

Simply Good Eating



For Health



Simply Good Eating for Health

Adapted from the *Simply Good Eating* curriculum (1997)
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*For additional information on how to use this curriculum,
please refer to the **Simply Good Eating User’s Guide**.*



*Simply Good Eating for Health
Good Nutrition:
As Easy as 1, 2, 3*



Simply Good Eating for Health Good Nutrition: As Easy as 1, 2, 3

The goal of this lesson is to provide information and skills so that participants can understand and apply guidelines for eating healthfully.

Basics of Healthy Eating

- Healthful diets combine the right amounts of a wide variety of foods.
- MyPyramid visually represents a healthful diet.
- MyPyramid can be used by healthy people as a guide to good nutrition.
- There are no easy “magic bullet” ways to lose weight.
- Managing weight effectively combines healthy eating habits and regular physical activity.

Learning Objectives

After completing this lesson, participants will be able to:

1. List at least one food belonging to each food group of MyPyramid.
2. Identify at least one serving size of foods from each food group of MyPyramid.
3. Plan at least one meal using MyPyramid as a guide.
4. Identify at least one lower-calorie substitute for a higher-calorie food.
5. Identify at least one barrier to being more active, and propose a way to overcome the barrier.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Risk Game
2. Overview of MyPyramid
3. Pyramid Menu Planning
4. Exploring the Emotional Side of Food
5. Small Changes over Time
6. Elements of Managing Weight Successfully
7. Barriers and Bonuses of Physical Activity

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Introduction: **Background on Good Nutrition**

Note: Review this list of key concepts as you prepare lessons from this chapter. Use the following concepts when discussing good nutrition with participants.

Nutrition Concept #1

The keys to good nutrition are variety and moderation. Eating a variety of foods every day helps you get a mixture of essential nutrients that are important for good health. You can include foods that are higher in fat and sugar as long as you eat them in moderation, in smaller amounts, more occasionally.

Nutrition Concept #2

For healthy weight management, it is important to balance total calories eaten and the daily activity to use those calories.

Nutrition Concept #3

Children copy their parents' eating behaviors. It's important for parents to set a good example for eating nutritiously and for providing nutritious meals and snacks for their children.

Nutrition Concept #4

Your overall diet each day is far more important than individual foods. There are no good foods or bad foods.

Nutrition Concept #5

Many Americans eat too many foods that are higher in fat and calories, and most do not eat enough fruits, vegetables, and whole grain foods, which provide important nutrients such as fiber, vitamins, and minerals. Some people's diets may be low in nutrients like vitamin C, vitamin A, calcium, and iron.

Nutrition Concept #6

The best source of nutrients is a variety of nutritious foods, rather than expensive and unnecessary pills or supplements.

Nutrition Concept # 7

Besides environment and heredity (family history), nutrition plays an important role in preventing many diseases. Seven of the ten leading causes of death or disease, such as heart disease, diabetes, and cancer, are linked to diet.

Nutrition Concept #8

Good nutrition includes honoring our social, cultural, and emotional attachments with food by creating a place for them in our eating habits.

Nutrition Concept #9

Good food can be made from foods that are available locally and are easy to prepare.

Activity 1

Risk Game

Purpose: To help participants learn how family history can play a role in nutrition-related disease.

Materials needed: Flipchart or writing board; pens/markers or chalk.

Estimated time: 10 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. On the flipchart or writing board, write the list of common nutrition-related diseases below.
2. Ask participants if they have personally experienced or are aware of a family history of any of the diseases. Ask them to think about each of the diseases, but not to say out loud (or otherwise indicate) that they or a family member has experienced one of these conditions (call out diseases one at a time):
 - High blood pressure
 - Cancer
 - Diabetes
 - Being overweight
 - Heart disease
 - Stroke
3. Ask if anyone has not personally experienced or is unaware of a family history of any of the diseases mentioned. Tell participants that a number of risk factors influence whether we will develop a health problem. Some risk factors cannot be controlled, including family history and aging. However, we do have some control over other risk factors, including our nutrition and lifestyle habits. Healthy habits, such as eating nutritious foods, managing weight, staying physically active, and not smoking can help us prevent health problems or may help reduce their severity if health problems should occur.

Conclusions

Tell participants: Healthy lifestyle habits, such as healthy eating habits, regular physical activity, and avoiding smoking or tobacco use can help prevent the development of chronic health problems, such as diabetes, heart disease, and cancer.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Understanding Nutrition.

Activity 2

Overview of MyPyramid

Purpose:	To show participants that the composition of our overall diet is much more important than individual food choices.
Materials needed:	Handout: <i>MyPyramid Mini Poster</i> (USDA publication from http://www.mypyramid.gov/global_nav/order.html); <i>Dairy Council Food Models</i> , or actual foods to represent portion sizes; masking tape; flipchart or writing board; pens/markers or chalk.
Estimated time:	45 minutes

Before the Session

Download the United States Department of Agriculture (USDA) *MyPyramid Mini Poster* (online: http://www.mypyramid.gov/global_nav/order.html) and make copies for participants, or obtain preprinted copies from the USDA.

Use the masking tape to create a large “MyPyramid” on the table or floor. Take three long strips of masking tape and lay them on the floor in the shape of a large triangle. Add another strip from the top of the pyramid to the bottom to simulate the first band representing Grains. Add more strips to simulate the bands representing Vegetables, Fruits, Oils, Milk, and Meat & Beans.

Note: *If desired, you can create a permanent teaching tool representing the MyPyramid graphic by creating a large felt or paper triangle for a base, then cutting large wedges of colored felt or laminated colored paper to represent the bands on the MyPyramid graphic, copying the shapes and colors of the wedges as shown on the graphic.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Ask participants:** What do you think is meant when someone refers to “good nutrition”? The list of ideas generated will likely contain many foods commonly tied to healthful eating (salads, cottage cheese, chicken, etc.).
2. Tell participants that good nutrition is more than eating or not eating individual foods. Individual foods are neither bad nor good. The overall composition of our diet and the way in which we prepare our food are much more important than the individual foods we eat.
3. Ask participants if they recognize the shape you have placed on the table or on the floor. Give each participant a copy of the handout, *MyPyramid Mini Poster*.
4. **Tell participants:** Too often, we are promised magical nutritional benefits of a specific food, an unproven cure, or vitamin pills. Actually, we need nothing more than a variety of simple foods easily purchased in the local grocery store or grown in the backyard. One good way to think about this is to picture your overall diet as a pyramid like the one shown in MyPyramid.

5. **Tell participants:** MyPyramid is a good model for developing a healthful diet for our families and ourselves. It helps us think about building our diet on a foundation of nutritious foods like pasta, whole grains, and fruits and vegetables, which we need in larger amounts for energy. Other foods provide nutrients to help us build our bodies, although we need these in smaller amounts than the energy foods. Meats and dairy products contain protein, calcium, and other nutrients that are important for building muscles and bones. The very top of the pyramid contains foods that are higher in fat and/or sugar, but low in other nutrients. We can include these foods in our diets in small amounts occasionally.

6. **Tell participants:** Let's talk about foods and how they fit into MyPyramid. For our discussion today, we will use an eating pattern that supplies about 2000 calories. Women who are moderately active tend to need about 2000 calories per day, but your own needs may be higher or lower, depending on your age and activity level (and gender, if men are also attending the session). Spread the *Dairy Council Food Models* out on the table or floor with the pictures facing up. Ask participants to select several pictures of foods they enjoy.

7. **Tell participants:** Let's start with MyPyramid's first band.
Ask:
 - What is the name of the food group represented by the first band?
 - Does anyone have any pictures of foods that fit into this group? (Ask them to tell the group the name of the food.)
 - What nutrients do these foods provide? How many portions of these foods do we need each day?
 - What is a portion size?
 - What foods could you eat to increase your portions from this group?

Use the "Background on MyPyramid" (see below) to share information about the Grain Group with participants.

8. Proceed through the remaining MyPyramid bands, using the "Background on MyPyramid" (see below), to share information about each MyPyramid group with participants. With each level, **ask:**
 - What is the name of the food group represented by this band of MyPyramid?
 - Does anyone have any pictures of foods that fit into this group? (Ask them to tell the group the name of the food.)
 - What nutrients do these foods provide? How many portions of these foods do we need each day?
 - What is a portion size?
 - What foods could you eat to increase your portions from this group?

Background on MyPyramid

Grain Group (6 ounces: Foods that are equal to one ounce include 1/2 cup cooked rice, cereal, or pasta, 1 slice of bread, or 1 cup of breakfast cereal). Notice that the first band of the pyramid is made up of breads, cereals, rice, and pasta. This is the widest band on MyPyramid, indicating that we need these foods in larger amounts than foods from the other groups. Like a house that needs a strong foundation, these inexpensive and nutritious foods are the foundation of a good diet. Grain foods are good sources of carbohydrate, the body's preferred source of energy for physical activity. Our brains rely almost entirely on carbohydrate

for fuel. Breads, cereals, rice, pasta, and other grain foods are also typically lower in fat and higher in fiber and other important nutrients. Try to get six ounces of these foods each day.

Vegetable Group (2½ cups: Foods that are equal to ½ cup include ½ cup fresh, cooked, or canned vegetables, 1 cup tossed salad or raw leafy vegetables, or ½ cup vegetable juice). Vegetables and fruits are an important part of a healthful diet. Vegetables, like fruits, provide carbohydrate and are excellent sources of essential nutrients such as fiber, vitamins, and minerals, as well as being low in fat. Eat a minimum of 2½ cups each day.

Fruit Group (2 cups: Foods that are equal to ½ cup include 1 medium whole fruit, ½ cup juice, ½ cup fresh, cooked, or canned fruit, or ¼ cup dried fruit). Fruits are good sources of carbohydrate, fiber, and essential vitamins and minerals. Fruits and vegetables are also good sources of phytochemicals. The word “phytochemical” refers to substances in fruits, vegetables, and grains that give them color, and sometimes smell and taste. We now know that the agents that provide color, aroma, and flavor to fruits and vegetables also provide nutrients that help to keep us healthy. Eat a minimum of two cups each day.

Milk, Yogurt, and Cheese Group (will be referred to in later activities as the Milk Group) (3 cups: Foods that are equal to 1 cup of milk include 1 cup of low-fat or fat-free yogurt, 1½ ounces low-fat or fat-free natural cheese, or 2 ounces low-fat or fat-free processed cheese). These foods are excellent sources of protein, calcium, and certain vitamins. This is especially important for children with growing bones and teeth and adult women to build and maintain strong bones. Try to get at least three lower-fat servings per day.

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (will be referred to in later activities as the Meat & Beans Group) (5½ ounces: Foods that are equal to one ounce include 1 ounce of cooked lean meats, poultry, fish; 1 egg; ¼ cup cooked dry beans or tofu; 1 tablespoon peanut butter; or ½ ounce nuts or seeds). These foods are excellent sources of protein, iron, and some vitamins. Try to eat 5½ ounces from this group each day.

Oils (6 teaspoons per day: Foods that are equal to 1 teaspoon include 1 teaspoon of margarine or mayonnaise, or 1 tablespoon of salad dressing or mayonnaise-type salad dressing). Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Oils do contain nutrients, but they are also rich in calories, so they are best used in small amounts. Liquid oils and foods made from liquid oils, such as soft tub margarines and spreads, mayonnaise, and salad dressings are healthier choices than fats that are solid at room temperature, such as butter, stick margarine, and shortening.

Discretionary calories

You may be wondering where sweets, like candy and soft drinks, and solid fats, like butter and cream cheese, fit into MyPyramid. MyPyramid does not have a specific group for these foods, but accounts for them as something called “discretionary calories.” Since the percentage of people who are overweight or obese is increasing, it appears that many of us are eating more calories than what we use in daily activities. Limiting our intake of foods with “empty calories” is one step each of us can take to reduce our risk for obesity. Yet, these foods would not be eliminated from the diet. One just needs to be careful that these low-nutrient foods do not replace more nutritious foods from the other food groups of the Pyramid.

Conclusions

Tell participants: Having a balanced diet means that we will get nutrients and health benefits from foods without getting too many empty calories from fat or sugar. MyPyramid shows us that we need foods represented by the widest bands in the largest amounts, including foods from

the Grain, Fruit, Vegetable, and Milk groups. These foods provide carbohydrates for energy as well as vitamins and minerals, iron, fiber, and other nutrients important for health. We also need foods from the Milk and Meat & Beans groups to provide protein, calcium, and other nutrients that are important for building muscles and bones. Oils are also important for good health but are needed in smaller amounts. Foods that are high in fat and/or sugar but low in other nutrients contain discretionary calories. We can include these foods occasionally in our diets, in small amounts, after we have met our needs from the MyPyramid food groups.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. From what food groups do you need to add more servings to your diet?
2. What foods do you plan to eat more of to increase these foods in your diet?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) MyPyramid.gov website; (2) MyPyramid: For Professionals at MyPyramid.gov website; (3) MyPyramid: Tips and Resources at MyPyramid.gov; (4) *MyPyramid Mini Poster*; (5) *Dairy Council Food Models*.

Activity 3 Pyramid Menu Planning

Purpose:	To show participants how to sort foods according to MyPyramid.
Materials needed:	Alternative A: Handouts: <i>Simply Good Eating Food Stickers</i> (MI-07777 for self-adhesive stickers or MI-07739 for gummed or “lick-and-stick” stickers). Alternative B: <i>Dairy Council Food Models</i> (instead of stickers); paper plates. Alternative A and B: Handouts: <i>MyPyramid Mini Poster</i> (USDA publication from http://www.mypyramid.gov/global_nav/order.html); “MyPyramid Poster”; <i>Cultural Food Photos</i> and <i>Guide to Common Cultural Foods</i> , or other resources on foods from various cultures (optional); blank sheets of paper; pencils; flipchart or writing board; pens/markers or chalk.
Estimated time:	45 minutes

Note: *This activity has two alternatives (A and B) that cover the same material. You may choose the alternative that is most appropriate for your audience. For both alternatives, be sure to include pictures of cultural foods and explain how combination foods like pizza, stir fry, etc. fit into MyPyramid.*

Before the session

Download the United States Department of Agriculture (USDA) *MyPyramid Mini Poster* (online: http://www.mypyramid.gov/global_nav/order.html) and make copies for participants, or obtain preprinted copies from the USDA.



Enlarge the “MyPyramid Poster” on a copy machine to fit 11-by-17 inch paper by setting the copier to increase the poster to 129% of its original size. Laminate the enlarged poster, if desired.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Alternative A

1. Give each participant a sheet of paper and a pencil. Ask them to list a day’s worth of meals their family might eat tomorrow.
2. Give each participant the *MyPyramid Mini Poster* handout. Using the “Background on MyPyramid” from Activity 2, discuss the important features of MyPyramid with participants. Note the kinds of foods in each food group, the number of portions to be eaten from each group, and the size of portions. Show participants the “MyPyramid Poster” handout to demonstrate how the food groups are situated in relation to each other and the recommended amounts to eat from each group.
3. Give each participant a set of the *Simply Good Eating Food Stickers*. Ask participants to find stickers that represent the foods on their lists.
4. Give each participant the “MyPyramid Poster” handout. Ask participants to organize all the food stickers they selected by food group, using the *MyPyramid Mini Poster* handout as a guide. Ask participants to place the stickers on MyPyramid in the appropriate food group band.
5. Ask participants to count each of the food stickers in each food group and compare how well their day’s meals compares to the total number of recommended daily servings (or portions) for each MyPyramid group.
6. Help participants revise menus to meet the recommended minimum number of servings (or portions) for each food group.

Note: Use the **Simply Good Eating Food Sticker Glossary** or the **Cultural Food Photos and Guide to Common Cultural Foods** to help you answer participants’ questions about foods about which you are uncertain. The **Cultural Food Photos** and **Guide to Common Cultural Foods** are no longer available for purchase, but if you already have these, or other resources on foods from various cultures, they are useful for this activity.

Alternative B

1. Give each participant a sheet of paper and a pencil. Ask them to list a day’s worth of meals their family might eat tomorrow.
2. Give each participant the *MyPyramid Mini Poster* handout. Using the “Background on MyPyramid” from Activity 2, discuss the important features of MyPyramid with participants. Note the kinds of foods in each food group, the amount to be eaten from each group, and examples of portion sizes. Show participants a “MyPyramid Poster” handout to demonstrate how the food groups are situated in relation to each other.



3. Spread the *Dairy Council Food Models* out on the table, picture side up.
4. Give each participant a paper plate. Ask participants to choose foods from the *Dairy Council Food Models* to represent the foods from the meals they had listed and to place the foods from each “meal” onto a their paper plate, organizing the foods by food group.
5. Ask participants to count each of the food models in each food group and compare how well their day’s meals compares to the total number of recommended daily servings (or portions) for each MyPyramid group.
6. Help participants revise menus to meet the recommended minimum number of servings (or portions) for each food group.
7. **Tell participants:**
 - The typical American diet currently is somewhat out of balance, because it includes more foods that provide “discretionary calories” (foods higher in fats and sugars, or “empty” calories) than most people need.
 - No one food group is more important than any other. Each food group provides important nutrients unique to that group, and therefore, they work together toward good nutrition.
 - Ask participants to repeat as a group the recommended amounts to eat from each group to meet 2000 calories per day. Remind participants that they may need to adjust these amounts to meet their own calorie needs.

Conclusions

Tell participants: MyPyramid is a useful tool to help us plan meals and snacks to meet our daily nutritional needs. No one food group is more important than any other. Healthy meal planning requires a balance of foods from each group. Each food group provides important nutrients unique to that group, and therefore they work together toward good nutrition.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What foods did you need to add to your “meals” in order to meet the recommended number of MyPyramid portions?
2. What foods will you try harder to include in your daily meals to ensure that you have a well-balanced diet?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Simply Good Eating Food Stickers*; (2) *Dairy Council Food Models*; (3) MyPyramid.gov website; (4) MyPyramid: For Professionals at MyPyramid.gov website; MyPyramid: Tips and Resources and MyPyramid.gov website; (5) *MyPyramid Mini Poster*; (6) *Cultural Food Photos* (optional); (7) *Guide to Common Cultural Foods* (optional).

Activity 4

Exploring the Emotional Side of Food

Purpose:	To encourage participants to acknowledge the social and emotional aspects of food and eating.
Materials needed:	Flipchart or writing board; pens/markers or chalk.
Estimated time:	15 – 20 minutes

Note: *There are many social and emotional reasons for the way we eat. Food is often more than nourishment. The following activities will help participants explore the emotional and social factors that affect eating behaviors.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Ask the participants to name occasions or situations when we eat, even though we may not be hungry. Use the examples listed below as needed.
 - to reward ourselves
 - when feeling sad
 - when preparing and serving old family recipes
 - to celebrate birthdays
 - to honor cultural and religious/faith traditions
 - when at the movies

These situations may cause us to “indulge,” or overeat.

2. Ask participants to name foods that we associate with the following situations. List the foods on the flipchart or writing board.
3. Explain that it is all right to “let go” once in a while and indulge in favorite foods without feeling guilty. However, indulging too frequently can lead to overeating and unwanted weight gain. There are a number of ways to manage these situations to avoid overeating. Ask participants for ways that they can keep on track and manage some of the situations on the list. Record their suggestions on the flipchart or writing board.

Tell participants: Here are some suggestions:

- Find other things to do besides eat when feeling sad (call a friend, take a walk, read a book, listen to music).
- Reward yourself with something other than food (see a movie or rent a video, buy a magazine, take a long, soothing bath).
- At times when you cannot control what is served, you can always control the amount eaten (i.e., order small popcorn rather than a bucket, or carry on your conversation away from the buffet table).
- Look for ways to prepare old family recipes with less fat, salt, and sugar.
- Place healthful low-calorie snacks along with other foods at parties and get-togethers (carrot sticks with yogurt dip, pita, air-popped popcorn).
- Share a main dish or dessert with a friend or family member when eating out.

4. Continue discussion by adding to the list provided or adding to the food situations not mentioned above.

Note: *If you are concerned that a participant is at risk for or is experiencing an eating disorder, talk with him or her privately about your concerns, discuss resources in your area, and offer to help arrange a referral to a health care provider.*

Conclusions

Tell participants: Besides providing energy and nutrients, food serves other purposes in our lives. For example, food is an important part of celebrations and cultural and faith traditions. Food may also be used to satisfy emotional needs. Eating in response to emotions can be appropriate at times, but when done often, may lead to unwanted weight gain and can signal an increased risk for poor health. When emotional eating affects health, we may need to seek advice and support from a qualified health care professional.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. In what situations do you tend to eat, even though you are not hungry?
2. If you tend to eat for emotional reasons, what could you do instead that would also help you to feel better emotionally?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Understanding Nutrition.

Activity 5

Small Changes over Time

Purpose:	To provide participants with an experience that may help them in their long-term behavior change effort.
Materials needed:	Pencils, paper; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Note: *Include the following activity if participants express an interest in weight management. The term “physical activity” is used instead of “exercise,” because, for many people, the word “exercise” has negative connotations. Also, some believe that only vigorous exercise (running, etc.) is good for us, when in fact, less vigorous physical activity, like walking, also is good for our health.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Tell participants:** Calories are the energy provided in the foods we eat and the energy we use in our daily physical activity. For the most part, we manage our weight through our ability to balance the number of calories we eat with the number of calories we use or burn each day. This may seem easier said than done. Let's start by looking at the secrets of people who control their weight successfully.
2. Ask participants to write their names on a piece of paper with their usual hand. Ask participants to describe what it felt like to write their name (*easy, comfortable, etc.*).
3. Next, ask them to write their name using the other hand. Then, ask them to describe what that felt like (*forced, awkward, etc.*).
4. Tell participants that changing lifestyle patterns is a lot like trying to write with the non-dominant hand. For some of us, eating higher-calorie or higher-fat foods and not taking time for physical activity feels comfortable and requires little effort. Adjusting to lower-calorie eating habits and more physical activity requires more effort and concentration at first, just like learning to write with one's non-dominant hand.
5. **Tell participants:** Some examples of long-term nutrition changes that can aid successful weight management include:
 - Switch from sugar-sweetened soft drinks to diet soft drinks, tea (with no sugar added), or water (up to 15-30 pounds/year)*
 - Substitute 1% milk for whole milk (up to 13 pounds/year)
 - Eat pretzels instead of potato or corn chips (up to 3 pounds/year)
 - Eat 3-ounce hamburgers rather than 6-ounce hamburgers (up to 7 pounds/year)
 - Add skim milk to coffee instead of cream or half and half (up to 7 pounds/year)
 - Eat bagels (without cream cheese) instead of doughnuts (up to 2.5 pounds/year)
 - Eat reduced-fat ice cream, low-fat frozen yogurt, or sherbet instead of ice cream (up to 3 pounds/year)
 - Eat part-skim or lower-fat cheeses instead of higher-fat cheese, like cheddar (up to 3 pounds/year)

* Calculations based on ordinary consumption. Source: *Bowes and Church's Food Values of Portions Commonly Used.*

Conclusions

Tell participants:

1. Losing weight requires that we change food choices and/or amounts eaten as well as physical activity patterns. These may seem uncomfortable at first, but over time, will feel more natural.
2. It takes considerable concentration and effort not to fall back into comfortable old habits.
3. Making small changes over a lifetime is more effective for successful weight management than making drastic changes for a short period of time. Dramatic changes in eating and other activity are also hard to maintain for more than a short time. To help make our goal more attainable, we can break our goal down into smaller, more manageable steps.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What are one or two small changes in eating habits that you plan to try in the next week?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Bowes and Church's Food Values of Portions Commonly Used*; (2) *Changing for Good*; (3) *Thin For Life: 10 Keys to Success from People Who Have Lost Weight and Kept It Off*; (4) *Eating Thin for Life: Food Secrets and Recipes from People Who have Lost Weight and Kept It Off*.

Activity 6

Elements of Managing Weight Successfully

Purpose:	To teach participants some lifestyle change strategies that may help them successfully manage weight over time.
Materials needed:	Handouts: “Setting Goals for Success,” <i>MyPyramid Mini Poster</i> (USDA publication from http://www.mypyramid.gov/global_nav/order.html); flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Before the Session

Download the United States Department of Agriculture (USDA) *MyPyramid Mini Poster* (online: http://www.mypyramid.gov/global_nav/order.html) and make copies for participants, or obtain preprinted copies from the USDA.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Ask the participants to share examples of ways they might change habits to help them manage weight successfully. Write their comments on the flipchart or writing board.
2. Give participants the handouts “Setting Goals for Success” and *MyPyramid Mini Poster*. Using the “Setting Goals for Success” handout, review each success tip on the handout, and ask participants to comment on how they might incorporate each tip into their weight management strategies. Ask them to give examples of practical things they could do related to each tip. Participants may offer suggestions that are not consistent with MyPyramid, such as cutting out grains or significantly increasing their protein intake. If this occurs, refer back to the *MyPyramid Mini Poster* handout as a healthy basis for weight management, and emphasize the importance of balanced eating habits.



Note: Use the following to discuss the “Setting Goals for Success” handout:



Success Tip #1: Personal motivation is essential to managing weight successfully.

Internal motivation is essential. People who change their thinking from, “I’m going to do this because some family members tease me about my weight,” to, “I’m doing this for myself, to be more in charge of my health,” tend to have better long-term results.

Success Tip #2: Strive for slow, gradual changes.

Make slow, gradual changes over a longer period of time. Dramatic changes in eating habits (i.e., going on or off diets, becoming a vegetarian overnight) not only don’t work, but they set us up for failure because they are unrealistic and can’t be followed over a long period of time. The best approach is to commit to small, gradual changes in eating habits over a longer period of time. The following is a short list of strategies that can be part of any long-term effort:

- Drink diet soft drinks, water, or unsweetened tea instead of regular soft drinks.
- Substitute 1% milk for whole milk.
- Eat pretzels instead of potato chips.
- Eat a smaller hamburger instead of a larger hamburger, whenever possible.
- Add skim milk or fat-free half and half to your coffee instead of cream.
- Eat a bagel instead of doughnuts.
- Eat frozen yogurt instead of ice cream.
- Eat part-skim mozzarella cheese instead of cheddar (or other higher-fat cheeses).
- When eating out, eat only until you are full and take the rest home for a later meal.

Add other changes suggested by participants to this list.

Success Tip #3: Physical activity is essential to successful weight management.

Physical activity is essential to managing weight successfully. Activity helps your body “burn” calories for energy and it firms and tones your body. Your body also continues to burn some calories for a period of time, even after activity stops.

Tell participants: Long-term weight management cannot succeed without regular activity. We tend to dismiss the importance of activity, because it takes time or because it is not part of our daily routine. However, regular physical activity can also help us feel more energetic and have more stamina for daily activities. Before increasing your level of physical activity, remember:

- You may need to check with your health care provider, if you have a family history of health problems.
- Be certain to talk with your health care provider about increasing your activity if you have been told that you have a heart condition or other health concern. Also talk to them before increasing your activity level if you have experienced chest pain, shortness of breath, dizziness, or joint pain with activity.

Success Tip #4: Focus on the positive changes in your eating and activity behaviors.

Focus on the positive changes in your eating and activity behaviors. Think more about how you feel when you are eating right or are active, about positive changes in blood pressure or blood sugar and energy level, and less on what your scale reads. How can you reward yourself (without using food as a reward) for continuing to eat healthy and stay active? Can you take time for yourself to read, take a relaxing bath, or call or visit a friend or relative that you haven't seen for a while?

Success Tip #5: Support from family and friends makes weight management easier.

Support from family and friends makes weight management easier in the long run. Asking family members to try some of the new foods you are eating, or join you in walking or bike riding can help you succeed in weight management. How can you enlist help from your family and friends to support your efforts? Can they go for walks with you? Can they agree to eat more healthy snacks at home, and eat tempting, higher-fat, higher-calorie snacks away from home?

Conclusions

Tell participants: Setting small goals can help us make gradual changes in eating and activity habits that can help us manage weight over the long term. Focusing on positive changes we have made and getting support from family and friends also ensures long-term success.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What goal or goals do you plan to try for the next week?
2. How will you reward yourself each time you meet your goal(s)?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *MyPyramid Mini Poster*; (2) *Thin For Life: 10 Keys to Success from People Who Have Lost Weight and Kept It Off*; (3) *Eating Thin for Life: Food Secrets and Recipes from People Who Have Lost Weight and Kept It Off*.

Activity 7

Barriers and Bonuses of Physical Activity

Purpose:	To teach participants to identify barriers to physical activity and to identify ways to overcome them.
Materials needed:	Handout: “Obstacles to Physical Activity”; “Obstacles to Physical Activity Facilitator Reference”; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Ask participants to think about possible barriers to regular activity.
2. On the flipchart or writing board, write down the barriers as participants list them.
Possible responses might include:

- “I don’t have enough time.”
- “I don’t have anyone to watch my kids.”
- “It’s unsafe to walk in my neighborhood.”
- “I have too many things that I need to do first.”
- “It’s too cold (hot) outside.”
- “I’ve never been athletic, and it’s too late to start.”

3. After you have developed a list of barriers, **ask participants**, “How might someone overcome these obstacles?” Ask participants to read the physical activity letters and ask them to suggest possible solutions. Listed below are some possible solutions to common barriers mentioned.

Note: See “Obstacles to Physical Activity Facilitator Reference” for complete list of letters and suggestions, noted below.

Letter from Martha, the Do-it-all Mom

(No one to watch the children while I do regular activities)

Possible Solutions:

- Swap babysitting time with a friend or neighbor.
- Bring kids along on walks in a wagon or stroller.
- Exercise with programs on TV while children nap. Many exercise videos are available at your local library.

Letter from No-Time Tina

(No time to be physically active)

Possible Solutions:

- Take the stairs at work, or park farther away and walk.
- Jump rope or do other activity while watching favorite TV programs.



Letter from Safety-Conscious Sue

(Unsafe neighborhood)

Possible Solutions:

- Walk in malls or places where people gather.
- Plan a regular walk with a friend.
- Walk with a group.

Letter from Not-Having-Fun Nancy

(Physical activity isn't fun)

Possible Solutions:

- Walk with a friend whose company you enjoy.
- Walk where scenery is interesting.
- Try new activities that look fun by taking a group class, such as a community education exercise class.

4. As a final activity, ask participants to suggest solutions to barriers from the group's own list not mentioned above.

Conclusions

Tell participants that two of the most common barriers to managing weight successfully are making extreme changes in eating habits and not being physically active on a regular basis. Participants need to decide for themselves what eating and activity-related behavior changes are reasonable and achievable. Practicing these behavior changes regularly can make them part of a healthy lifestyle.

Check for Understanding and Behavior Change

Ask participants to state one idea that they have learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What barriers keep you from being more physically active?
2. What could you do to fit more activity into your day or week?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

See list of handouts at the beginning of this activity.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: Risk Game

Whitney, Eleanor Noss and Sharon Rady Rolfes. *Understanding Nutrition*. 10th ed. Thomson/Wadsworth, 2005. ISBN: 0534622267.

Activity 2: Overview of MyPyramid

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. MyPyramid.gov website. Online: <http://www.mypyramid.gov/> [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: For Professionals. Online: <http://www.mypyramid.gov/professionals/index.html> [accessed December 15, 2005].

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: Tips and Resources. Online: http://www.mypyramid.gov/tips_resources/index.html [accessed December 15, 2005].

Activity 3: Pyramid Menu Planning

Iowa State University Extension Nutrition Program. *Cultural Food Photos*. May 2001. **Note:** The *Cultural Food Photos* are no longer available for purchase. If you already have the *Cultural Food Photos*, or other images of foods from various cultures, these are a useful resource for this activity.

Iowa State University Extension Nutrition Program. *Guide to Common Cultural Foods*. May 2001. **Note:** The *Guide to Common Cultural Foods* is no longer available for purchase. If you already have the *Guide to Common Cultural Foods*, or another guide to foods from various cultures, it is a useful resource for this activity.

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. MyPyramid.gov website. Online: <http://www.mypyramid.gov/> [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: For Professionals. Online: <http://www.mypyramid.gov/professionals/index.html> [accessed December 15, 2005].

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: Tips and Resources. Online: http://www.mypyramid.gov/tips_resources/index.html [accessed December 15, 2005].

University of Minnesota Extension Service. *Simply Good Eating Food Stickers*. Item MI-07777 (self-adhesive) or MI-07739 (gummed, or “lick-and-stick”). Food stickers (88 stickers per sheet) provide 230 color drawings of different foods, and include common American foods plus foods commonly eaten in various cultures. Produced 2002. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07777 or 07739), or call toll free at 1-800-876-8636.

Handout:

MyPyramid Poster

Activity 4: Exploring the Emotional Side of Food

Whitney, Eleanor Noss and Sharon Rady Rolfes. *Understanding Nutrition*. 10th ed. Thomson/Wadsworth, 2005. ISBN: 0534622267.

Activity 5: Small Changes over Time

Fletcher, Anne M., Foreword by Graham Kerr. *Eating Thin for Life: Food Secrets and Recipes from People Who Have Lost Weight and Kept It Off*. Houghton Mifflin Company, 1996. ISBN: 157630020X (also available in paperback; ISBN: 1576300625).

Fletcher, Anne M., Foreword by Jane Brody. *Thin For Life: 10 Keys to Success from People Who Have Lost Weight and Kept It Off*. Chapters Books, 1994. ISBN: 1881527603.

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

Prochaska, James O. *Changing for Good*. John C. Norcross and Carlos C. DiClemente. Morrow, William & Co., 1995. ISBN: 038072572X.

Activity 6: Elements of Managing Weight Successfully

Fletcher, Anne M., Foreword by Graham Kerr. *Eating Thin for Life: Food Secrets and Recipes from People Who have lost Weight and Kept It Off*. Houghton Mifflin Company, 1996. ISBN: 1557630020X (also available in paperback; ISBN: 1576300625).

Fletcher, Anne M., Foreword by Jane Brody. *Thin for Life: 10 Keys to Success from People Who have lost Weight and Kept It Off*. Chapters Books, 1994. ISBN: 1881527603.

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

Handout:

Setting Goals for Success

Activity 7: Barriers and Bonuses of Physical Activity

Handouts:

Obstacles to Physical Activity

Obstacles to Physical Activity Facilitator Reference



Simply Good Eating for Health
Vitamins and Minerals:
What's in It for Me?



Simply Good Eating for Health

Vitamins and Minerals: What's in It for Me?

The goal of this lesson is to examine the roles and food sources of certain important vitamins and minerals in a healthful diet.

Basics about Vitamins and Minerals

- Nutrients commonly lacking in people's diets include vitamin A, vitamin C, calcium, and iron.
- A well-balanced diet can provide all the nutrients one needs for health.
- People who experience lactose intolerance may still be able to include dairy foods in their diets.
- Advertising claims about dietary supplements may exaggerate their uses and benefits.
- Nutrition supplements contain specific vitamins and minerals, but carefully selected and prepared foods provide more nutrients.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify at least one good food source for vitamins A and C, calcium, and iron.
2. Identify at least one way to avoid side effects when eating dairy foods.
3. Identify at least one way for women to get more iron from foods.
4. Identify some common myths about dietary supplement use.
5. Determine if supplements are a good use of the family's budget.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Foods for Good Nutrition
2. Color Your Meals with Fruits and Vegetables
3. Vitamins and Minerals: Am I Eating the Right Amounts?
4. Common Dietary Supplement Myths
5. Do I Need a Supplement?
6. I Took a Supplement, but What Didn't I Get?

