



# No Time To Train

## Short Lessons for School Nutrition Assistants

### MyPlate–Protein Foods

#### Lesson Overview

**Lesson Participants:** School Nutrition Assistants/Technicians, School Nutrition Managers, Child and Adult Care Food Program Staff, Teachers

**Type of Lesson:** Short, face-to-face training session

**Time Needed to Conduct the Lesson:** 15 minutes

**Lesson Description:** This lesson is designed to explain the protein foods group represented in the MyPlate icon. Participants will learn why protein foods are an important part of the daily diet and the foods that count as protein. Nutrition professionals will be able to apply the information presented in this lesson to the school menu. MyPlate and related resources developed by USDA are helpful tools for child nutrition program staff to use when providing nutrition education to children of all ages.

#### Lesson Objectives:

At the end of this lesson, the participant will be able to

1. Discuss why protein foods are important in the diet.
2. Identify foods from the protein foods group.

#### Get Ready to Train

**Note:** This lesson should be taught following the No Time to Train lessons on the *Dietary Guidelines for Americans 2010* and *MyPlate–The “New Generation” Food Icon*.

The format for the **No Time to Train** lessons includes an overview, preparation checklist, lesson at a glance with a timeline for conducting the lesson, references, handouts, and an instructor’s script. The manager/instructor will use the script to present the lesson to the participants. The script gives directions to the manager/instructor—**DO, SAY, ASK, LISTEN, AND ACTIVITY**—for delivering the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.

Teachers and others in the school or child care setting may wish to participate. This lesson also could be used to integrate nutrition education into the classroom. With some modifications, the lesson could be used with middle and secondary students.



## Preparation Checklist

**Directions:** Use the Preparation Checklist to prepare for the training session. Track your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	<p><b>Gather Materials</b></p> <p>Materials Needed:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Instructor’s Script</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Handout 1: MyPlate–Protein (one for each participant; accessible at <a href="http://www.choosemyplate.gov/global_nav/media_resources.html">http://www.choosemyplate.gov/global_nav/media_resources.html</a>)</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Handout 2: Protein Foods–What are the Facts? (one for each participant)</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pencils (one for each participant)</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Session Evaluation form (one for each participant)</li> </ul>
	<p><b>Prepare for Lesson</b></p> <p>Before the Training:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Make copies of Handouts 1 and 2 (one for each participant).</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Make copies of Session Evaluation form (one for each participant).</li> </ul>
	<p>On Training Day:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Place pencils on tables (one for each participant).</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Distribute Handouts 1 and 2 to each participant.</li> </ul>
	<p>On the Instructor’s Table:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Instructor’s Script</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Handout 1: MyPlate–Protein</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Handout 2: Protein Foods–What are the Facts?</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Session Evaluation forms</li> </ul>

**Lesson at a Glance**  
**(15 minutes)**

<b>Time</b>	<b>Topic</b>	<b>Task</b>	<b>Materials</b>
2 minutes	Introduction and Overview	Introduce topic and relate to the <i>Dietary Guidelines for Americans 2010</i> and <i>MyPlate–The “New Generation” Food Icon</i> No Time to Train lessons.	Instructor’s Script
4 minutes	Objective 1: Discuss why protein foods are important in the diet.	Use Handout 1 to relate the importance of protein foods in a healthy diet.	Handout 1: MyPlate–Protein
5 minutes	Objective 2: Identify foods from the protein foods group.	Use Handouts 1 and 2 to identify foods in the protein group.  Participants complete activity and brainstorm ways to encourage students to eat lower-fat protein foods.	Handout 1: MyPlate–Protein  Handout 2: Protein Foods–What are the Facts?
2 minutes	Wrap Up and Review	Instructor encourages participants to ask questions and to make comments.	Handout 1: MyPlate–Protein  Handout 2: Protein Foods–What are the Facts?
2 minutes	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

**Note to Instructor:**

Answer questions to the best of your ability. If there are questions you can’t answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

**References:**

National Food Service Management Institute. (2005, Rev. 2011). *Nutrition 101: A taste of food and fitness*. University, MS: Author.

U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, DC. News and Media. [http://www.choosemyplate.gov/global\\_nav/media\\_resources.html](http://www.choosemyplate.gov/global_nav/media_resources.html) Accessed July 14, 2011.

U.S. Department of Agriculture, Food and Nutrition Service. (2011). Nutrition Assistance Programs Website. <http://www.fns.usda.gov/fns/> Accessed July 14, 2011.



