss one way you will try to introduce vegetables or fruits as snacks for you and your family. Who would like to share?
Activity 2: Add Color To Your Plate

**Anchor**
Think of your favorite vegetable and your favorite fruit. What color is each one?

**Add**
Vegetables and fruits of different colors provide different vitamins and minerals, as well as other important nutrients called phytochemicals, which are found only in plants. There are a variety of phytochemicals, and they give different colors to vegetables and fruits. When you serve an array of colorful vegetables and fruits, your family is eating a variety of nutrients and thus eating healthier.

**Teaching Note:**
*Pass out Eating fruits and vegetables in a rainbow of colors handout to the participants.*

Looking at the handout you just received, what are the health benefits of the different color categories of vegetables and fruits?

**Teaching Note:**
*Invite participants to volunteer to each read a list of benefits for one color.*

Each member of the family needs at least 2½ cups of vegetables and 2 cups of fruits each day, based on a 2,000 calorie diet.

Not all vegetables and fruits are created equal. They all contribute different nutrients and some are better than others. For example, it is not the same to eat a white potato (rich in potassium and vitamin C) than it is to eat a sweet potato (higher in Vitamin A and fiber than a white potato). Therefore, eating a variety of veggies and fruits instead of the same ones over and over again can increase the intake of important nutrients and improve your overall diet.
Apply

Teaching Note:
Divide the group in 3 and have each group visit each station, one at a time. Pass out fruit and vegetable preference worksheet.

Around the room we have 3 stations that display vegetables and fruits in 3 of the 5 color categories (red, orange/yellow, and purple).

- Red - strawberries or raspberries and red bell peppers.
- Orange/yellow - oranges or apricots and yellow bell peppers or squash.
- Purple - plums or prunes and beets.

At each station, taste the different vegetables and fruits. On the handout that was passed out, write down which ones are your favorites and which ones you are not yet ready to buy. What surprised you?

Away

Based on what we’ve talked about and tasted today, what new color of vegetable or fruit might you offer your family? Are there fruits and vegetables that you would serve more frequently? We’ll discuss this next week.
EAT A RAINBOW OF SNACKS

Additional Teaching Notes:
### Lesson 3: Eating Fruits and Vegetables in a Rainbow of Colors

#### Red
- Red apples
- Beets
- Blood oranges
- Red cabbage
- Cherries
- Cranberries
- Pink/Red grapefruit
- Red grapes
- Red onions
- Red pears
- Red peppers
- Pomegranates
- Red potatoes
- Radicchio
- Radishes
- Raspberries
- Rhubarb
- Strawberries
- Tomatoes
- Watermelon

**Health Benefit:**
Contains lycopene or anthocyanins which may help reduce the risk of several types of cancer.

#### Orange/Yellow
- Apricots
- Butternut squash
- Cantaloupe
- Carrots
- Grapefruit
- Lemons
- Mangoes
- Nectarines
- Oranges
- Papayas
- Peaches
- Yellow peppers
- Pineapples
- Pumpkin
- Rutabagas
- Sweet corn
- Sweet potatoes
- Yellow squash
- Tangerines

**Health Benefit:**
Contains carotenoids which may help reduce the risk of cancer, heart disease and keeps eyes, skin and immune system healthy.

#### Green
- Green apples
- Artichokes
- Asparagus
- Avocados
- Green beans
- Broccoli
- Brussels sprouts
- Green cabbage
- Celery
- Cucumbers
- Green grapes
- Honeydew melon
- Kiwi
- Leafy greens
- Lettuce
- Limes
- Green onions
- Peas
- Green peppers
- Spinach
- Zucchini

**Health Benefit:**
Contains lutein which helps keep eyes healthy; also may protect against heart disease and some types of cancer.

#### Blue/Purple
- Blackberries
- Blueberries
- Eggplant
- Figs
- Plums
- Prunes
- Purple grapes
- Raisins

**Health Benefit:**
Contains anthocyanins which may help reduce the risk of cancer, stroke and heart disease and has been linked with improved memory function and healthy aging.

#### White
- Bananas
- Cauliflower
- Garlic
- Ginger
- Jicama
- Mushrooms
- Onions
- Parsnips
- Pears
- Potatoes
- Turnips

**Health Benefit:**
Contains anthoxanthins which may help lower cholesterol and blood pressure and may reduce the risk of heart disease.

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**LESSON 3: FRUIT AND VEGETABLE PREFERENCE WORKSHEET**

Station #1

<table>
<thead>
<tr>
<th>Name of vegetable and fruit tasted</th>
<th>I like it</th>
<th>It’s OK</th>
<th>I don’t like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Station #2

<table>
<thead>
<tr>
<th>Name of vegetable and fruit tasted</th>
<th>I like it</th>
<th>It’s OK</th>
<th>I don’t like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Station #3

<table>
<thead>
<tr>
<th>Name of vegetable and fruit tasted</th>
<th>I like it</th>
<th>It’s OK</th>
<th>I don’t like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Amount</td>
<td>Calories</td>
<td>Fat</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Fruits and Vegetables</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrots</td>
<td>1 cup</td>
<td>52</td>
<td>0%</td>
</tr>
<tr>
<td>Watermelon</td>
<td>1 cup</td>
<td>46</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Conventional Snacks</strong></td>
<td></td>
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</tr>
<tr>
<td>Potato Chips</td>
<td>1 oz</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>(15 chips)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandwich cookies</td>
<td>3 cookies</td>
<td>160</td>
<td>11%</td>
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</table>
LESSON 4

YOU CAN DO IT!
OVERCOMING BARRIERS TO
EATING VEGETABLES & FRUITS

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Objectives for the lesson:
1. Identify general barriers to eating vegetables and fruits.
2. Explain methods for addressing cost barriers.
3. Introduce recipes as a means for overcoming taste and preparation barriers:
   a. Low-fat dip for raw vegetables
   b. Green bean sauté (or snap peas)