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Instructional Activities

Vitamins and Minerals: What's in It for Me?

Introduction: Background on Select Vitamins and Minerals

Note: Facilitators may use the following information to prepare for teaching lessons in this chapter. The information appears in simpler terms in the introductory sections for each activity.

Vitamins are different from other nutrients because they are important for our bodies but do not provide energy or calories like fat, protein, and starch. Vitamins are needed in very small quantities. They are used to turn calories into energy and build bones, skin, and blood cells. Minerals are similar to vitamins, but unlike vitamins, some minerals are needed in larger quantities to build bones and other parts of the body.

See Table 1 for a list of foods that are good sources of many vitamins and minerals important to a healthful diet. Because these foods are good vitamin and mineral sources, we should try to include them in our diet on a regular basis, regardless of whether they are fresh, frozen, or canned.

The absence of any single vitamin or mineral for an extended period can cause a variety of illnesses. Illnesses caused by vitamin and mineral deficiencies, while common 100 years ago, are now rare in the U.S. largely because of the availability of nutritious foods year round and the addition of vitamins and minerals (fortification) to many foods. Today, marginal vitamin and mineral deficiencies (intake levels barely sufficient for daily function) are more likely than full-blown nutrient deficiency illnesses in the U.S. These marginal nutrient deficiencies frequently affect specific “at risk” groups such as frequent dieters, older adults, people on medications, and pregnant women. An overview of the vitamins and minerals featured in this lesson is provided in Table 1.

Table 1: Overview of Vitamins and Minerals

Important Vitamins and Minerals	Main Role of Vitamins and Minerals in the Body	If You Don't Get Enough in the Diet	Good Food Sources
Vitamin A	Needed for healthy eyes, skin, bone, and mucus membranes (intestines, lungs); important for reproduction and growth	Night blindness; increased risk of infection; dry skin; impaired growth and reproduction	Milk, eggs, dark green, yellow, and orange fruits and vegetables (carrots, greens, spinach, sweet potatoes, mangos, cantaloupe)
Vitamin C	Helps maintain soft tissue such as gums, tendons, and cartilage; helps protect body from infections; aids iron absorption; antioxidant	Poor wound healing; bleeding, bruising; depression; infections; fatigue	Orange juice, oranges, grapefruit, lemons, limes, strawberries, cantaloupe, kiwi fruit, papaya, mango, broccoli, pod peas, tomatoes, red/green peppers, greens, potatoes, kohlrabi

Iron	Used to form healthy red blood cells; transports oxygen in the body; helps body make energy	Anemia; fatigue; greater risk of infections; paleness; weakness; reduced ability to do physical activity or physical work; decreased ability to concentrate; impaired cognitive ability in children	Meats (beef, pork, wild game), poultry, fish, shellfish, broccoli, enriched grain products (cereals, bread, pasta, etc.), dried peas and beans
Calcium	Needed to build and maintain strong bones; important for blood clotting; needed for nerves and muscles to work	Weak, brittle bones; increased risk of osteoporosis; stunting in children due to decreased growth of bone length	Dairy foods (milk, yogurt, cheese), calcium-fortified orange juice and soy milk, fish with bones, tofu made with calcium, green-leafy vegetables* (broccoli, kale), beans*
Folate (Folic Acid)	Needed to form new cells, including healthy red blood cells; important for baby's growth and development (helps lower risk of neural tube defects)	Birth defects (increases risk for neural tube defects); poor growth; anemia; diarrhea; fatigue; weakness; depression	Leafy green vegetables (spinach, broccoli, romaine lettuce, collards, Brussels sprouts), orange juice, beans and lentils, avocado, fortified grain products (ready-to-eat cereals, breads, noodles, crackers)
Vitamin B complex (riboflavin, thiamin, B6, niacin, B12, pantothenic acid, biotin)	Needed to produce and use energy from food; needed for production and maintenance of body cells and tissues including nerves, muscles, and red blood cells	Skin problems; weakness; fatigue; nervous system dysfunction; mental disorders; anemia; diarrhea	Enriched grain products (cereal, pasta, bread, rice), milk, cheese, yogurt, meat, poultry, fish, eggs, beans and peas, nuts

* **Note:** *Vegetables and beans contain smaller amounts of calcium than other calcium sources such as dairy foods, and the calcium from vegetables and beans may be more difficult to absorb.*

References

(1) *Understanding Nutrition*; (2) *American Dietetic Association Complete Food and Nutrition Guide*; (3) *Nutrition Now*.

Background on Preserving Vitamins in Food

Foods are the best sources for the vitamins and minerals necessary for maintaining good health. However, some nutrients are lost when foods are exposed to too much heat, light, air, or soaking or cooking water. Care must be taken in selecting, storing, and preparing foods so that we get the nutrients we need and lose as few nutrients as possible. Discuss with participants some ideas for decreasing vitamin and mineral loss during home preparation.

1. Protect foods from heat, light, and air during storage. Vitamins are best preserved when foods are stored in airtight containers, at cool temperatures, and out of direct light.
2. If appropriate for the recipe, avoid cutting up fruits and vegetables into very small pieces before cooking or storing. Cutting up fruits and vegetables into small pieces exposes more of their surfaces to air, light, and cooking water.
3. High temperatures and long cooking times destroy some vitamins. Some nutrients also dissolve in cooking water. Cook vegetables quickly, and don't overcook them. When using water to cook vegetables, use just enough water to keep vegetables from burning and use a lid. For best results, steam or microwave vegetables until they are cooked but still firm in texture.
4. Fresh vegetables and fruits are often thought to be more nutritious than frozen and canned versions. However, canned and frozen vegetables and fruits are generally as nutritious as fresh. After fresh produce is harvested, it immediately begins to lose nutrients. If it is exposed to high temperatures during transportation or stored for a long time, considerable amounts of nutrients are lost. In contrast, canned and frozen vegetables and fruits are generally packaged quickly after harvesting. Quick processing preserves many of their nutrients. Although some nutrients are lost during the canning process, canned food is similar in nutrients to fresh produce that has been stored for several days.

Activity 1

Foods for Good Nutrition

Purpose:	(1) To teach participants to identify common food sources of important vitamins and minerals; (2) To emphasize the importance of eating a variety of foods from all food groups.
Materials needed:	<i>Dairy Council Food Models</i> ; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 – 30 minutes

Note: *Issues such as cost, seasonal availability, and preparation methods for various foods may need to be discussed.*

Before the Session

This activity calls for *Dairy Council Food Models* to be sorted by good sources of certain vitamins and minerals. If you need to simplify the lesson for participants, choose a few food models to use during the activity instead of using the entire set. Select foods that are good sources of just one of each of these nutrients: vitamin A, vitamin C, calcium, and iron.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Introduce the activity: **Tell participants:** Today we'll talk about vitamins and minerals and review some common food sources of vitamins and minerals. **Ask:** What are vitamins and minerals? Vitamins and minerals are substances that naturally occur in many foods. Eating a wide variety of nutritious foods is the easiest, least expensive, and most satisfying way to get the vitamins and minerals needed daily. Each vitamin and mineral has certain functions in our bodies. For example, calcium is needed for strong bones and vitamin A is needed for healthy eyes. We need the right amounts of all vitamins and minerals to stay healthy.
2. **Ask:** What's the best way to make sure we get the right amounts of vitamins and minerals? Eating a diet with a variety of foods, including foods from all the food groups provides the right amounts of vitamins and minerals to keep us healthy. Eating foods from each group is very important, since no one food group contains all the vitamins and minerals we need.
3. **Tell participants:** Now, let's review some information about some important vitamins and minerals. I will talk about just a few vitamins and minerals today, but remember that there are others that you also need to stay healthy. Review Table 1 (see "Introduction: Background on Select Vitamins and Minerals") with participants.
4. **Tell participants:** We've discussed the importance of vitamins and minerals to good health. Now, we will look at some common food sources of vitamins and minerals. We will find sources of vitamin A, vitamin C, calcium, and iron by using food models.
5. Spread the *Dairy Council Food Models* on a table so all participants can see them. Ask participants to find models for foods that are good sources of vitamin A, vitamin C, calcium, or iron. **Tell participants:** A good source has 10 percent or more of the Daily Value for a specific nutrient. To help participants identify good food sources of the vitamins and minerals, tell them to look at the back of each food model. Foods with at least 10 percent of the Daily Value for the vitamins and minerals are highlighted in yellow. Be sure to explain that although other nutrients such as protein, thiamin, riboflavin, and niacin may be highlighted on the cards, you would like participants to focus only on the nutrients vitamin A, vitamin C, calcium, and iron.
6. Ask participants to sort food models into piles. Make four separate piles for good sources of vitamin A, vitamin C, calcium, and iron. If a food is a good source of more than one of these nutrients, put it in a separate pile. You will also need a pile for foods that are not good sources of any of the nutrients. In all, you will need a total of six piles: vitamin A; vitamin C; calcium; iron; foods that are good sources of more than one nutrient; foods that are not good sources of any of these nutrients.
7. After participants have finished sorting the food models, discuss each vitamin or mineral. As you review each vitamin or mineral, spread its pile over the table so that all participants can see the foods you are discussing.
8. Spread the good sources of vitamin C over the table. Tell participants that you will first be talking about good sources of vitamin C. Ask participants to look at all the foods on the table.

Ask:

- Which foods on the table do you like to eat?
- How do you use and prepare these foods in recipes and meals?
- If you don't see any food that you usually eat, what foods in this group would you like to try in the future?
- How could you incorporate this food into meals or snacks?

9. **Ask:** How are the foods on the table similar? To which food groups do many of them belong? For example, most good sources of vitamin C are in the Fruit and Vegetable groups.
10. Now ask participants to look at the pile of foods that are good sources of more than one nutrient. Ask them to find good sources of vitamin C in this pile. Spread these food models over the table. Ask participants if they notice any similarities between these foods. The pile for vitamin C may contain foods from the Fruit and Vegetable groups as well as mixed dishes. Since mixed dishes contain a variety of different foods, they are often sources of many nutrients. **Ask:** What ingredient in the mixed dishes could be the source of vitamin C? Many of the mixed dishes contain vegetables or fruits that contain vitamin C. For example, lasagna and spaghetti with sauce contain tomatoes.
11. Repeat this sequence for calcium, iron, and vitamin A. Use Table 1 and the information below when reviewing each vitamin and mineral.

Vitamin A: We can get vitamin A by eating many yellow, orange, red, and dark-green vegetables and fruits. Vitamin A also is found in some foods, such as eggs, that come from animals. Some foods, such as milk, are also fortified with vitamin A.

Vitamin C: Vitamin C comes mostly from the Fruit and Vegetable Groups.

Calcium: Many foods in the Milk Group are good sources of calcium. Other good sources of calcium include some dark green leafy vegetables, fish with bones, legumes, and some fortified foods.

Note: For more information about calcium, see **Simply Good Eating for Seniors: “Boning Up on Calcium.”**

Iron: Many good sources of iron are from the Meat & Beans Group. Some vegetables and enriched grain products are also good sources of iron.

12. After you have discussed each vitamin or mineral, **ask:** What food group has good sources of vitamin C? Vitamin A? Calcium? Iron? Why is it important to eat a variety of foods from all food groups? Emphasize that good sources of various vitamins and minerals are found in different food groups. If we eat too few servings of foods from some groups, or leave out an entire food group from our diets, we might not get all the vitamins and minerals we need to stay healthy. Try to eat a variety of foods from each food group every day.

Conclusions

Tell participants:

1. Today, we discussed many foods that are good sources of vitamin A, vitamin C, calcium, and iron. Think about ways you can include these foods in meals and snacks.
2. Vitamins and minerals are very important to good health. A well-balanced diet that includes a variety of different foods can provide us with the right amount of vitamins and minerals we need to stay healthy.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How can you improve your diet to get the right amount of vitamins and minerals?
2. What food sources of vitamin C (vitamin A, calcium, or iron) do you plan to try?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Dairy Council Food Models*; (2) MyPyramid: For Professionals at MyPyramid.gov website.

Activity 2

Color Your Meals with Fruits and Vegetables

Purpose:	(1) To teach participants about the importance of eating a variety of fruits and vegetables each day; (2) To teach participants about phytochemicals and their health benefits.
Materials needed:	Alternative A: “How Many Colors Can You Add?” handout; <i>Simply Good Eating Food Stickers</i> (optional); pens or pencils. Alternative B: “Fruits and Vegetables Paint Your Plate” handout; pens or pencils. Alternative C: <i>Dairy Council Food Models</i> ; <i>Cultural Food Photos</i> or other images of foods from various cultures (optional). Alternatives A, B, C: Optional: Various fresh fruits and vegetables for participants to see, smell, and taste; paper plates, knife, rubber gloves (for cutting up fruit & vegetables). Flipchart or writing board; pens/markers or chalk.
Estimated time:	20 – 30 minutes

Note: *This lesson includes three alternatives, A, B, and C. Consider the needs of your audience when deciding which alternative to use.*

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the activity: **Tell participants:** You may have heard that foods contain many nutrients—carbohydrate, protein, fat, fiber, vitamins, minerals, etc. Some of these nutrients give us energy, and others help our bodies perform certain functions. Some foods also contain other special compounds, called phytochemicals. Just like vitamins and minerals, phytochemicals help keep us healthy. Today we are going to talk about these healthy ingredients in plant foods, or phytochemicals, as I will call them. I will explain where phytochemicals come from, what they do, and how you can get them.

2. **Tell participants:** You may be wondering what phytochemicals are and where they come from. Well, phytochemicals are substances found naturally in foods from plants. **Ask:** What foods come from plants? (*Answers: grains, vegetables, fruits, nuts, seeds, and beans*)
3. **Tell participants:** You may also be wondering what phytochemicals do. Plants use phytochemicals to protect themselves against diseases. In a similar way, phytochemicals in plant foods may protect people from certain diseases like heart disease and some cancers. This is one good reason to eat plenty of fruits, vegetables, whole grains, and beans. These foods help keep us healthy.
4. **Ask participants:** Have you ever noticed the wide variety of colors that fruits and vegetables come in? Think about all the shades and colors that can be found at your grocery store's produce stand or at the farmer's market. This wide variety of colors comes from many different phytochemicals. One special feature of phytochemicals is that we can see them! Since phytochemicals give fruits and vegetables their bright colors, we can actually see these healthy nutrients when we look at fruits and vegetables.

Optional: *Show participants several fresh fruits and vegetables. Emphasize how phytochemicals make up their bright colors.*

5. **Tell participants:** We can also smell phytochemicals. Phytochemicals contribute to the aroma of fruits and vegetables.

Optional: *Cut various fruits and vegetables into small pieces. Ask participants to smell the fruits and vegetables. Compare the smells between the fruits and vegetables. Different smells come from different combinations of phytochemicals and other nutrients. Offer fruits and vegetables for participants to taste.*

6. If we eat many different colored fruits and vegetables each day, we will get many different phytochemicals. Since each phytochemical may help keep us healthy in different ways, getting a wide variety of phytochemicals is beneficial.
7. **Tell participants:** Let's talk a little more about the fruits and vegetables and their colors. **Ask:** Name some fruits and vegetables and their colors. Record the colors on the flipchart. **Tell participants:** You have named lots of different colors. We can put these colors into five main groups: blue/purple, green, white, yellow/orange, and red. Each day, try to eat fruits and vegetables from as many of these color groups as you can. This will give you a variety of different phytochemicals and all they have to offer—all their good health properties.
8. **Tell participants:** I'd like you to think of as many fruits and vegetables in these color groups as you can. **Ask:** Name fruits and vegetables that are blue/purple (green, white, yellow/orange, and red). Write the fruits and vegetables participants name in each color group on the flipchart. Use the list on the next page to help guide the discussion.

blue/purple

black currants
black salsify
blackberries
blueberries
dried plums
eggplant

elderberries
plums
potatoes (purple fleshed)
purple asparagus
purple Belgian endive
purple cabbage

purple carrots
purple figs
purple grapes
purple peppers
raisins

green

artichokes
arugula
asparagus
avocados
broccoflower
broccoli
broccoli rabe
Brussels sprouts
celery
chayote squash
Chinese cabbage

cucumbers
endive
green apples
green beans
green cabbage
green grapes
green onion
green pears
green pepper
honeydew melon
kiwifruit

leafy greens
leeks
lettuce
limes
okra
peas
spinach
sugar snap peas
watercress
zucchini

white

bananas
brown pears
cauliflower
dates
garlic
ginger

Jerusalem artichoke
jicama
kohlraabi
mushrooms
onions
parsnips

potatoes (white fleshed)
shallots
turnips
white corn
white nectarines
white peaches

yellow/orange

apricots
butternut squash
cantaloupe
carrots
golden kiwifruit
grapefruit
lemon
mangoes
nectarines
oranges
papayas

peaches
persimmons
pineapple
pumpkin
rutabagas
sweet corn
sweet potatoes
tangerines
yellow apples
yellow figs
yellow beets

yellow pears
yellow peppers
yellow potatoes
yellow summer squash
yellow tomatoes
yellow watermelon
yellow winter squash

red

beets
blood oranges
cherries
cranberries
pink/red grapefruit
pomegranates
radicchio

radishes
raspberries
red apples
red grapes
red onions
red pears
red peppers

red potatoes
rhubarb
strawberries
tomatoes
watermelon

Source: Fruit and vegetable lists adapted from *5 A Day the Color Way: Your Guide to the Health Benefits of Colorful Fruits & Vegetables*, Eat 5 to 9 A Day website (<http://www.5aday.gov/>).

Note: Like fruits and vegetables, other foods from plants contain phytochemicals. Examples of these foods include whole grains, beans, nuts, and seeds. This activity will focus mainly on fruits and vegetables.

Note: If participants are concerned about the cost of fruits and vegetables refer to **Simply Good Eating for Seniors: “Shopping and Cooking for One or Two,”** Activity 3.

Alternative A



1. Distribute the handout, “How Many Colors Can You Add?”
2. Ask participants to look at the breakfast, lunch, and dinner meals and snacks. **Ask:** How could you add more color to each of these meals with fruits and vegetables? Which fruits and vegetables could you add or substitute for other foods? Encourage participants to think about fresh, frozen, canned, and dried fruits and vegetables as well as 100 percent juices. Also encourage them to think about mixed dishes that include fruits and vegetables.
3. Tell participants to write suggestions for ways to change each meal in the space under “Foods to add color.” **Ask:** What fruits and vegetables could you add to give these meals more color? What foods could you take away from the meals?

Note: As an alternative to writing suggestions on the handout, provide **Simply Good Eating Food Stickers** for participants to use.

4. Ask participants to look at their new meals and determine how many different colors they have added. **Ask:** How many different colors have you added to the meals with fruits and vegetables?
5. **Ask:** Are there any other ways you could change this meal to get more phytochemicals? For example, are there any ways you could add or substitute other foods that contain phytochemicals, such as whole grains, beans, or nuts?
6. Ask if anyone is willing to share the changes they made to their meals with the group.

Note: Food models or food photos could be used to carry out this activity in a similar way. Choose meals that participants eat that do not contain a lot of fruits and vegetables. Then ask them to suggest ways to add color to their meals by adding fruits and vegetables.

Alternative B



1. Distribute the handout, “Fruits and Vegetables Paint Your Plate.”
2. Tell participants to write on the handout meals they might eat in a typical day, including breakfast, lunch, dinner, and snacks.
3. Next, ask them to circle fruits and vegetables or foods that contain fruits and vegetables they see on their list.

4. Tell participants to fill in the column titled, “What color are your fruits and vegetables?” for any fruits and vegetables they ate. Are they red, yellow/orange, white, green, or blue/purple fruits and vegetables? Ask them to write the color beside the name of the fruit or vegetable.
5. Next, ask participants to complete the bottom part of the handout. Ask them to determine how many different colors of fruits and vegetables they ate. Also, ask them to think about where they could add a new color. **Ask:** How can you change what you ate over the day to eat more colors from fruits and vegetables? How could you change each meal or snack?
6. **Ask:** Are there any other ways you could change your meals to get more phytochemicals? For example, are there any ways you could add or substitute other foods that contain phytochemicals, such as whole grains, beans, or nuts?

Alternative C

1. Spread the *Dairy Council Food Models* and, if used, the *Cultural Food Photos* out on a table so that all participants can see them.
Note: *The Cultural Food Photos are no longer available for purchase, but if you already have these, or other images of foods from various cultures, they are useful for this activity.*
2. Ask participants to work as a group and find all the fruits and vegetables in the food models and/or pictures. Then, tell them to sort the fruits and vegetables by color groups (blue/purple, green, white, red, and yellow/orange).
3. Ask participants to find a red fruit or vegetable they like to eat.
4. Ask participants to find a red fruit or vegetable that they would like to try. **Ask:** How could you eat this fruit or vegetable at a meal or snack?
5. **Ask:** What other red fruits or vegetables do you like to eat or would like to try that are not on the table?
6. Repeat this activity for each color group: red, yellow/orange, white, green, and blue/purple.

Conclusions

Tell participants: Phytochemicals give fruits and vegetables their many colors. These same nutrients also help keep us healthy. Try to include fruits and vegetables with a variety of colors in your diet each day. This will give you many different phytochemicals and all their healthy benefits.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How do you plan to eat more fruits and vegetables at meals and snacks?
2. Which new fruit or vegetable do you plan to try?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *5 A Day the Color Way: Your Guide to the Health Benefits of Colorful Fruits & Vegetables*;
- (2) *Taking a Closer Look at Phytochemicals*; (3) *Dairy Council Food Models*; (4) *Cultural Food Photos*; (optional, Alternative C); (5) *Simply Good Eating Food Stickers* (optional, Alternative A); (6) *Simply Good Eating For Seniors: "Shopping and Cooking for One or Two"*; (7) MyPyramid: For Professionals at MyPyramid.gov website.

Activity 3

Vitamins and Minerals: Am I Eating the Right Amounts?

Purpose:	(1) To teach participants how to look at vitamins and minerals in their own diets; (2) To help participants improve their diets to include the recommended amounts of vitamins and minerals.
Materials needed:	Alternative A: Public computers with Internet access; handout: "Calcium Detective." Alternative B: <i>Dairy Council Food Models</i> ; <i>Cultural Food Photos</i> and <i>Guide to Common Cultural Foods</i> , or other resources on foods from various cultures (optional); handout: "Calcium Detective." Alternatives A and B: Flipchart or writing board; pens/markers or chalk.
Estimated time:	30-60 minutes

Note: This lesson includes two alternatives, A and B. Consider the needs of your audience when deciding which alternative to use. For Alternative B, be sure to include pictures of cultural foods and explain how combination foods, like pizza, stir fry, etc., fit into MyPyramid.

Before the Session

Review the information below, and use as it applies to your audience.

Background on Vitamin and Mineral Needs of Special Populations

Calcium Needs and Lactose Intolerance

Although men, women, and children need adequate calcium daily to build healthy bones and teeth, some of us are unable to drink milk or do not like milk or dairy foods, which are excellent sources of calcium. For example, people with lactose intolerance may have difficulty drinking milk. Lactose intolerance tends to cause stomach pain, bloating, gas, and diarrhea within a few hours after eating foods that contain lactose, the naturally occurring carbohydrate in milk. People with lactose intolerance make too little lactase, an enzyme found in the intestine that helps to break down lactose so we can digest it. In spite of this, they may still be able to tolerate small amounts of milk, or they may be able to eat other dairy products that contain lower amounts of lactose.

Lactose intolerance is not the same as a milk allergy, which is a reaction to the protein in milk. People with milk allergy must avoid all milk products. If you suspect that you are either lactose intolerant or have a milk allergy, ask your doctor, to ensure an accurate diagnosis.

People with lactose intolerance may find that eating or drinking smaller portions of milk or dairy foods does not produce discomfort. Another option for those who have lactose intolerance

is using lactose-free milk. Lactase enzyme can also be purchased in stores as a liquid or tablet. Add the liquid drops to milk or chew the tablets before eating dairy foods. Other dairy foods that may be more easily digested include yogurt with active live cultures and hard cheeses (this does not include cream cheese, cottage cheese or processed soft cheeses).

People with lactose intolerance and others who do not eat dairy foods need to eat other calcium-containing foods to get enough calcium each day. Some examples of these foods include canned fish (if bones are eaten), broccoli, dry beans or peas, and foods with added calcium like tofu processed with calcium and fortified orange juice and soy milk.

Increased Iron Needs of Women

Because women lose blood each month through menstruation during their reproductive years, they have an increased risk of iron deficiency, including anemia. Pregnancy also increases a woman's need for iron. Because of this, it is important that women include foods with iron in their regular diet. Good food sources of iron include lean meats, wild game, spinach, broccoli, dried peas and beans, and iron-enriched breads and cereal. Other ways to increase the iron that is digested or absorbed include drinking juices that contain vitamin C (like orange juice) with meals, eating foods with iron together with foods that contain vitamin C (like broccoli and bell pepper), or cooking meals in cast-iron cookware.

Folate Needs in Pregnancy

An important nutrient in pregnancy is folate. Also known as folic acid, folate is a naturally occurring B vitamin that plays a number of important roles in maintaining one's health. We have known for a long time that folate assists in the production of normal red blood cells. More recently, it has been learned that folate may help to prevent heart disease, stroke, and certain forms of cancer.

In pregnancy, folate also helps a baby's neural tube develop properly. The neural tube is the part of a developing baby that becomes the brain and spinal cord. The neural tube goes through its greatest development during the first month of pregnancy, so it's important to eat enough folate throughout your pregnancy, but especially before and during early pregnancy. The most common neural tube defect is spina bifida, in which the spine is not closed. The exposed nerves become damaged, leaving the child with varying degrees of paralysis and sometimes mental retardation.

Natural sources of folate include green leafy vegetables. What are some examples of leafy green vegetables? (Examples include darker colored greens such as spinach and romaine lettuce, and broccoli and asparagus). Folate is also found in nuts and peanuts, beans and legumes such as black beans and lentils, and citrus fruits such as oranges and orange juice.

Folate is also found in whole grain foods, but when grains are processed to make refined flours, much of the folate is removed. To help women get enough folate in their diets, the United States Food and Drug Administration (FDA) now requires that all flour products, such as breads and pasta, be fortified with extra folate. Many breakfast cereals are also fortified with folate, in addition to other nutrients.

Health care providers often prescribe prenatal vitamins to help women meet their increased needs for folate and other nutrients during pregnancy. It is important that you follow your health care provider's instructions for taking vitamin supplements, and ask them about any supplement before taking it.

Vitamin and Mineral Needs of Older Adults

Aging causes a few changes in how the body digests food and absorbs some vitamins and minerals. Also, some older adults experience medical conditions or take medications that affect

their vitamin and mineral needs. Another challenge faced by many older adults is that they need fewer calories, but the same amount or more of certain nutrients than in their younger years. Considering these issues, careful selection of nutritious foods is very important for older adults. By eating a variety of nutritious foods, most older adults have no problem meeting their vitamin and mineral needs.

A few vitamins and minerals may deserve special attention by some older adults, including calcium, vitamin D, iron, vitamin A, folate, vitamin B12, and zinc. However, older adults are very diverse in their eating habits and health conditions, so not all of them have difficulty getting enough of these vitamins and minerals. A doctor or other health care provider can help determine if there are any vitamins and minerals that need special consideration.

Calcium needs are higher in older adults than in younger adults. Eating enough calcium helps keep bones healthy and reduces risk of osteoporosis and bone fractures. Since aging affects the body's ability to absorb the calcium in foods, eating several servings of calcium-rich foods each day is especially important.

Like calcium, vitamin D also plays an important role in keeping bones strong. Vitamin D is important for healthy bones, because it helps calcium to be absorbed. If we don't get enough vitamin D, our bodies cannot use a lot of the calcium we eat. We can get vitamin D in two ways. Vitamin D is made in the skin when it is exposed to sunlight, and we can also get vitamin D through food. As we grow older, our bodies are less efficient at making vitamin D in the skin, so food sources are very important. Food sources of vitamin D include fortified milk, fortified soy milk, fortified breakfast cereals, egg yolks, and fatty fish. Many dairy products such as yogurt, cheese, and ice cream are not usually fortified with vitamin D. Vitamin D can be harmful in large amounts, so check with your doctor before taking a vitamin D supplement.

Older adults may be at risk for deficiencies of vitamin B12 and folate. Some older adults experience health problems that decrease their body's ability to absorb vitamin B12 and folate. Certain medications often used by older adults also may interfere with how the body uses folate.

Zinc deficiency can result from some medications and diseases that are common in older adults. Good food sources of zinc include meat, poultry, and fish.

Older adults typically need less iron than younger adults. Too much iron can be harmful, so anyone considering taking an iron supplement should check with a doctor. Despite a decreased requirement for iron, some older adults with inadequate diets do not eat enough iron. Additionally, certain medications and diseases can cause older adults to experience problems with iron absorption.

Like people of all age groups, some older adults do not eat enough vitamin A. Another concern for older adults is eating too much vitamin A in the form of vitamin supplements. As the liver ages, it is less able to deal with excess vitamin A, putting older adults at higher risk for vitamin A toxicity. Older adults should ask their doctor before taking vitamin A in supplement form.

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Introduce the activity: **Tell participants:** We need to eat the right amount of vitamins and minerals each day to stay healthy. By eating a variety of foods from all the food groups, we can get enough vitamins and minerals. Today you will have a chance to look at how much vitamins and minerals are in some foods that you eat in a typical day.
2. **Tell participants:** Some people may need to pay special attention to what they eat to make sure they get enough vitamins and minerals. As we get older, how well we absorb nutrients can change, and women's needs for certain vitamins and minerals are different from men's. Conditions such as difficulty digesting milk (lactose intolerance) also can interfere with the body's ability to get the vitamins and minerals needed every day. People with special conditions need to carefully select foods to make sure they get the vitamin or mineral they might be missing.

Note: *Some people may need vitamin and mineral supplements to meet their nutritional needs. However, only a doctor or other health care provider should help participants decide if a supplement is needed. If participants are considering taking supplements, encourage them to discuss this with their doctor.*

Alternative A

Before the Session

Familiarize yourself with using the United States Department of Agriculture's (USDA's) *MyPyramid Tracker* (online: <http://www.mypyramidtracker.gov/>); practice entering diet and physical activity information into *MyPyramid Tracker* before using this activity with participants. A brief summary of *MyPyramid Tracker*, its features, and guidance on how to use the site is provided below. Please refer to the *MyPyramid Tracker* website for the most up-to-date information on how to use the site.

Locate a public library or other location in your area that has computers with public Internet access.

Tell participants the time you would like them to meet you at the library (or other location with computers).

Using MyPyramid Tracker

The USDA describes *MyPyramid Tracker* as an "online dietary and physical activity assessment tool that provides information on your diet quality, physical activity status, related nutrition messages, and links to nutrient and physical activity information." The website allows participants to assess their food intake and activity habits to determine if their current habits meet health needs, and provides suggestions to help participants make changes in food intake and activity habits, if needed, to reduce risks for diet- and activity-related health problems.

To Log on to the MyPyramid Tracker website:

- Ask participants to go to <http://www.mypyramidtracker.gov/> and click on "Assess Your Food Intake." A log-in screen will appear that asks for a user name and password.
- Ask participants to choose a user name and password that they can use to log onto the website, and to enter their user names and passwords into the appropriate boxes on the site. Ask participants to write down and remember this password for times in the future when they use the *MyPyramid Tracker* site again.
- Ask participants to follow the instructions on the screen for completing the rest of the "New User Registration Profile."

To Enter Foods:

- Ask participants to click on “Proceed to Food Intake” from the “New User Registration Profile” screen or click on “Food Intake Entry” at the top of the *MyPyramid Tracker* screen.
- In the “Search” box, ask participants to type the name of the food they wish to find, and click “Search.”
- Ask participants to continue adding foods until the list contains all of the foods they have eaten for the date they are entering. Participants can click on an item to remove it from their lists.
- When participants have added all of the foods eaten that day, they can click on “Select Quantity” to enter serving sizes and the number of servings eaten. When they are done, ask participants to click “Save & Analyze” to save the foods they have entered and to assess their food intakes.

To Assess Your Food Intake:

This portion of *MyPyramid Tracker* includes a searchable database with more than half a million foods and serving sizes, and allows participants to evaluate their daily food intakes. After entering one or several days’ worth of food choices and portion sizes into the “Assess Your Food Intake” portion of the site, participants can analyze their food intakes in the following ways:

- “Meeting Dietary Guidelines” allows participants to see the number of servings from each MyPyramid food group recommended for their energy needs. This report uses emoticons (smiley faces, neutral faces, and frowning faces) to indicate how closely participants have met the recommended number of portion sizes from each group.
- “Nutrient Intakes” allows participants to compare how closely they have met the recommended amounts of various nutrients for their calorie levels. Nutrients include calories, protein, carbohydrate, fiber, fat, saturated, polyunsaturated and monounsaturated fat, essential fatty acids (linoleic and linolenic acid), cholesterol, vitamin A, vitamin E, thiamin, riboflavin, niacin, folate, vitamin B6, vitamin B12, calcium, phosphorus, magnesium, iron, zinc, selenium, potassium, and sodium. Since individual nutrients, rather than whole foods, are listed here, participants might be tempted to consider supplements to fill the gap between their actual intake and recommended amounts. Guide participants toward food sources of various nutrients to help meet their needs, rather than supplements, and encourage them to discuss any concerns about their need for supplements with their doctors.
- “MyPyramid Recommendations” offers bar graphs and percentages to show participants how the number of servings eaten from each MyPyramid group compares to the recommended number of daily servings.
- “Healthy Eating History” allows participants to track their intake from each of the MyPyramid groups, or of various individual nutrients, over time. It provides a history of participants’ intake for each MyPyramid group and nutrient, ranging from one week to one year.

To Enter Physical Activity Information:

- Click on “Physical Activity Entry” at the top of the *MyPyramid Tracker* screen.

- Ask participants to choose between the “Standard” and “Condensed” options and click on the one they have chosen. Encourage participants to select the standard option, so they can see how various types of physical activity affect the energy (calories) they use during a day. If participants have chosen the “Condensed” option, they will not need to enter activities; the program will estimate a general level of energy expenditure for them. Drawbacks with this option include that it is less accurate, and it does not allow participants to see how daily physical activity affects their energy (calorie) needs.