U.S. Department of Agriculture, Food and Nutrition Service. (2011). Team Nutrition: Resources A-Z Website. <http://www.fns.usda.gov/tn/library.html> Accessed July 14, 2011.

U.S. Department of Agriculture and U.S. Department of Health and Human Services (2011). *Dietary Guidelines for Americans 2010* 7<sup>th</sup> Edition, Washington, D.C., U.S. Government Printing Office, December 2010.  
<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/PolicyDoc.pdf>  
Accessed July 14, 2011.

U.S. Department of Health and Human Services. (2011). Healthfinder.gov Website. <http://healthfinder.gov/> Accessed July 14, 2011.



## Instructor's Script



### SAY:

In previous lessons, we learned about the *Dietary Guidelines for Americans 2010* and *MyPlate –The “New Generation” Food Icon*. Medical research shows that we all need to learn more about basic nutrition so that we can make healthier food choices and live longer lives. Today we are going to talk about the MyPlate resources as we continue to learn about basic nutrition. This lesson will focus on the protein foods group. We are going to discuss why protein foods are important in our diet and what foods are in the protein group.



### DO:

Distribute copies of **Handout 1: MyPlate–Protein**.



### SAY:

From our lesson on MyPlate, we learned that the food groups are represented on the plate by different colors. Protein is represented by the purple color. One of the key consumer messages from the Dietary Guidelines is to make half your plate protein and grains, and this is clearly shown on the MyPlate icon. Notice also that the grains section is a slightly larger than the purple section, these means grains should make up a slightly larger portion of our diet than protein.



### DO:

Refer participants to **Handout 1: MyPlate–Protein** and point to the purple section of the plate.



### ASK:

Why do you think protein foods are an important part of our diet?



### LISTEN:

Listen to individual responses.



### SAY:

Eating protein foods, especially lean meat and beans, provides many health benefits.

- Lean meat and dry beans and peas are rich in protein. Dry beans and peas are mature forms of legumes, which are plants that have pods with a row of seeds (pinto beans, kidney beans, black beans, lentils, split peas, chickpeas). Mature forms of beans and peas are available in dry, canned, and frozen forms. Beans and peas are vegetarian alternatives for meat.
- MyPlate includes dry beans and peas in both the Vegetable Group and the Protein Foods Group. Beans and other legumes count as either a vegetable or as a meat alternate, but not as both in the same meal.
- Protein in the diet serves as a building block for bones, muscles, blood, skin, enzymes, vitamins, and hormones.

- B vitamins found in the protein foods group serve a variety of functions in the body. They help the body release energy, play a vital role in the function of the nervous system, aid in the formation of red blood cells, and help build tissue.
- Meat and beans provide minerals. Minerals found in these foods include iron, magnesium, and zinc. Iron is used to carry oxygen to the blood. Magnesium is a mineral used in building bones and releasing energy from muscles. Zinc protects cells from oxidation and is important for a healthy immune system. Beans and peas are excellent sources of dietary fiber and nutrients such as folate and potassium.
- Any food made from meat, poultry, fish, dry beans or peas, eggs, nuts, or seeds are protein foods for examples, beef, chicken, black beans, almonds, catfish, and tuna.
- Some meat can be high in saturated fat. Too much saturated fat can raise low-density lipoprotein (LDL) cholesterol, increasing the risk for coronary heart disease. Saturated fat can mostly be found in animal products such as egg yolks and fatty cuts of beef, lamb, and pork. Choose low-fat or lean meats or poultry.
- Consuming fish, nuts, and seeds is an excellent way to incorporate other sources of protein. They are also great ways to get your essential fatty acids and vitamin E.
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**DO:**

Distribute copies of **Handout 2: Protein Foods – What are the Facts?**



**ASK:**

What have we just learned about protein foods?



**SAY:**

Take a few minutes to complete the activity on **Handout 2** and think about some ways to include lower-fat protein foods in our menus.



**ACTIVITY:**

Participants will complete **Handout 2** and brainstorm what lower-fat protein foods could be added to their menus and how they can encourage students to choose more lean meats and a variety of beans.

Some suggestions could be to:

- Try using beans or peas for new dishes.
- Offer leaner cuts of meat and more fish options.
- Use low-fat preparation methods when cooking meats.
- Add nuts or seeds to salads or as snack items.
- Add beans and peas to school menus in a variety of ways, including salads or salad bars, soups, side dishes, vegetarian entrees, and ethnic foods.