Materials needed for the lesson (including handouts):
Activity 1
- Price cards for the 3 stations: each station will have 3 cards - canned, frozen, fresh; print on cardstock and cut into 9 total cards
- Lesson 4: Worksheet
- Lesson 4: Shopping Produce by the Season
- Lesson 4: Smart Shopping for Veggies and Fruits
- Lesson 4: Maryland Produce Availability

Activity 2
- Spice and Flavoring Cards - printed on card stock and cut into individual cards
- Vegetable and Fruit Cards - printed on card stock and cut into individual cards
- Lesson 4: Recipe Cards

General Materials List:
- Flip chart paper
- Post-it notes
- Index cards
- Markers
- Pens
- Highlighters
- Masking tape
- Name tags
- V.O.I.C.E. Principles Handout
- Participant evaluation forms
YOU CAN DO IT! OVERCOMING BARRIERS TO EATING VEGETABLES & FRUITS

Food and equipment for demonstration and sampling:

- Napkins
- Small paper plates
- Plastic forks
- Ziploc bags

Activity 1
Foods for 3 stations:
- Canned, fresh, and frozen peaches
- Canned, fresh, and frozen green beans
- Canned, fresh, and frozen carrots

Activity 2
Precut 1/2 cup of each of the following raw vegetables:
- Carrots
- Broccoli
- Cauliflower
- Snap peas

Creamy Dill Dip:
- 1 cup nonfat sour cream
- 1 cup nonfat plain yogurt
- 2 Tablespoons dried dill

Green Bean Saute:
- 1 small onion, chopped
- 1 cup sliced mushrooms
- 1 teaspoon fresh minced garlic
- 1/2 pound fresh green beans, trimmed
- Non-stick cooking spray

Preparation:

Activity 1: Keeping Costs Low
- Set up 3 stations, one for each type of vegetable or fruit (fresh peach, canned peaches, and frozen peach package on one table; fresh green beans, canned green beans, and frozen green bean package on another table; etc
- Fill out and place corresponding price card in front of each item.

Activity 2: Dips and Sauces for Taste
- Wash and cut vegetables - (Carrots, cauliflower, broccoli, snap peas) and place in a Ziploc bag to serve raw
- Wash the green beans and put in plastic, well-sealed container
- Set out all ingredients and kitchen equipment for the recipes and cooking demos
- Set out plates, napkins, and forks
- Label baggies with “Spices and Flavorings” and “Vegetables and Fruits” (enough for 4-6 groups of participants to have one of each type of baggie)
Key points to review:

- Welcome all participants. Reintroduce yourself. Give brief description of the program name, current lesson number, and duration of program.
- Include your purpose as the facilitator (i.e., to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health and nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles Handout.

Transition:

Last week we talked about trying vegetables and fruits of all colors. At the end of the session, I asked you what new color of vegetable or fruit you might offer your family. Who would like to share their experiences?

Today we will be talking about some barriers to eating vegetables and fruits and how we might overcome them. Let’s begin today’s session with some suggestions for how to address some barriers for being physically active. Who would like to share some ways they overcome barriers for including physical activity in their everyday activities?

Teaching Note:

Physical activity guidelines can be found at the following websites:
- Dept. of Health and Human Services: www.health.gov/paguidelines/guidelines/default.aspx
- CDC: http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html

Activity 1: Keeping Costs Low

Anchor

Find a partner and tell your partner about your experience trying a new vegetable or fruit since we started this program. Who would like to share?

What makes it easy to try new vegetables and fruits? What makes it difficult?

Teaching Note:

Record responses on flip chart paper.
We identified several barriers that might affect your decision to eat vegetables and fruits. Many times, the cost of vegetables and fruits can be seen as a barrier for families. There are many tricks you can use to make buying vegetables and fruits more affordable.

**Teaching Note:**
*Pass out the Smart Shopping for Veggies and Fruits handouts to participants. Invite participants to read each point on the list, or you can read them aloud.*

It is possible to fit vegetables and fruits into any budget. There are many low-cost ways to meet your vegetable and fruit needs. Here are some “smart shopping” tips for buying vegetables and fruits:

1. **Celebrate the season.** Use fresh vegetables and fruits that are in season. They are easy to get, have more flavor, and are usually less expensive. Your local farmers’ market is a great source of seasonal produce.

2. **Why pay full price?** Check the local newspaper, online, and at the store for sales, coupons, and specials that will cut food costs. Often, you can get more for less by visiting larger grocery stores (discount grocers if available).

3. **Stick to your list.** Plan your meals ahead of time and make a grocery list. You will save money by buying only what you need. Don’t shop when you’re hungry. Shopping after eating will make it easier to pass on the tempting snack foods. You’ll have more of your food budget for vegetables and fruits.

4. **Try canned or frozen.** Compare the price and the number of servings from fresh, canned, and frozen forms of the same vegetable or fruit. Canned and frozen items may be less expensive than fresh. For canned items, choose fruit canned in 100% fruit juice and vegetables with “low sodium” or “no salt added” on the label.

5. **Buy small amounts frequently.** Some fresh vegetables and fruits don’t last long. Buy small amounts more often to ensure you can eat the foods without throwing any away.

6. **Buy in bulk when items are on sale.** For fresh vegetable or fruits you use often, a large size bag is the better buy. Canned or frozen fruits or vegetables can be bought in large quantities when they are on sale, since they last much longer.

7. **Store brands = savings.** Opt for store brands when possible. You will get the same or similar product for a cheaper price. If your grocery store has a membership card, sign up for even more savings.
Add: Continued

8. **Keep it simple.** Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.

9. **Plant your own.** Start a garden - in the yard or a pot on the deck - for fresh, inexpensive, flavorful additions to meals. Herbs, cucumbers, peppers, or tomatoes are good options for beginners. Browse through a local library or online for more information on starting a garden.

10. **Plan and cook smart.** Prepare and freeze vegetable soups, stews, or other dishes in advance. This saves time and money. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking.