Note: *The “Standard” option allows participants to account for a full day of activities (1440 minutes total, from sleep and daily hygiene activities to physical activity from work or exercise). The “Condensed” option is recommended for people who are not physically active on a regular basis. Energy expenditure for sleep and other light activities is calculated for people who have few or no additional leisure time activities to add.*

- In the top “Select” bar, ask participants to review the list of general activity types and choose an activity category (for example, “Inactivity, Quiet”), then click on the “Select” button. In the bottom search box, a list of activities in that category will appear. Ask participants to select a specific activity within that category (for example “Sleeping”), and click on the “Add Activity” button to add it to the list of activities for the day.
- Ask participants to continue to add activities until the list contains all activities performed on that date. Users can click an item to remove it from their lists. Have users click on “Select Duration” when they are done adding activities.
- Ask participants to review their lists of activities and enter the amount of time spent doing each activity, in minutes. For example, if they slept eight hours, they should type “480 minutes” (eight hours multiplied by 60 minutes per hour) in the “Duration” box. Have participants continue to enter the length of time spent in each activity until they have entered this information for all of the activities in their lists.
- When they are done, ask participants to click “Analyze” to assess their physical activity.

To Assess Your Physical Activity:

This portion of *MyPyramid Tracker* provides a database with the calorie expenditures of various types of physical activities. Participants can track daily activities and compare calorie intake to calories used. Once participants have selected the “Standard” or “Condensed” option and have entered daily activities, the program will determine calories needed (“Estimated Energy Requirements”) for a typical day. Participants can analyze their physical activity in the following ways:

- “Your Physical Activity Score” assesses whether participants are performing the recommended amount of daily moderate physical activity to obtain important health benefits. This score is based on the duration and intensity of reported activities within a 24-hour period. Scores are calculated from the length of time spent in moderate and/or vigorous activities. Possible physical activity scores range from 0 to 100 points. According to the site, to obtain a good score, adults (19 years or older) need to perform at least 30 minutes of moderate or 20 minutes of vigorous activity daily. A score above 80 implies a “good” level of physical activity. A score between 51 and 80 suggests that a level of physical activity that “needs improvement.” A score less than 51 indicates a “poor” level of physical activity.

- “Physical Activity History” includes graphs of physical activity scores and total calories expended over time, and information on participants’ average physical activity scores and total calories expended.

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** Vitamins are different from other nutrients. They are important for our bodies, but do not provide energy or calories like fat, protein, and starch. Vitamins are needed in very small amounts. They help turn calories into energy and build bones, skin, and blood cells. Minerals are similar to vitamins, but unlike vitamins, some minerals are needed in larger amounts to build bones and other parts of the body.

Note: See Table 1 for a list of foods that are good sources of many vitamins and minerals important to a healthful diet. Because these foods are good vitamin and mineral sources, we should try to include them in our diet on a regular basis, regardless of whether they are fresh, frozen, or canned.

2. **Tell participants:** We can become sick if we are missing a single vitamin or mineral for an extended period of time from our diets. This is referred to as a vitamin or mineral “deficiency.” Illnesses caused by vitamin and mineral deficiencies were common 100 years ago, but are now rare in the United States, mostly because nutritious foods are now available year round and many foods have been fortified with vitamins and minerals. In spite of the variety of foods available to us and the efforts to fortify foods with nutrients, some people still may not get enough of certain nutrients in their diets. People most “at risk” for not getting enough of various nutrients include frequent dieters, older adults, people on medications, and pregnant women.
3. Tell participants that they will use a computer tool to look at the amount of vitamins and minerals they eat in a typical day.
4. Next, ask participants to think about foods they might eat in a typical day. Ask them to select a usual breakfast, lunch, dinner, and snacks to enter into the *MyPyramid Tracker* (use the instructions in “Using *MyPyramid Tracker*” at the beginning of this activity to help participants navigate the *MyPyramid Tracker* website).
5. Help participants to enter their foods and compare their food choices to the recommended MyPyramid food groups and portion sizes, using the “Meeting Dietary Guidelines” and “MyPyramid Recommendations” web pages.
6. Help participants interpret their intakes of individual nutrients. They will need to go to the “Nutrient Intakes” screen, which compares their intake of certain nutrients to the recommended amounts. Ask participants to look at their amounts for vitamin A, vitamin C, thiamin, riboflavin, niacin, folate, vitamin B6, vitamin B12, calcium, and iron. **Ask:** How do the amounts you eat in a usual day compare to the amounts that are recommended? Are you getting less than the recommended amount for any vitamins or minerals?

Note: Since many of us eat different foods from day to day, looking at the amounts of vitamins and minerals we eat in one day may not give us the full picture about our

overall diet. To get a better idea, we need to look at what we eat over several days. This activity looks at what a person eats in just one day, so interpret the results with caution. Remind participants that the activity is intended only to give them an idea of areas of their diet they can improve. Also remind participants to write down their user names and passwords for future use. If they have an opportunity to access computers again at this location or another public location, they can enter their food intakes for additional days, and track their intake of various food groups or particular nutrients over time, using the “Healthy Eating History” portion of the **MyPyramid Tracker** website. The website is set up to store food intake and activity information for **MyPyramid Tracker** users for one year. Users just need to log in with their user names and passwords to access the information that they have already entered into the site.

7. Ask participants to suggest which foods that they entered provide certain vitamins and minerals. **Ask:** Which foods provide vitamin A, vitamin C, calcium, iron, etc.? (Refer to Table 1 in the chapter “Introduction: Background on Select Vitamins and Minerals” and Activity 1 for information about food sources of vitamins and minerals).
8. For vitamins and minerals that were lower than the recommended amount, ask participants to suggest ways to improve their diets to get more of these nutrients. **Ask:** What foods could you eat to get enough of the vitamin or mineral that was low in your diet? At which meals or snacks could you eat these foods?
9. **Tell participants:** People with lactose intolerance and others who do not eat dairy foods need to eat other calcium-containing foods to get enough calcium each day. Distribute the “Calcium Detective” handout and review the list of calcium-containing food alternatives to milk. **Tell participants:** Some examples of these foods include canned fish (if bones are eaten), broccoli, dry beans or peas, and foods with added calcium, like tofu processed with calcium, fortified orange juice, and soy milk.



Alternative B

1. Introduce the topic: **Tell participants:** Vitamins are different from other nutrients. They are important for our bodies, but do not provide energy or calories like fat, protein, and starch. Vitamins are needed in very small amounts. They help turn calories into energy and build bones, skin, and blood cells. Minerals are similar to vitamins, but unlike vitamins, some minerals are needed in larger amounts to build bones and other parts of the body.

Note: See Table 1 for a list of foods that are good sources of many vitamins and minerals important to a healthful diet. Because these foods are good vitamin and mineral sources, we should try to include them in our diet on a regular basis, regardless of whether they are fresh, frozen, or canned. Use the **Cultural Food Photos** and **Guide to Common Cultural Foods** to help you answer participants’ questions about foods about which you are uncertain. The **Cultural Food Photos** and **Guide to Common Cultural Foods** are no longer available for purchase, but if you already have these, or other resources on foods from various cultures, they are useful for this activity.
2. **Tell participants:** We can become sick if we are missing a single vitamin or mineral for an extended period of time from our diets. This is referred to as a vitamin or mineral “deficiency.” Illnesses caused by vitamin and mineral deficiencies were common 100 years ago, but are now rare in the United States, mostly because nutritious foods are now available year round and many foods have been fortified with vitamins and minerals. In spite of the variety of foods available to us and the efforts to fortify foods

with nutrients, some people still may not get enough of certain nutrients in their diets. People most “at risk” for not getting enough of various nutrients include frequent dieters, older adults, people on medications, and pregnant women.

3. Tell participants that they will look at their own diets to see if they eat good sources of several vitamins and minerals in a usual day.
4. Spread the *Dairy Council Food Models* and *Cultural Food Photos* (or other resources on foods from various cultures) out on a table.
5. Ask participants to find food models that show what they eat in a typical day, including breakfast, lunch, dinner, and snacks.
6. After participants have found food models to represent what they might eat over a typical day, ask them to turn over all of the cards and look at the nutrition information on the back panels. Show participants where to find information about vitamin A, vitamin C, calcium, and iron on the cards. **Tell participants:** A “good” source has 10 percent or more of the Daily Value for a specific nutrient.
7. **Ask:** Do you have any good sources of vitamin C? Vitamin A? Calcium? Iron? Which of your foods are good sources of these vitamins and minerals?
8. **Ask:** If you don’t have a good source of vitamin A, vitamin C, calcium, or iron, what food could you eat to get more of the vitamin or mineral that you need? At which meal or snack could you eat this food?
9. People with lactose intolerance and others who do not eat dairy foods need to eat other calcium-containing foods to get enough calcium each day. Distribute the “Calcium Detective” handout and review the list of calcium-containing food alternatives to milk.

Tell participants: Some examples of these foods include canned fish (if bones are eaten), broccoli, dry beans or peas, and foods with added calcium like tofu processed with calcium and fortified orange juice and soy milk.

Conclusions

Tell participants: Today, we looked at the amounts of vitamins and minerals in some foods we eat. We saw that various vitamins and minerals are found in many different foods. By eating a variety of foods from all the food groups, we can get the vitamins and minerals we need to stay healthy.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What foods do you plan to eat that are good sources of vitamin A, vitamin C, calcium, or iron?
2. What vitamins and minerals are missing in your diet? What foods do you plan to eat to obtain them?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *MyPyramid Tracker* website; (2) *Dairy Council Food Models*; (3) *Cultural Food Photos* (optional, Alternative B); (4) *Guide to Common Cultural Foods* (optional, Alternative B); (5) *The American Dietetic Association's Complete Food and Nutrition Guide*; (6) *Understanding Nutrition*; (7) *Healthy Pregnancy, Healthy Baby*; (8) *Folic Acid*.

Activity 4 Common Dietary Supplement Myths



Purpose:	To teach participants some common myths surrounding dietary supplement use.
Materials needed:	Handouts: “Common Dietary Supplement Myths,” “Common Vitamin and Mineral Myths,” “Can Supplements Help Me Live Longer?”; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 – 20 minutes

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the activity: **Tell participants:** Today, we will learn about dietary supplements and then discuss some common myths related to them.
2. **Ask:** What do you think of when you hear the words “dietary supplement”? Dietary supplements include any vitamins, minerals, amino acids, herbs, botanicals, or any other substances from plants or synthetically produced that people take to try to improve their health. When I say the words “dietary supplement,” I will be talking about any of these products (vitamins, minerals, amino acids, herbs, or other botanical or synthetically manufactured products). You may have noticed that dietary supplements can often be purchased at drug stores, supermarkets, and health-food stores. You also may have seen advertisements for dietary supplements on televisions or in magazines or newspapers.
3. **Ask:** What are some reasons that people take dietary supplements? People take dietary supplements because of the health benefits many of these products claim to offer. While some might benefit from taking these products, other people may not get any benefit from dietary supplements.
4. Distribute the “Common Dietary Supplement Myths” handout.
5. Tell participants that you will now discuss some common myths related to dietary supplements. Review the “Common Dietary Supplement Myths” handout. Read each myth aloud, then ask participants to suggest reasons why these statements are false. Use the answers shown on the handout to guide the discussion.



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6. Ask participants what they have heard about specific vitamins and minerals. Tell participants that while some suggest that vitamin and mineral supplements can cure everything from cancer to the common cold, there is little scientific evidence to support such claims. In spite of this, many myths continue to surround the usefulness of vitamin and mineral supplements in promoting health and preventing illness.
 7. Distribute the “Common Vitamin and Mineral Myths” handout. Read each myth aloud, then ask participants to suggest reasons why each statement is false. Use the answers shown on the handout to guide the discussion.
 8. Distribute the handout, “Can Supplements Help Me Live Longer?” Ask participants to follow along as you read the handout aloud. Use the handout as a review for the information you have covered in the activity.

Conclusions

Tell participants: There are many common myths about dietary supplements. We have talked about several of these myths today. If you are currently taking or considering taking any dietary supplement, talk to your health care provider. They can help you sort through the myths and truths about dietary supplements. Your doctor or other health care provider can also tell you whether or not it is safe for you to take a supplement.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) “An FDA Guide to Dietary Supplements”; (2) *Tips for the Savvy Supplement User: Making Informed Decisions and Evaluating Information*; (3) *American Dietetic Association Complete Food and Nutrition Guide*.

Activity 5

Do I Need a Supplement?

Purpose:	To teach participants about the pros and cons of taking vitamin and mineral supplements.
Materials needed:	Flipchart or writing board; pens/markers or chalk.
Estimated time:	15 – 20 minutes

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. **Ask:** Why do people take vitamin and mineral supplements or other dietary supplements? List ideas on the flipchart or writing board.
2. **Tell participants:** Even though those who eat a well-balanced diet likely do not need a vitamin or mineral supplement, one out of every three adults continues to use vitamin and mineral supplements every day. Many people think that supplements can take the place of a balanced diet, but foods contain many more nutrients than a supplement can provide. Taking a vitamin or mineral pill also may not protect your future health, if your diet tends to be high in fat or low in fiber.

Tell participants: Supplements are also expensive. While some people with marginal vitamin deficiencies might benefit from vitamin supplementation, most will gain little more than the peace of mind vitamin supplements offer. Most of us would be better off spending the money saved from supplements on adding more fruits, vegetables, and whole grains to our daily diet.

3. **Ask participants:** What things do people need to consider before taking a supplement? List ideas on the flipchart or writing board.
4. **Ask participants:** What happens when we get too much of some vitamins or minerals? What vitamins and minerals can be named that might be dangerous in large amounts?
5. Review Table 2 with participants, describing toxic effects of large doses of vitamins and minerals.

Tell participants: If you are considering taking a vitamin or mineral supplement, talk with your health care provider. They can advise you on what to take and the appropriate amounts to take, and they can monitor your health during supplement use. This is important, because larger doses of some vitamin and mineral supplements can make some people ill.

Table 2: Common Vitamins and Minerals Found in Supplements

	Main Role of Vitamins and Minerals in the Body	Effects if Taken in Large Amounts
Vitamin A	Needed for healthy eyes, skin, bone, and mucus membranes (intestines, lungs); important for reproduction and growth	Birth defects; headaches, liver damage; dry skin; hair loss; vomiting; nausea; decreased appetite; irritability
Vitamin C	Helps maintain soft tissue such as gums, tendons, and cartilage; helps protect body from infections; aids iron absorption; antioxidant	Kidney stones; diarrhea; nausea; abdominal cramps; interferes with some medical tests and medications; increases risk for iron overload
Iron	Used to form healthy red blood cells; transports oxygen in the body; helps body make energy	Iron poisoning; diarrhea, nausea, vomiting, dizziness, shock, heart problems; supplements with iron can cause poisoning and death among children who eat them accidentally (store supplements out of reach of children); some people have an inherited condition (hemochromatosis), which makes them especially susceptible to iron overload
Calcium	Needed to build and maintain strong bones; important for blood clotting; needed for nerves and muscles to work	Can cause kidney stones, kidney dysfunction, and calcium deposits in tissues (liver, kidney); reduces absorption of other minerals (zinc, iron, magnesium)
Folate (Folic Acid)	Needed to form new cells, including healthy red blood cells; important for baby's growth and development (helps lower risk of neural tube defects)	May interact with some medications; may delay diagnosis of vitamin B12 deficiency because hides signs of deficiency

Vitamin B complex (riboflavin, thiamin, B6, niacin, pantothenic acid, biotin, B12)

Needed to produce and use energy from food; needed for production and maintenance of body cells and tissues including nerves, muscles, and red blood cells

Some B vitamins (riboflavin, thiamin, biotin, vitamin B12) have no known side effects since they are quickly eliminated in urine. Other B vitamins do have toxic side effects if large amounts are taken in supplement form. These are listed below:

Niacin: tingling and flushing of skin; skin rashes; headache; diarrhea; nausea; vomiting; liver damage

Pantothenic acid: diarrhea; water retention

Vitamin B6: nerve damage leading to numbness and weakness (can affect one's ability to walk); liver damage; pain in bones; headaches; fatigue; depression; irritability

6. **Ask participants:** How does cost affect decisions about using supplements? How expensive are supplements? **Tell participants:** The prices of vitamin and mineral supplements vary widely. Many of these supplements are packaged by the same manufacturer with different brand names and at different prices. If you are eating a balanced diet, vitamin and mineral supplements are an unnecessary expense, because we don't use the extra nutrients, and our bodies will discard the excess.

Conclusions

Tell participants: There are many factors to consider when deciding whether or not to use a vitamin or mineral supplement. Be sure to consider the risks as well as benefits before you decide. Also, talk to your doctor before taking any supplement. Your doctor can determine whether or not supplements are right for you.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Why is it important to check with your doctor before taking a vitamin or mineral supplement?
2. What questions do you plan to ask your doctor about vitamin and mineral supplements?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Understanding Nutrition*; (2) *American Dietetic Association: Complete Food and Nutrition Guide*; (3) *Nutrition Now*.

Activity 6

I Took a Supplement, but What Didn't I Get?

Purpose:	To teach participants about benefits of getting vitamins and minerals from food sources.
Materials needed:	One whole orange; vitamin C supplement tablet; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Show participants the whole orange. **Ask:** What vitamin do oranges contain? Tell participants that oranges are an excellent source of vitamin C.
2. Show participants the vitamin C supplement tablet.
3. **Tell participants:** Let's talk about the differences between the vitamin C tablet and the orange. **Ask:** Name some differences between oranges and the vitamin C tablet. What does the orange contain that is missing from the vitamin C tablet? Write suggestions on the flipchart. Use the list below to guide the discussion. Emphasize that while both the orange and the supplement contain vitamin C, the orange contains many other beneficial substances.
 - Oranges, like many fruits and vegetables, are good sources of fiber. Many of us need more fiber in our diets. We cannot get fiber through a vitamin C tablet.
 - Oranges contain other vitamins and minerals besides vitamin C (such as potassium, folate, and other B vitamins).
 - Fruits and vegetables contain water. Eating servings of fruits and vegetables each day contributes to our daily fluid needs.
 - Foods contain calories that we need for energy. They help to fill us up and satisfy our hunger. Vitamin and mineral supplements cannot do this.
 - Fruits and vegetables contain phytochemicals.

Note: Refer to Activity 2 for more information about phytochemicals.

4. If time permits, repeat the activity with other foods that are good sources of vitamin C (such as broccoli, potatoes, strawberries, tomatoes, and peppers).

5. Discuss the benefits of getting vitamins and minerals from foods rather than supplements. Emphasize that while foods contain vitamins and minerals, they also have many other substances that we can't get from supplement tablets. Eating a variety of foods each day ensures that we will get the vitamins and minerals we need as well as calories, fiber, water, phytochemicals, and other beneficial substances.

Conclusions

Ask participants: Would a vitamin or mineral tablet satisfy you if you were very hungry? Just as your hunger might not be satisfied by a supplement tablet, your body's needs might not be met by a tablet. Taking supplements cannot replace good nutrition. Foods provide nutrients in combinations and amounts that are best for our bodies.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How can you benefit from getting vitamins and minerals from food instead of supplement tablets?
2. At what meals and snacks could you add more fruits and vegetables?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

Nutritionist Pro nutrition analysis software.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Introduction

Brown, Judith E. *Nutrition Now*. 4th ed. Belmont, CA: Thomson/Wadsworth, 2004. ISBN: 0534623255.

Duyff, Roberta Larson, Ms., RD. FADA, CFCS. *American Dietetic Association Complete Food and Nutrition Guide*. The American Dietetic Association, 2002. ISBN: 0471441449.

Whitney, Eleanor Noss and Sharon Rady Rolfes. *Understanding Nutrition*. 10th ed. Thomson/Wadsworth, 2005. ISBN: 0534622267.

Activity 1: Foods for Good Nutrition

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. MyPyramid: For Professionals. Online: <http://www.mypyramid.gov/professionals/index.html> [accessed December 15, 2005].

Activity 2: Color Your Meals with Fruits and Vegetables

American Institute for Cancer Research. *Taking a Closer Look at Phytochemicals*. Online: http://www.aicr.org/site/PageServer?pagename=pub_closer_look_pc [accessed February 13, 2006].

Iowa State University Extension Nutrition Program. *Cultural Food Photos*. May 2001. **Note:** The *Cultural Food Photos* are no longer available for purchase. If you already have the *Cultural Food Photos*, or other images of foods from various cultures, these are a useful resource for this activity.

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. MyPyramid: For Professionals. Online: <http://www.mypyramid.gov/professionals/index.html> [accessed December 15, 2005].

United States Department of Health and Human Services, National Institutes of Health, National Cancer Institute and the Produce for Better Health Foundation. *5 A Day the Color Way: Your Guide to the Health Benefits of Colorful Fruits & Vegetables*. Eat 5 to 9 A Day website; select “The Color Guide.” Online: <http://www.5aday.gov/> [accessed February 20, 2006]. Additional information may be found at <http://www.5aday.com/>, which is supported by the Produce for Better Health Foundation.

University of Minnesota Extension Service. “Shopping and Cooking for One or Two.” *Simply Good Eating for Seniors*. Item MI-08021. Revised 2006. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08021), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Food Stickers*. Item MI-07777 (self-adhesive) or MI-07739 (gummed, or “lick-and-stick”). Food stickers (88 stickers per sheet) provide 230 color drawings of different foods, and include common American foods plus foods commonly eaten in various cultures. Produced 2002. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07777 or 07739), or call toll free at 1-800-876-8636.

Handouts:

Alternative A: How Many Colors Can You Add?

Alternative B: Fruits and Vegetables Paint Your Plate

Activity 3: Vitamins and Minerals: Am I Eating the Right Amounts?

Duyff, Roberta Larson, MS, RD, CFCS. *American Dietetic Association Complete Food and Nutrition Guide*. The American Dietetic Association, 2002. ISBN: 0471441449.

Iowa State University Extension Nutrition Program. *Cultural Food Photos*. May 2001. **Note:** The *Cultural Food Photos* are no longer available for purchase. If you already have the *Cultural Food Photos*, or other images of foods from various cultures, these are a useful resource for this activity.

Iowa State University Extension Nutrition Program. *Guide to Common Cultural Foods*. May 2001. **Note:** The *Guide to Common Cultural Foods* is no longer available for purchase. If you already have the *Guide to Common Cultural Foods*, or another guide to foods from various cultures, it is a useful resource for this activity.

March of Dimes Pregnancy and Newborn Health Education Center. *Folic Acid*. March of Dimes Birth Defects Foundation, 2003. Online: <http://www.marchofdimes.com/pnhec/887.asp> [accessed November 15, 2005].

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture, Center for Nutrition Policy and Promotion. *MyPyramid Tracker*. Online: <http://www.mypyramidtracker.gov/> [accessed December 21, 2005].

United States Food and Drug Administration. "Healthy Pregnancy, Healthy Baby." *FDA Consumer*, March-April 1999. Online: http://www.fda.gov/fdac/features/1999/299_baby.html [accessed November 15, 2005].

Whitney, Eleanor Noss and Sharon Rady Rolfes. *Understanding Nutrition*. 10th ed. Thomson/Wadsworth, 2005. ISBN: 0534622267.

Handout:

Calcium Detective

Activity 4: Common Dietary Supplement Myths

Duyff, Roberta Larson, MS, RD, FADA, CFCS. *American Dietetic Association Complete Food and Nutrition Guide*. The American Dietetic Association, 2002. ISBN: 0471441449.

United States Food and Drug Administration. "An FDA Guide to Dietary Supplements." *FDA Consumer*, September-October 1998 (revised January 1999). Online: http://www.fda.gov/fdac/features/1998/598_guid.html [accessed November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *Tips for the Savvy Supplement User: Making Informed Decisions and Evaluating Information*. Dietary Supplements, January 2002. Online: <http://www.cfsan.fda.gov/~dms/ds-savvy.html> [Accessed November 15, 2005].

Handouts:

Common Vitamin and Mineral Myths

Common Dietary Supplement Myths

Can Supplements Help Me Live Longer?

Activity 5: Do I Need a Supplement?

Brown, Judith E. *Nutrition Now*. 4th ed. Belmont, CA: Thomson/Wadsworth, 2004. ISBN: 0534623255.

Duyff, Roberta Larson, MS, RD, FADA, CFCS. *American Dietetic Association Complete Food and Nutrition Guide*. The American Dietetic Association, 2002. ISBN: 0471441449.

Whitney, Eleanor Noss and Sharon Rady Rolfes. *Understanding Nutrition*. 10th ed. Thomson/Wadsworth, 2005. ISBN: 0534622267.

Activity 6: I Took a Supplement, but What Didn't I Get?

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to: <http://www.nutritionistpro.com/>



Simply Good Eating for Health
Unlocking the Secrets
of Food Labels



Simply Good Eating for Health

Unlocking the Secrets of Food Labels

The goal of this lesson is to provide participants with the skills they need to use food labels information in making food choices.

Basics of Food Package Labels

- Food package labels contain valuable information for consumers, including information about a foods ingredients and nutrient content.
- Understanding food label information allows us to compare foods for their ingredients and the nutrients they provide.
- Percent (%) Daily Value information allows us to compare foods for the nutrients they contain.
- Food labels offer clues to help us find sources of hidden fat, sugar, or salt.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify the purpose and location of “Nutrition Facts” and “Ingredients Panel” on a food package.
2. Describe at least one use for Percent (%) Daily Value information provided on food labels.
3. Demonstrate the ability to use food labels to compare the nutritional value of foods.
4. Identify at least one name for hidden fat, salt, and sugar in an ingredient panel.
5. Identify whole grain foods, using food label information.
6. Use serving size information to determine nutrients per portion (such as calories, fat, or vitamins).

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Food Label Tour
2. Getting to Know Daily Values
3. Daily Values and Food Decisions
4. Finding the Hidden Fat, Salt, and Sugar
5. Choosing Whole Grains: Food Labels Can Help
6. Label Lingo
7. Serving Size Wise

Note: *A blank nutrition facts label is available in the set of handouts for you (the facilitator) to increase in size and print as needed. If desired, take the blank nutrition facts label to a copy center and ask them to copy it on heavier paper and to laminate it, so it can be used as a “wipe-on/wipe-off” display visual.*

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Activity 1

Food Label Tour

Purpose:	To teach participants to become familiar with information provided by food labels.
Materials needed:	Sample food package labels for demonstration, food label visual, handout: “Nutrition Facts Label Tour”; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Note: As an alternative during a home visit, use food labels from the participant’s kitchen to complete this activity.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Tell participants:** Food labels offer a wealth of information to help us make decisions about the foods we buy. Label information can be confusing at first, but with practice, can be a valuable tool in making food decisions. In these lessons, we will talk about and practice ways to use food labels to help us choose more nutritious foods. Give each participant a sample food package label.
2. Ask participants if they already use the nutrition label information. **Ask:** Which information is most helpful?
3. **Ask:** How do you use this information? Is it easy to understand?
4. Give participants the “Nutrition Facts Label Tour” handout. Using the information under “Background on Nutrition Labels,” describe where the Nutrition Facts, ingredient information, package weight, and manufacturer information are located. Ask participants to first find it on the handout, then find it on their sample food labels.
5. **Tell participants:** In 1994, food labels were revised to the format found on food packages today. Key information is found in various areas of the food package label. At first, we may be unfamiliar with the information and how to use it, but with practice, food labels can become a useful tool in making food decisions.
6. Nutrition Facts panel: The Nutrition Facts panel gives us important information about the following:
 - *Serving size and servings per container:* Shows a typical serving size and the number of servings contained in the whole package. Serving sizes are based on the amounts of a food that people commonly eat. **Tell participants:** Look at the serving size and compare it to the amount you actually eat. This can help you



determine how much of a certain nutrient (such as fat, protein, a vitamin, or a mineral) you are getting from this food. **Ask participants:** What is the serving size for the food you are holding? How many servings are there in the whole package?

- *Nutrients of major health concern:* We know that eating certain nutrients in large amounts could be harmful to our health, such as eating too much fat, cholesterol, and sodium. We also know that we need to be sure to eat enough of certain key nutrients like vitamin A, vitamin C, iron, and calcium. These nutrients are highlighted on the Nutrition Facts panel. **Ask participants:** How much fat does your sample food label show for the product you are holding?
- *Percent (%) Daily Values:* This information lets us quickly assess how a food's nutrients contribute to our diet. The information in the % Daily Value column is based on the nutrients contained in a typical serving of the food. The % Daily Values are based on the total amount of nutrients that are recommended for an entire day. Percent Daily Value compares the nutrients found in a typical serving of the food with the nutrients a person would need if he or she requires a diet that contains 2000 calories each day. A 2000-calorie diet is used as a reference because it is considered an average (or typical) diet.

7. **Tell participants:** Eating too much of some nutrients can increase our risk for getting sick, such as fat, saturated fat, salt, and cholesterol. For these nutrients, we want to try to eat no more than 100 percent of the % Daily Value on most days. Other nutrients, such as fiber, vitamins, and minerals, can help us stay healthy. We should try to eat at least 100 percent of the % Daily Values for these nutrients.

8. **Ask participants:** What is the % Daily Value for fat for the food you are holding?

Note: You may need to clarify that the number on the left side of the label shows the actual amount of fat found in a serving of the food in grams, while the number on the right side of the label indicates the percentage of the daily guideline for fat that a serving of this food will satisfy.

9. **Tell participants:** If the % Daily Value is at 20 percent or more for a particular nutrient, then the food is high in that nutrient. If the % Daily Value is between 10 and 19 percent, then the food is a good source of that nutrient. If the % Daily Value is less than 5 percent for a particular nutrient, then the food is low in that nutrient.

10. **Tell participants:** Other information on the food label includes:

- *Ingredient information:* Includes a list of the ingredients contained in foods in the package. Ingredients are listed in order of their weight. For example, the first several ingredients listed are those that are found in the largest amounts in the food. This information is useful, because it allows us to identify foods that may be higher in nutrients we are trying to eat less of, such as fat, salt, or sugar. It also helps us identify foods with ingredients we want to increase, such as whole grains.
- *Package Weight:* Lists the exact weight of a product.
- *Manufacturer Information:* Provides information on how to contact the product manufacturer. This information usually includes an address and may also

include a phone number and/or Web address. Manufacturer information is provided for those who have questions about what a food contains, how it can be used, whether it's safe to use beyond the sell-by date, and other questions. This information always includes the name and address of the manufacturer.

Conclusions

Tell participants:

1. The "Nutrition Facts" panel provides important nutrient information for making food decisions.
2. The ingredients information, package weight, and manufacturer's information tell what's in the food, how much we're buying, and how to contact the manufacturer with any questions.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What information from the food label do you plan to use to help you with making food choices?
2. What nutrients are you most concerned about?
3. What changes do you think you will make in food choices based on what you learned today?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) "Daily Values Encourage Healthy Diet"; (2) *How to Understand and Use the Nutrition Facts Label*; (3) "Nutrition Facts to Help Consumers Eat Smart"; (4) "The Food Label."

Activity 2

Getting to Know Daily Values

Purpose:	To teach participants about the concept and uses of Percent Daily Value.
Materials needed:	Alternative A: Handouts: "Nutrition Facts Label Tour," "Understanding Daily Values." Alternative B: Handouts: "Nutrition Facts Label Tour," "Adding Up Daily Values." Alternatives A and B: pens or pencils; flipchart or writing board; pens/markers or chalk. Optional: "Nutrition Facts Label" handout (blank).
Estimated time:	20 – 30 minutes

Note: This activity has two alternatives (A and B) that cover the same material. You may choose the alternative that is most appropriate for your audience.

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

Alternative A



1. Distribute the “Nutrition Facts Label Tour” handout. Ask participants to find the part of the food label that says “Percent (%) Daily Value.” Tell participants that you will be talking about how to use % Daily Values on food labels.
2. **Tell participants:**
 - One part of the food label, % Daily Values, describes the nutrient amounts in a typical serving of food. The % Daily Values are based on the total amount of nutrients that are recommended for an entire day. Experts recommend that we need a certain amount of nutrients each day, such as vitamins, minerals, and fiber, to stay healthy. At the same time, we need to avoid getting too much of other nutrients, such as fat, saturated fat, sodium, and cholesterol, that can increase our risk for health problems. It can be difficult to know which foods provide specific nutrients, but food labels can help.
 - Try to get at least 100 percent for vitamins A and C, iron, calcium, and fiber. Try to get no more than 100 percent of the Daily Value for total and saturated fat, cholesterol, and sodium.
3. **Tell participants:** Percent (%) Daily Values tell us about the nutrient amounts in foods. If the % Daily Value is at 20 percent or more for a particular nutrient, then the food is high in that nutrient. If the % Daily Value is at 5 percent or less for a particular nutrient, then the food is low in that nutrient.
4. Use the “Understanding Daily Values” handout to help explain how to use % Daily Values. Ask participants to look at the % Daily Values for all the foods listed on the handout. Tell participants to circle foods that are high in fiber or sodium (% Daily Value is 20 percent or more). Tell participants to put a box around foods that are low in fiber or sodium (% Daily Value is 5 percent or less).



Alternative B



1. Distribute the “Nutrition Facts Label Tour” handout. Ask participants to find the part of the food label that says “Percent (%) Daily Value.” Tell participants that you will be talking about how to use % Daily Values on food labels.
2. **Tell participants:**
 - One part of the food label, % Daily Values, describes the nutrient amounts in a typical serving of food. The % Daily Values are based on the total amount of nutrients that are recommended for an entire day. Experts recommend that we need a certain amount of nutrients, such as vitamins, minerals, and fiber, each day to stay healthy. At the same time, we need to avoid getting too much of other nutrients, such as fat, saturated fat, sodium, and cholesterol, that can

increase our risk for health problems. It can be difficult to know which foods provide specific nutrients, but food labels can help.

- Try to get at least 100 percent for vitamins A and C, iron, calcium, and fiber. Try to get no more than 100 percent of the Daily Value for total and saturated fat, cholesterol, and sodium.

3. Distribute the “Adding Up Daily Values” handout and use it to help explain how to use % Daily Values.

- Tell participants that the first meal shows % Daily Values for fiber. Ask them to look at the % Daily Values for each food in the meal. Next, ask them to notice how the % Daily Values for fiber for each food add up to a Total % Daily Value of 80 percent. **Tell participants:** Our goal is to eat at least 100 percent of the Daily Value for some nutrients like fiber each day. In the example on the handout, this means we will need to eat foods during the rest of the day that have at least 20 percent of the Daily Value for fiber. Ask participants to look at the foods listed below meal #1 and find a food that could be added to bring the daily total up to 100 percent.
- Repeat this activity with the second menu that shows % Daily Values for sodium. Next, ask participants to notice how the % Daily Values for sodium for each food add up to a total % Daily Value of 75 percent. **Tell participants:** For nutrients such as sodium, our goal is to eat no more than 100 percent of the Daily Value. Ask participants to look at the foods listed below meal #2 and find a food that would keep the Daily Value total at or below 100 percent.

Conclusions

Tell participants: Percent Daily Values help us compare foods and make healthy food choices. We can use % Daily Values to choose foods that will give us enough of some nutrients and not too much of other nutrients.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What do % Daily Values on food labels tell us?
2. How do you think using % Daily Values might be helpful for you?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) “‘Daily Values’ Encourage Healthy Diet”; (2) *How to Understand and Use the Nutrition Facts Label*; (3) “‘Nutrition Facts’ to Help Consumers Eat Smart.”