**SAY:**

Thank you for all of these great ideas! Protein foods provide essential vitamins, minerals, and protein. It is important that we serve our customers the protein foods they need for maintaining a healthy diet.



**ASK:**

Do you have any questions or comments about MyPlate or the protein foods group?



**LISTEN:**

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.



**DO:**

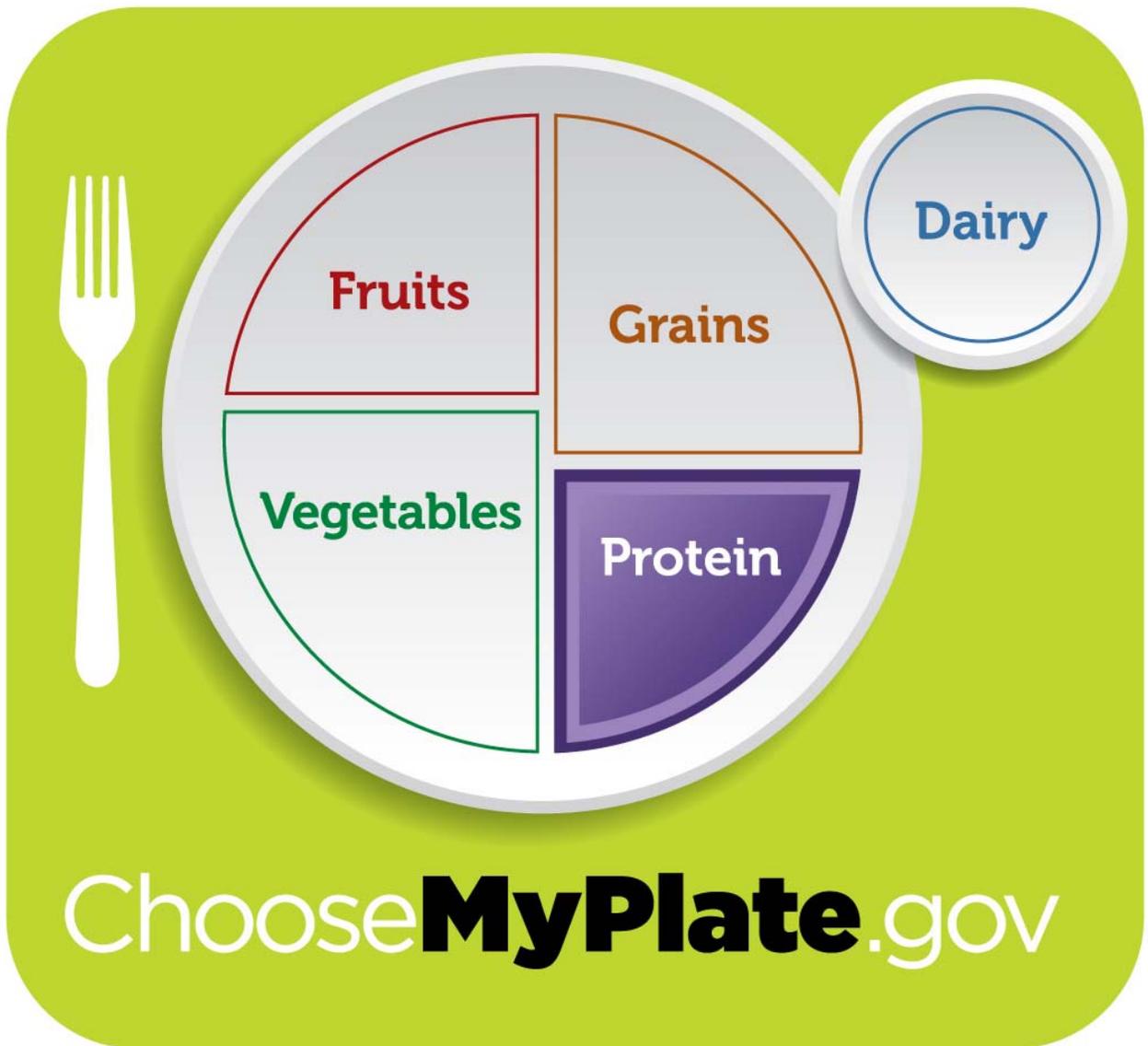
Distribute the Session Evaluation form.



**SAY:**

Thank you for participating in the lesson today. Please take a couple of minutes to complete the Session Evaluation. Thank you for your input.