Who has some other ideas on how to overcome the barrier of cost?

*Teaching Note:*

*List any ideas on flip chart paper. Pass out Shopping Produce by the Season, and Maryland Produce Availability. These are for participants to take home to read later. Do not read these as part of the lesson.*

---

**Apply**

*Teaching Note:*

*Refer to the 3 stations set with canned, frozen, and fresh vegetables and fruits and the corresponding price cards. The cards indicate the overall costs, servings per container, and price per serving for each item. Pass out the worksheets.*

Move around from station to station, identifying the cost of canned, frozen, and fresh vegetables and fruits. Record the price, servings per container, and price per serving on the worksheet. Discuss findings with a partner. If these were the prices of items at your grocery store this week, what would be the least expensive option for vegetables? For fruits?

---

**Away**

How will what you just learned change the way you shop for vegetables and fruits?

*Share your ideas.*
Activity 2: Dips and Sauces for Taste

**Anchor**
Find a new partner and discuss the following topic: What experiences have you had with serving a new vegetable dish to your family? What was their reaction?

*Teaching Note:* While participants are doing the Anchor, begin to heat the skillet for the Green Bean Sauté demonstration.

**Add**
Sometimes we don’t eat a vegetable or fruit because it does not taste good to us naturally or we are unsure of ways to prepare it so that the whole family will enjoy the taste. These are taste and preparation barriers to eating vegetables and fruits.

Most fruits are delicious without added sugar. What fruits do you think are sweet?
Vegetables can be sweet or bitter. What vegetables taste sweet to you? What vegetables are bitter?

*Teaching Note:*
Discuss natural flavors of a variety of vegetables and fruits.

Vegetables and fruits may change in taste and texture depending on how you prepare them. For example, carrots, broccoli, cauliflower, and snap peas can be served raw with low-fat dip. When served raw, they have a crunchy texture and tend to be less sweet.

*Teaching Note:*
Demonstrate preparation of low-fat dip using the recipe cards. Invite participants to help. Ask those who volunteer to wash their hands. Set aside the prepared dish to taste after the warm vegetable demonstration (Green Bean Sauté).

Cooking vegetables can enhance the sweetness of the vegetable and makes the texture more tender. You can steam, boil, or grill vegetables. The texture will depend on the amount of time they are exposed to the heat. To be healthy, try not to add extra salt or butter to vegetables. Instead, try using herbs, spices, or salt-free seasoning mixes.
Add: Continued

Teaching Note: Demonstrate preparation of Green Bean Sauté as an example of cooked vegetables. Invite participants to help. Spray skillet with non-stick spray and add green beans. While they are cooking, ask participants to volunteer to measure out each one of the remaining ingredients. Talk about each ingredient and what flavors they might add to the dish.

Teaching Note: Serve a tasting portion of low-fat dip with raw vegetables and cooked green beans.

There are many ways to prepare similar vegetable dishes that are low-cost and tasty. Visit: http://eatsmart.umd.edu/recipe/recipesearch, the University of Maryland Food Supplement Nutrition Education website for easy to prepare recipes. You can look for recipe cards in the produce section of the grocery store for new ideas on preparing vegetables and fruits. Ask your family and friends for their favorite recipes.

Apply

Teaching Note: Give each group a small bag labeled Spices and Flavorings and a second small bag labeled Vegetables and Fruits.

Work in small groups of 2-3 people. Using the small bags I just passed out, find pairs that match a Spice or Flavoring with a Vegetable or Fruit. For example, you might pair cinnamon with sweet potatoes.

Who would like to share their group’s ideas?
YOU CAN DO IT! OVERCOMING BARRIERS TO EATING VEGETABLES & FRUITS

Away
What new recipe or preparation method for vegetables or fruits will you incorporate into a family meal this week? I will look forward to hearing about this next time.

Additional Teaching Notes:
During the price comparison discussion:
• Talk about overall costs of preparation.
• Review the number of servings listed in each container.
• Which will provide the most servings at the lowest cost?
• Which has the potential to spoil before it is consumed?

Other notes:
<table>
<thead>
<tr>
<th>Canned</th>
<th>Price</th>
<th>Number of servings per container</th>
<th>Price per serving</th>
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<tr>
<td></td>
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</tr>
<tr>
<td>Frozen</td>
<td>Frozen</td>
<td>Frozen</td>
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</tr>
<tr>
<td>Price</td>
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<tr>
<td>Number of servings per container</td>
<td>Number of servings per container</td>
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<td>Price per serving</td>
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**Lesson 4 Worksheet**

### Station 1 Food item:

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<tr>
<th></th>
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<th>Frozen</th>
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<tbody>
<tr>
<td><strong>Price</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Serving/Container</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost/Serving</strong></td>
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### Station 2 Food item:

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</tr>
<tr>
<td><strong>Serving/Container</strong></td>
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<td></td>
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<tr>
<td><strong>Cost/Serving</strong></td>
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### Station 3 Food item:

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<tbody>
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<td><strong>Price</strong></td>
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<tr>
<td><strong>Serving/Container</strong></td>
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<tr>
<td><strong>Cost/Serving</strong></td>
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LESSON 4:
SHOPPING PRODUCE BY THE SEASON

The following is a guide to when vegetables and fruits are considered to be “in-season” at the grocery store. This is the time when vegetables and fruits are available at the best prices and at the best quality. Note, many of the items begin in one month and then remain available for the next several months.