Activity 3

Daily Values and Food Decisions

Purpose:	To teach participants to use a simple method to compare foods.
Materials needed:	Handouts: “Label Ease,” “Using Label Ease”; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Give each participant a copy of the “Label Ease” handout.
2. **Tell participants:** An easy method to compare food labels is a finger-counting method developed by the National Dairy Council. It doesn’t require math and can be used to compare most foods with nutrition labels. This method requires us to remember the rule of 10, or more precisely, 10 percent. While a % Daily Value of 20 percent means that the food is high in that nutrient, a % Daily Value of 10 to 19 percent indicates that the food is a good source of that nutrient. A % Daily Value or 5 percent or less means that the food is low in that nutrient.
3. **Tell participants:** First, look at the “Label Ease” handout. Look at the words on the right side of the page. Circle the words at the right that are positives, and then put a box around the one negative word. Why do you think these words have been shown as positive or negative?

Note: Refer to Activity 1, “Background on Nutrition Labels.”

Draw a line from each of the seven words to the place on the label that provides information about that word.



4. **Tell participants:** Now, look at the “Nutrition Facts Label” on the “Label Ease” handout. Think of an imaginary horizontal line cutting the food panel label in half just above “total carbohydrate.”
5. **Tell participants:** Americans often don’t eat enough of foods that provide dietary fiber, vitamin A, vitamin C, calcium, and iron. These nutrients are included on the food label to remind us to be sure to include foods that contain these nutrients in our diets. The % Daily Values for these nutrients are found listed below “total carbohydrate.”
6. **Instruct participants:** Starting with a closed fist, put one finger up if the food provides 10 percent or more of any of the six nutrients listed below “total carbohydrate” (vitamins A and C, iron, calcium, protein, and dietary fiber). Don’t put any fingers up if the % Daily Value number is less than 10 percent.



7. **Tell participants:** Nutrients listed above “total carbohydrate” on the Nutrition Facts panel are those that, when eaten in excess, can contribute to one’s risk for developing heart disease or high blood pressure. For this activity, we will look at the % Daily Value listed for total fat. If the % Daily Value for total fat is at 10 percent or more, put one finger down.
8. **Tell participants:** After you have evaluated the entire food label, the number of fingers left up tells you the relative value of that food. The more fingers up, the better the food’s nutritional value.
9. Give participants the “Using Label Ease” handout. Practice using Label Ease with a simulated in-store comparison among the following food items:
 - *Cheddar cheese and part-skim mozzarella cheese*
 - *Orange drink and a fresh orange*
10. Ask participants to look at the cheddar cheese and part-skim mozzarella cheese labels. Ask them to find and circle the Daily Value percentages for total fat, dietary fiber, protein, vitamin A, vitamin C, calcium, and iron on their label.
11. After everyone has correctly circled the numbers, ask all participants to go through the finger counting exercise. Ask if they have any fingers still standing for each food. Ask them to check “Yes” or “No” on the line at the bottom of the handout. Ask participants what they checked.
12. Repeat the activity with the orange drink and fresh orange labels. Although fresh oranges do not come with labels attached, consumers often can find nutrition information for oranges and other fresh fruits or vegetables on display in the produce area of the grocery store, or they can ask the grocery store staff if this information is available for consumers.
13. If time permits, ask participants to look at the three spaghetti sauce labels and practice the finger-counting method with each label. Ask them to write the number of fingers they still have standing for each label. When everyone is finished, review each label with the group and ask participants how many fingers were still standing with each one.
14. When participants are comfortable using the finger-counting method, discuss other factors besides nutrition, such as product cost and taste, that should be considered when choosing between similar foods.

Conclusions

Tell participants: The finger-counting method can be an easy way to use the food label to help us decide if a food has nutritional benefits. However, we need to remember that this is not a perfect system. Breads and cereals and some fruits and vegetables may leave few fingers up; yet, they are important sources of nutrients that might not be shown on the label. Remember, too, that no one food can guarantee complete nutrition. We should eat a variety of foods.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How could you use the finger-counting method when grocery shopping?
2. What changes do you think you will make in food choices based on what you learned today?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Label Ease* program; (2) *How to Understand and Use the Nutrition Facts Label*.

Activity 4

Finding the Hidden Fat, Salt, and Sugar

Purpose:	To teach participants how to find hidden sources of fat, salt, and sugar on food labels.
Materials needed:	Handout: “Food Labels: Hidden Fat, Salt, and Sugar”; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 – 30 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** Most food packages have a list of ingredients that tells us what the package contains. The ingredient list can help us find foods that may be higher in fat, salt, and sugar. Ingredients are listed by order of weight. For instance, the first ingredients listed are those that make up the largest part of the food. If fat, sugar, or salt sources are among the first several ingredients on the label, the food may contain a significant amount of these ingredients. Since added fat and sugar may be sources of extra calories, and added salt may increase one’s risk for developing high blood pressure, it is useful to spot these ingredients on food labels.
2. Distribute the “Food Labels: Hidden Fat, Salt, and Sugar” handout, and ask participants to choose one of the labels to use during the activity.
3. **Tell participants** that certain words can help us to find hidden fat, sugar, and salt in foods. First, ask participants to find words on their food labels that show hidden fat. Write these words on the flipchart. Use the information below to discuss any words that participants did not mention. Write any additional words on the flipchart.

Finding Hidden Fat:

- *Words to look for:* In general, words like oil, shortening, butter, beef fat, and other animal fats indicate added fat. Added fats add a concentrated source of calories if found in significant amounts. Any of these words appearing in the



first three or four label ingredients could mean that a significant amount of fat has been added to the food. To determine whether this food is high in fat, check the % Daily Value for fat. If the % Daily Value is 20 percent or more, you may want to eat that food in smaller amounts or less often.

- Animal fats, such as lard, butter, or meat fats, and certain vegetable fats, such as palm oil or coconut oil, can raise one's cholesterol level, putting one at risk for heart disease or stroke. A second type of fat that can raise cholesterol levels is trans fat. Foods that are hydrogenated or partially hydrogenated contain trans fat. Trans fat is made when hydrogen is added to vegetable oil—a process called “hydrogenation.” Like saturated fats, trans fat raises one's cholesterol level.

As of January 2006, food companies are required to provide information on the amounts of trans fats found in their products. To use trans fat information found on the Nutrition Facts label, add the grams of trans fat to the grams of saturated fat listed on the label. Compare individual foods, and try to choose foods with smaller combined amounts of trans and saturated fats most often. Over a period of time (such as several days, a week or longer), the average total amount of trans fat and saturated fat together should not exceed 10 percent of calories eaten. For example, a person who needs 2000 calories per day should strive to average no more than about 22 grams per day of saturated and trans fats combined.

Note: *The labels used in the handouts do not include a listing for trans fat, but participants can find trans fat by looking for hydrogenated and partially hydrogenated oils in the “Food Labels: Hidden Fat, Salt, and Sugar” handout.*

- Vegetable oils, such as olive oil, canola oil, safflower oil, and sunflower oil also show that the food contains added fat. While these are healthier fat sources, they are also concentrated sources of calories.
- Added fat sources may be common in processed foods.
- Some foods may naturally contain fat, which may not be reflected on the ingredient panel. Examples of this include some dairy products and some meats.

4. Ask participants to find words on their food labels that show hidden salt. Starting a new page, write these words on the flipchart. Use the information below to discuss any words that participants did not mention. Write any additional words on the flipchart.

Spotting Higher-salt Foods:

- *Words to look for:* In general, words like sodium, baking soda, seasoning salt, soy sauce, monosodium glutamate, especially if they appear in the first three or four label ingredients, could mean that a significant amount of salt or sodium has been added to the food. To determine whether this food is high in sodium, check the % Daily Value for sodium. If the % Daily Value is 20 percent or more, you may want to eat that food in smaller amounts or less often.
- **Tell participants:** You may have heard that some foods, like milk or celery, contain sodium naturally. While that is true, the amount of sodium that these foods contain naturally is small. Fresh foods (not canned, pickled, or cured), such as fresh vegetables, milk, and fresh meats, tend to be naturally low in sodium.



- Since many processed foods, canned foods, and cured meats are high in sodium, we should be especially careful about reading labels for these foods. Examples of these foods include canned meats and vegetables, frozen and other prepared entrees, pickled foods, cured foods, canned and frozen soups, side dishes, complete dinners, and snack crackers and chips.
 - Many people can reduce their risk for developing high blood pressure by eating less salt. The ingredient in salt that can raise blood pressure is sodium. Most of the sodium we eat has been added to food during processing or as food is being prepared at home or in a restaurant. Foods are often canned or processed to extend their shelf life or keeping quality, or to make them easier or faster to prepare. Sodium is often added as foods are canned or processed.
 - Many sauces and seasonings (such as soy sauce, MSG [monosodium glutamate] –found in several flavor enhancers that one can buy–bouillon, fish sauce, poultry seasoning, lemon pepper, sweet and sour sauce, barbecue sauce, and table salt) tend to be high in sodium.
 - Some processed foods have lower-salt alternatives available, such as low-salt versions of cheeses, roasted nuts, canned vegetables, soups, broth, ready-to-eat cereals, tuna, and bacon or other processed meats.
5. Ask participants to find words on their food labels that show hidden sugar. Starting a new page, write these words on the flipchart. Use the information below to discuss any words that participants did not mention. Write any additional words on the flipchart.

Spotting Higher-sugar Foods:

- *Words to look for:* In general, any ingredient ending in “ose” (e.g. sucrose, fructose), corn syrup, high fructose corn syrup, brown sugar, molasses, or honey, especially if it appears in the first three or four label ingredients, could mean that a significant amount of sugar has been added to the food.
6. **Tell participants:** When a food’s label shows a word that indicates hidden fat or salt as one of the first three ingredients, we need more information to determine if the food is high in fat or salt. The % Daily Value information on the Nutrition Facts label can help determine this. For example, if a fat is listed as one of the first three ingredients, check the food’s % Daily Value for fat. If it is 20 percent or more, you may want to eat the food less often or in smaller amounts. Percent Daily Value information is not provided for sugar, however, since no recommendations have been made for the total amount of sugars to eat in one day. Use the ingredient list to learn if the sugar in the food is naturally contained (as from fruit juice or milk) or has been added (as from added sugar or corn syrup).

Conclusions

Tell participants that since fat, salt, and sugar should be eaten in moderation, it is important to know which foods contain these nutrients. The ingredient list on food labels helps us determine which foods contain a lot of fat, salt, and sugar.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Why is it important to identify sources of hidden fat, sugar, and salt on food labels?
2. Why is it important to look at the order of ingredients on the food label?
3. What new words have you discovered that indicate sources of hidden fat, sugar, or salt?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Trans Fat Now Listed With Saturated Fat and Cholesterol on the Nutrition Facts Label*;
- (2) *How to Understand and Use the Nutrition Facts Label*.

Activity 5

Choosing Whole Grains: Food Labels Can Help

Purpose:	(1) To teach participants about the importance of eating whole grains; (2) To help participants learn how to identify whole grain foods by using ingredient information on food labels.
Materials needed:	Small quantities of brown rice, white rice (or other examples of whole and refined grains); two small bowls; whole grain and refined grain foods that participants can taste; small paper plates and utensils; handout: “Find the Whole Grain”; flipchart or writing board; pens/markers or chalk; pens or pencils.
Estimated time:	20 – 30 minutes

Before the Session

Write the following lists of words on the flipchart. The list of examples will be used to discuss words that indicate whether or not a product is whole grain.

Words that indicate whole grain: whole grain corn, whole wheat, whole wheat flour, whole oats, whole rye, wild rice, brown rice, bulgur, graham flour, pearl barley, popcorn, oatmeal.

Words that don't necessarily indicate whole grain: multigrain, wheat flour, enriched wheat flour, bran, stone-ground, 100 percent wheat, seven-grain, cracked wheat, white rice, degerminated cornmeal.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. **Ask:** What is a grain? **Tell participants:** Grain foods are made from the seeds of cereal grasses such as wheat, corn, oats, and rice. Breads, pastas, and hot cereals are just a few examples of grain foods. Grains make up the first and widest band of MyPyramid and are important in providing key nutrients to our diets.

2. **Ask:** What is the difference between whole grain and refined grain products? **Tell participants:** Grains are made of kernels that have three parts – the bran, germ, and endosperm. Each part of the grain kernel contains a different combination of nutrients.

Whole grain foods contain all three parts of the grain. In some cases, whole grains are cooked and eaten as whole kernels. Many whole grains are also milled into flour. During processing, the bran, endosperm, and germ are all milled, so that the whole grain flour contains all the nutrients in these parts.

Refined grains have been processed to remove the germ and bran, leaving the endosperm. The endosperm can then be used to make flour that has a finer texture and is whiter in color than whole grain flour. Removing the bran and germ also removes some of the nutrients like dietary fiber, iron, and B vitamins. After processing, some refined grains are enriched, which means that certain vitamins and iron are added back to the product.

3. Pass around a bowl containing brown rice and a bowl containing white rice. Tell participants that brown rice is an example of a whole grain. Brown rice is processed to produce white rice, which is not a whole grain. Tell participants to look at and feel the grains of rice. **Ask:** What differences do you notice between the two types of rice? Is the color or shape different? Can anyone describe the difference in taste between brown rice and white rice? Is the texture different when the rice is cooked?

Note: *This demonstration can also be done with other whole grains that are available to you. Other comparisons you could use are wheat kernels vs. white flour, or whole wheat flour vs. white flour.*

Optional: *You may provide samples of grain foods so that participants can compare the tastes of whole and refined grain products. Examples that you might use are whole wheat bread and wheat bread, brown rice and white rice, whole wheat pasta and regular pasta, ready-to-eat cereal that is whole grain, and ready-to-eat cereal that is not whole grain. After participants have tasted the foods, discuss the differences in taste and texture.*

4. **Ask:** Why is it important to include grains in our diet? **Tell participants:** Grain foods are an important part of a nutritious diet. For a person who needs 2000 calories per day, MyPyramid recommends that we get at least six servings of grains each day. Grains provide us with carbohydrates for energy, dietary fiber, vitamins, and minerals.
5. **Ask:** What about whole grains? Can you think of any benefits of eating whole grains sometimes instead of refined grain products? **Tell participants:** When you eat whole grains, you are eating all three parts of the grain kernel. These parts — the bran, germ, and endosperm — contain different nutrients. Eating the whole grain allows us to get nutrients from all parts of the grain. When we eat only part of the grain kernel, we may be missing out on some of the nutrients contained in the whole grain. Eating whole grains regularly may help protect us from certain diseases like heart disease and some cancers.

Whole grains also have more fiber than refined grains. Since many of us don't get enough fiber, eating whole grains is a good way to increase the amount of fiber we eat.

6. **Tell participants:** Now that we've discussed the health benefits of eating whole grains, let's talk about some examples of whole grains and how to select whole grains using the food label.

Several descriptive words may appear on a grain product's package. For example, words you might see include cracked wheat, bran, stone-ground, multigrain, and 100 percent wheat. However, these words do not necessarily mean the product is whole grain. In fact, foods with these words on the packaging could contain no whole grain or only a small amount of whole grain. The best way to be sure a food is made from whole grains is to check the list of ingredients on the food label. Look for the word "whole" or "whole grain" before the name of the grain: for example, "whole grain corn" and "whole wheat." Also, remember that the whole grain should be listed as the first ingredient in the product's list of ingredients. If the whole grain is not the first ingredient listed, the food contains a smaller amount of whole grains. Keep in mind that grain foods that are brown in color are not always whole grain. An ingredient such as molasses or caramel coloring can cause a brown color.

7. Show participants a package of a whole grain food and a refined food. You could use bread, cereal, or crackers. Tell participants to compare the ingredient lists on the two foods and notice how the whole grain product lists "whole" or "whole grain" as the first ingredient, while the refined food does not.
8. Tell participants that you will now review some examples of words that we can find in the ingredient list that tell us a product is made from whole grains. **Continue:** We'll also talk about some words that you might see in an ingredient list or on a food package that do not necessarily mean the food is whole grain. Review and discuss the list of words on the flipchart. Explain that you are reviewing only some examples, and other words could be included on the list.
9. Distribute the "Find the Whole Grain" handout. First, ask participants to look at the three ingredient lists from different breads. Tell participants to use the ingredient lists to decide which breads are whole grain. After participants have finished, review the answers. *(Answers: The label at the bottom of the page is for whole grain bread. Ask participants to notice that the first ingredient is "whole wheat flour." The other two ingredient lists show the words "cracked wheat" or "unbleached enriched wheat flour" as their first ingredients. For the label in the middle of the page, the words "whole wheat flour" appear in the ingredient list, but it is not the first ingredient.)*
10. Next, ask participants to look at the words that are scattered around the ingredient lists. Ask participants to circle words that they could find on a food's ingredient list that would indicate the food is whole grain. Review the answers with participants. *(Answers: whole wheat flour, oatmeal, popcorn, whole wheat, whole oats, whole grain corn, wild rice, pearl barley, brown rice).*



Conclusions

Tell participants: Grain foods such as breads, cereals, rice, and pasta are an important part of a healthy diet. Foods made from whole grains are especially nutritious, because they provide us with a unique combination of nutrients that can benefit health. Try to include servings of whole grains in your diet. Using the ingredient list on a food's label can help you find out if a food is whole grain.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What is the best way to be sure a food is made from whole grains? (*Answer: Check the ingredient list. Look for the words “whole” or “whole grain” in front of the name of the grain.*)
2. If a food is a whole grain, where in the ingredient list will the name of the whole grain be listed? (*Answer: The whole grain should be listed as the first ingredient in the products list of ingredients*)
3. What whole grain foods would you like to try?
4. How could you include more whole grain foods in your diet?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Get on the Grain Train*; (2) Whole Grain: A Resource for Health Professionals web page; (3) *Go With the Whole Grain: Leader Guide*.

Activity 6

Label Lingo

Purpose:	To teach participants to become familiar with the language of food labels.
Materials needed:	Handout: “Using Ingredient Information”; flipchart or writing board; pens/markers or chalk.
Estimated time:	10 – 15 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Ask participants how they decide which foods are nutritious when looking at food packages. (*Possible answers: pictures or words on the box, Nutrition Facts panel, foods they already know are healthy.*)
2. Tell participants that some information on food labels may be confusing. For example, the front label of a drink may say “fruit drink,” even though the beverage may contain no juice or only a small percentage of real juice. Fortunately, ingredient lists on food labels must show true information about what the package contains. We can use ingredient lists to help us choose healthy foods.
3. Distribute the “Using Ingredient Information” handout.



4. Tell participants to look at the front part of the labels and decide which beverage is the most nutritious. Ask participants how they decided.

Note: *Beverages with higher percentages of fruit juice tend to be more nutritious. Those with 100 percent fruit juice are most nutritious.*

5. Tell participants to look at the ingredient list for each label and decide which beverage is more nutritious. Ask participants how they decided. **Ask:** Which beverages contain orange juice? How much juice do they contain? Beverages that contain fruit juice or concentrated fruit juice and water tend to have a higher percentage of fruit juice. Beverages with other added ingredients, such as sugar or high fructose corn syrup, tend to contain less juice. Some fruit beverages with smaller amounts or percentages of fruit juice are fortified with vitamin C, but beverages with 100 percent fruit juice also contain other important nutrients not found in fortified fruit drinks.
6. Encourage participants to use ingredient information when choosing foods. Since food labels tell us what ingredients a food contains, they can help us choose more nutritious foods.

Conclusions

Tell participants that using ingredient lists on food labels tells us about what foods contain. We can use this information to choose nutritious foods.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Which part of the food label tells us what the food contains?
2. What will you look for on a food label to help you choose a beverage that contains more nutrients?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

See handout listed at the beginning of this activity.

Activity 7

Serving Size Wise

Purpose:	To teach participants how to use serving size information on food labels.
Materials needed:	Cereal or Styrofoam peanuts; cereal bowls; measuring cups; handout: “Food Labels: Serving Sizes”; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 – 20 minutes

Note: This activity has three alternatives (A, B, and C) that cover the same material. You may choose the alternative that is most appropriate for your audience.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Distribute the handout, “Food Labels: Serving Sizes.”
2. Ask participants to find the lines on the food label that say “serving size” and “servings per container.” **Ask participants:** Do you ever use serving sizes on food labels? How is this information useful? Tell participants that you will be talking about how to use serving size information on food labels, since it helps us determine the amount of nutrients we are eating.
3. Introduce the topic: **Tell participants:** The “serving size” line shows an amount of food in common measures such as cups, ounces, or pieces. The nutrient amounts shown on the food label are for this amount of food. However, people often eat a different-sized portion than the amount listed on the food label. If you choose to eat an amount different from the serving size indicated, it is important to note that you will be getting a different amount of nutrients than that shown on the food label. For example: A serving size of potato chips might be listed as 10 chips on the food label. In this case, the nutrient amounts on the food label are for 10 potato chips. If you eat 20 chips, you have eaten two servings and must double the nutrient amounts listed on the label.
4. **Tell participants:** The “servings per package” line shows how many servings are in the container. When using nutrition information on the label, check to see how many servings are in a package. For example, some foods may appear to be packaged as a single portion, even though they contain more than one serving according to the food label. This means that if you eat the whole package, you have eaten more nutrients than the amount listed on the label.

Alternative A

Before the Session

Measure different portions of cereal (or Styrofoam peanuts) into cereal bowls. Suggested amounts are $\frac{1}{2}$ cup, 1 cup, and 2 cups, but other amounts can also be used. You may also use different-sized bowls or containers to show portion sizes. Place the bowls in a location where all participants can see them.

1. Tell participants to look at the bowls of pre-measured cereal. Explain that each bowl contains an amount of cereal that different people might eat. Ask participants to guess how much cereal (in cups) is in each bowl. Write guesses for each bowl on the flipchart.
2. Ask for a volunteer to measure the actual amount of cereal in each bowl. Record the amounts on the flipchart.
3. Instruct participants to use the sample cereal label to answer the following questions about each bowl of cereal. **Ask participants:**
 - How many servings of cereal are in the bowl?
 - How many calories does a serving of cereal contain? Does the amount of cereal in the bowl have the same amount of calories as listed on the food label?
 - How many servings of cereal are in the whole box?

Alternative B

Note: *This activity is similar to Alternative A, but asks participants to compare an amount of cereal they have poured to the serving size listed on the box.*

1. Ask for a volunteer to pour some cereal (or Styrofoam peanuts) into a bowl.
2. Ask a participant to measure how much cereal was poured into the bowl.
3. Distribute the “Food Labels: Serving Size” handout. Tell participants to use the sample cereal label to answer the following questions.
 - How many servings of cereal were poured into the bowl?
 - How many calories does a serving of the cereal have? Does the amount poured into the bowl have the same number of calories as listed on the food label?
 - What if I eat more or less cereal than the serving size listed on the food label?

Note: *This is not uncommon, unless you measure all your portions. You probably won't eat the exact serving size stated on the package. Keep in mind that you may be getting more or fewer nutrients than listed on the package.*

- How many servings of cereal are in the whole box? (Check the box for information.)

Alternative C

1. Tell participants to look at the king-size sample candy bar label.
2. **Ask participants:**
 - Imagine that you want to eat one serving of the candy bar. How much of the candy bar would you need to eat?
 - How many calories does a serving of the candy bar have? If you ate the whole candy bar, would you be eating the same amount of calories as listed on the food label?



Conclusions

Tell participants: Nutrient amounts shown on food labels are based on a certain amount of food. This amount is listed as the serving size on food labels. The number of servings in the whole package is also shown on food labels. Serving size information helps us determine the amounts of nutrients we are eating.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How much food do we need to eat to get the amount of nutrients listed on the food label? (*Answer: serving size listed on the food label*)
2. How can we determine how many servings are in a whole package of food? (*Answer: servings per container listed on the food label*)
3. Based on this activity, can you think of any foods of which you tend to eat larger servings than those suggested on the package?
4. For which foods can you adjust serving sizes?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *How to Understand and Use the Nutrition Facts Label*; (2) “‘Nutrition Facts’ to Help Consumers Eat Smart.”

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: Food Label Tour

United States Food and Drug Administration. “‘Daily Values’ Encourage Healthy Diet.” *FDA Consumer*, May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/dvs.html> [accessed November 15, 2005].

United States Food and Drug Administration. “The Food Label.” *FDA Backgrounder*, May 1999. Online: <http://www.cfsan.fda.gov/~dms/fdnewlab.html> [accessed November 15, 2005].

United States Food and Drug Administration. “‘Nutrition Facts’ to Help Consumers Eat Smart.” *FDA Consumer*, May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/facts.html> [accessed November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *How to Understand and Use the Nutrition Facts Label*. June 2000 (updated November 2004). Online: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf> [Accessed February 11, 2006].

Handout:
Nutrition Facts Label Tour

Activity 2: Getting to Know Daily Values

United States Food and Drug Administration. “‘Daily Values’ Encourage Healthy Diet.” *FDA Consumer*, May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/dvs.html> [accessed November 15, 2005].

United States Food and Drug Administration. “‘Nutrition Facts’ to Help Consumers Eat Smart.” *FDA Consumer*, May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/facts.html> [accessed November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *How to Understand and Use the Nutrition Facts Label*. June 2000 (updated November 2004). Online: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf> [Accessed February 11, 2006].

Handouts:
Nutrition Facts Label Tour
Understanding Daily Values
Adding Up Daily Values
Optional: Nutrition Facts Label (blank)

Activity 3: Daily Values and Food Decisions

National Dairy Council. *Label Ease* program. Adapted with permission.

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *How to Understand and Use the Nutrition Facts Label*. June 2000 (updated November 2004). Online: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf> [Accessed February 11, 2006].

Handouts:
Label Ease
Using Label Ease

Activity 4: Finding the Hidden Fat, Salt, and Sugar

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *How to Understand and Use the Nutrition Facts Label*. June 2000 (updated November 2004). Online: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf> [Accessed February 11, 2006].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition, Office of Nutritional Products, Labeling, and Dietary Supplements. *Trans Fat Now Listed With Saturated Fat and Cholesterol on the Nutrition Facts Label*. January 16, 2004; updated January 1, 2006. Online: <http://www.cfsan.fda.gov/~dms/transfat.html> [accessed January 30, 2006].

Handout:
Food Labels: Hidden Fat, Salt, and Sugar

Activity 5: Choosing Whole Grains: Food Labels Can Help

Bell Institute of Health and Nutrition, General Mills. *Go With the Whole Grain: Leader Guide*. 2005. Online:

http://www.bellinstitute.com/bihn/topic/section_detail.aspx?cat_1=19&selectCatID=19&catID=19&itemID=970 [accessed February 13, 2006].

Bell Institute of Health and Nutrition, General Mills. Whole Grain: A Resource for Health Professionals. This web page lists all *Go With the Whole Grain* educational resources. Online:

http://www.bellinstitute.com/bihn/topic/index.aspx?cat_1=19&SelectCatID=19&CatId=19 [accessed December 21, 2005].

United States Department of Agriculture, Center for Nutrition Policy and Promotion. *Get on the Grain Train*. Home and Garden Bulletin No 267-2. May 2002. Online:

<http://www.usda.gov/cnpp/Pubs/Brochures/> [accessed January 16, 2006].

Handout:

Find the Whole Grain

Activity 6: Label Lingo

Handout:

Using Ingredient Information

Activity 7: Serving Size Wise

United States Food and Drug Administration. “‘Nutrition Facts’ to Help Consumers Eat Smart.” *FDA Consumer*, May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/facts.html> [accessed November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *How to Understand and Use the Nutrition Facts Label*. June 2000 (updated November 2004).

Online: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf> [Accessed February 11, 2006].

Handout:

Food Labels: Serving Sizes



*Simply Good Eating for Health
Breakfast in a Flash*



Simply Good Eating for Health Breakfast in a Flash

The goal of this lesson is to teach participants how to identify breakfast foods that are low in fat and calories as well as quick and easy to prepare.

Note: *Many cultures do not eat “breakfast.” Others who may not eat breakfast include people who work night hours or different shifts. If the word “breakfast” seems inappropriate for your participants, explain that breakfast can be any first meal of the day.*

Basics of a Healthy Breakfast

- Eating a healthy breakfast is an important part of a balanced diet.
- A healthy breakfast can be prepared quickly.
- A healthy breakfast can include a variety of foods.
- Small changes can make breakfast meals more nutritious, with less fat.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify at least one higher-fat breakfast item.
2. Name at least one quick, lower-fat breakfast item.
3. Describe a breakfast that one can prepare quickly.
4. Name foods from each food group that could be part of a healthy breakfast.

Instructional Activities

The following activities can be used with either individuals or groups, as noted. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. What’s Quick and Healthy to Eat for Breakfast?
2. Choosing Healthy Breakfast Foods
3. Choosing Low-Fat Milk
4. Variety: The Key to a Healthy Breakfast

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Activity 1

What's Quick and Healthy to Eat for Breakfast?

Purpose:	To teach participants how to identify some healthy and quick food choices to include at breakfast as well as some higher-fat foods to eat less often.
Materials needed:	<i>Dairy Council Food Models</i> ; handout: <i>MyPyramid Mini Poster</i> (USDA publication from http://www.mypyramid.gov/global_nav/order.html) or optional: large MyPyramid graphic on paper or cloth, to lay on floor; masking tape (see “Optional” below); flipchart or writing board; pens/markers or chalk.
Estimated time:	30 minutes

Before the Session

(1) Download the United States Department of Agriculture (USDA) *MyPyramid Mini Poster* (online: http://www.mypyramid.gov/global_nav/order.html) and make copies for participants, or obtain preprinted copies from the USDA. (2) Select *Dairy Council Food Model* pictures of foods that one might eat for breakfast or soon after awakening. Consider the cultural preferences of your audience when selecting food pictures. Include typical American breakfast foods, such as cereal, toast, breads, milk, juices, fruits, pastries, etc, but also include other foods one might eat in the morning, such as leftover pizza, meats or stew, grain foods such as rice, noodles, or tortillas, dairy products such as yogurt, cheese and cottage cheese, and fruits and vegetables.

Optional: Use the masking tape to create a large “My Pyramid” on the table or floor. Take three long strips of masking tape and lay them on the floor in the shape of a large triangle. Using the graphic on the *MyPyramid Mini Poster* for guidance, add another strip from the top of the pyramid to the bottom to simulate the first band representing Grains. Add more strips to simulate the bands representing Vegetables, Fruits, Oils, Milk, and Meat & Beans.

Note: If desired, you can create a permanent teaching tool representing the *MyPyramid* graphic by creating a large felt or paper triangle for a base, then cutting large wedges of colored felt or laminated colored paper to represent the bands on the *MyPyramid* graphic, copying the shapes and colors of the wedges as shown on the graphic.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Ask participants to describe what they feel like a few hours after getting up when they haven’t eaten breakfast. Discuss or write responses on board or large paper. (*Typical responses might include “famished,” “starving,” “crabby,” “ready to eat anything.”*)
2. Ask participants to suggest the types of food they reach for if they skipped breakfast. (*Typical responses might include doughnuts, chips, candy bar, etc.*)

3. Tell participants that there are many reasons for eating a healthy breakfast. Ask participants to suggest reasons why eating breakfast is important. Discuss or write on the flipchart or writing board.

Read the following “Top Ten Reasons to Eat Breakfast” list. Be sure to mention responses that participants provided.

It's important to eat a healthy breakfast because . . .

10. *It helps prevent morning binges on doughnuts, pastries, and chips.*
9. *Foods like cereal, toast, and juice are cheaper per serving than doughnuts or pastries.*
8. *It gives us another chance to eat leftovers, like pizza.*
7. *It reduces the risk of embarrassing mid-morning stomach growling.*
6. *It helps children concentrate at school.*
5. *It helps adults concentrate better, too.*
4. *Your children will see you eating breakfast and will be more likely to eat breakfast themselves.*
3. *Breakfast eaters don't run out of energy by mid-morning.*
2. *Breakfast eaters tend to have a better overall diet.*
1. *Breakfast eaters win the lottery more often.*

(Well, nine out of ten are true!)

4. **Ask:** What foods do you usually like to eat in the morning or soon after you awaken? (If someone answers that they don't typically eat in the morning or after waking up, **ask:** What foods would you consider eating?)
5. **Tell participants:** You often hear people talking about the importance of eating a good breakfast. The word “breakfast” sometimes makes us think of certain foods, like cereal, milk and juice, or toast and eggs. But breakfast really is just a word to describe anything that one might eat within a couple of hours after awakening. Eating something within a couple of hours after awakening is very important to provide us the energy we need to begin our day. Many foods can provide that energy, so many foods can be quick and healthy to eat at breakfast.
6. **Tell participants:** As we discussed, there are many benefits to eating a healthy breakfast. Eating a healthy breakfast helps us concentrate, and keeps us from overeating less nutritious foods. Breakfast eaters also tend to have healthier diets in general.
7. Spread the *Dairy Council Food Models* out on the table (or on the floor), picture side up.
8. Ask participants to select two foods that they might choose to eat for breakfast.
9. When everyone has selected their foods, give participants copies of the *MyPyramid Mini Poster* handout.

Optional: *If you have a large MyPyramid graphic on paper or cloth, lay this on the table or floor; or show them the tape model that you have laid out.*

Ask participants to name foods that fit into each group and mention a nutrient that the food provides.

10. Review MyPyramid, starting with the Grain Group. Ask participants if they chose a food that belongs in this food group. Ask participants to name the food they chose, then to turn over the food model card and mention a nutrient that the food provides. Instruct participants to use the information in “Percent Daily Value” column, and mention that when the Percent (%) Daily Value for a nutrient is 10 percent or more, the food is considered to be a “good” source of that nutrient. Remind participants that this guideline applies both to nutrients we often want to increase in our diets, such as vitamins, minerals and fiber, and to nutrients that we may want to limit, such as fat and sodium. Then, ask them to place the card onto the graphic in the appropriate food group.
11. Continue by working through each of the remaining MyPyramid groups. For each food group, highlight foods that are good sources of nutrients that we often want to increase in our diets, such as vitamins, minerals, and fiber. Encourage participants to choose less often those foods that are good sources of nutrients that we may want to limit, such as fat and sodium.

As you go through Activity 1, emphasize the following:

- Eat lower-fat grain foods often, such as cereal, breads, rice, or tortillas. Try bagels, toast, and English muffins instead of doughnuts and pastries. Choose whole grain breads and cereals as often as possible. (To be considered a “whole grain” food, the grain ingredient should be listed first on the label with the words “whole grain” before the type of grain, such as “whole grain wheat” or “whole grain oats.”)
- Eat whole fruits and vegetables, or drink 100 percent fruit or vegetable juices often at breakfast.
- Choose low- or non-fat dairy products, such as skim or 1% milk, low- and non-fat yogurt, and part-skim and reduced-fat cheeses.
- Eat lean meats, such as lean beef, chicken, turkey, or ham, instead of higher-fat meats, such as bacon or sausage.
- Prepare any fried foods, such as eggs, potatoes, or meats, with only a small amount of margarine or oil.
- If you drink coffee, add skim or non-fat dry milk instead of cream, half-and-half, or powdered nondairy creamer.