## Handout 1: MyPlate–Protein



Source: U.S. Department of Agriculture. (2011). ChooseMyPlate.gov Website. Washington, DC. News and Media. [http://www.choosemyplate.gov/global\\_nav/media\\_resources.html](http://www.choosemyplate.gov/global_nav/media_resources.html)  
Last modified: June 16, 2011.

## Handout 2: Protein Foods–What are the Facts?

We have just learned about some of the benefits of protein foods, but it is important to remember that some protein foods are also high in saturated fat and should be limited in the diet. Test your knowledge of protein foods by marking the following statements as true or false (T or F).

1. \_\_\_\_\_ The protein group takes up the largest section on the MyPlate food icon, which means we should be eating meat more than any other food group.
2. \_\_\_\_\_ Protein is important because it serves as a building block for bones, muscles, blood, skin, enzymes, vitamins, and hormones in our body.
3. \_\_\_\_\_ All protein foods (meat, poultry, fish, beans, and nuts) contain the same amounts and types of fat and other nutrients, so it does not matter which foods we choose to eat.
4. \_\_\_\_\_ Saturated fat, which can raise your risk of high cholesterol and heart disease, is found mostly in plant foods.
5. \_\_\_\_\_ In addition to protein, meats and beans are also good sources of several vitamins and minerals, including B vitamins, iron, magnesium, and zinc.
6. \_\_\_\_\_ MyPlate includes dry beans and peas in both the vegetable and protein groups.
7. \_\_\_\_\_ Beans and fish are high in saturated fat and should be eaten only in moderation.
8. \_\_\_\_\_ Dry beans and peas can be added to school menus in a variety of ways, including salads or salad bars, soups, side dishes, vegetarian entrees, and ethnic foods.

## Handout 2: Protein Foods–What are the Facts? (Answers)

We have just learned about some of the benefits of protein foods, but it is important to remember that some protein foods are also high in saturated fat and should be limited in the diet. Test your knowledge of protein foods by marking the following statements as true or false (T or F).

1.   F   The protein group takes up the largest section on the MyPlate food icon, which means we should be eating meat more than any other food group.
2.   T   Protein is important because it serves as a building block for bones, muscles, blood, skin, enzymes, vitamins, and hormones in our body.
3.   F   All protein foods (meat, poultry, fish, beans, and nuts) contain the same amounts and types of fat and other nutrients, so it does not matter which foods we choose to eat.
4.   F   Saturated fat, which can raise your risk of high cholesterol and heart disease, is found mostly in plant foods.
5.   T   In addition to protein, meats and beans are also good sources of several vitamins and minerals, including B vitamins, iron, magnesium, and zinc.
6.   T   MyPlate includes dry beans and peas in both the vegetable and protein groups.
7.   F   Beans and fish are high in saturated fat and should be eaten only in moderation.
8.   T   Dry beans and peas can be added to school menus in a variety of ways, including salads or salad bars, soups, side dishes, vegetarian entrees, and ethnic foods.



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## Session Evaluation

**Instructions:**

*Completely fill in the circle of your answer. Use a #2 pencil.*

Please select only one response for each statement. Do not fold or crease this sheet.

Title of Meeting: _____	
Session Topic: _____	Trainer's Code: _____
Date: _____	Time Slot: _____ Location: _____ Length of Event (hrs/min): _____

**Attendee Status:**

- |  |   |  |
|--|---|--|
| <input type="radio"/> District director  | <input type="radio"/> Major city director       | <input type="radio"/> Private consultant/trainer |
| <input type="radio"/> State agency staff | <input type="radio"/> Site-level manager        | <input type="radio"/> Foodservice assistant      |
| <input type="radio"/> Educator           | <input type="radio"/> Other (please list) _____ |  |

Reaction to this Session					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).					
1. The session objectives were clearly presented.	⑤	④	③	②	①
2. The session objectives were achieved.	⑤	④	③	②	①
3. I can apply what I learned in this session to my job.	⑤	④	③	②	①
4. Attending the session increased my skill on the topic.	⑤	④	③	②	①
5. Attending the session increased my knowledge on the topic.	⑤	④	③	②	①
6. I would recommend this session to others.	⑤	④	③	②	①
7. Overall, the session met or exceeded my expectations.	⑤	④	③	②	①

Comments about this Session
<p><b>The information I found MOST useful was:</b></p> <hr/> <hr/> <hr/>
<p><b>Please share any additional comments:</b></p> <hr/> <hr/> <hr/>

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