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<tr>
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<tr>
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<tr>
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<td>Passion fruit</td>
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</tr>
<tr>
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<td>Arugula</td>
</tr>
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<td>Cherries</td>
</tr>
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<table>
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<td>Grapefruit</td>
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<td>Parsnips</td>
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<td>Brussels sprouts</td>
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<td>Oranges</td>
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<tr>
<td>Pomegranates</td>
<td>Pumpkin</td>
<td>Tangerines</td>
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<table>
<thead>
<tr>
<th>AVAILABLE ALL YEAR LONG</th>
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<tbody>
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<td>Bananas</td>
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</tr>
<tr>
<td>Eggplant</td>
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<tr>
<td>Grapes</td>
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</table>

Distributed as part of:

FRUITS & VEGGIES
FABULOUS FOODS

This material was funded by USDA's Supplemental Nutrition Assistance Program in cooperation with the Maryland Department of Human Resources and the University of Maryland. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at www.marylandsail.org. Adapted from Purdue University Cooperative Extension Service, copyright 2002; and the Produce for Better Health Foundation, 2009.
It is possible to fit vegetables and fruits into any budget. Making nutritious choices does not have to hurt your wallet. Getting enough of these foods promotes health and can reduce your risk of certain diseases. There are many low-cost ways to meet your fruit and vegetable needs.

1 **celebrate the season**
   Use fresh vegetables and fruits that are in season. They are easy to get, have more flavor, and are usually less expensive. Your local farmer’s market is a great source of seasonal produce.

2 **why pay full price?**
   Check the local newspaper, online, and at the store for sales, coupons, and specials that will cut food costs. Often, you can get more for less by visiting larger grocery stores (discount grocers if available).

3 **stick to your list**
   Plan out your meals ahead of time and make a grocery list. You will save money by buying only what you need. Don’t shop when you’re hungry. Shopping after eating will make it easier to pass on the tempting snack foods. You’ll have more of your food budget for vegetables and fruits.

4 **try canned or frozen**
   Compare the price and the number of servings from fresh, canned, and frozen forms of the same veggie or fruit. Canned and frozen items may be less expensive than fresh. For canned items, choose fruit canned in 100% fruit juice and vegetables with “low sodium” or “no salt added” on the label.

5 **buy small amounts frequently**
   Some fresh vegetables and fruits don’t last long. Buy small amounts more often to ensure you can eat the foods without throwing any away.

6 **buy in bulk when items are on sale**
   For fresh vegetables or fruits you use often, a large size bag is the better buy. Canned or frozen fruits or vegetables can be bought in large quantities when they are on sale, since they last much longer.

7 **store brands = savings**
   Opt for store brands when possible. You will get the same or similar product for a cheaper price. If your grocery store has a membership card, sign up for even more savings.

8 **keep it simple**
   Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.

9 **plant your own**
   Start a garden—in the yard or a pot on the deck—for fresh, inexpensive, flavorful additions to meals. Herbs, cucumbers, peppers, or tomatoes are good options for beginners. Browse through a local library or online for more information on starting a garden.

10 **plan and cook smart**
   Prepare and freeze vegetable soups, stews, or other dishes in advance. This saves time and money. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking.
# Lesson 4 Maryland Produce Availability - Fruits

<table>
<thead>
<tr>
<th>Produce</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
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<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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</thead>
<tbody>
<tr>
<td>Apples</td>
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<td></td>
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</table>

Distributed as part of:

[![Fruits & Veggies Fabulous Foods](image1.png)](image1.png) [![University of Maryland Extension](image2.png)](image2.png)

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# Lesson 4 Maryland Produce Availability - Veggies

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<th>Produce</th>
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<th>Aug</th>
<th>Sep</th>
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<th>Nov</th>
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</table>

Distributed as part of:

- Fruits & Veggies Fabulous Foods
- University of Maryland Extension

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Creamy Dill Dip
PREP TIME: 5-10 minutes

INGREDIENTS
• 1 cup sour cream, nonfat
• 1 cup yogurt, nonfat plain
• 2 Tablespoons dried dill
• 2 cups assorted veggies, chilled

DIRECTIONS
1. Put the sour cream, yogurt, and dill in a medium bowl. Stir together.
2. Place dip in center of tray; surround with veggies.

Green Bean Sauté
PREP TIME: 5-10 minutes

INGREDIENTS
• Non-stick cooking spray
• ½ pound fresh green beans, trimmed
• 1 small onion, chopped
• 1 cup sliced mushrooms
• 1 clove garlic, sliced OR 1 teaspoon minced garlic

DIRECTIONS
1. Spray a skillet with non-stick cooking spray.
2. Sauté onions, mushrooms, and garlic.
3. Add green beans and heat thoroughly.
LESSON 5

PURPLE, RED, & DARK GREEN VEGETABLES & FRUITS

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Objectives for the lesson:

1. Explain the unique benefits of purple and red vegetables and fruits.
2. Explain the unique benefits of dark green (leafy) vegetables.

Materials needed for the lesson (including handouts):

Activity 1
- Red and Purple Produce Cards – printed on card stock and cut into individual cards. Prepare five sets of produce cards.

Activity 2
- Lesson 5: Nutrient Content of 4 Types of Salad Greens

General Materials List:
- Flip chart paper
- Post-it notes
- Index cards
- Markers
- Pens
- Highlighters
- Masking tape
- Name tags
- V.O.I.C.E. Principles Handout
- Participant evaluation forms
Food and equipment for demonstration and sampling:

Activity 2
Dark Green Vegetable tasting ingredients:
- 1 small bunch fresh spinach
- 1 small head red leaf lettuce
- 1 small head iceberg lettuce
- 1 small head romaine lettuce
- 2-3 bottles (8 ounces each) of assorted reduced fat salad dressings
- 3 large mixing bowls
- Small paper plates
- Plastic forks
- 3 sets of salad tongs

Preparation:

Activity 1: Powerful Purples & Robust Reds!
- Set out Red & Purple Produce Cards on a small table near the front of the room for group activity (Anchor and Add).

Activity 2: Focus on Dark Green Vegetables
- Thoroughly wash the lettuce bunches under water prior to the session.
- Set up salad prep area with lettuces, tongs, mixing bowls, reduced-fat dressings, plates, and forks.

Key points to review:
- Welcome all participants. Reintroduce yourself. Give brief description of the program name, length of sessions, and duration of program.
- Include your purpose as the facilitator (i.e., to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health and nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles Handout.
Transition:
Last week we talked about some ways to cut down on costs and ways to make vegetables taste better. At the end of the session, I asked you to incorporate a new recipe or food preparation method into a family meal. Who would like to share their experiences?