Conclusions

Tell participants: “Breakfast” foods are any foods that we eat within a few hours of awakening. Eating a healthy breakfast helps us concentrate and keeps us from overeating less nutritious foods. Breakfast eaters also tend to have healthier diets in general.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What foods will you plan to eat at breakfast more often?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Dairy Council Food Models*; (2) *MyPyramid Mini Poster*.

Activity 2

Choosing Healthy Breakfast Foods

Purpose:	To teach participants how to choose breakfast meals that are lower in fat and/or calories and include a variety of food groups.
Materials needed:	Visual: “Breakfast Meal Comparison Cards”; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 –30 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** There are many reasons to eat a healthy breakfast. One important reason is that eating breakfast can help keep us healthy by providing many important nutrients that we need throughout the day. We can get the most benefit from breakfast by choosing nutritious meals that are low in fat and include a variety of food groups from MyPyramid.

Tell participants: Now, let’s review some ideas about how to make breakfast healthier. (Review the list below with participants).

A. Reduce fat and/or calories.

- Choose skim or 1% milk more often than whole milk.

Note: *Children under age two should drink whole milk after ending breast milk or infant formulas.*

- Prepare breakfast foods like French toast and waffles with skim or low-fat milk.
- Use soft margarine as a substitute for butter.
- Use only a small amount of margarine on breads and pancakes.
- Try jam or jelly instead of butter or margarine as a topping.
- Use low-fat or dry milk in coffee instead of creamers.
- Try bagels, English muffins, or toast as a substitute for higher-fat doughnuts and pastries.

- Use a non-stick pan and a small amount of oil or non-stick cooking spray when frying breakfast foods like hash browns and eggs.
- Try lower-calorie syrup on pancakes, waffles, and French toast.
- Eat higher-fat meats like sausage and bacon less often. Lean ham and Canadian bacon are lower-fat choices.
- Use lower-fat cheeses in omelets and other breakfast dishes.
- Eat smaller portions of foods that are higher in fat and calories.

B. Include servings of calcium-rich foods.

- Use low-fat cheese in egg dishes or as a topping for toast, English muffins, or bagels.
- Try a glass of skim or low-fat milk with breakfast.
- Low-fat yogurt tastes good mixed with fruit and cereal or used in breakfast smoothies.
- Drink calcium-fortified juice.
- Drink calcium-fortified soy milk or use it when preparing cereal, French toast, pancakes, or other foods.

Note: *If participants do not generally eat dairy products because of lactose intolerance or cultural food practices, emphasize the importance of eating other foods that contain calcium throughout the day.*

C. Include servings of fruits or vegetables.

- Enjoy 100 percent juice at breakfast. Check the label on juices to see how much real juice they contain.
- Try fruit as a topping for cereal, pancakes, waffles, and yogurt.
- Fresh, frozen, and canned fruit make good breakfast side dishes.
- Try a breakfast smoothie made with fruit and/or juice.
- Vegetables make good fillings for omelets and other egg dishes.

D. Choose whole grains more often than refined grain products.

Note: *Refer to the chapter “Unlocking the Secrets of Food Labels,” for more information about selecting whole grain products.*

- Look for whole grain varieties of ready-to-eat and hot cereals.
- Make toast with whole grain breads.
- Choose whole grain bagels, English muffins, and pancake mix, if they are available.
- Use some whole grain flour when baking breakfast foods such as muffins and quick breads. Try substituting whole-wheat flour for half of the white flour used in the recipe.

E. If you choose to include foods from the meat/meat alternative group at breakfast, try to choose lower-fat sources such as lean ham. Also, if you are trying to reduce the amount of salt you eat, look for lower-salt choices like eggs and reduced-salt ham.

2. **Tell participants:** Let’s continue our discussion about ways to make healthier choices for breakfast. We will look at some examples of breakfast meals and I will ask you for ideas about how these meals can be changed to make them healthier. As we talk about each meal, think about ways to reduce the fat content of the meal or increase the nutritional value by adding other food groups such as fruits, vegetables, whole grains, or dairy.



3. Show the first comparison card with a picture of cereal, whole milk, and a toaster pastry. Ask participants for ideas about how this meal could be made healthier.

Ask:

- What food groups are included in this meal?
- What changes would make this meal healthier?
- What other foods could be added or substituted to include more MyPyramid groups?
- Is there a way the fat content could be reduced?
- Is there a way to add more whole grains to the meal?

4. Next, show participants the second card with the modified cereal meal. Discuss changes that were made to the meal to make it healthier.

Note: *Suggestions for ways to change the meals are listed below in #8. You may use this list as a guide when reviewing the cards with participants.*

5. Show the remaining breakfast comparison cards to participants. As you show each card, **ask:** What food groups are included in this meal? What changes would make this meal healthier? What other food groups could be added or substituted to include more MyPyramid groups? Is there a way the fat content could be reduced? Is there a way to add more whole grains to the meal?
6. As you review each set of cards, assist participants in comparing the original meals with the modified meals. Show fat and calorie information on the flipchart. For each card you review, write the foods in the meal on the flipchart. Beside each food, list its calorie and fat content. Also, write the total fat and calorie amounts for each meal on the flipchart. Fat and calorie information is listed on the back of each card. When comparing fat and calorie amounts, remind participants that these amounts can vary considerably depending on portion size.
7. Ask participants to compare the food groups in the original and modified meals. **Ask:** Which food groups are included in the original meal? Which food groups are included in the modified meal?
8. Some ideas for ways to make the meals on the comparison cards healthier are listed below. Use the following suggestions to guide the discussion when reviewing the comparison cards with participants.

Cards 1 and 2: Cereal Meal

Card #1: Cereal (not whole grain), whole milk, and toaster pastry

Card #2: Cereal (whole grain), 1% milk, orange juice, and banana

- Choose whole grain cereal.
- Choose skim or low-fat milk.
- Substitute a fruit such as a banana or raisins for the toaster pastry. Many fruits taste good when eaten as a topping on cereal.
- Add orange juice or other 100 percent juice to the breakfast.

Cards 3 and 4: Cheese Omelet Meal

Card #3: Cheese omelet (made with 3 eggs, 1 ounce cheddar cheese, and 1 tablespoon butter), hash browns, sausage links, and coffee with non-dairy creamer and sugar

Card #4: Cheese omelet (made with 2 eggs, 1 ounce part-skim mozzarella cheese,

1/2 tablespoon margarine), whole wheat toast, jam, lean ham, orange juice, and coffee with non-dairy creamer and sugar

- Try an omelet made with two eggs instead of three.
- Use a smaller amount of margarine or a non-stick pan and a small amount of oil or non-stick cooking spray when cooking the omelet.
- Use lower-fat cheese in the omelet.
- Try lean ham or Canadian bacon instead of sausage links.
- Use whole grain bread when making toast.
- Eat toast with jelly or a small amount of margarine instead of hash browns.
- Add (or substitute) a glass of 100 percent juice or a piece of fruit.
- Try black coffee without cream or sugar, and save at least 30 calories.

Note: *Egg yolks are high in dietary cholesterol, while egg whites have no cholesterol. Since dietary cholesterol is just one of several factors that can contribute to high blood cholesterol levels, the American Heart Association no longer specifies the number of egg yolks healthy people should eat each week. Instead, they recommend that healthy people limit their average daily cholesterol intake to no more than 300 milligrams (mg.) by balancing food choices. This means that egg yolks can be included as part of a healthy diet as long as other foods are chosen so that the average daily intake of cholesterol is within the recommended level. Individuals with heart disease may need to limit their intake of dietary cholesterol even more.*

Cards 5 and 6: Scrambled Egg Meal

Card #5: Scrambled eggs (3 eggs), toast with butter, and fruit drink

Card #6: Scrambled eggs (2 eggs), whole wheat toast, jam, and orange juice

- Eat two eggs instead of three.
- Use a non-stick pan and a small amount of oil or non-stick cooking spray when cooking scrambled eggs.
- Add a smaller amount of butter or margarine to toast, or try jelly or jam instead.
- Use whole grain bread when making toast.
- Choose 100 percent juice more often than fruit drink beverages that contain little or no juice.

Cards 7 and 8: Pancake Meal

Card #7: Pancakes with butter and syrup, bacon, and whole milk

Card #8: Pancakes with reduced-calorie syrup, Canadian bacon, skim milk

- Prepare pancakes with skim or low-fat milk.
- Use a non-stick pan and a small amount of oil or non-stick cooking spray when making pancakes.
- Use only a small amount of butter or margarine on pancakes.
- Try reduced-calorie syrup or a smaller amount of regular syrup.
- Try lean ham or Canadian bacon instead of bacon.
- Drink skim or low-fat milk instead of whole milk.
- Many fruits make great toppings on pancakes and may be substituted for all or part of the syrup.
- Substitute a piece of fruit or a glass of 100 percent juice for one of the pancakes or part of the bacon.

Cards 9 and 10: Cereal Bar Meal

Card #9: Cereal bar and soft drink

Card #10: Cereal bar, 1% milk, and an orange

- Substitute 100 percent juice, low-fat milk, diet soft drink, or water for the regular soft drink.

- Add a serving of low-fat yogurt or fruit.
- Cereal bars, bagels, English muffins, and ready-to-eat cereal are quick to prepare and easy to take with you to work or school.

Cards 11, 12, 13, and 14: Doughnut and Coffee Meal

Card #11: Doughnuts and coffee with non-dairy creamer and sugar

Card #12: English muffin with reduced-fat cheese, an apple, orange juice, coffee with non-dairy creamer and sugar

Card #13: Pizza and orange juice

Card #14: Rice, stir-fry, and water

- Bagels, English muffins, and toast have less fat than doughnuts. Look for whole grain varieties, if possible.
- Try jam, jelly, or reduced-fat cheese as a topping for bagels, English muffins, or toast.
- Add a glass of low-fat milk or 100 percent juice to include a fruit or dairy serving.
- Substitute a piece of fruit or a serving of low-fat yogurt for one of the doughnuts.
- Foods like pizza or rice and stir-fry may have less fat and calories and provide more food groups than doughnuts or other pastries.
- Try black coffee without cream or sugar, and save at least 30 calories.

Conclusions

Tell participants: Breakfast is an important meal, because it can provide many important nutrients that we need each day. Breakfasts that are lower in fat and contain a variety of different foods are especially healthy. When you are choosing breakfast meals, consider ways to reduce the amount of fat in the meal or make the meal more nutritionally balanced.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. How can you make the breakfast you usually eat lower in fat?
2. How can you make the breakfast you usually eat more nutritionally balanced?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) Eggs; (2) Dairy Council Food Models; (3) Bowes and Church's Food Values of Portions Commonly Used; (4) Nutritionist Pro nutrition analysis software.

Activity 3

Choosing Low-Fat Milk

Purpose:	To teach participants how to identify the differences in fat content between different types of milk.
Materials needed:	Empty cartons for whole, 2%, 1%, and skim milk; small paper cups for tasting milk; different types of milk for taste testing; fat tubes; glasses representing the amount of fat in different types of milk; <i>Dairy Council Food Models</i> , or cut yellow foam to represent two pats of butter; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 – 30 minutes

Before the Session

- Obtain prices for different types of milk from a local grocery store.
- Prepare fat tubes to show the amount of fat in an 8-ounce serving of whole, 2%, 1%, and skim milk. The chart below shows the amount of fat in the different types of milks. Instructions for making fat tubes are included in the *Simply Good Eating User's Guide*.

<u>Type of Milk</u>	<u>Calories (8-ounce serving)</u>	<u>Fat grams (8-ounce serving)</u>	<u>Fat grams in 28 servings (8 ounces each)</u>
Whole	149	8	228
2%	122	5	131
1%	102	3	73
Skim (nonfat)	86	0	12

Note: The amount of fat in each type of milk is rounded to the nearest gram. Skim milk has 0.44 grams of fat.

- Prepare a glass for each type of milk to show the total amount of fat contained in 28 glasses of milk. This is the amount of fat someone would get if they drank two glasses of milk each day for two weeks. Glasses can be prepared using a procedure similar to that for making fat tubes. Instructions for making fat tubes are included in the *Simply Good Eating User's Guide*.

For this activity, use four clear heavy plastic glasses at least 8 ounces in size. The amount of wax needed for each glass is listed in the chart below.

<u>Type of milk</u>	<u>Add this much wax to the glass:</u>
whole milk	15 tablespoons or $\frac{3}{4}$ cup plus 3 tablespoons
2% milk	9 tablespoons or $\frac{1}{2}$ cup plus 1 tablespoon
1% milk	5 tablespoons or $\frac{1}{4}$ cup plus 1 tablespoon
skim milk	2.5 teaspoons or about 1 tablespoon

- After preparing the glasses, place each one in the corresponding empty milk carton.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic. **Ask participants:** How do you decide whether to buy whole, 2%, 1%, or skim milk? Today we will talk about the fat content of different types of milk and then discuss some other issues that might influence what type of milk you buy. For example, taste, cost, availability, and preferences of other members of your household may be important factors in your decision.
2. **Tell participants:** Let's first talk about nutrition. **Ask:** Why is it important to eat no more than the recommended amount of fat each day? (*Possible answers: manage weight; reduce risk for heart disease.*) Milk can be a major source of fat for many of us, depending on the type we choose. Choosing low-fat milk instead of whole milk can remove a significant amount of fat from our diets.
3. Hold up each of the milk cartons, and ask participants which type of milk they think has the least amount of fat. After all have guessed, tell participants that skim milk has the least amount of fat followed by 1%, 2%, and whole milk. Write the fat and calorie information on the flipchart for an 8-ounce serving of each type of milk. Review this information with participants.
4. Show fat tubes to compare the amount of fat in an 8-ounce serving of the different types of milk.
5. **Ask participants:** Do you think there is a big difference between the types of milk in the amount of fat in one serving? Emphasize that while the difference in the amount of fat in one serving may seem small, it becomes very significant when added up over time. If you drink whole milk instead of low-fat milk, you will be getting significantly more fat over several days. Tell participants that you will now demonstrate this point.
6. Pull out the (almost) empty glass from the carton of skim milk. While showing this glass, tell participants that this is the total amount of fat they would be drinking if they drank two glasses of skim milk every day for two weeks (12 grams of fat).
7. Pull the glass out of the carton of 1% milk. Tell participants this is the total amount of fat they would be drinking if they drank two glasses of 1% milk every day for two weeks (73 grams of fat).
8. Pull the glass out of the carton of 2% milk. Tell participants this is the total amount of fat they would be drinking if they drank two glasses of 2% milk every day for two weeks (131 grams of fat).
9. Pull the glass out of the carton of whole milk. Tell participants this is the total amount of fat they would be drinking if they drank two glasses of whole milk every day for two weeks (228 grams of fat). Whole milk has almost 20 times more fat than skim milk.
10. After the demonstration, emphasize the following points.
 - Drinking higher-fat milk adds up over time. Although the amount of fat in milk seems small, it can add up to large amounts of fat over time.

- Whole milk has almost 20 times more fat than skim milk.
- While showing participants the *Dairy Council Food Model* of two pats of butter, tell them that drinking one cup of whole milk is like drinking one glass of skim milk with two extra pats of butter.
- Whole, 2%, 1%, and skim milk all have about the same amount of calcium and vitamins A and D. Choose skim or 1% milk more often than 2% or whole milk.

11. **Tell participants:** Now that we have talked about the nutrition, let's talk about some other issues. **Ask:** What about cost? Do you think low-fat milk is more expensive than whole milk? If participants are concerned about cost, write prices for the different types of milk on the cartons. Arrange the milk cartons and wax-filled glasses so participants can see them. Emphasize that low-fat milk typically costs less than whole milk.
12. **Ask participants:** What about availability? Is low-fat milk available where you shop? If low-fat milk is not available at some stores, does anyone have ideas of where low-fat milk can be purchased in the area? If you are unable to purchase low-fat milk, what else could you do to reduce the amount of fat you eat? Could you change some other aspect of your diet to reduce the amount of fat you eat?
13. **Tell participants:** Now let's talk about taste. Offer each participant a sample of skim, 1%, 2%, and whole milk. Ask them what they think of the taste and ask them if they can tell a difference in how the different types of milk taste.

Optional: Give participants samples of different types of milk to taste, but do not tell them which type you have provided. Ask participants to guess which type of milk they are tasting. Repeat tasting with different types of milk, asking participants to guess each time.

Ask if anyone has ever changed from drinking whole milk to lower-fat milk. Ask if anyone has tried tasting whole milk after switching to low-fat milk, and recognized the difference. Emphasize the importance of making gradual changes in the type of milk we drink.

14. **Tell participants:** Another concern you might have is how members of your household might react if you change to low-fat milk. Let's try to think of some ways to overcome any objections of household members. Ask participants to suggest ideas. Some barriers that participants might mention are listed below along with possible solutions.

If anyone in the group has changed to lower-fat milk in the past, ask them how members of their household reacted. Ask them to share their experience with the group and offer any suggestions for changing to lower-fat milk.

15. **Tell participants:** Now, let's talk about some other barriers to your family drinking lower-fat milk.

Barrier: "My kids won't drink blue (skim) milk."

Possible solutions:

- Change to a lower-fat milk gradually. If your kids are drinking whole milk now, change to 2%. After a month at 2%, switch to 1%.
- Use skim milk for cooking and 1% for drinking.

Barrier: "I won't buy low-fat milk, because it doesn't have the same amount of nutrients as whole milk."

Possible solution: Tell participants that 2%, 1%, and skim milk all have about the same amount of nutrients as whole milk, just less fat.

Barrier: “My kids are still growing and need whole milk.”

Possible solution: Tell participants: Kids under age two need the fat in whole milk to grow and develop normally. Most children two years and older can develop and grow normally while drinking lower-fat milk. If a child is underweight or has a milk allergy or lactose intolerance, be sure to talk with your health-care provider about how to best meet his or her nutritional needs.

16. **Tell participants:** Some people really like whole milk and do not want to change to low-fat milk. **Ask:** If you do not want to give up whole milk, what else could you do to eat less fat? Are there other aspects of your diet that you could change instead?

Conclusions

Tell participants: Today, we have discussed the fat content in different types of milk, as well as some other factors that may influence which type of milk we choose. I encourage you to try low-fat milk sometime in the future. By choosing low-fat milk instead of whole milk, we can reduce the total amount of fat in our diets.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What type of milk do you plan to buy the next time you visit the grocery store?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Dairy Council Food Models* (or food models as noted in “Materials needed” above);
- (2) USDA National Nutrient Database for Standard Reference, Release 18 website.

Activity 4

Variety: The Key to a Healthy Breakfast

Purpose:	To teach participants about the importance of including a variety of food groups from the MyPyramid at breakfast.
Materials needed:	Handout: “Your Guide to a Healthy Breakfast”; <i>Simply Good Eating Food Stickers</i> (MI-07777 for self-adhesive stickers or MI-07739 for gummed or “lick-and-stick” stickers; optional); <i>Dairy Council Food Models</i> (optional); pens or pencils; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 – 30 minutes

Note: In this activity, participants will determine which MyPyramid groups are included in a breakfast meal. Along with the handout, “Your Guide to a Healthy Breakfast,” you may use either the **Simply Good Eating Food Stickers** or the **Dairy Council Food Models**, or have participants write the names of foods on their handout.

Note: For an overview of the USDA MyPyramid, refer to the chapter “Good Nutrition: As Easy as 1, 2, 3.”

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Distribute the handout, “Your Guide to a Healthy Breakfast.” Ask participants to think of a breakfast meal that they usually eat. Help participants to complete the handout. First, help them decide in which food group each of their breakfast foods belongs. Then, ask them to fill in the handout with their foods by placing foods from their breakfast meal in the corresponding food group.

Note: Participants may paste **Simply Good Eating Food Stickers** onto the handout to represent their meal or they may write the names of the foods on the handout. The **Dairy Council Food Models** could also be used to illustrate a breakfast meal.

2. **Ask:** What food groups were in your breakfast meal? Why might it be important to include a variety of foods at breakfast?
3. You may use the following “script” to explain why eating a nutritionally balanced breakfast is important.
 - Eating a variety of foods each day provides us with many necessary nutrients. We need foods from each food group, since each group provides different nutrients. Breakfast is as important as any other meal in giving us dietary variety, so on most days, try to include a few different food groups in your breakfast meal.
 - While eating an assortment of different foods is beneficial, remember that you do not necessarily need to eat foods from all the food groups at breakfast. Instead, try to get the recommended number of servings from each group throughout the day. Keep in mind that foods that are higher in sugar and fat (“discretionary calories”) should be eaten less often.
4. Now ask participants to think about ways to make the meals on their handouts healthier. **Ask:** How can you make your meal more nutritionally balanced? Can you add or substitute foods to include more food groups? Tell participants to choose a revised meal on their handout by adding food stickers or writing in new foods they would like to include. Participants may cross out foods they have previously chosen, but would no longer plan to include in their meal.
5. Ask if any participants are willing to share their revised breakfast meals with the group. Discuss changes made to the meal and then ask the group if they have any other ideas about how to make the breakfast healthier. **Ask:** How could you reduce the amount of fat in the breakfast? How could you include more whole grains in the meal? How would you include a greater variety of food groups? Could you change portion sizes or substitute foods?

Conclusions

Tell participants: Eating a variety of foods each day provides us with many nutrients that are important to good health. Consider ways to include different food groups in the meals and snacks to eat throughout the day. Eating a variety of foods at breakfast is a good way to start the day and can increase overall variety in our diets. When choosing breakfast meals, think about how to make them more nutritionally balanced. Be creative in combining foods and enjoying the tastes that a variety of foods can provide.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: How do you plan to increase the variety of healthy foods that you choose for breakfast?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) MyPyramid.gov website; (2) *MyPyramid Mini Poster*; (3) MyPyramid: Tips and Resources at MyPyramid.gov website; (4) *Dairy Council Food Models* (optional); (5) *Simply Good Eating Food Stickers* (optional).

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: What's Quick and Healthy to Eat for Breakfast?

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

Visual:

Breakfast Meal Comparison Cards

Activity 2: Choosing Healthy Breakfast Foods

American Heart Association. *Eggs*. Online: <http://www.americanheart.org/presenter.jhtml?identifier=4547> [accessed November 15, 2005].

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to: <http://www.nutritionistpro.com/>

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

Visual:

Breakfast Meal Comparison Cards

Activity 3: Choosing Low-Fat Milk

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. USDA National Nutrient Database for Standard Reference, Release 18. Online: <http://www.nal.usda.gov/fnic/foodcomp/Data/SR18/sr18.html> [accessed December 21, 2005].

Activity 4: Variety: The Key to a Healthy Breakfast

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

United States Department of Agriculture. MyPyramid.gov website. Online: <http://www.mypyramid.gov/> [accessed December 15, 2005].

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: Tips and Resources. Online: http://www.mypyramid.gov/tips_resources/index.html [accessed December 15, 2005].

University of Minnesota Extension Service. *Simply Good Eating Food Stickers*. Item MI-07777 (self-adhesive) or MI-07739 (gummed, or “lick-and-stick”). Food stickers (88 stickers per sheet) provide 230 color drawings of different foods, and include common American foods plus foods commonly eaten in various cultures. Produced 2002. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07777 or 07739), or call toll free at 1-800-876-8636.

Handout:

Your Guide to a Healthy Breakfast



Simply Good Eating for Health
Super Snacks



Simply Good Eating for Health Super Snacks

The goal of this lesson is to teach participants to identify snacks that are lower in fat, yet tasty and healthy.

Basics of Super Snacks

- Lower-fat snacks can be tasty and healthy.
- Paying careful attention to portion sizes can help reduce fat and calories in snack foods.
- Vegetables, fruits, and grains can make great nutritious snacks.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify at least one higher-fat snack.
2. Identify at least one lower-fat snack.
3. Name at least one snack choice from the following food groups: Grain Group; Vegetable Group; Fruit Group; Milk, Yogurt, and Cheese (Milk) Group; Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts (Meat & Beans) Group.
4. Identify at least one snack that contains a significant amount of added sugar.
5. Determine the amount of money they currently spend on snack foods, and identify at least one strategy to help them reduce dollars spent on snacks.

Instructional Activities

The following activities can be used with either individuals or groups, as noted. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Choosing Healthy Snacks
2. What's a Serving of Snacks?
3. The Case of the Missing Money
4. Healthy Foods Make Great Snacks!
5. Sugar in My Snacks

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Activity 1

Choosing Healthy Snacks

Purpose:	To teach participants to compare the fat content in different snacks.
Materials needed:	Fat tubes; handouts: “Comparing Snacks Activity Cards,” “Comparing Snacks Activity Cards Facilitator Reference: Food Groups and Nutrients,” “Comparing Snacks Activity Cards Facilitator Reference: Nutritional Values”; small bag or other container; flipchart or writing board; pens/markers or chalk.
Estimated time:	20–30 minutes

Note: The “Comparing Snacks Activity Cards” are used in this activity to compare the fat content of different snacks. One of the snacks on each card is lower in fat. Two reference sheets are included to help the facilitator in this activity: “Comparing Snacks Activity Cards Facilitator Reference: Food Groups and Nutrients” and “Comparing Snacks Activity Cards Facilitator Reference: Nutritional Values.” The first facilitator reference is useful when comparing foods in terms of calories, fat content, food groups, and major nutrients. If you need more detailed information, refer to the facilitator reference that describes more about nutritional values. This reference sheet shows nutrients for the snack foods as they are typically listed on a Nutrition Facts Label, including Percent Daily Values. See the description on the first page of the reference sheet for more instructions about how to use it.

Before the Session



Copy the “Comparing Snacks Activity Cards” on heavier paper and cut along the dotted lines. (Be sure to save the original for future use.) Place the cut-up activity cards in a small bag or container. You may also use pictures or labels from other snack foods to create additional comparisons.




Prepare fat tubes to compare the amount of fat in different snack foods. Instructions for making fat tubes are included in the *Simply Good Eating User's Guide*. The number of fat grams for each snack is listed in the “Comparing Snacks Activity Cards Facilitator Reference: Food Groups and Nutrients.”

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: Ask participants to name some examples of snack foods they often buy. **Ask:** How do you decide which snacks to buy or eat? **Tell participants:** Many factors such as taste, cost, and convenience help us decide which snacks to buy or eat. Another factor to consider when choosing snack foods is the amount of fat they contain. **Ask:** Do you think the snack foods you have mentioned are higher or lower in fat?
2. **Ask:** When deciding which snacks to eat, why might it be important to consider how much fat they contain? **Tell participants:** Some snacks add a significant amount of fat to our diets when they are eaten often or in large amounts. By choosing snacks that are

lower in fat, we can limit the total amount of fat we eat each day. Snacks with more fat can also be enjoyed. Just try to eat higher-fat snacks less often and in smaller amounts.

- 
3. **Tell participants:** Today, you will have a chance to practice comparing some common snack foods. We will talk about the differences in the amount of fat that the snack foods contain. You can use similar comparisons when you are choosing snack foods.
 4. Pass the bag containing cards around the audience and ask each participant to take a card.
 5. Ask a participant to show their card to the group. Ask the group to look at the card and decide which of the two foods is lower in fat.
 6. After participants have guessed, show them the fat tubes to compare the amount of fat in the snacks. Use the facilitator references about the snack foods activity cards to discuss the fat and calorie information as well as compare the food groups contained in each snack.
 7. **Ask participants:** Why do you think this snack is lower in fat? After participants have answered, use the information below to help explain the differences between the two snacks.
 - Fried snacks, such as potato chips, are higher in fat. Ask participants to name some examples of fried snacks. Choose lower-fat snacks more often, such as pretzels, cereal, or graham crackers.
 - Some snacks, such as doughnuts, muffins, pastries, and cookies are examples of foods that may have “hidden” fat. One easy test to determine if some foods are higher in fat is to set the food on a paper towel for a few minutes. Some higher-fat foods may leave a grease spot on a paper towel. Try lower-fat snacks more often, such as bagels or English muffins.
 - “Light,” “reduced-fat,” “low-fat,” and “nonfat” ice creams, frozen yogurt and sherbet contain less fat than regular ice cream. When you want a frozen dessert, try reduced-fat ice cream, frozen yogurt, or sherbet.
 - Microwave popcorn is available in “regular” and “light” (or “low-fat”) versions. There is usually no price difference between “light” and “regular” microwave popcorn. Low-fat popcorn can also be prepared by cooking plain popcorn in a pan over high heat with little or no oil.
 - Fruits and vegetables make great snacks. They are generally lower in fat than many common snack foods, and they provide many important nutrients. Try canned, frozen, fresh, or dried fruits and vegetables and 100 percent juice.
 - For a sweet snack with little or no fat, try fruit, angel food cake, ginger snaps, animal crackers, vanilla wafers, or low-fat flavored yogurt.
 8. **Ask participants:** Which food on the card would you rather eat? If most participants prefer the higher-fat food, ask them if they can think of another lower-fat food that would be a more appealing substitution.
 9. Repeat the sequence for each activity card.

Conclusions

Tell participants: Today we have compared the fat content in several common snack foods. You can make similar comparisons when you are deciding which snacks to buy or eat. I encourage you to try some of the lower-fat snacks we have discussed today and look for other healthy snacks that you might enjoy. Fortunately, healthy snacks come in many varieties. Most are simple to prepare and can easily be taken with you to work, school, or wherever you eat snacks.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Next time you shop for snack foods, what factors will you consider when deciding which snacks to buy?
2. What lower-fat or more nutritious snacks would you like to try?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Bowes and Church's Food Values of Portions Commonly Used.

Activity 2

What's a Serving of Snacks?

Purpose:	To teach participants to consider portion sizes when choosing snacks.
Materials needed:	Large bag of cheese curls (cotton balls or packing peanuts may be used instead); wax paper; fat tubes; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Before the Session

Prepare fat tubes showing the amount of fat in different portion sizes of cheese curls. Instructions for making fat tubes are included in the *Simply Good Eating User's Guide*. The number of fat grams for each amount of cheese curls is shown below.

The chart below gives the fat and calorie content of different “handfuls” of cheese curls. In this chart, one handful is equal to about one-half cup. Write the chart on the flipchart, but do not show it to participants until the end of the activity.

<u>Amount of Cheese Curls</u>	<u>Fat (grams)</u>	<u>Calories</u>
One handful (about 1/2 cup)	7	112
Two handfuls (about 1 cup)	14	224
Four handfuls (about 2 cups)	28	448
Six handfuls (about 3 cups)	42	672
Ten handfuls (about 5 cups)	70	1120

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Put a piece of wax paper and a large bag of cheese curls on a table. Ask a participant to volunteer to come up and estimate the amount of cheese curls they think an average person might eat as a snack.

Note: *Do not ask participants to guess their own portion size of cheese curls, but rather the portion size of an average person. The participant might be offended if you suggest the portion size is large or contains too much fat.*
2. After they guess the average portion size of cheese curls, use your hand to measure how many handfuls of cheese curls were considered a typical portion size.
3. **Ask participants:** How many grams of fat do you think are in this amount of cheese curls? How many calories do you think are in this amount of cheese curls? Using the chart shown above, tell participants how many calories and grams of fat are in the portion of cheese curls.
4. Show participants the fat tubes and the chart with fat and calorie information for the cheese curls. Emphasize that the amount of fat and calories quickly adds up as the portion size of the snack increases. Encourage participants to choose smaller portions of snacks that are high in fat and calories.
5. **Tell participants:** Many people struggle with limiting portions, sometimes because many foods are often packaged in more than one portion, and we are tempted to eat the entire package. **Ask participants:** Can you name any other reasons why it is difficult to eat smaller portions, especially of snack foods? *(Possible answers: taste; convenience; eating while doing other distracting activities such as watching TV or driving; being around others as they are eating large portions.)*
6. **Ask:** Can you think of any ways to overcome these challenges? *(Possible answers: read the package label to find out how many portions it contains, and try not to eat the whole package if it contains more than one portion – or buy a smaller package; think about other snacks you might choose instead of that particular one; try to avoid snacking and watching TV at the same time; don't eat from the package, but pour a portion into a bowl or plate; plan a specific time and place to snack.)*

Conclusions

Tell participants: Large servings of snacks have more fat and calories than smaller servings. One way to eat less fat and fewer calories is to choose smaller portions of snacks.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Why is it important to eat smaller portions of higher-fat and higher-calorie snacks?
2. Next time you eat snack foods, how will you decide how much to eat?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

How Much are You Eating?

Activity 3

The Case of the Missing Money

Purpose:	(1) To help participants determine how the money spent on snacks and other discretionary items can affect their household and food budget; (2) To help participants account for these items in a spending plan.
Materials needed:	Handout: “The Case of the Missing Money (The \$585 Snack)”; calculator; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Ask participants:** Do you know anyone who has a habit of buying something to snack on most days, such as a can of pop or a bag of chips? Have you ever wondered how much that snack is costing each week, or each month, or each year? Have you ever wondered, “Now, where did that money go?” **Tell participants:** Today, we are going to look at an example of a snack that cost \$585. **Ask:** Would you ever spend \$585 on a snack? Probably not intentionally, but over time, it is possible for us to spend much more on a snack than we would have planned.
2. Distribute the handout, “The Case of the Missing Money (The \$585 Snack).” Read the handout to the participants, and ask them to read the situation to themselves as you read it aloud.
3. Ask participants to review the paragraph under the heading, “Do You Have Any Missing Money?” Ask them to list snacks and other items that they tend to buy often, and to write down what one of each of these items costs (they can estimate the cost, if they don’t recall the exact price). Using the calculator, help participants determine the weekly, monthly, and yearly costs for each item, and the total costs for all items.
4. **Ask participants:** What changes could you make to reduce the amount that you spend on snacks or other extra items each week? Ask them to write their new spending goal in the bottom box on the page.

Note: For additional activities to help participants save money on food purchases, see the *Simply Good Eating: Now You’re Cooking! curriculum: “Shop and Save.”*

Conclusions

Tell participants: Even small adjustments in daily and weekly spending choices can result in big savings that can help the household and food budget.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What is one change that you could make to reduce the amount that you spend on snacks or other items for the next week?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Simply Good Eating: Now You're Cooking! "Shop and Save."

Activity 4

Healthy Foods Make Great Snacks!

Purpose:	To help participants compare snacks made from fruit and vegetables, dairy products, and grain foods to other snack choices for nutritional value.
Materials needed:	Visual: "Healthy Snack Comparison Cards"; handout: "Healthy Snack Comparison Cards Facilitator Reference"; samples of several fresh (lower-cost and in season, if possible) fruits and vegetables for participants to taste, or a package of whole grain crackers for participants to sample; flipchart or writing board; pens/markers or chalk.
Estimated time:	20 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Ask participants:** When you are buying snacks, what kinds of snacks do you usually choose? What kinds of healthy snacks do you like to eat? Write responses on the flipchart or writing board. **Then ask:** What healthy snacks taste good? Write responses on the flipchart or writing board.
2. Show participants the "Healthy Snack Comparison Cards" to compare snacks made from fruits and vegetables, dairy products, and grain foods with other common snack choices, such as snack chips, candy, and desserts. Ask participants to guess:
 - What food groups from MyPyramid does each snack represent?
 - What nutrients do you think each of the snacks provides?
 - Of the two snacks, which one is lower in fat?
 - Which snack is lower in calories?



The "Healthy Snack Comparison Cards" provide information to compare the following snacks:

- Carrot sticks and/or other raw vegetables and low-fat dressing for dip vs. potato chips and dip

- Apple, pear, banana, or grapes vs. doughnut or candy bar
- Tortilla chips and con queso (cheese) dip vs. reduced-fat tortilla chips and bean dip or salsa
- Frozen yogurt vs. premium (16 percent milk fat) ice cream
- Bagel vs. pastry
- Popcorn (popped in oil, no butter added) vs. snack chips
- Low-fat frozen yogurt vs. premium ice cream bar
- Whole grain crackers and cheese vs. snack chips and dip

3. Review each set of comparison cards with participants. For each snack, discuss with participants the food groups represented, the major nutrients provided, and the calorie and fat content, using the information provided on the back of each comparison card.



Note: Use the “Healthy Snack Comparison Cards Facilitator Reference” for more detailed information on how nutrients compare for each snack. This reference sheet shows nutrients for the snack foods as they are typically listed on a Nutrition Facts label, including Percent Daily Values. See the description on the first page of the reference sheet for more instructions about how to use it.

4. Show participants the fresh fruits and/or vegetables you have brought. Describe the major nutrients they contain, and how they can be eaten (fresh and/or cooked, peeled, mixed into a salad, etc.). Cut the fresh fruits and vegetables into small samples so participants can taste them, if desired.

Tell participants: Fruits and vegetables can make great snacks, but sometimes they can be more expensive. What can we do to make fruits and vegetables more affordable? (*Suggestions: Buy fruits and vegetables that are in season; shop at farmers’ markets when open; compare costs per serving between fresh, frozen, and canned fruits.*)

Optional: Bring whole grain crackers for participants to taste. Whole grain crackers list a whole grain as the first ingredient, such as whole wheat flour, whole grain rye flour, or whole grain oats. Show the ingredient list on the package to participants, and show them that the words “whole” or “whole grain” are listed in front of the grain ingredient. If possible, bring along a package from a refined grain product, such as saltine crackers, to show participants that the words “whole grain” are missing from the grain ingredient.

Conclusions

Tell participants: Many foods that we might think of as “healthier” also make great snacks that satisfy hunger, give us energy, and provide valuable nutrients at the same time. Even some snacks that we might consider less healthy provide some needed nutrients, but we need to consider how much of the nutrients that we are trying to limit—such as fat, calories, and sodium—that we are also getting from the food. While we are encouraged to eat healthier snacks most of the time, we occasionally still can choose snacks with more calories and fat, or fewer nutrients.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: After participating in this lesson, what snacks will you try to choose more often?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Bowes and Church's Food Values of Portions Commonly Used*; (2) *Nutritionist Pro* nutrition analysis software.

Activity 5

Sugar in My Snacks

Purpose:	To teach participants about the sugar content in common snack foods.
Materials needed:	Sugar, measuring spoon (teaspoon); other materials will depend on the foods demonstrated (see chart below); flipchart or writing board; pens/markers or chalk.
Estimated time:	15–20 minutes

Before the Session

Choose foods from the chart below that you would like to demonstrate.

<u>Food</u>	<u>Teaspoons of added sugar</u>	<u>Materials needed</u>
Cake, frosted, 1 slice	6	plate
Pie, 2-crust, 1 slice	6	plate
Fruit, in heavy syrup, 1/2 cup	4	measuring cup (1/2 cup)
Yogurt, fruit-flavored, 8 ounces	7	8-ounce yogurt container
Chocolate shake, 10 fluid ounces	9	10-ounce glass or cup
Sherbet, 1/2 cup	5	measuring cup (1/2 cup)
Soft drink, 20 fluid ounces	15	soft drink bottle (20 fluid ounces), funnel
Fruit drink or fruit-ade, 20 fluid ounces	20	fruit drink bottle (20 fluid ounces), funnel

* Table adapted from: United States Department of Agriculture, Center for Nutrition Policy and Applied Nutrition. “Where Are the Added Sugars?”

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: Tell participants that many snack foods contain added sugar. Added sugar does not occur naturally in most snack foods, but is added to foods during food processing. Ask participants to name some snacks with a lot of added sugar.

Note: *Major sources of added sugars include soft drinks, cakes, cookies, pies, fruit-ades, ice cream, candy, jams, jellies, and sugar added at the table.*
2. **Ask participants:** Why is it a good idea to eat a moderate amount of sweet snacks? Emphasize the following points during the discussion.
 - Foods with added sugars often have a lot of calories, but may not provide other important nutrients.
 - If we fill up on sweets, we may be less likely to get the nutrients we need from other foods.
 - Since sugary foods have a lot of calories, they can contribute to weight gain.
 - Eating too much sugar promotes tooth decay.
 - It is okay to eat sweet snacks in moderation; however, many of us eat too much sugar. We should be careful not to overeat sugary snacks.
3. **Tell participants:** Even though many sweet snacks do not have a lot of vitamins and minerals, some sweet foods do provide important nutrients. **Ask participants:** Can you name any sweet foods that contain important nutrients? What nutrients do they contain? *(Possible answers: chocolate milk, flavored yogurt, sweetened cereals, and fruit canned in syrup.)* **Ask:** If you are trying to limit the amount of sugar you eat, what similar food might you could choose that has less sugar?
4. Tell participants that you will now demonstrate how much sugar is in some common snack foods. Place a container for the food you have chosen to demonstrate on a table where all participants can see it. Ask a volunteer to use a teaspoon to measure sugar into the container. The amount of sugar added to the container should be the amount that is in the food (see chart above). For example, if you are demonstrating fruit-flavored yogurt, the participant will measure seven teaspoons of sugar into an eight-ounce yogurt container.
5. Ask participants to look at the amount of sugar in the container. **Ask:** How much added sugar would you have guessed was in this food?
6. If time permits, repeat the activity with other foods.
7. **Ask participants:** How can we get less sugar when eating sweet snack foods? *(Possible answers: Eat sweet snacks less often; choose smaller portion sizes; try fruit when you need something sweet).*

Conclusions

Tell participants: Many of us enjoy sweet foods and beverages as favorite snacks. It is okay to eat sweets; just remember that the calories in these foods can quickly add up. If you are trying to watch how much sugar you eat, eating sweet snacks less frequently and in smaller portions can help.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) MyPyramid.gov website; (2) *MyPyramid Mini Poster*; (3) MyPyramid: Tips and Resources at MyPyramid.gov website; (4) *Dietary Guidelines for Americans*.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: Choosing Healthy Snacks

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

Handout (for participants):
Comparing Snacks Activity Cards

Handout (for facilitator):
Comparing Snacks Activity Cards Facilitator Reference: Food Groups and Nutrients
Comparing Snacks Activity Cards Facilitator Reference: Nutritional Values

Activity 2: What's a Serving of Snacks?

United States Department of Agriculture, Center for Nutrition Policy and Promotion. *How Much Are You Eating?* Home and Garden Bulletin No. 267-1. Online:
<http://www.usda.gov/cnpp/Pubs/Brochures/> [accessed February 13, 2006].

Activity 3: The Case of the Missing Money

University of Minnesota Extension Service. "Shop and Save." *Simply Good Eating: Now You're Cooking!* Revised 2006. Item MI-08024. Available from the Extension Store online at <http://shop.extension.umn.edu/> (and search for 08024), or call toll-free at 1-800-876-8636.

Handout:
The Case of the Missing Money (The \$585 Snack)

Activity 4: Healthy Foods Make Great Snacks!

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to: <http://www.nutritionistpro.com/>

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

Visual:
Healthy Snack Comparison Cards

Handout (for facilitator):
Healthy Snack Comparison Cards Facilitator Reference

Activity 5: Sugar in My Snacks

United States Department of Agriculture. *Dietary Guidelines for Americans 2005*. Online: <http://www.healthierus.gov/dietaryguidelines/> [accessed December 21, 2005].

United States Department of Agriculture. MyPyramid.gov website. Online: <http://www.mypyramid.gov/> [accessed December 15, 2005].

United States Department of Agriculture. *MyPyramid Mini Poster*. For a free download or for information on ordering print copies, go to http://www.mypyramid.gov/global_nav/order.html [accessed December 15, 2005].

United States Department of Agriculture. MyPyramid: Tips and Resources. Online: http://www.mypyramid.gov/tips_resources/index.html [accessed December 15, 2005].



Simply Good Eating for Health
Fast Foods
The Healthy Way



Simply Good Eating for Health

Fast Foods – The Healthy Way

The goal of this lesson is to teach participants how fast foods can fit into healthy diets.

Basics of Eating “Fast” and Healthy

- Some tasty lower-fat foods are available at fast food restaurants.
- Lower-fat fast food choices are often lower in calories.
- With careful ordering, one can increase the variety of food groups and nutrients in a fast food meal.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify at least one higher-fat fast food to choose less often.
2. Identify at least one lower-fat fast food choice they could substitute for a higher-fat food.
3. Identify at least one substitution they could make to include more food groups in a fast food meal.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Understanding Fat in Fast Foods
2. Making Healthier Choices from Fast Food Menus
3. Fast Foods: Your Health and Your Weight

Conclusions

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Activity 1

Understanding Fat in Fast Foods

Purpose:	To teach participants to identify fast foods that are lower in fat and calories.
Materials needed:	Alternative A: Handout: “Finding Fat in Fast Food”; bag or small container. Alternative B: Handouts: “Finding Fat in Fast Food,” “Alternative B: Finding Fat in Fast Food Answer Key #1,” “Alternative B: Finding Fat in Fast Food Answer Key #2.” Alternatives A and B: pens or pencils; flipchart or writing board; pens/markers or chalk.
Estimated time:	30 minutes

Note: *This activity has two alternatives (A and B) that cover the same material. You may choose the alternative that is most appropriate for your audience.*

Before the Session

Prepare fat tubes to compare the amount of fat in different fast foods. Instructions for making fat tubes are included in the *Simply Good Eating User's Guide*. The number of fat grams for each fast food is listed below in “Background on Fat in Fast Foods” and “Alternative B: Finding Fat in Fast Food Answer Key #2.”

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Alternative A

Before the Session (Alternative A only)

Photocopy the handout, “Finding Fat in Fast Food.” Cut the handout into strips so that each strip lists one pair of foods. Place the strips of paper into a small bag or container.



1. Introduce the topic: **Tell participants** that although many fast foods contain a significant amount of fat and calories, some healthier choices are available at fast food restaurants. Today we will compare the amount of fat and calories in some common fast foods. We will also discuss some healthier substitutions for fast foods that are higher in fat and calories.
2. Tell participants that they will be playing a game about fast foods. Divide participants into two teams.
3. Ask a participant to draw a paper strip out of the bag.

- Ask the participant to read aloud the two food choices. Ask one of the teams to guess which of the two foods is higher in fat or calories. If you like, you may keep score on the flipchart or writing board for the teams, giving one point for each correct answer.

Note: *Fat and calorie information is listed below in “Background on Fat in Fast Foods.”*

- Show fat tubes to compare the amount of fat in the two foods.
- Ask participants to suggest reasons why one of the fast foods may be higher in fat. Use the information about fast foods described in “Background on Fat in Fast Foods” to discuss possible reasons why there is a difference in the fat content between the two foods.

Note: *The “Background on Fat in Fast Foods” below describes some common sources of fat in fast food. Each category is followed by a list of food comparisons. These comparisons are the same ones used in the game and listed on the handout, “Finding Fat in Fast Foods.”*

- Repeat the sequence for each pair of foods, alternating between teams.

Background on Fat in Fast Foods

Some common sources of fat in fast food are described below. Each category is followed by a list of food comparisons. These comparisons are the same ones listed on the handout, “Finding Fat in Fast Foods.”

Portion Sizes

Large portions of food are very common at fast food restaurants. Large portions and sandwiches with double meat contain more fat and calories than smaller portions. You can eat less fat and fewer calories by choosing smaller hamburgers, sandwiches, entrees, side orders, desserts, and beverages. You can still enjoy your favorite foods; just try to eat them in smaller amounts. Also, try sharing larger items with a friend or family member.

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
regular-sized hamburger (2-ounce patty with ketchup, mustard, pickles, onions)	279	10	large, specialty hamburger (4-ounce patty with cheese, mayonnaise, lettuce, tomato)	688	41
medium order of French fries	400	19	extra-large order of French fries	565	26
regular cheeseburger (2-ounce meat patty)	320	15	double cheeseburger (two 2-ounce meat patties)	508	29
small soft drink (16 ounces)	210	0	extra-large soft drink (42 ounce)	550	0

Fried Foods

Fried foods are higher in fat, because they are cooked in oil. Examples of common fried foods include French fries, onion rings, chicken nuggets, fried chicken and fish sandwiches, fried chicken, hard taco shells, doughnuts, and some pies. Often, fast food restaurants offer similar foods that are not fried. For example, baked potatoes, grilled chicken and fish sandwiches, roasted chicken, and soft-shell tacos are available at many restaurants. By substituting foods that are not fried for fried foods, you can eat less fat and fewer calories.

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
soft shell bean burrito	307	9	taco salad	612	35
grilled chicken sandwich	345	13	fried chicken sandwich	532	29
plain baked potato (10 ounces)	310	0	French fries (medium)	400	19
side salad with reduced-fat salad dressing (with 2 ounces of dressing)	145	5	medium order of French fries	400	19
fried chicken without skin (breast and thigh)	397	14	fried chicken with skin (breast and thigh)	853	52
English muffin	134	1	doughnut (plain, glazed)	231	13
soft-serve ice cream cone	240	7	fried fruit pie	287	14
regular hamburger (2-ounce meat patty)	279	10	chicken nuggets (6 pieces)	267	16

Toppings

Some sandwich toppings, such as cheese and bacon, add extra fat to fast food meals. To eat less fat, choose lower-fat sandwich toppings such as lettuce, tomato, onion, pickles, or other vegetables.

Many common pizza toppings contain a significant amount of fat. Pepperoni, sausage, hamburger, and extra cheese contain more fat than vegetable or lower-fat meat toppings. You can enjoy lower-fat pizza by choosing lean-meat toppings like Canadian bacon and chicken, or vegetable toppings like onions, peppers, and mushrooms.

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
hamburger (2-ounce meat patty)	279	10	cheeseburger (2-ounce meat patty)	320	15
cheese pizza (2 slices of 14-inch)	498	18	pepperoni pizza (2 slices of 14-inch)	583	25
pizza with vegetable toppings (2 slices of 14-inch)	522	19	pepperoni pizza (2 slices of 14-inch)	583	25
sandwich toppings: lettuce, tomato, onion, or pickle	3-8	0	sandwich toppings: bacon or cheese	82-103	7-9

Sauces

Some sauces added to fast foods contain a significant amount of fat. Eating smaller portions of these sauces, or choosing sauces that are lower in fat, can reduce the amount of fat in fast food meals.

Mayonnaise, cheese sauce, tartar sauce, butter, sour cream, and regular salad dressing contain a significant amount of fat. Ketchup, mustard, salsa, hot sauce, pickle relish, and barbecue sauce contain little or no fat.

Fast food restaurants often provide large packages of salad dressing. If the entire package is eaten, a large amount of fat will be added to the salad. Try eating a small amount of regular salad dressing or asking for reduced-fat salad dressing.

Mayonnaise is often included in large amounts on sandwiches. To reduce fat, ask for a sandwich without mayonnaise, or ask for mayonnaise on the side so that you can add a small amount yourself. Also, mayonnaise may be used as a dressing in other foods served at fast food restaurants. For example, chicken salad, tuna salad, macaroni salad, potato salad, and coleslaw contain added fat because they are prepared with mayonnaise.

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
side salad with whole packet of reduced-fat dressing (with 2 ounces salad dressing)	145	5	side salad with whole packet of regular dressing (with 2 ounces salad dressing)	330	28
hamburger without mayonnaise (2-ounce meat patty)	279	10	hamburger with mayonnaise (2-ounce meat patty with 1 tablespoon mayonnaise)	379	21
ketchup, mustard, salsa, pickle relish, or barbecue sauce (2 tablespoons)	10-44	10	mayonnaise, sour cream, tartar sauce, cheese sauce, or regular salad dressing (2 tablespoons)	53-270	5-26

Miscellaneous Fast Foods

Some fast foods are prepared with added fat or sugar. For example, butter or oil may be used in preparing some baked goods such as biscuits and deep-dish pizza. Fat is often used in preparing fried rice.

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
English muffin	134	1	biscuit	210	11
steamed rice (8 ounces)	277	1	fried rice (8 ounces)	275	10
diet soft drink (medium, 20 ounces)	1	0	sugar-sweetened soft drink (medium, 20 ounces)	253	0
regular crust cheese pizza (2 slices of 14-inch)	498	18	deep dish cheese pizza, Chicago-style (2 slices of 14-inch)	628	29

Alternative B

1. Introduce the topic: **Tell participants** that although many fast foods contain a significant amount of fat and calories, some healthier choices are available at fast food restaurants. Today, we will compare the amount of fat and calories in some common fast foods. We will discuss some healthier substitutions for fast foods that are higher in fat and calories.



2. Distribute the handout, “Finding Fat in Fast Food.”
3. Ask participants to look at the first section of the handout and circle the food in each pair that is higher in fat. Then, ask participants to look at the second section of the handout and circle the soft drink that is higher in calories.
4. After participants have finished, distribute an answer key and review the answers.



Note: *Two answer keys are available for “Finding Fat in Fast Food.” (Choose the answer key that is most appropriate for your audience.)*

5. As you review the answers, show fat tubes to compare the amount of fat in the foods.
6. Ask participants to suggest reasons why one of the fast foods may be higher in fat. Use the information about fast foods described in “Background on Fat in Fast Foods” to discuss possible reasons why there is a difference in the fat content between the two foods.

Note: *The “Background on Fat in Fast Foods” describes some common sources of fat in fast food. Each category is followed by a list of food comparisons. These comparisons are the same ones listed on the handout “Finding Fat in Fast Food.”*

Conclusions

Tell participants: Even though many fast foods contain a significant amount of fat and calories, careful selection of foods and condiments can lead to healthier meals. The next time you visit a fast food restaurant, think about the ways we have discussed to reduce fat and calories in fast food meals:

- Choose smaller portions.
- Eat higher-fat toppings and sauces less often. Use smaller amounts or choose lower-fat toppings and sauces instead.
- Eat fried foods less often.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Which of the lower-fat fast foods that we discussed today have you tried? What did you think of the taste?
2. Which lower-fat fast food would you be willing to try the next time you visit a fast food restaurant?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Bowes and Church's Food Values of Portions Commonly Used*; (2) Nutrition information from fast food restaurants (for example, see websites listed in “References and Resources” at the end of the chapter); (3) *Nutritionist Pro* nutrition analysis software.

Activity 2

Making Healthier Choices from Fast Food Menus

Purpose:	To help participants practice choosing items that are lower in fat and calories from a fast food menu.
Materials needed:	Handouts: “SGE Fast and Tasty Burger Joint Menu,” “SGE Fast and Tasty Burger Joint Menu Answer Key”; flipchart or writing board; pens or pencils; calculators.
Estimated time:	30 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Distribute the “SGE Fast and Tasty Burger Joint Menu” handout.
2. Ask participants to choose items from the menu to make up a meal that they might choose at a fast food restaurant. Tell them to write the names of these foods in the chart under “My Meal.”



3. Distribute the answer key to the menu. Help participants find the fat and calorie amounts for the foods they have chosen. Tell them to write these amounts in the chart on their menu and then add up the total amount of fat and calories in their meals. Provide calculators if participants need them.
4. Review foods on the menu with participants and explain choices that are lower in fat and calories. Refer to “Background on Fat in Fast Foods” in Activity 1 for information about fat in fast foods.

Note: *Some participants may initially choose a low-fat meal. Compliment them on their choice.*

5. Using the information you have just reviewed, ask participants to look at their first menu choice and review the answer key for similar foods that are lower in fat and calories. If they have already selected a food that is relatively low, they can continue working through their menu. If another choice is lower in fat and calories, ask them to write that selection under “My New Meal,” beside their previous choice. Using the answer key and the chart on their menu handout, ask them to total the fat and calorie amounts in the new meal.
6. Ask participants to compare the fat and calorie amounts in their two meals.
7. Now, ask participants to share with the group which changes they made to reduce the amount of fat and calories in their meal. **Ask:** Do you have any other ideas about how to reduce the amount of fat or calories in your meal? (For example: ask for sandwich without mayonnaise or cheese; use only 1/2 packet of salad dressing, etc.)

8. Emphasize that a few changes can make a big difference in terms of fat and calories in fast food meals. If you eat fast foods frequently, making healthier choices from fast food menus is especially important.

Conclusions

Tell participants: Today we practiced selecting foods that are lower in fat and calories from a menu. When you visit a fast food restaurant in the future, you will have a chance to use what we have discussed today when choosing your meal. Choosing foods carefully, keeping in mind a few small changes, can make a big difference in terms of fat and calories in fast food meals.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What lower-fat food do you plan to try the next time you visit a fast food restaurant?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Bowes and Church's Food Values of Portions Commonly Used*; (2) *Nutritionist Pro* nutrition analysis software.

Activity 3

Fast Foods: Your Health and Your Weight

Purpose:	(1) To teach participants to make fast food choices that are lower in fat and calories; (2) To teach participants to increase the nutritional value of fast food meals by including a greater variety of food groups.
Materials needed:	Alternative A: Visual: “Fast Food Meal Comparison Cards”; handouts: “Fast Food Meal Comparison Cards Facilitator Reference,” <i>MyPyramid Mini Poster</i> (USDA publication from http://www.mypyramid.gov/global_nav/order.html); nutrition information from local fast food restaurants (optional). Alternative B: Visual: “Fast Food Meal Comparison Cards”; handouts: “Fast Food Meal Comparison Cards Facilitator Reference,” “Fast Food Meals Made Healthy,” <i>MyPyramid Mini Poster</i> (USDA publication from http://www.mypyramid.gov/global_nav/order.html); nutrition information from local fast food restaurants (see websites listed in “References and Resources” at the end of the chapter).
Estimated time:	30 – 45 minutes

Note: This activity has two alternatives (A and B) that cover the same material. You may choose the alternative that is most appropriate for your audience.



Alternative A consists of showing the sets of “Fast Food Meal Comparison Cards” to the group and asking them to suggest how the meal could be modified to reduce fat and/or calories or to increase the variety in food groups offered to increase nutritional value. After they have offered suggestions,



show the group the second comparison card in each set, which shows an example of a modified meal, the fat and calories it contains, the food groups provided by the meal, and major nutrients in each food (that meet at least 10 percent of the recommended daily amount for that nutrient). Continue working through the comparison cards until you have reviewed all of them with your audience. Use the “Fast Food Meal Comparison Cards Facilitator Reference” to help answer participants’ questions about particular foods.



Alternative B uses the same comparison cards, but also gives participants an opportunity to use the nutrition information you provide to help them modify the food choices to reduce fat and/or calorie content. The handout, “Fast Food Meals Made Healthy,” provides the information from the comparison cards for the “typical” fast food meals. You also can give participants nutrition information from a



local fast food restaurant, and guide them as they select lower-fat/lower-calorie food choices to replace those found in typical fast food meals. Use the “Fast Food Meal Comparison Cards Facilitator Reference” to help answer participants’ questions about particular foods.

Before the Session

Download the United States Department of Agriculture (USDA) *MyPyramid Mini Poster* (online: http://www.mypyramid.gov/global_nav/order.html) and make copies for participants, or obtain preprinted copies from the USDA.

Read through the entire lesson to become familiar with the foods depicted in each of the fast food meals.

Note: The nutrition information found on the “Fast Food Meal Comparison Cards” does not reflect nutrition content of food offered at any particular restaurant. The information was obtained by averaging the fat and calorie content of several similar fast food choices of each food type. It also is not possible to show all nutrients found in each food, and some nutrients, such as phytochemicals (nutrients found in plants that may help promote health or prevent disease) are still being discovered and researched, and do not have Recommended Daily Values established for them.

In addition, each of the modified meals is just one example of how each meal could be modified to reduce fat and calories or increase variety in food choices. As participants describe other modifications, use the nutrition information from other comparison cards or information available from the websites of local fast food restaurants (see “Nutrition Information from Fast Food Corporations” in “References and Resources” at the end of the chapter for web addresses) to determine how these modifications affect fat and calorie content.

If you are planning to use Alternative B, decide in advance which “Fast Food Meal Comparison Cards” you will emphasize in the lesson, and download nutrition information from fast food restaurant web sites for foods that are similar to those shown on the cards. Make copies of the fast food nutrition information to share with participants.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the activity: **Ask participants:**
 - When you think about eating at a fast food restaurant, what kinds of foods do you think of eating? What kinds of food choices can you get at a fast food restaurant? (*Possible answers: Many are higher in fat; fruits and vegetables may be limited.*)
 - How are the portion sizes? (*Answer: A range of portion sizes is available for French fries, beverages, some sandwiches, and various other foods, with some portions being rather large. In addition, “super sizing” of meals can also increase portion sizes significantly.*)
 - How do higher-fat choices and larger portion sizes affect the calorie content of a food? (*Answer: Both increase calories.*)
 - What effect can increased calories have on one’s weight? (*Answer: Increased calories can cause one to gain weight, or can prevent one from losing weight.*) Write participants’ responses on the flipchart or writing board.

2. **Tell participants:** Fast food dining offers several challenges for people who are trying to manage their weight or are just trying to eat healthier. A number of popular fast food choices tend to be higher in fat. Since fast food restaurants were introduced in the 1950s, the serving sizes for some fast foods, such as French fries and beverages, have actually become larger. “Super sizing” of portions allows a customer to increase the serving sizes—and calories—even more. Traditional fast food meals also tend to include limited choices from each of the food groups. What food groups might you find in a typical fast food meal? (*Answer: Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts (Meat & Beans) Group; Grain Group; Vegetable Group—French fries; Milk, Yogurt, and Cheese (Milk) Group; Oils, and Discretionary Calories.*)

3. **Tell participants:** Today, we are going to talk about how we can make healthier choices at fast food restaurants and can help us manage weight. Let’s look at some options for fast food meals and figure out how we can make healthier choices that are lower in fat and include more food groups from MyPyramid.

Continue: As I show you some examples of fast food meals, I would like you to offer suggestions on how we could make the fast food meal healthier. Consider if there are ways to reduce the fat or calorie content, to increase the nutritional value by including additional food groups, or other ways that you think the meal could be made healthier. We will also compare each of the meals to MyPyramid to determine which food groups are represented by each meal.

Alternative A

1. Give each participant a copy of the *MyPyramid Mini Poster*.
2. Show participants the first card of “Fast Food Meal Comparison Cards” with pictures of common fast food meals and the same meals after they have been modified to reduce fat and/or calories, or to increase the variety of food offered. The first card shows a typical cheeseburger meal.

Ask:

- What food groups are represented by this meal?
- What changes would make this meal healthier?



- Is there a way the fat and/or calorie content could be reduced?
- What foods from other food groups might this restaurant offer that could make the meal more nutritionally balanced?

Then show participants the second cheeseburger meal card, which depicts how some changes could reduce fat and calories, and add servings from the Vegetable and Milk groups. The notes found after Alternative B provide examples of how each set of meals could be changed to reduce fat and/or calories and to increase the variety of foods.

3. Show participants the remaining “Fast Food Meal Comparison Cards,” which include the chunky chicken salad meal cards, the sub sandwich meal cards, the chicken sandwich meal cards, the taco salad meal cards, and the fried chicken meal cards. For each set, as you show the card that depicts the typical fast food meal, **ask:** How could this meal be made healthier? Is there a way the fat and/or calorie content could be reduced? What foods from other food groups might a fast food restaurant offer that could make the meal more nutritionally balanced?
4. Discuss each of the fast food meals with participants and, using the back of each comparison card as a reference, ask them to name food groups provided in each meal and the nutrients provided. Use the notes found below Alternative B to guide the discussion on modifying meals to increase nutritional value and/or reduce calories and fat.

Alternative B

1. Give each participant a copy of the *MyPyramid Mini Poster*.
2. Give each participant a copy of the handout, “Fast Food Meals Made Healthy.” Also give each participant copies of nutrition information from local fast food restaurants that you have downloaded from the restaurant websites. Explain that you will help participants use the fast food nutrition information from local restaurants to identify ways they can reduce the fat and calories in the fast food meals they eat, or increase the variety of food choices they include in meals they select.
3. Show participants the first card of the “Fast Food Meal Comparison Cards” with pictures of common fast food meals and the same meals after they have been modified to reduce fat and/or calories, or to increase the variety of food offered. The first card shows a typical cheeseburger meal.

Ask:

- What food groups are represented by this meal?
- What changes would make this meal healthier?
- Is there a way the fat and/or calorie content could be reduced?
- Using your copies of nutrition information from this fast food restaurant, what foods from other food groups might this restaurant offer that could make the meal more nutritionally balanced?

Then show participants the second cheeseburger meal card, which depicts how some changes could reduce fat and calories, and add servings from the Vegetable and Milk, Yogurt, and Cheese Groups.

4. Show participants the remaining “Fast Food Meal Comparison Cards,” which include the chunky chicken salad meal cards, the sub sandwich meal cards, the chicken sandwich



meal cards, the taco salad meal cards, and the fried chicken meal cards. For each set, as you show the card that depicts the typical fast food meal, **ask:** How could this meal be made healthier? Is there a way the fat and/or calorie content could be reduced? What foods from other food groups might a fast food restaurant offer that could make the meal more nutritionally balanced?

5. Help participants find alternative food choices, using the local fast food nutrition information you have provided.
6. Ask participants to write the names of each alternative food they have chosen on the handout and its calorie and fat content beside the food it could replace. Add the total calorie and fat amounts for the revised meal, so participants can compare the revised meal to the original meal.
7. Discuss each of the fast food meals with participants and, using the back of each presentation card as a reference, ask them to name food groups provided in each meal and the nutrients provided. Use the following points or suggestions to guide the discussion on modifying meals to increase variety in food choices and/or reduce calories and fat.

Cards 1 and 2: Cheeseburger Meal

Card #1: Cheeseburger, medium-sized French fries, apple pie, and a soft drink

Card #2: Cheeseburger, garden salad with reduced-calorie dressing, soft-serve ice cream cone, and 1% milk

Ask: What changes could you make to reduce the fat and calories or to increase the number of food groups and nutrients in this meal? Use these suggestions as needed to stimulate ideas:

- Order a regular-sized burger instead of a large or specialty burger.
- Order a plain burger instead of one with cheese, and add lower-fat condiments such as ketchup, mustard, lettuce, and extra tomato and onion.
- Ask for a side salad instead of French fries.
- Order a yogurt cone or sundae instead of apple pie.
- Order water, low-fat milk, juice, or diet soft drink instead of a regular sugar-sweetened soft drink.

Cards 3 and 4: Chunky Chicken Salad Meal

Card #3: Chunky chicken salad (breaded), regular salad dressing, and milkshake

Card #4: Chunky chicken salad (not breaded), reduced calorie dressing, and 1% milk

Ask: What changes could you make to reduce the fat and calories or to increase the number of food groups and nutrients in this meal? Use these suggestions as needed to stimulate ideas:

- Chicken salad can be a tasty, lower-fat choice, if the chicken is grilled, not breaded.
- Ask for “light” rather than regular dressing.
- Order a smaller milkshake, or request water, low-fat milk, juice, or diet soft drink instead.
- Try a low-fat twist cone for dessert.

Cards 5 and 6: Sub Sandwich Meal

Card #5: Sub sandwich, snack chips, and a soft drink

Card #6: Sub sandwich (lean meats, no mayonnaise), baked snack chips, and 1% milk

Ask: What changes could you make to reduce the fat and calories or to increase the number of food groups and nutrients in this meal? Use these suggestions as needed to stimulate ideas:

- Ask for lean turkey, roast beef, or ham instead of bologna or salami.
- Request that mayonnaise and oil dressing not be added to your sandwich, or ask to have just a small amount added.
- Ask for extra tomatoes, green peppers, and other vegetables.
- Order baked snack chips instead of regular snack chips.
- Order water, low-fat milk, juice, or diet soft drink instead of a sugar-sweetened soft drink.

Cards 7 and 8: Chicken Sandwich Meal

Card #7: Breaded chicken sandwich with a medium order of French fries and a milkshake

Card #8: Grilled chicken sandwich, a small order of French fries, and 1% milk

Ask: What changes could you make to reduce the fat and calories or to increase the number of food groups and nutrients in this meal? Use these suggestions as needed to stimulate ideas:

- Try a sandwich with grilled chicken rather than breaded chicken breast.
- Ask for the sandwich without mayonnaise.
- Ask for extra tomato slices on the sandwich.
- Order a side salad instead of French fries.
- Ask for a small order of French fries.
- Ask for a smaller milkshake, or order water, low-fat milk, juice, or diet soft drink.

Cards 9, 10 and 11: Taco Salad Meal

Card #9: Taco salad with the shell and a soft drink

Card #10: Taco salad without the shell and 1% milk

Card #11: Taco with Spanish rice, refried beans, and a diet soft drink

Ask: What changes could you make to reduce the fat and calories or to increase the number of food groups and nutrients in this meal? Use these suggestions as needed to stimulate ideas:

- Enjoy the filling of taco salads without eating the shell.
- Ask for taco salads without the sour cream and black olives.
- Use taco sauce for salad dressing.
- Try chicken (if available) instead of beef on your taco salad.
- Order water, low-fat milk, juice, or diet soft drink instead of a sugar-sweetened soft drink.
- Order Spanish rice and refried beans instead of tacos.
- Order one taco instead of two.
- Try tacos with chicken instead of beef.
- Order water, low-fat milk, juice, or diet soft drink instead of a sugar-sweetened soft drink.

Cards 12 and 13: Fried Chicken Meal

Card #12: Fried chicken, coleslaw, mashed potatoes and biscuit, and a soft drink

Card #13: Fried chicken without skin, coleslaw, mashed potatoes, and a diet soft drink

Ask: What changes could you make to reduce the fat and calories or to increase the number of food groups and nutrients in this meal? Use these suggestions as needed to stimulate ideas:

- Order one large piece of chicken (breast) instead of smaller pieces (thighs).
- Remove the outside breading and skin from the chicken.
- Enjoy the mashed potatoes, gravy, and coleslaw instead of the biscuit.
- Order water, low-fat milk, juice, or diet soft drink instead of a sugar-sweetened soft drink.