Today we will be talking more about the purple, red, and dark green vegetable and fruit color categories, and we will discuss how we have been physically active with our families.

Let’s start by calling out examples of how we can meet our goal of being physically active most days.

Teaching Note:
Physical activity guidelines can be found at the following websites:
- Dept. of Health and Human Services: www.health.gov/paguidelines/guidelines/default.aspx
- CDC: http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html

Activity 1: Powerful Purples and Robust Reds!

Anchor
Please choose one card from the table in the front of the room that has a picture of a purple or red vegetable or fruit you have either tried or might like to try. Find a partner and share why you chose the vegetable or fruit you did.
Add

Purple and red vegetables and fruits contain important nutrients, including vitamins, minerals, and phytochemicals. As we’ve talked about in previous lessons, the phytochemicals found in vegetables and fruits give them their colors, and each color serves different functions in the body. The phytochemicals found in purple vegetables and fruits differ from those found in red ones. That is why it is important to eat vegetables and fruits of different colors - to make sure you are getting as many benefits as possible.

Teaching Note:
On flip chart paper (or on a dry erase board), draw a large box and divide it into half with a horizontal line. On the top half, write “Purple.” On the bottom half, write “Red.” Then divide each half into 2 sections with a vertical line, creating 4 boxes. In the left box, write “I eat this” and in the right box, write “I would like to try this” (see example in Additional Teaching Notes).

I would like to invite each of you to place your produce card on the chart. If you have a purple vegetable or fruit, place it in the top half of the box. If you have a red vegetable or fruit, place it in the bottom half of the box. Put your card in the space for “I eat” if you have already tried the vegetable or fruit; if you haven’t tried it yet but would like to, then put your card in the space for “I would like to try this.” I’ll show you an example.

Teaching Note:
Use the masking tape to adhere the cards to the chart. (Note: there are NO RIGHT OR WRONG answers to this activity. The purpose is to get the participants involved in the “Add” portion of this lesson.) After showing an example, invite the participants to place their cards on the chart.

Who would like to share which of these vegetables and fruits you and your family enjoys eating?

Teaching Note:
Collect all the produce cards from the participants before beginning the next activity.
Apply

Teaching Note: *Divide participants into 3 groups of 3-5 people. Pass out a set of Red & Purple Produce Cards to each group.*

Working in small groups, create a dish using at least two of the Produce Cards (purple or red). The dish can be for breakfast, lunch or dinner - but it must include at least two of the cards, and anything else that might be in the dish. An example of a dish you create could be summer slaw with purple cabbage and red grapes.

Who wants to share what type of dish their group created?

Away

How might you incorporate a purple or red vegetable into one of your meals this week?

**Activity 2: Focus on Dark Green Vegetables**

Anchor

What is your favorite recipe for using greens? This could be salad greens such as lettuce or raw spinach, or cooked greens such as collard greens or kale. Select a partner and discuss your favorite dark green vegetable and how you prepare this vegetable.
**PURPLE, RED, & DARK GREEN VEGETABLES & FRUITS**

**Add**

Dark green vegetables are very nutrient-dense foods, meaning that they supply a rich amount of important nutrients with minimal calories and fat. Common dark green vegetables include leafy greens, such as spinach, romaine lettuce, collard greens, and kale, as well as broccoli. Some examples of nutrients found in dark green vegetables include calcium, folate, iron, and phytochemicals. Remember, phytochemicals give color to fruits and vegetables; thus, the ones in dark green vegetables are different from those found in red, purple, orange, or white vegetables. The roles of nutrients found in dark green vegetables are plenty, so it’s important to eat as many different kinds as you can. Dark green vegetables can be served raw or cooked and make an excellent side dish for lunches and dinners.

**Apply**

*Teaching Note:*
*Invite participants to help prepare the salad. Instruct those who volunteer to wash their hands.*

*Teaching Note:*
*Divide the participants into small groups (up to 4 total groups). Assign each group a different type of salad green (iceberg lettuce, red leaf lettuce, spinach, or romaine lettuce). Move to the food prep area.*
Apply: Continued

Now we are ready to make our salads using different types of greens. The salad greens were all washed prior to today’s session.

Make sure that you wash your salad greens when you prepare them at home by running each leaf under water and patting dry with a paper towel.

In your small groups, prepare the salads by tearing the greens into bite-size pieces and placing them into the bowls. Once the salad greens are prepared, move around the room, sampling each type of salad green. You may add a small amount of reduced-fat dressing if you would like.

Spend a few minutes reading over the Nutrient Content of Salad Greens handout as you taste each type of salad green. Which salad has the most nutrients? As you taste each type of green, what do you think about the flavor? Who wants to share their thoughts?

As you can see, the darker in color the salad greens are, the more nutrients they have. If you’re not completely ready to give up iceberg lettuce, you can make a mix of several types of greens, making sure to include some dark green lettuces in your salad.

Away

What type of salad green have you seen in your grocery store that you could substitute for iceberg lettuce before we meet next?
**Teaching Notes:**

The flip chart for Activity 1 should be designed as:

<table>
<thead>
<tr>
<th></th>
<th>I eat:</th>
<th>I would like to try:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RASPBERRIES

BLUEBERRIES

BLACKBERRIES

STRAWBERRIES
POMEGRANATE

FIGS

WATERMELON

TOMATOES
# Lesson 5
## Nutrient Content of 4 Types of Salad Greens

<table>
<thead>
<tr>
<th>NUTRIENTS</th>
<th>Iceberg Lettuce</th>
<th>Red Leaf Lettuce</th>
<th>Raw Spinach</th>
<th>Romaine Lettuce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
<td>2 cups</td>
<td>2 cups</td>
<td>2 cups</td>
<td>2 cups</td>
</tr>
<tr>
<td>Calories</td>
<td>20</td>
<td>9</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
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<td>1.3</td>
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<tr>
<td>Iron (mg)</td>
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<td>0.7</td>
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<td>.9</td>
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<tr>
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<td>4912</td>
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<td>Folate (mcg)</td>
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<tr>
<td>Lutein (mcg)</td>
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<td>Calcium (mg)</td>
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<td>59</td>
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<tr>
<td>Fat (g)</td>
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</table>


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Objectives for the lesson:
1. Introduce recipes for making nutritious, low-cost snacks that incorporate fruits and vegetables.
2. Demonstrate preparation techniques and preparation ideas for mangos and avocados.