Conclusions

Tell participants: Fast foods can fit into a healthy diet. Making just a few changes in the foods we choose at fast food restaurants can have a great impact on the fat content, the calorie content, and the nutritional value of a fast food meal. One can even include some fast food meals in the diet when trying to manage weight. The choices you make can make a big difference in what you weigh. For example:

- If you usually eat a breaded chicken sandwich once a week, switching to a grilled chicken sandwich without mayonnaise could help you lose three pounds by the end of a year.
- If you usually eat a double cheeseburger once a week, switching to a regular hamburger could help you lose three pounds by the end of a year.
- If you usually eat a taco salad with the shell once a week, switching to a taco salad without the shell could help you lose four to five pounds by the end of a year.
- If you substituted one can of diet soda for one can of regular soda every day for a year, you would weigh almost 15 pounds less at the end of a year.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also plan to try that idea during the week.

Also ask participants:

1. What changes could you make to the foods you usually order at a fast food restaurant to reduce the amount of fat and calories in your meal?
2. How could you change your usual food order at a fast food restaurant to incorporate more food groups?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session to encourage attendance.

References and Resources

- (1) Nutrition information from local fast food restaurants (see websites listed in “References and Resources” at the end of the chapter);
- (2) *Nutritionist Pro* nutrition analysis software;
- (3) MyPyramid: For Professionals at MyPyramid.gov website.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter:

Activity 1: Understanding Fat in Fast Foods

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to: <http://www.nutritionistpro.com/>

Nutrition Information from Fast Food Corporations:

Burger King Corporation. *Complete Nutrition, Ingredient and Allergen Information for Core Menu Items Brochure*. Online: <http://www.bk.com/Food/Nutrition/downloads.aspx>
The main website can be accessed at: <http://www.bk.com/>

Domino's Pizza LLC. *Nutritional Information*. Online: <http://www.dominos.com/Public-EN/Site+Content/Primary/See+the+Menu/> (click on "Nutritional Info PDF"). The main website can be accessed at: <http://www.dominos.com>

Hardee's Food Systems, Inc. *Nutrition Guide*. Online: <http://www.hardees.com/nutrition/> (click on "Download PDF"). The main website can be accessed at: <http://www.hardees.com>

International Dairy Queen, Inc. Nutrition Charts. Online: <http://www.dairyqueen.com/en-US/Menus+and+Nutrition/default.htm> The main website can be accessed at: <http://www.dairyqueen.com/en-US/default.htm>

KFC Corporation. *KFC Nutrition Guide*. Online: http://www.yum.com/nutrition/documents/kfc_nutrition.pdf or <http://www.kfc.com/kitchen/nutrition.htm> The main website can be accessed at: <http://www.kfc.com>

McDonald's Corporation. *McDonald's USA Nutrition Facts for Popular Menu Items*. Online: http://www.mcdonalds.com/usa/eat/nutrition_info.html or http://www.mcdonalds.com/app_controller.nutrition.index1.html The main website can be accessed at: <http://www.mcdonalds.com/>

Pizza Hut, Inc. *Printable Nutrition Guide*. Online: <http://www.pizzahut.com/menu/nutritioninfo.asp> or http://www.yum.com/nutrition/documents/ph_nutrition.pdf The main website can be accessed at: <http://www.pizzahut.com>

Taco Bell Corporation. *Printer-Friendly Nutrition Guide*. Online: http://www.yum.com/nutrition/menu.asp?brandID_Abbr=5_TB (click on "Printer-Friendly Nutrition Guide" in the upper right corner). The main website can be accessed at: <http://www.tacobell.com>

Wendy's International, Inc. *Complete Nutrition Guide*. Online: <http://www.wendys.com/food/index.jsp?country=US&lang=EN> (click on "Complete

Nutrition Guide” in the middle of the page). The main website can be accessed at:
<http://www.wendys.com>

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

Handouts:

Finding Fat in Fast Food

Alternative B: Finding Fat in Fast Food Answer Key #1

Alternative B: Finding Fat in Fast Food Answer Key #2

Activity 2: Making Healthier Choices from Fast Food Menus

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to: <http://www.nutritionistpro.com/>

Pennington, Jean A.T., and Judith Spungen Douglass. *Bowes and Church's Food Values of Portions Commonly Used*. 18th ed. Lippincott Williams & Wilkins, 2005. ISBN: 0781744296.

Handouts:

SGE Fast and Tasty Burger Joint Menu

SGE Fast and Tasty Burger Joint Menu Answer Key

Activity 3: Fast Foods: Your Health and Your Weight

First DataBank, Inc. and Axxya Systems. *Nutritionist Pro* nutrition analysis software. To order, contact Axxya Systems at 1-800-709-2799 or go online to <http://www.nutritionistpro.com/>.

Nutrition Information from Fast Food Corporations:

Burger King Corporation. *Complete Nutrition, Ingredient and Allergen Information for Core Menu Items Brochure*. Online: <http://www.bk.com/Food/Nutrition/downloads.aspx>
The main website can be accessed at: <http://www.bk.com/>

Domino's Pizza LLC. *Nutritional Information*. Online: <http://www.dominos.com/Public-EN/Site+Content/Primary/See+the+Menu/> (click on “Nutritional Info PDF”). The main website can be accessed at: <http://www.dominos.com>

Hardee's Food Systems, Inc. *Nutrition Guide*. Online: <http://www.hardees.com/nutrition/> (click on “Download PDF”). The main website can be accessed at: <http://www.hardees.com>

International Dairy Queen, Inc. Nutrition Charts. Online: <http://www.dairyqueen.com/en-US/Menus+and+Nutrition/default.htm> The main website can be accessed at: <http://www.dairyqueen.com/en-US/default.htm>

KFC Corporation. *KFC Nutrition Guide*. Online: http://www.yum.com/nutrition/documents/kfc_nutrition.pdf or <http://www.kfc.com/kitchen/nutrition.htm> The main website can be accessed at: <http://www.kfc.com>

McDonald's Corporation. *McDonald's USA Nutrition Facts for Popular Menu Items*. Online: http://www.mcdonalds.com/usa/eat/nutrition_info.html or http://www.mcdonalds.com/app_controller.nutrition.index1.html The main website can be accessed at: <http://www.mcdonalds.com/>

Pizza Hut, Inc. *Printable Nutrition Guide*. Online: <http://www.pizzahut.com/menu/nutritioninfo.asp> or http://www.yum.com/nutrition/documents/ph_nutrition.pdf The main website can be accessed at: <http://www.pizzahut.com>

Taco Bell Corporation. *Printer-Friendly Nutrition Guide*. Online: http://www.yum.com/nutrition/menu.asp?brandID_Abbr=5_TB (click on "Printer-Friendly Nutrition Guide" in the upper right corner). The main website can be accessed at: <http://www.tacobell.com>

Wendy's International, Inc. *Complete Nutrition Guide*. Online: <http://www.wendys.com/food/index.jsp?country=US&lang=EN> (click on "Complete Nutrition Guide" in the middle of the page). The main website can be accessed at: <http://www.wendys.com>

United States Department of Agriculture. MyPyramid: For Professionals. Online: <http://www.mypyramid.gov/professionals/index.html> [accessed December 15, 2005].

Handout:

Fast Food Meals Made Healthy

Visual:

Fast Food Meal Comparison Cards

Handout (for facilitator):

Fast Food Meal Comparison Cards Facilitator Reference



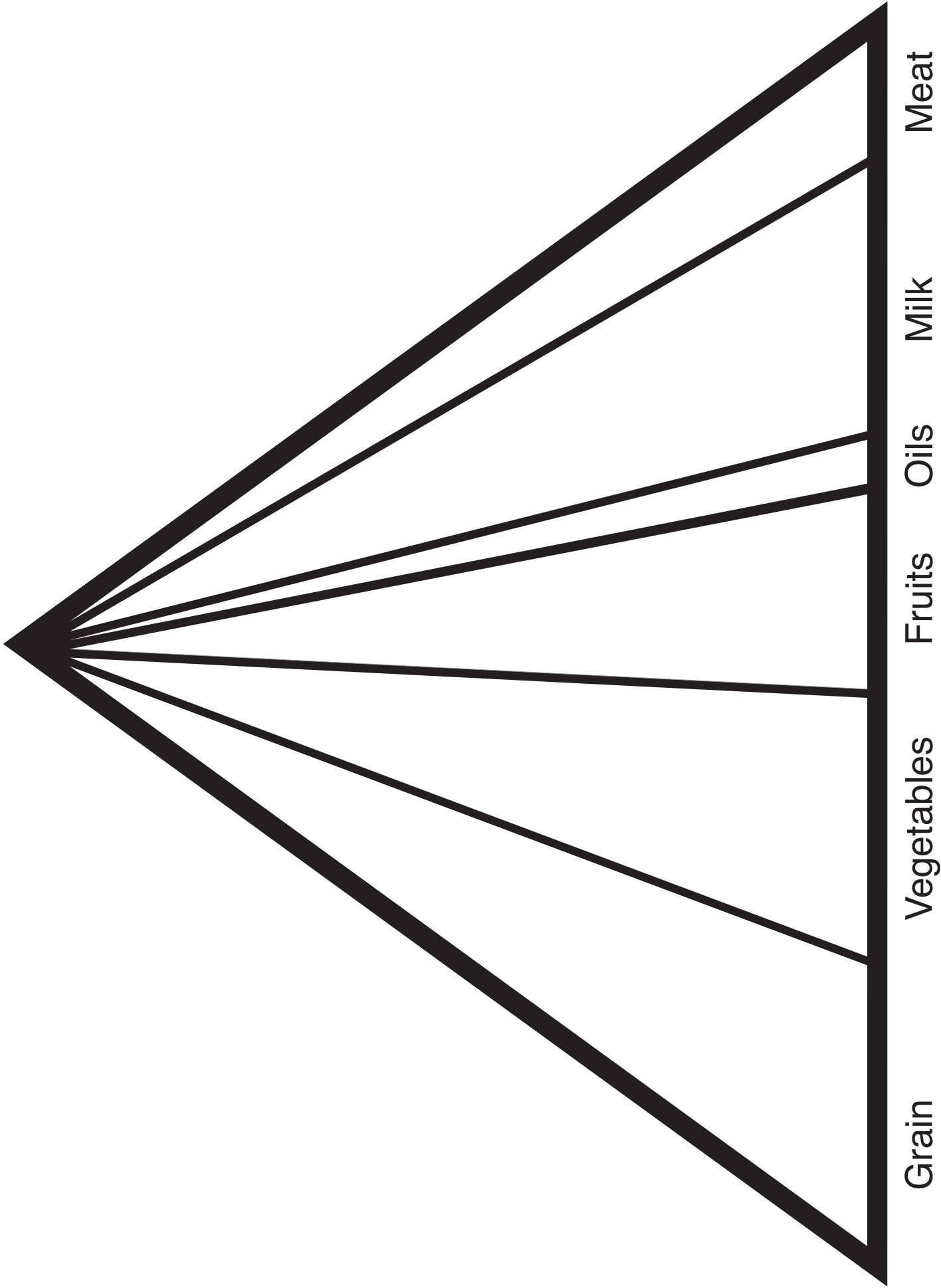
*Simply Good Eating for Health
Handouts*



MyPyramid Poster

Instructions for MyPyramid Poster:

To increase the size of the MyPyramid Poster, found on the following page, place the poster on your copy machine, and set the copier to increase size by 129%, which will enlarge the poster to fit 11 x 17-inch paper. Then laminate the poster, and use the *Simply Good Eating Food Stickers* (order MI-07777 for self-adhesive stickers) with the poster to teach *Simply Good Eating* curriculum lessons pertaining to MyPyramid.



Grain

Vegetables

Fruits

Oils

Milk

Meat
& Beans



Setting Goals For Success

After each of the success tips listed below, write one or two goals to describe how you might use each tip to manage your weight. Then choose one or two of your goals that you will try for the next week.

Success Tip #1: Personal motivation is essential to managing weight successfully.

How is weight loss good for me? (*Write this as a reminder to you. It does not need to be written as a goal.*)

Success Tip #2: Strive for slow, gradual changes.

What are one or two small changes I could make in my eating habits over the next week?

Success Tip #3: Physical activity is essential to successful weight management.

What can I do to be more active this week?

Success Tip #4: Focus on the positive changes in your eating and activity behaviors.

What have I done well this past week? How can I reward myself?

Success Tip #5: Support from family and friends makes weight management easier.

Who can I look to for support?

One or two goals I will try over the week are:



Obstacles to Physical Activity

From Martha, the Do-it-all Mom:

Sure, I'd like to have my clothes not to be so tight.

Sure, I'd like to have more energy to get through the day.

But there's no possible way I can exercise regularly.
First, I have kids.

Second, I have no one to watch them while I exercise. What's a mother to do?

From No-Time Tina:

This will be a short letter, because I'm short on time. I love to exercise but who has time? I am so busy each day that I collapse into bed at night. Maybe I'll have time next year, but for now, I can barely make it through each day. Gotta go!



Obstacles to Physical Activity

From Safety-Conscious Sue-

I know I should exercise. I love how I feel when I am in shape. I also love how I look! I just don't dare walk where I live.

How can I exercise in an area that isn't safe?

From Not-Having-Fun Nancy:

I want to Exercise,
but it's no fun to walk alone.
How can I make exercise fun?



Obstacles to Physical Activity

Facilitator Reference

From Martha, the Do-it-all Mom:

Sure, I'd like to have my clothes not to be so tight.

Sure, I'd like to have more energy to get through the day.

But there's no possible way I can exercise regularly. First, I have kids. Second, I have no one to watch them while I exercise. What's a mother to do?

Possible Solutions

- Swap babysitting time with a friend or neighbor.
 - Bring kids along on walks in a wagon or stroller.
 - Exercise with programs on TV while children nap. Many exercise videos are available at your local library.
-

From No-Time Tina:

This will be a short letter, because I'm short on time. I love to exercise but who has time? I am so busy each day that I collapse into bed at night. Maybe I'll have time next year, but for now, I can barely make it through each day. Gotta go!

Possible Solutions

- Take the stairs at work, or park farther away and walk.
 - Jump rope or do other activity while watching favorite TV programs.
-

From Safety-Conscious Sue:

I know I should exercise. I love how I feel when I am in shape. I also love how I look! I just don't dare walk where I live. How can I exercise in an area that isn't safe?

Possible Solutions

- Walk in malls or places where people gather.
 - Plan a regular walk with a friend.
 - Walk with a group.
-



Obstacles to Physical Activity

Facilitator Reference

From Not-Having-Fun Nancy:





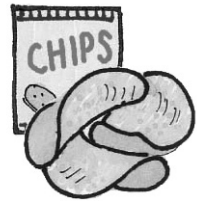

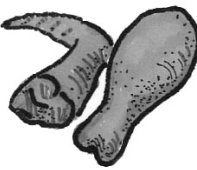

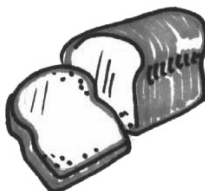



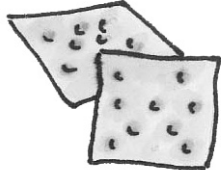
I want to exercise, but it's no fun to walk alone. How can I make exercise fun?

Possible Solutions

- Walk with a friend whose company you enjoy.
 - Walk where scenery is interesting.
 - Try new activities that look fun by taking a group class, such as a community education exercise class.
-



How Many Colors Can You Add?

<p style="text-align: center;">BREAKFAST</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>WAFFLES</p> </div> <div style="text-align: center;">  <p>SYRUP</p> </div> <div style="text-align: center;">  <p>2% MILK</p> </div> </div>	<p style="text-align: center;">Foods to add color:</p> <hr/>
<p style="text-align: center;">LUNCH</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>CHICKEN SANDWICH</p> </div> <div style="text-align: center;">  <p>SNACK CHIPS</p> </div> <div style="text-align: center;">  <p>SODA POP</p> </div> </div>	<p style="text-align: center;">Foods to add color:</p> <hr/>
<p style="text-align: center;">DINNER</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>CHICKEN</p> </div> <div style="text-align: center;">  <p>RICE</p> </div> <div style="text-align: center;">  <p>WHITE BREAD</p> </div> <div style="text-align: center;">  <p>ICE CREAM</p> </div> </div>	<p style="text-align: center;">Foods to add color:</p> <hr/>
<p style="text-align: center;">SNACKS</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>CANDY BAR</p> </div> <div style="text-align: center;">  <p>CHEDDAR CHEESE</p> </div> <div style="text-align: center;">  <p>CRACKERS</p> </div> </div>	<p style="text-align: center;">Foods to add color:</p> <hr/>



Fruits and Vegetables

Paint Your Plate

<p>In the space below, write what you might eat on a usual day for breakfast, lunch, dinner, and snacks. Then, circle any fruits and vegetables you listed.</p>	<p>What color are your fruits and vegetables? (Red, yellow/orange, white, green, or blue/purple)</p>
BREAKFAST	
LUNCH	
DINNER	
SNACKS	

How many different colors did you eat? _____

What foods could you use to add a new color? _____

Reference: United States Department of Health and Human Services, National Institutes of Health, National Cancer Institute and the Produce for Better Health Foundation. *5 A Day the Color Way: Your Guide to the Health Benefits of Colorful Fruits & Vegetables*. Eat 5 to 9 A Day website; select "The Color Guide." Online: <http://www.5aday.gov/> [accessed February 20, 2006]. Additional information may be found at <http://5aday.com/>, which is supported by the Produce for Better Health Foundation.

Calcium Detective

Look at the foods below to find out how much you need to eat for the same amount of calcium as in one cup of milk.

1 cup milk

OR:



PIZZA



TOFU



SKIM MILK



YOGURT



PUDDING



BROCCOLI

1½ ounces natural cheese (Cheddar)

2 ounces processed cheese (American)

½ cup part-skim ricotta cheese

¼ of a cheese pizza

4.5 ounces canned fish with soft bones

1½ cups ice cream

⅔ cup tofu made with calcium

1 cup soy milk with added calcium*

1 cup orange juice with added calcium*

1 cup 2%, 1%, or skim milk

1 cup yogurt

1 cup chocolate milk

1 cup pudding

2 cups cottage cheese

2½ cups cooked dry beans or dry peas

3 cups cooked broccoli



CHEDDAR CHEESE



ICE CREAM



SOY MILK



COTTAGE CHEESE



BAKED BEANS

* Check the food label for amount of calcium added. Products vary in the amount of calcium added.



Common Vitamin And Mineral Myths

Myth:

I can get extra energy from vitamin pills.

Vitamin C will help me avoid catching a cold.

I should give my preschooler vitamin pills because she/he is a finicky eater.

If I take certain vitamins, they will help me lose weight.

To stay healthy, I need very high amounts of vitamins and minerals.

If small amounts of vitamins are necessary for good health, then more is even better.

I need to take vitamins and minerals in specific quantities and in specific combinations to work.

Fact:

Vitamins do not provide extra energy. While vitamins and minerals are needed to use the calories stored in food, they will not boost energy.

Vitamin C doesn't help prevent colds, but it may lessen the severity of the colds.

Remember that children's appetites may vary depending on growth patterns. Eating a variety of foods is the best way for children to get the vitamins and minerals they need. Ask the doctor your child a supplement.

Vitamins and mineral supplements will not help you lose weight. The best way to manage your weight is through a healthy diet and getting enough exercise.

For most people, a well-balanced diet provides enough vitamins and minerals needed to stay healthy. Large amounts of vitamins and minerals taken as supplements are not beneficial and may be harmful.

It is important to get enough vitamins and minerals, but not too much. Some can cause harmful side effects when taken in large amounts.

The best combinations of vitamins and minerals come packaged in foods we eat.



Common Dietary Supplement Myths

Myth:	Fact:
Dietary supplements can replace a healthy diet.	Foods have many nutrients that help to protect our health. No dietary supplement can contain all of the helpful nutrients we get when we eat a variety of foods.
All dietary supplements are safe for everyone.	Check with your doctor before using a supplement. Some supplements could be harmful to certain people, such as pregnant and nursing women and those with certain medical problems.
If a little is good, a lot must be better.	Some dietary supplements may not be harmful in small amounts, but they can be dangerous if you take too much.
If a supplement is natural, it is safe.	The word “natural” does not mean that the supplement is more wholesome, pure, or has fewer side effects than a manufactured product.
Dietary supplements are safe to take along with prescription medications and over-the-counter medications.	Check with your doctor before taking dietary supplements along with medications. Some supplements may interact with medications and could cause serious side effects, which could even be life threatening.
I can take a dietary supplement in place of a prescription medication.	Dietary supplements are not meant to replace medications. Medications are prescribed by doctors to treat our medical conditions. Dietary supplements that claim to treat these same conditions may not be effective. Ask your doctor before taking a dietary supplement instead of a prescription medication.
Everything I see on the news about dietary supplements has been proven.	News stories are short. They often tell us only a small amount about a dietary supplement. We need to know all the facts, not just a few, to know if a supplement is effective or safe.
Dietary supplements don't have any bad side effects.	Some supplements can have serious side effects.



Can Supplements Help Me Live Longer?

Remember Ponce De Leon, the Spanish explorer who discovered Florida in 1512? His obsession with the “fountain of youth” inspired him to explore the New World in search of eternal youth and health. Of course, we know now that this fountain does not exist. But some consumers may hope to find a fountain of youth in dietary supplements to help them look and feel young. What do we need to know before taking dietary supplements?

Many factors affect how young we look and feel, and how long we might live. Our genetics—the traits that we inherit—and our eating habits and other lifestyle habits, such as activity levels and sleep, also affect how we age. Since so many things can affect our current and future health, taking a supplement may not be the answer to maintaining health and energy.

While dietary supplements are widely available, it’s important to remember that they are not regulated like medications, although in some cases they may be as powerful. Unlike prescription medications, dietary supplements are not currently required to undergo testing to prove that they treat, cure, or prevent any disease. Talk with your doctor before buying a supplement to treat or prevent any health problems. Also, you may want to avoid supplements that promise to “energize” or “detoxify” your body, or that make similar vague claims.

Dietary supplements also do not replace a healthy diet. While there is no “fountain of youth” or “magic pill,” we are learning that many foods have protective nutrients that help to safeguard our health. But much more needs to be learned about these protective nutrients, and more will likely be discovered in the coming years. No dietary supplement can contain all of the helpful nutrients we get when we eat a variety of foods.



Can Supplements Help Me Live Longer?

Instead of dietary supplements, try these healthy eating and lifestyle tips:

- Eat a healthy, well-balanced diet.
- Eat a variety of healthy foods to get the nutrients you need. Use MyPyramid to help you plan a variety of foods to eat each day.
- Eat at least 5 servings of fruits and vegetables each day. Fruits and vegetables contain antioxidants and other natural chemicals that help prevent damage to our bodies.
- Eat at least 3 serving of whole grains each day. Whole grains contain B vitamins that may reduce the risk for heart disease and stroke. Whole grains, fruits, and vegetables also have fiber to keep our digestive systems working well.
- Eat at least 3 calcium-rich foods each day to keep your bones strong.
- Try to be active every day. Ask your doctor about the kinds of activity that are best for you.
- Get plenty of restful sleep. Most adults need about 8 hours of sleep per night, but you may need a little more or a little less.

References:

American Institute for Cancer Research. *Nutrition After Fifth: Tips and Recipes*. Online: http://www.aicr.org/site/PageServer?pagename=pub_nutrition_af [accessed February 26,2006].

United States Food and Drug Administration. «An FDA Guide to Dietary Supplements.» FDA Consumer, September - October 1998 (revised January 1999). Online: http://www.fda.gov/fdac/features/1998/598_guid.html [November 15, 2005].

United States Food and Drug Administration, Center for Food Safety and Applied Nutrition. *Tips for the Savvy Supplement User: Making Informed Decisions and Evaluating Information*. Dietary Supplements, January 2002. Online: <http://www.cfsan.fda.gov/~dms/ds-savvy.html> [accessed November 15, 2005].



Nutrition Facts Label

Nutrition Facts			
Serving Size			
Servings Per Container			
Amount Per Serving			
Calories		Calories from Fat	
			% Daily Value*
Total Fat	g		%
Saturated Fat	g		%
Trans Fat	g		
Cholesterol	mg		%
Sodium	mg		%
Total Carbohydrate	g		%
Dietary Fiber	g		%
Sugars	g		
Protein	g		
Vitamin A	%	Vitamin C	%
Calcium	%	Iron	%
*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
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Instructions: To enlarge onto 11x17-inch paper, place on copier and increase size by 129%.

Nutrition Facts

Label Tour

Percent (%) Daily Value:

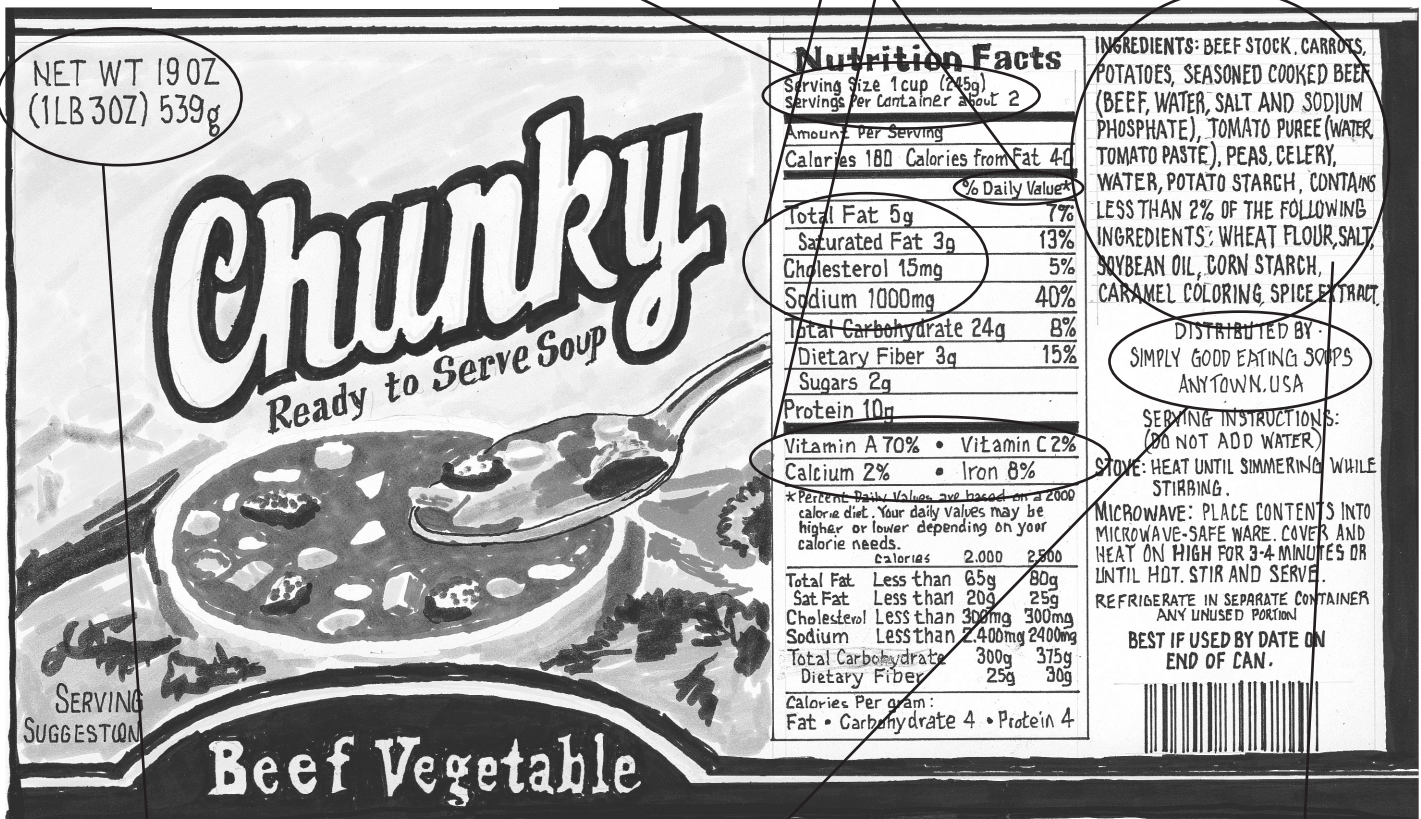
Tells how a nutrient contributes to your total daily diet:

- 5 percent or less is low;
- 20 percent or more is high.

Serving Size, Servings Per Container:

Serving sizes are based on an amount of food that people typically eat.

Nutrients of major health concern: Too much of some nutrients (such as fat, saturated fat, sodium) and too little of others (including fiber, vitamins A and C, calcium and iron) can lead to health problems.



NET WT 19 OZ (1LB 3 OZ) 539g

Chunky

Ready to Serve Soup

Nutrition Facts	
Serving Size 1 cup (245g)	
Servings Per Container about 2	
Amount Per Serving	
Calories 180	Calories from Fat 40
% Daily Values*	
Total Fat 5g	7%
Saturated Fat 3g	13%
Cholesterol 15mg	5%
Sodium 1000mg	40%
Total Carbohydrate 24g	8%
Dietary Fiber 3g	15%
Sugars 2g	
Protein 10g	
Vitamin A 70%	Vitamin C 2%
Calcium 2%	Iron 8%
*Percent Daily Values are based on a diet of other people's misdeeds.	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories Per gram:	
Fat	Carbohydrate 4 • Protein 4

INGREDIENTS: BEEF STOCK, CARROTS, POTATOES, SEASONED COOKED BEEF (BEEF, WATER, SALT AND SODIUM PHOSPHATE), TOMATO PUREE (WATER, TOMATO PASTE), PEAS, CELERY, WATER, POTATO STARCH. CONTAINS LESS THAN 2% OF THE FOLLOWING INGREDIENTS: WHEAT FLOUR, SALT, SOYBEAN OIL, CORN STARCH, CARAMEL COLORING, SPICE EXTRACT.

DISTRIBUTED BY: SIMPLY GOOD EATING SOUPS ANYTOWN, USA

SERVING INSTRUCTIONS: (DO NOT ADD WATER) STOVE: HEAT UNTIL SIMMERING WHILE STIRRING. MICROWAVE: PLACE CONTENTS INTO MICROWAVE-SAFE WARE. COVER AND HEAT ON HIGH FOR 3-4 MINUTES OR UNTIL HOT. STIR AND SERVE. REFRIGERATE IN SEPARATE CONTAINER ANY UNUSED PORTION.

BEST IF USED BY DATE ON END OF CAN.

SERVING SUGGESTION

Beef Vegetable

Package weight: Indicates the total amount of the food in the package.

Manufacturer information: Provides the name, address, and sometimes the telephone number or website address of the company that made the food.

Ingredients: The ingredients are listed by their weight in the product, from the largest amount to the smallest.



Understanding Daily Values

1 cup refried beans

	% Daily Value	
Total Carbohydrate	40g	13%
Dietary Fiber	13g	52%
Sugar	3g	

2 tortillas

	% Daily Value	
Total Carbohydrate	80g	27%
Dietary Fiber	4g	16%
Sugar	1g	

3/4 cup corn

	% Daily Value	
Total Carbohydrate	28g	9%
Dietary Fiber	3g	12%
Sugar	3g	

1 cup white rice

	% Daily Value	
Total Carbohydrate	50g	17%
Dietary Fiber	1g	4%
Sugar	0g	

baked potato with skin

	% Daily Value	
Total Carbohydrate	51g	17%
Dietary Fiber	5g	20%
Sugar	3g	

1 cup flaked bran cereal

	% Daily Value	
Total Carbohydrate	38g	13%
Dietary Fiber	8g	32%
Sugar	9g	

1 cup orange juice

	% Daily Value	
Total Carbohydrate	26g	9%
Dietary Fiber	0g	0%
Sugar	25g	



Understanding Daily Values

1 cup chicken noodle soup

	% Daily Value
Cholesterol 10mg	3%
Sodium 1106mg	46%
Total Carbohydrate 9g	3%

2 slices white bread

	% Daily Value
Cholesterol 0mg	0%
Sodium 270mg	11%
Total Carbohydrate 25g	8%

1 slice American cheese

	% Daily Value
Cholesterol 25mg	8%
Sodium 430mg	18%
Total Carbohydrate 0g	0%

1/2 cup ice cream

	% Daily Value
Cholesterol 30 mg	10%
Sodium 40 mg	2%
Total Carbohydrate 14 g	5%

1 hot dog with bun, plain

	% Daily Value
Cholesterol 45 mg	15%
Sodium 670 mg	28%
Total Carbohydrate 18 g	6%

1 cup canned spaghetti with sauce

	% Daily Value
Cholesterol 8 mg	2%
Sodium 950 mg	40%
Total Carbohydrate 39 g	13%

1 cup canned pineapple

	% Daily Value
Cholesterol 0 mg	0%
Sodium 0 mg	0%
Total Carbohydrate 34 g	11%

Adding Up Daily Values

Meal #1

1 cup refried beans

	% Daily Value
Total Carbohydrate 40g	13%
Dietary Fiber 13g	52%
Sugar 3g	

% Daily Values Add Up:

52%

2 tortillas

	% Daily Value
Total Carbohydrate 80g	27%
Dietary Fiber 4g	16%
Sugar 1g	

16%

3/4 cup corn

	% Daily Value
Total Carbohydrate 28g	9%
Dietary Fiber 3g	12%
Sugar 3g	

12% +

Total Percent Daily Value for fiber in this meal is:

80%

Our goal is to eat at least 100 percent of the Daily Value for fiber each day. Which food could you add to bring your Daily Value total up to 100 percent for this day? Choose a food from the list below, then fill in the blanks below.

80% % Daily Value for fiber in meal #1

_____ % Daily Value for fiber in _____ (food you chose)

_____ +

_____ Total % Daily Value for fiber in Meal #1 plus food you chose

1 cup white rice

	% Daily Value
Total Carbohydrate 50g	17%
Dietary Fiber 1g	4%
Sugar 0g	

baked potato with skin

	% Daily Value
Total Carbohydrate 51g	17%
Dietary Fiber 5g	20%
Sugar 3g	

Adding Up Daily Values

1 cup flaked bran cereal

	% Daily Value
Total Carbohydrate 38g	13%
Dietary Fiber 8g	32%
Sugar 9g	

1 cup orange juice

	% Daily Value
Total Carbohydrate 28g	9%
Dietary Fiber 0g	0%
Sugar 25g	

Meal #2

% Daily Values Add Up:

1 cup chicken noodle soup

	% Daily Value
Cholesterol 10mg	3%
Sodium 1106mg	46%
Total Carbohydrate 9g	3%

46%

grilled cheese sandwich 2 slices white bread

	% Daily Value
Cholesterol 0mg	0%
Sodium 270mg	11%
Total Carbohydrate 25g	8%

11%

1 slice American cheese

	% Daily Value
Cholesterol 25mg	8%
Sodium 430mg	18%
Total Carbohydrate 0g	0%

18%

Total Percent Daily Value for sodium in this meal is:

75%

Our goal is to eat no more than 100 percent of the Daily Value for sodium each day. Which food could you add to keep your Daily Value at 100 percent or less for this day? Choose a food from the list below then fill in the blanks below.