Materials needed for the lesson (including handouts):
Activity 1
- Tips for Cutting a Mango
Activity 2
- Tips for Cutting an Avocado
- Lesson 6: Recipe Cards

General Materials List:
- Flip chart paper
- Post-it notes
- Index cards
- Markers
- Pens
- Highlighters
- Masking tape
- Name tags
- V.O.I.C.E. Principles Handout
- Participant evaluation forms
### Food and equipment for demonstration and sampling:

- 4 cutting boards
- 4 sharp cutting knives
- 4 medium bowls
- Napkins
- Small paper plates
- Disposable forks

**Activity 1:**
- 4 ripe mangos

**Activity 2:**
- 4 ripe avocados

### Recipe ingredients:

- 2 bell peppers (green or red)
- 1/2 cup fresh cilantro, chopped
- 1 small onion
- 4 ten-inch whole grain tortillas
- 1 can (15 ounces) black beans
- Avocado (use one from Activity 2 cutting demo)
- 1 lime
- Mangos (use two from Activity 1 cutting demo)

### Kitchen equipment for recipe:

- Range top or single burner
- 2 spatulas
- Medium nonstick skillet
- Medium mixing bowl
- Paring knife
- Mixing spoon

### Key points to review:

- Welcome all participants. Reintroduce yourself. Give brief description of the program name, length of sessions, and duration of program.
- Include your purpose as the facilitator (i.e., to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health and nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles Handout.
Transition:
In last week’s session, we talked about purple, red, and dark green vegetables and fruits. At the end of the session, I suggested that each of you find a salad green in your grocery store that you could use in place of iceberg lettuce when making a salad. Who would like to share your experience with this activity?

Today we will be learning how to prepare mangos and avocados. Before we start with the lesson, let’s discuss some of the ways you’ve been able to add physical activity to your life over the past several weeks.

Let’s start by calling out examples of how we can meet our goal of being physically active most days.

Teaching Note:
Physical activity guidelines can be found at the following websites:
- Dept. of Health and Human Services: www.health.gov/paguidelines/guidelines/default.aspx
- CDC: http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html
**Activity 1: Mangos – The Magical Fruit!**

**Anchor**

Think about an orange vegetable or fruit that could make a good snack. Describe the characteristics of this food. Who would like to share?

**Add**

In previous lessons, we talked about fruits and vegetables having a variety of colors. One example of an orange fruit is the mango. The versatile mango is one of the world’s most popular fruits and can be enjoyed year-round. Mangos easily lend themselves to snacking, either in raw form or as an ingredient in a recipe. The flavor of mango goes well with many types of snack foods, including smoothies, salsas, fruit kabobs, or mixed in yogurt. Mangos are rich in Vitamin C and beta carotene. Mangos are a good source of dietary fiber, with one cup of sliced mango providing 3 grams.

The ripeness of mangos can be determined by either smelling or squeezing. A ripe mango will have a full, fruity aroma emitting from the stem end. Mangos are ready to eat when slightly soft to the touch and yielding to gentle pressure, like a ripe peach. The best flavored fruit have a yellow tinge when ripe; however, color may be red, yellow, green, orange or any combination. Generally, ripe mangos have an orange-yellow or reddish peel and are juicy for eating.

To ripen mangos at home, store them at room temperature. They will continue to ripen, becoming sweeter and softer over several days. Once ripe, mangos can be stored in the refrigerator for up to five days. Never refrigerate mangos before they are ripe.

To prepare mangos, you need a sharp kitchen knife and a cutting board. Cutting a mango is a 4-step process that involves cutting the fruit into halves and then into chunks. Once the fruit has been cut, the pieces can be eaten alone or added to many different kinds of recipes.
SPOTLIGHT ON MANGOS & AVOCADOS

Add: Continued
As you recall, it’s important to wash the mango thoroughly under running water before you begin cutting it to remove any dirt on the surface.

The average price of a mango is about $1.67 per fruit, although when the fruit is in season (typically during the summer), the cost of the fruit can be as low as $1.00 per fruit. This makes mangos a very affordable, healthy snack option.

Apply

Teaching Note:
Divide the participants into small groups (up to 3 total groups). Pass out the Tips for Cutting a Mango handout to each participant. Instruct participants to wash their hands.

Today we will learn how to cut a mango and make a simple snack with the fruit. The mangos we are preparing today have all been washed under running water. Within your small groups, take turns cutting the mango. Follow along with me as I explain how to cut a mango.

Teaching Note:
Go over the step-by-step instructions for cutting a mango. Explain each step as you prepare the fruit. Ask if the participants have any questions as you go about this process. Set aside your cut-up mango. We will use the pieces from two mangos for a recipe in a little while.

Away

Write down one idea of how you might make a snack for your family that includes mango.
Activity 2: All About Avocados!

Anchor

What are some ways you have tried or heard about using avocados? Call out some examples.

Add

Avocados are known for being high in unsaturated fat, or “good” fat. Avocados contain vitamin C, thiamin, riboflavin and beta carotene, which forms vitamin A in the body. Other nutrients found in an avocado include vitamin K, folate, and copper. Avocados are an excellent source of dietary fiber, providing 7 grams in one cup.

When you think of avocados, you might think of guacamole. But avocados have many other versatile uses as snack foods. They can be cut up and added to salads, salsas, and other dips. Even simpler, they can be mashed and spread onto sandwiches in place of mayonnaise. Before cutting an avocado, be sure to wash it under running water to remove any dirt from the peel.

When choosing avocados at the store, look for ones that are heavy for their size and free of blemishes and bruises. In the store, avocados are usually firm and need a few days to soften and ripen at home. Avocados are ripe when they yield to gentle pressure. To speed up the ripening process at home, place avocados in a paper bag and leave them at room temperature for two to four days. Ripe avocados can be stored in the refrigerator for up to 7 days. Although certain types of avocados (e.g. Hass) are available year-round, they are considered “in season” during the spring months.
Before we came here today, I washed all of the avocados under water. Follow along with me as I explain how to cut an avocado. Within your small groups, take turns cutting the avocado. We’ll make a delicious and healthy wrap using the avocado pieces and the mango from the last activity.

**Teaching Note:**
Go over the step-by-step instructions for cutting an avocado. Explain each step as you prepare the avocado. Ask if the participants have any questions as you go about this process.

Now we will use the avocado and mango to make a veggie bean wrap. This snack is tasty and full of vitamins and fiber. And it’s easy to make. I’d like to ask for a few volunteers to help me make the Veggie Bean Wrap.

**Teaching Note:**
Follow the instructions for the Veggie Bean Wrap. Prepare tasting-sized portions for each participant. Let’s taste the recipe we just made. Who would like to share their thoughts about what we learned today?

Away
Write down one snack that you could make for your family that includes avocado.
Additional Teaching Notes:
LESSON 6
TIPS FOR CUTTING A MANGO

1. The mango has a flat-ish oblong pit in the center of it. Your objective is to cut along the sides of the pit, separating the flesh from the pit. Holding the mango with one hand, stand it on its end, stem side down. Standing up the mango like this you should be able to imagine the alignment of the flat, oval pit inside of it. With a sharp knife in your other hand, cut from the top of the mango, down one side of the pit. Then repeat with the other side. You should end up with three pieces.

2. Take a mango half and use a knife to make lengthwise and crosswise cuts in it, but try not to cut through the peel.

3. At this point you may be able to peel the segments right off of the peel with your fingers. Or, you can use a small paring knife to cut away the pieces from the peel.

4. Take the mango piece with the pit and lay it flat on the cutting board. Use a paring knife to cut out the pit and remove the peel.
LESSON 6
TIPS FOR CUTTING AN AVOCADO

1. Grip the avocado gently on one side with one hand. With a large, sharp knife in the other hand, cut the avocado lengthwise around the seed. Open the two halves to expose the pit.

2. There are a few ways you can proceed to remove the pit from the avocado half that has the pit. One way is to make another cut, lengthwise on the avocado half that has the pit, cutting around the pit, exposing it so that it is easier to remove. You can also use a spoon to scoop out the pit.

3a. Take a small dinner knife and gently make cuts in the avocado flesh in a cross-hatch pattern, careful not to break through the avocado peel. Then use a spoon to easily scoop out the avocado pieces.

3b. To make avocado slices, use a knife to slice the inside of the avocado halves into sections. Don’t worry if you cut right through the peel.

4. Use your fingers to separate the avocado segments from the peel.
Veggie Bean Wrap

INGREDIENTS
- 2 bell peppers (red or green), seeded and chopped
- 1 small onion, peeled and chopped
- 1 can (15 ounces) black beans, drained and rinsed
- 2 mangos, peeled and diced
- 1 lime, juiced
- ¼ cup chopped fresh cilantro
- 2 avocados, peeled and diced
- 4 ten-inch whole grain tortillas

DIRECTIONS
1. In a nonstick pan, sauté bell peppers and onion for 5 minutes over medium heat. Add beans, stir well. Reduce heat to low and simmer about 5 minutes.
2. In a small bowl, combine mangos, lime juice, cilantro, and avocados. Reserve ½ mixture for topping.
3. Fill warmed tortillas with ¼ bean mixture and ¼ mango mixture.
4. Fold ends of the tortillas over. Roll up to make wraps. Top veggie bean wraps with remaining mango mixture.

Fresh Mango Shake

INGREDIENTS
- 2 small mangos, quartered, pitted, and peeled
- 1 - ⅔ cups (12 ounces) non-fat plain yogurt
- ⅔ cup orange juice
- 4 ice cubes

DIRECTIONS
Combine all the ingredients in a blender until thick and smooth. Makes 2 shakes.
California Avocado Wrap-Up

INGREDIENTS
- 4-6” flour tortillas
- ½ fresh avocado, mashed
- 4 slices deli turkey breast
- 2 teaspoons BBQ sauce, divided
- 4 thin slices cheddar cheese, divided
- 3 carrots, peeled and coarsely shredded

DIRECTIONS
For each tortilla: Place 2 teaspoons mashed avocado on tortilla, spreading to within 1 inch of tortilla edge. Place 1 slice turkey breast over mashed avocado. Top with 1 slice cheese and spread on ½ teaspoon barbecue sauce. Sprinkle ¼ cup of the shredded carrots over the sauce. Roll up tightly. Place seam-side down on plate. Slice in half. Makes 4 servings.
**V.O.I.C.E PRINCIPLES**

**Voice By Choice.** You will not be called on and you will not be made to speak in front of the whole group unless you make that your choice. We do ask you to jump into the small groups and partnerships.

**One-two-three-four-five** - Your instructor will wait at least five seconds for you to speak! Silence can be our friend.

**Inclusion.** We will all strive to make sure that everyone feels included, knows what is happening at any given moment, and has ample opportunity to be valued and to speak.

**Considerate.** We’ll start on time, end on time, and come back from breaks in a timely fashion!

**Encouragement.** We will always seek to encourage each other, to give support and praise for contributions, to be part of solutions when needed, and to ask questions.

* adapted from: Joye Norris
Use Disposable Gloves Properly

- Wash hands before and after use of disposable gloves.
- Wear gloves when preparing and serving ready-to-eat foods such as fresh fruits and vegetables, sandwiches, and salads.
- Change gloves frequently and between tasks.
- Never handle money and food while wearing the same gloves.
- Change gloves after sneezing, wiping nose, touching hair, or other contact with germs.
- Never re-use gloves.
- Dispose of soiled gloves after use.
### Fruited Spinach Salad

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories from Fat 15%</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>1.5g</td>
<td>2%</td>
</tr>
<tr>
<td>Saturated Fat</td>
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<td>0%</td>
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<tr>
<td>Trans Fat</td>
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<td>0%</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>Sugars</td>
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</tr>
<tr>
<td>Protein</td>
<td>1g</td>
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</tr>
</tbody>
</table>

**Nutrient Breakdown**

- Vitamin A 40%
- Vitamin C 40%
- Calcium 4%
- Iron 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

**Calories per gram:**
- Fat: 9
- Carbohydrate: 4
- Protein: 4

---

### Mac 'n Cheese with Broccoli

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories from Fat 80%</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>9g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
<td>15%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>15mg</td>
<td>5%</td>
</tr>
<tr>
<td>Sodium</td>
<td>730mg</td>
<td>30%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>39g</td>
<td>13%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
<td>12%</td>
</tr>
<tr>
<td>Sugars</td>
<td>4g</td>
<td>1%</td>
</tr>
<tr>
<td>Protein</td>
<td>11g</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Nutrient Breakdown**

- Vitamin A 4%
- Vitamin C 35%
- Calcium 15%
- Iron 10%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

**Calories per gram:**
- Fat: 9
- Carbohydrate: 4
- Protein: 4

---

### Creamy Dill Dip

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories from Fat 0%</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>30mg</td>
<td>1%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>4g</td>
<td>1%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
<td>1%</td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Nutrient Breakdown**

- Vitamin A 2%
- Vitamin C 2%
- Calcium 4%
- Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

**Calories per gram:**
- Fat: 9
- Carbohydrate: 4
- Protein: 4
### Green Bean Saute

**Nutrition Facts**

**Serving Size:** 1/2 cup  
**Servings Per Container:** 6

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>8g</td>
<td>2%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
<td>8%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories: 2,000 2,500

**Nutrition Facts**

**Serving Size:** 1 wrap  
**Servings Per Container:** 4

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>13g</td>
<td>20%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>2.5g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>670mg</td>
<td>28%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>72g</td>
<td>24%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>13g</td>
<td>52%</td>
</tr>
<tr>
<td>Sugars</td>
<td>16g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>12g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories: 2,000 2,500

### Veggie Bean Wrap

**Nutrition Facts**

**Serving Size:** 1 wrap  
**Servings Per Container:** 4

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>8g</td>
<td>2%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
<td>8%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories: 2,000 2,500

**Nutrition Facts**

**Serving Size:** 1 wrap  
**Servings Per Container:** 4

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
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</tr>
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<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
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<td>0mg</td>
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**Nutrition Facts**

**Serving Size:** 1 wrap  
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<td>8%</td>
</tr>
<tr>
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<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
<td></td>
</tr>
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**Nutrition Facts**

**Serving Size:** 1 wrap  
**Servings Per Container:** 4

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<td>13%</td>
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<tr>
<td>Trans Fat</td>
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<td>0%</td>
</tr>
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</tr>
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<td>52%</td>
</tr>
<tr>
<td>Sugars</td>
<td>16g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>12g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories: 2,000 2,500

**Nutrition Facts**

**Serving Size:** 1 wrap  
**Servings Per Container:** 4

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
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<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>8g</td>
<td>2%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
<td>8%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories: 2,000 2,500

**Nutrition Facts**

**Serving Size:** 1 wrap  
**Servings Per Container:** 4

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>13g</td>
<td>20%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>2.5g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>670mg</td>
<td>28%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>72g</td>
<td>24%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>13g</td>
<td>52%</td>
</tr>
<tr>
<td>Sugars</td>
<td>16g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>12g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories: 2,000 2,500
### Mango Shake

#### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>about 1 cup (645g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Container</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 360</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories from Fat</td>
<td>40%</td>
</tr>
</tbody>
</table>

#### % Daily Value

<table>
<thead>
<tr>
<th>Total Fat</th>
<th>6g</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturated Fat</td>
<td>2g</td>
<td>10%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>10mg</td>
<td>3%</td>
</tr>
<tr>
<td>Sodium</td>
<td>135mg</td>
<td>6%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>73g</td>
<td>24%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
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<td>24%</td>
</tr>
<tr>
<td>Sugars</td>
<td>65g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>13g</td>
<td></td>
</tr>
</tbody>
</table>

**Vitamin A 80% • Vitamin C 250%**

**Calcium 40% • Iron 4%**

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

<table>
<thead>
<tr>
<th>Calories</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than</td>
<td>65g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>Less than</td>
<td>20g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
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</tbody>
</table>

### Avocado Wrap-up

#### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>1 wrap (149g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Container</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories from Fat</td>
<td>110%</td>
</tr>
</tbody>
</table>

#### % Daily Value

<table>
<thead>
<tr>
<th>Total Fat</th>
<th>13g</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturated Fat</td>
<td>6g</td>
<td>30%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>25mg</td>
<td>8%</td>
</tr>
<tr>
<td>Sodium</td>
<td>630mg</td>
<td>26%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>24g</td>
<td>8%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>4g</td>
<td>16%</td>
</tr>
<tr>
<td>Sugars</td>
<td>4g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>11g</td>
<td></td>
</tr>
</tbody>
</table>

**Vitamin A 160% • Vitamin C 8%**

**Calcium 15% • Iron 2%**

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

<table>
<thead>
<tr>
<th>Calories</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than</td>
<td>65g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>Less than</td>
<td>20g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

**Calories per gram:**

Fat 9 • Carbohydrate 4 • Protein 4