75% % Daily Value for sodium in meal #2

_____ % Daily Value for sodium in _____ (food you chose)

_____ Total % Daily Value for sodium Meal #2 plus food you chose

Adding Up Daily Values

1 cup canned spaghetti with sauce

	% Daily Value
Cholesterol 8 mg	2%
Sodium 950 mg	40%
Total Carbohydrate 39 g	13%

1 cup canned pineapple

	% Daily Value
Cholesterol 0 mg	0%
Sodium 0 mg	0%
Total Carbohydrate 34 g	11%

1 hot dog with bun, plain

	% Daily Value
Cholesterol 45 mg	15%
Sodium 670 mg	28%
Total Carbohydrate 18 g	6%

1/2 cup ice cream

	% Daily Value
Cholesterol 30 mg	10%
Sodium 40 mg	2%
Total Carbohydrate 14 g	5%



Label Ease

Label Ease is a label reading system that can help you decide the overall nutritional value of a food.

To use Label Ease:

1. Circle the words at the right that are positives.
2. Put a box around the one negative word at the right.
3. Draw a line from each of the seven nutrients at the right to the correct % or grams on the label on the left.

Nutrition Facts		
Serving Size 1 cup (228 g)		
Servings Per Container 2		
Amount Per Serving		
Calories 260	Calories from Fat 120.	
% Daily Value*		
Total Fat 13 g		20%
Saturated Fat 5 g		25%
Cholesterol 30 mg		10%
Sodium 660 mg		28%
Total Carbohydrate 31 g		10%
Dietary Fiber 0 g		0%
Sugars 5 g		
Protein 5 g		
Vitamin A 4%	Vitamin C 15%	
Calcium 2%	Iron 4%	

+ Protein (g)

- Total Fat (%)

+ Iron (%)

+ Calcium (%)

+ Vitamin A (%)

+ Vitamin C (%)

+ Dietary Fiber (%)

To use Label EASE when reading a food label:

RAISE a finger if the food has:

- 10% or more VITAMIN A
- 10% or more VITAMIN C
- 10% or more CALCIUM
- 10% or more IRON
- 10% (5 g) or more PROTEIN
- 10% or more FIBER



LOWER a finger if the food has:

- 10% or more TOTAL FAT

If any fingers remain up, the food is nutritious.

Source: National Dairy Council, adapted with permission.



Using Label Ease

Cheddar Cheese

Nutrition Facts			
Serving Size 1 oz (28 g)			
Servings Per Container 8			
Amount Per Serving			
Calories 110		Calories from Fat 80	
		% Daily Value*	
Total Fat 9 g			14%
Saturated Fat 5 g			26%
Cholesterol 30 mg			9%
Sodium 180 mg			8%
Total Carbohydrate <1 g			0%
Dietary Fiber 0 g			0%
Sugars 0 g			
Protein 7 g			
Vitamin A 8%		Vitamin C 0%	
Calcium 20%		Iron 0%	
*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
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 Carbohydrate 4 Protein 4			

Do you have any fingers left standing?
Yes _____ No _____

Part-Skim Mozzarella Cheese

Nutrition Facts			
Serving Size 1 oz (28 g)			
Servings Per Container 8			
Amount Per Serving			
Calories 80		Calories from Fat 45	
		% Daily Value*	
Total Fat 5 g			8%
Saturated Fat 3 g			15%
Cholesterol 20 mg			7%
Sodium 180 mg			8%
Total Carbohydrate <1 g			0%
Dietary Fiber 0 g			0%
Sugars 0 g			
Protein 8 g			
Vitamin A 4%		Vitamin C 0%	
Calcium 20%		Iron 0%	
*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
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 Carbohydrate 4 Protein 4			

Do you have any fingers left standing?
Yes _____ No _____



Using Label Ease

Orange Drink

Fresh Orange (2 5/8 inch diameter)

Nutrition Facts			
Serving Size 8 fl oz (240 mL)			
Servings Per Container 8			
Amount Per Serving			
Calories 120		Calories from Fat 0	
% Daily Value*			
Total Fat 0 g			0%
Saturated Fat 0 g			0%
Cholesterol 0 mg			0%
Sodium 140 mg			6%
Total Carbohydrate 32 g			11%
Dietary Fiber 0 g			0%
Sugars 31 g			
Protein 0 g			
Vitamin A 0%		Vitamin C 100%	
Calcium 0%		Iron 0%	
*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
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 Carbohydrate 4 Protein 4			

Nutrition Facts			
Serving Size 1 orange (131 g)			
Servings Per Container 1			
Amount Per Serving			
Calories 60		Calories from Fat 0	
% Daily Value*			
Total Fat 0 g			0%
Saturated Fat 0 g			0%
Cholesterol 0 mg			0%
Sodium 0 mg			0%
Total Carbohydrate 15 g			5%
Dietary Fiber 3 g			13%
Sugars 24 g			
Protein 1 g			
Vitamin A 5%		Vitamin C 116%	
Calcium 5%		Iron 1%	
*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
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 Carbohydrate 4 Protein 4			

Do you have any fingers left standing?
Yes _____ No _____

Do you have any fingers left standing?
Yes _____ No _____

Using Label Ease

Label 1:
Tasty Spaghetti Sauce



How many fingers left standing? _____

Using Label Ease

Label 2:
Delicious Spaghetti Sauce

Nutrition Facts	
Serving Size ½ cup (120 ml)	
Servings Per Container 6	
Amount Per Serving	
Calories 120 Calories From Fat 35	
% Daily Value*	
Total Fat 4g	6%
Saturated Fat 0.5g	3%
Cholesterol 0mg	0%
Sodium 510mg	21%
Total Carbohydrate 18g	6%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 2g	
Vitamin A 20%	Vitamin C 2%
Calcium 4%	Iron 4%

INGREDIENTS: TOMATO PUREE (WATER, TOMATO PASTE), DICED TOMATOES IN TOMATO JUICE, CORN SYRUP, CORN OIL, SALT, DEHYDRATED ONION, OREGANO, BASIL, GARLIC POWDER.

How many fingers left standing? _____

Using Label Ease

**Label 3:
 Super Veggie Spaghetti Sauce**

Nutrition Facts	
Serving Size ½ cup (128g)	
Servings Per Container 6	
Amount Per Serving	
Calories 110	Calories from Fat 30
% Daily Value*	
Total Fat 3.5g	5%
Saturated Fat 0.5g	3%
Cholesterol 0mg	0%
Sodium 480 mg	20%
Total Carbohydrate 17g	6%
Dietary Fiber 2g	7%
Sugars 12g	
Protein 2g	
Vitamin A 25%	Vitamin C 6%
Calcium 4%	Iron 6%

INGREDIENTS: TOMATO PUREE (WATER, TOMATO PASTE), CORN SYRUP, DICED TOMATOES, CARROTS, ONIONS, CORN OIL, GREEN PEPPERS, MUSHROOMS, SALT, GARLIC POWDER, PARSLEY, ROMANO CHEESE (COWS MILK, CHEESE CULTURES, SALT, ENZYMES), BASIL, OREGANO.

How many fingers left standing? _____

Food Labels: Hidden Fat, Salt, and Sugar

Hot Dogs

Nutrition Facts	
Serving Size	1 link (44 g)
Servings Per Container	15
Amount Per Serving	
Calories 140	Calories from Fat 110
% Daily Value*	
Total Fat 12 g	18%
Saturated Fat 4 g	20%
Cholesterol 45 mg	14%
Sodium 540 mg	23%
Total Carbohydrate 4 g	1%
Dietary Fiber 0 g	0%
Sugars 1 g	
Protein 4 g	
Vitamin A 0%	Vitamin C 0%
Calcium 2%	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:	2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat	9 Carbohydrate 4 Protein 4

INGREDIENTS – Mechanically separated chicken, modified cornstarch, dextrose, salt, beef, corn syrup, flavorings, sodium phosphates, sodium erythrodate, paprika, sugar, sodium nitrite.

Cereal

Nutrition Facts	
Serving Size	1 cup
Servings Per Container	12
Amount Per Serving	
Calories 200	Calories from Fat 15
% Daily Value*	
Total Fat 1.5 g	2%
Saturated Fat 0 g	0%
Cholesterol 0 mg	0%
Sodium 70 mg	3%
Total Carbohydrate 43 g	14%
Dietary Fiber 4 g	16%
Sugars 12 g	
Protein 5 g	
Vitamin A 10%	Vitamin C 10%
Calcium 0%	Iron 30%
*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
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

INGREDIENTS – Whole grain wheat, milled corn, rice, brown sugar, high fructose corn syrup, partially hydrogenated soybean oil, honey, salt, cinnamon, molasses, malt flavoring, baking soda, caramel color.

Food Labels: Hidden Fat, Salt, and Sugar

Chicken Noodle Soup

Nutrition Facts	
Serving Size 1/2 cup condensed soup	
Servings Per Container 2.5	
Amount Per Serving	
Calories 80	Calories from Fat 25
% Daily Value*	
Total Fat 2.5 g	4%
Saturated Fat 1g	5%
Cholesterol 15 mg	5%
Sodium 900 mg	38%
Total Carbohydrate 11 g	4%
Dietary Fiber 1 g	4%
Sugars 1 g	
Protein 3 g	
Vitamin A 6%	Vitamin C 0%
Calcium 0%	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: 2,000 2,500	
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

INGREDIENTS: Water, enriched egg noodles (wheat flour, egg solids, niacin, ferrous sulfate, thiamin mononitrate, riboflavin, folic acid), chicken, salt, modified corn starch, chicken fat, dextrose, soybean oil, monosodium glutamate, onion powder, spice extract, dehydrated garlic, chicken flavor.

Chocolate Chip Cookies

Nutrition Facts	
Serving Size	3 cookies (32 g)
Servings Per Container	16
Amount Per Serving	
Calories 160	Calories from Fat 70
% Daily Value*	
Total Fat 8 g	12%
Saturated Fat 2.5 g	12%
Cholesterol 5 mg	1%
Sodium 75 mg	3%
Total Carbohydrate 21 g	7%
Dietary Fiber 1 g	3%
Sugars 10 g	
Protein 2 g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	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: 2,000 2,500	
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

INGREDIENTS: Enriched flour (wheat flour, niacin, reduced iron, thiamin, mononitrate, riboflavin, folic acid), chocolate chips (sugar, chocolate liquor, cocoa butter, dextrose, soy lecithin, artificial flavor), partially hydrogenated soybean oil, high fructose corn syrup, sugar, brown sugar, glycerin, eggs, powdered cellulose, salt, artificial flavors, molasses, leavening, caramel color.

Food Labels: Hidden Fat, Salt, and Sugar

Orange Drink

Nutrition Facts	
Serving Size 8 fl oz (240 mL)	
Servings Per Container 8	
Amount Per Serving	
Calories 120	Calories from Fat 0
% Daily Value*	
Total Fat 0 g	0%
Saturated Fat 0 g	0%
Cholesterol 0 mg	0%
Sodium 140 mg	6%
Total Carbohydrate 32 g	11%
Dietary Fiber 0 g	0%
Sugars 31 g	
Protein 0 g	
Vitamin A 0%	Vitamin C 100%
Calcium 0%	Iron 0%
*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	
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

INGREDIENTS: Pure filtered water, high fructose corn syrup, sugar, orange juice from concentrate, ascorbic acid, calcium citrate, natural flavors, citric acid, yellow #6.



Find the Whole Grain

Instructions: One of these three ingredient panels describes a whole grain bread. Circle the one that you think came from a food label for whole grain bread.

Bakery Fresh Wheat Bread

INGREDIENTS: Cracked wheat, water, unbleached enriched wheat flour (flour, malted barley flour, reduced iron, niacin, thiamin mononitrate (vitamin B1), riboflavin (vitamin B12), folic acid), high-fructose corn syrup, partially hydrogenated soybean oil, salt, yeast, cultured wheat starch, grain vinegar, soy lecithin

Bakery Fresh Enriched Bread

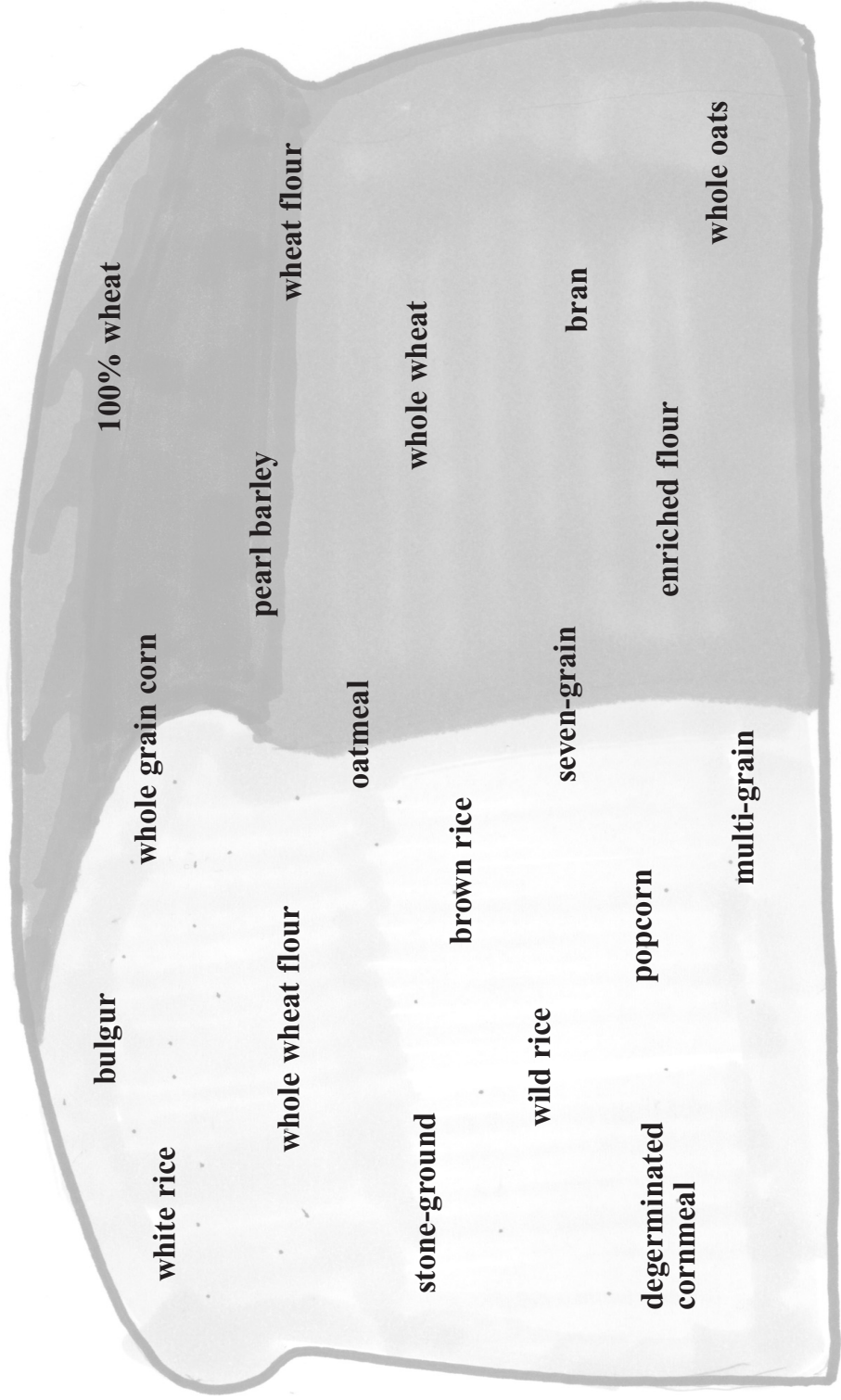
INGREDIENTS: Unbleached enriched wheat flour (flour, malted barley flour, reduced iron, niacin, thiamin mononitrate (vitamin B1), riboflavin (vitamin B2), folic acid), water high-fructose corn syrup, partially hydrogenated soybean oil, wheat gluten, whole wheat flour, salt, yeast, cultured wheat starch, soy lecithin, malt, whey, soy flour

Bakery Fresh Whole Wheat Bread

INGREDIENTS: Whole wheat flour, water, sugar, molasses, wheat gluten, canola oil, wheat bran, yeast, salt, cultured wheat starch, raisin juice concentrate, calcium carbonate, maltodextrin, magnesium oxide, zinc oxide, niacin, reduced iron, riboflavin, pyridoxine hydrochloride, thiamin mononitrate, folic acid, vitamin B12, soy lecithin

Find the Whole Grain

Instructions: Circle each of the words that describes a whole grain food when found as the first ingredient on the ingredient panel of a food label.



Using Ingredient Information



ORANGE Burst
Orange Fruit Drink

2 Liters (67.6 FL OZ)

CONTAINS 5% ORANGE JUICE

Nutrition Facts	
Serving Size 8floz (240mL)	
Servings Per Container 8	
Amount Per Serving	
Calories 120	Calories from Fat 0
% Daily Value *	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 32g	11%
Dietary Fiber 0g	0%
Sugars 31g	
Protein 0g	
Vitamin A 0%	Vitamin C 100%
Calcium 0%	Iron 0%
*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
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

INGREDIENTS: PURE FILTERED WATER, HIGH FRUCTOSE CORN SYRUP, SUGAR, ORANGE JUICE FROM CONCENTRATE, ASCORBIC ACID, CALCIUM CITRATE, NATURAL FLAVORS, CITRIC ACID, YELLOW #6

DELICIOUS
Orange Juice

**FROZEN
 CONCENTRATE**

NET 12 FL OZ (355mL)

CONTAINS 100% ORANGE JUICE

Nutrition Facts	<u>Amount Per Serving %DV*</u>		<u>Amount Per Serving %DV*</u>	
	Serving Size 1/4 cup (60mL) reconstituted to 8 fl oz (70g)	Total Fat 0g	0%	Total Carb 27g
Servings Per Container 6	Saturated Fat 0g	0%	Dietary Fiber 0g	0%
Calories 110	Cholesterol 0mg	0%	Sugars 24g	
*Percent Daily Values are based on a 2,000 calorie diet.	Sodium 0mg	0%	Protein 1g	
	Vitamin A 0%	Vitamin C 130%	Calcium 2%	Iron 8%

INGREDIENTS: ORANGE JUICE CONCENTRATE

Using Ingredient Information

2 LITERS (67.6 fl.OZ) Contains No Juice

Nutrition Facts

Serving Size	8 fl. oz (240ml)	
Servings Per Container	8	
Amount Per Serving		
Calories	130	Calories from Fat 0
Total Fat	0g	% Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0g	0%
Sodium	30mg	1%
Total Carbohydrate	35g	12%
Dietary Fiber	0g	0%
Sugars	35g	
Protein	0g	
Vitamin A	0%	Vitamin C 0%
Calcium	0%	Iron 0%

*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
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2400mg	2400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:
Fat 9 Carbohydrate 4 Protein 4

INGREDIENTS: CARBONATED WATER, HIGH FRUCTOSE CORN SYRUP, SUGAR, CITRIC ACID, POTASSIUM BENZOATE, FOOD STARCH-MODIFIED, NATURAL FLAVORS, CAFFEINE, POTASSIUM SORBATE, YELLOW 6, SALT, ESTER GUM, NATURAL FLAVOR, CALCIUM DISODIUM EDTA, BROMATED VEGETABLE OIL.

ORANGE SODA

Cereal

Nutrition Facts

Serving Size 1 cup
Servings Per Container 12

Amount Per Serving

Calories 200
Calories from Fat 15

% Daily Value*

Total Fat 1.5g	2%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 70mg	3%
Total Carbohydrate 43g	14%
Dietary Fiber 4g	16%
Sugars 12g	
Protein 5g	

Vitamin A 10% Vitamin C 10%
Calcium 0% Iron 30%

*Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	300g
Dietary Fiber		25g	30g

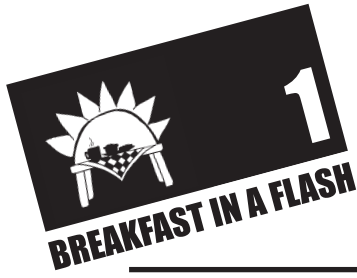
Calories per gram:
Fat 9 Carbohydrate 4 Protein 4

INGREDIENTS: WHOLE GRAIN WHEAT, MILLED CORN, RICE, BROWN SUGAR, HIGH FRUCTOSE CORN SYRUP, PARTIALLY HYDROGENATED SOYBEAN OIL, HONEY, SALT, CINNAMON, MOLASSES, MALT FLAVORING, BAKING SODA, CARAMEL COLOR.

King Size Candy Bar

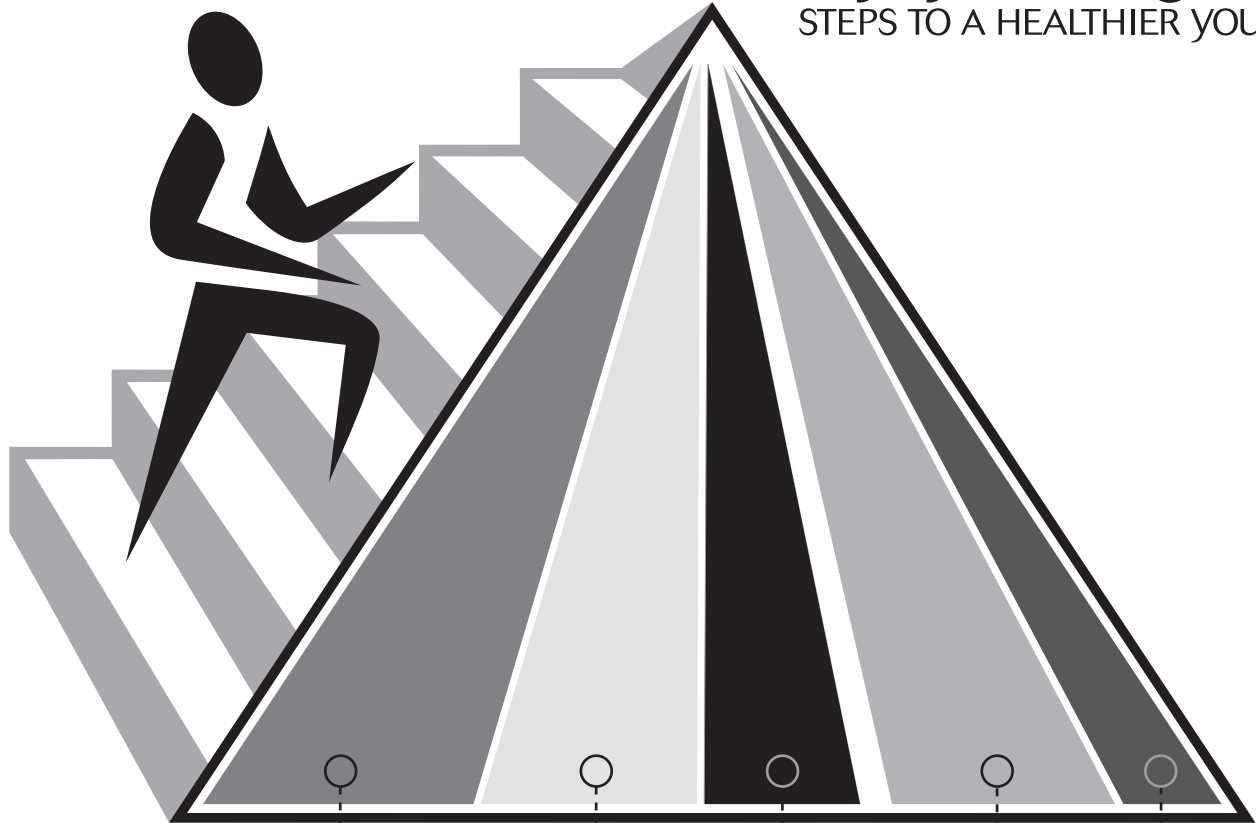
Nutrition Facts		Amount/serving %DV*		Amount/serving %DV*	
Serving Size ½ Bar (42g)		Total Fat 11g	17%	Total Carb. 27g	9%
Servings Per Container 2		Sat. Fat 7g	35%	Dietary Fiber <1g	3%
Calories 220		Cholesterol <5mg	1%	Sugars 22g	
Fat Cal. 100		Sodium 25mg	1%	Protein 3g	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.		Vitamin A 0% • Vitamin C 0% • Calcium 4% • Iron 2%			
		Calories: 2,000	2,500	Calories: 2,000	2,500
Total Fat	Less than 65g	80g	Sodium	Less Than 240mg	240mg
Sat Fat	Less than 20g	25g	Total Carbohydrate	Less than 30g	375g
Cholesterol	Less than 300mg	300mg	Dietary Fiber	25g	30g
Calories per gram: Fat 9 Carbohydrate 4 Protein 4					

INGREDIENTS: MILK CHOCOLATE (SUGAR, CHOCOLATE, COCOA BUTTER, LACTOSE, MILK, MILKFAT, NATURAL AND ARTIFICIAL FLAVORS, CORN SYRUP, SUGAR, PARTIALLY HYDROGENATED SOYBEAN OIL, COCOA POWDER, SALT, EGG WHITES, VANILLIN.



Your Guide to a Healthy Breakfast

MyPyramid.gov
STEPS TO A HEALTHIER YOU



Grains	Vegetables	Fruits	Milk	Meat & Beans



Comparing Snacks Activity Cards

Card #1: Candy Bar vs. Raisins



Comparing Snacks Activity Cards

Card #2: Soft Pretzel vs. French Fries



PRETZELS



FRENCH FRIES

Card #3: Snack Chips vs. Carrots or Carrot Sticks



SNACK CHIPS



CARROTS

Comparing Snacks Activity Cards

Card #4: Milkshake vs. Soft-Serve Ice Cream Cone



MILK SHAKE

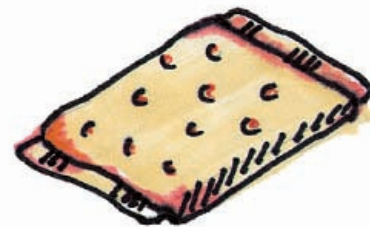


SOFT SERVE
ICE CREAM CONE

Card #5: Cereal vs. Toaster Pastry



COLD CEREAL



TOASTER
PASTRY

Comparing Snacks Activity Cards

Card #6: Apple vs. Candy Bar



APPLE



Card #7: Ice Cream vs. Frozen Yogurt

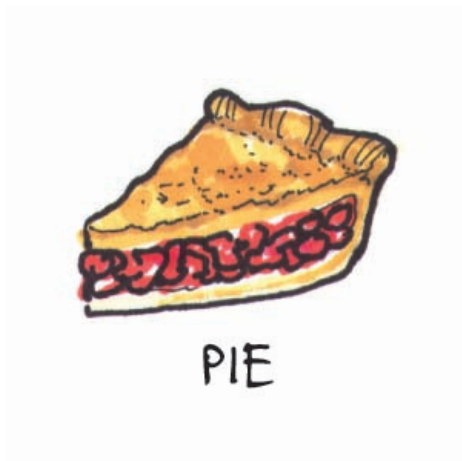


ICE
CREAM

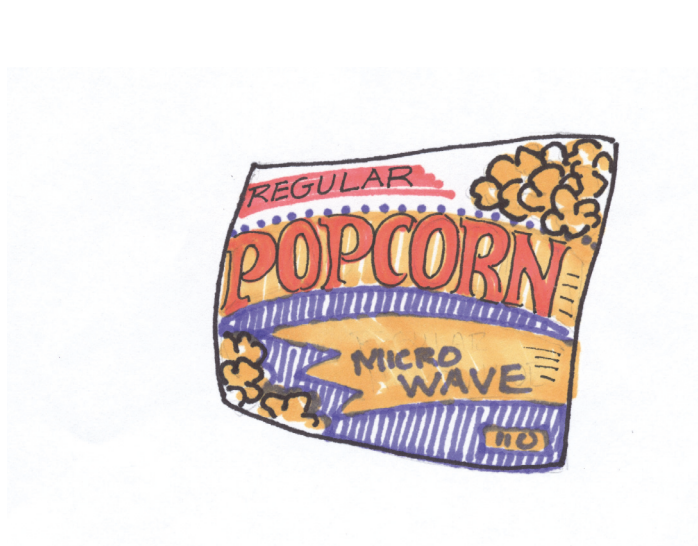
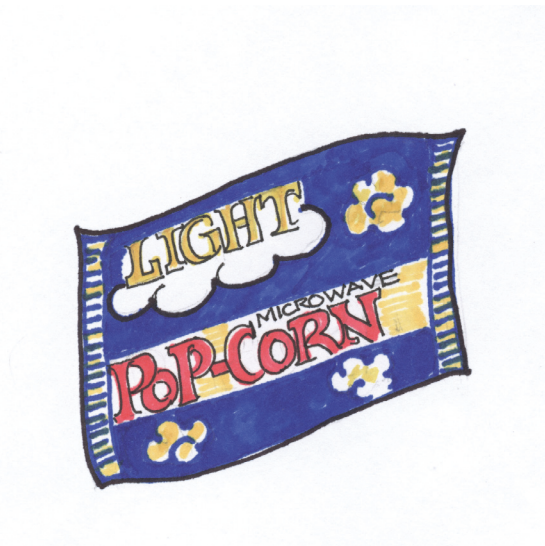


Comparing Snacks Activity Cards

Card #8: Pie vs. Frozen Yogurt



Card #9: Light Microwave Popcorn vs. Regular Microwave Popcorn



Comparing Snacks Activity Cards

Card #10: Bagel vs. Muffin



BAGEL



MUFFIN

Card #11: Doughnut vs. English Muffin with Jam



DOUGHNUT



ENGLISH MUFFIN



JAM

Comparing Snacks Activity Cards

Card #12: Fruit Flavored Gelatin vs. Cake with Icing

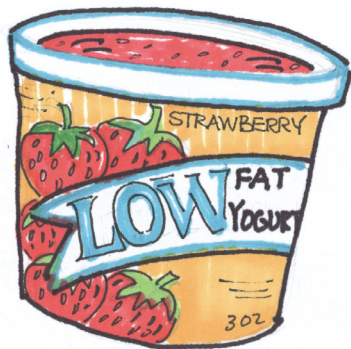


FLAVORED
GELATIN



CAKE

Card #13: Low-Fat Flavored Yogurt vs. Brownies



BROWNIES

Comparing Snacks Activity Cards

Card #14: Snack Chips vs. Pretzels

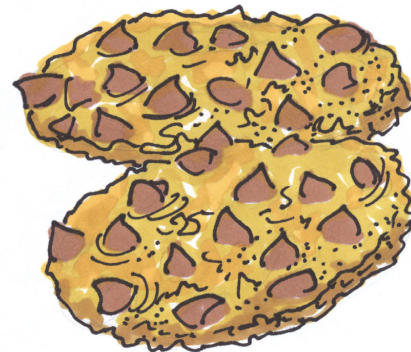


SNACK CHIPS



PRETZELS

Card #15: Ginger Snaps or Graham Crackers vs. Chocolate Chip Cookies



CHOCOLATE CHIP
COOKIES



Comparing Snacks Activity Cards

Facilitator Reference: Nutritional Values

The table below is provided as a reference for you as the facilitator to use with the “Comparing Snacks Activity Cards” in Activity 1 of the Super Snacks chapter. The table lists each food from the Activity Cards, along with the Percent (%) Daily Values that would be typically listed on the Nutrition Facts label if one were available for each food. This chart was developed to help you address participants’ questions about the snack choices depicted on the cards. For example, participants may ask why one food is a better choice than another, since both choices contain fat or saturated fat. You can use this information to describe how one of the foods may be a better choice since it has less fat or saturated fat, more nutrients, etc.

Nutrients listed in this table are similar to those typically listed on a Nutrition Facts label. For some foods, other notable nutrients have also been listed, such as potassium, several B vitamins, and Vitamin D, although the nutrition information from these was not included because they are found in a limited number of foods shown in the table. This table lists only major nutrients, so foods may contain other nutrients that are not listed below or on the chart found in Activity 1 of the Super Snacks chapter that provides nutritional information for foods on the Activity Cards. Keep in mind that the nutrition information for each of the snack food choices has been averaged from several similar foods (for example, the nutrition information for several varieties of ready-to-eat cereal was combined to create an “average” serving of ready-to-eat cereal). For specific information on a particular snack food, refer to its food label.

Remember that a food that provides 20 percent or more of the recommended daily amount for a nutrient is an “excellent” source of the nutrient (even if the nutrient is one we are trying to limit, such as saturated fat). A % Daily Value of 10 to 19 percent indicates the food is a “good” source of the nutrient, while five percent or less indicates the food is “low” in the nutrient in question. Values below 10 percent have been shaded to help you identify “good” and “excellent” sources more quickly.



Comparing Snacks Activity Cards

Facilitator Reference: Nutritional Values

Card #1	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Candy bar (1.5 ounces)	230	15 g	5%	10%	18%	37%	1%	2%	1%	7%	3%	4%
Raisins (½ cup)	253	0 g	5%	21%	0%	0%	1%	0%	4%	4%	9%	19%

Card #2	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Soft pretzel (3 ounces)	239	2 g	15%	16%	3%	2%	33%	2%	2%	2%	13%	8%
French fries, small (3 ounces)	250	12 g	7%	11%	18%	11%	7%	0%	18%	1%	4%	12%

Card #3	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Snack chips, corn (2 ounces)	306	19 g	7%	11%	29%	13%	15%	1%	0%	7%	4%	11%
Carrots or carrot sticks (½ cup)	26	0 g	1%	2%	0%	0%	1%	341%	9%	2%	2%	7%

Card #4	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Milkshake (16 ounces)	395	11 g	23%	21%	17%	35%	12%	7%	3%	39%	4%	8%
Soft-serve ice cream cone, medium	240	7 g	12%	13%	10%	23%	5%	11%	3%	18%	6%	0%



Comparing Snacks Activity Cards

Facilitator Reference: Nutritional Values

Card #5	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Ready-to-eat cereal (1 cup, dry)	146	1 g	6%	11%	1%	1%	10%	13%	18%	6%	41%	10%
Ready-to-eat cereal (1 cup) with low-fat (1%) milk (½ cup)	201	2 g	15%	13%	3%	5%	13%	18%	20%	22%	41%	10%
Toaster pastry (1)	204	6 g	5%	12%	9%	6%	8%	10%	0%	1%	10%	4%

Card #6	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Apple, medium	80	0 g	4%	7%	1%	0%	0%	1%	13%	1%	1%	15%
Candy bar (1.5 ounces)	230	15 g	5%	10%	18%	37%	1%	2%	1%	7%	3%	4%

Card #7	Calories	Fat (g)	Protein % DV	Carb % DV	Fat % DV	Sat fat % DV	Sodium % DV	Vit A % DV	Vit C % DV	Calcium % DV	Iron % DV	Fiber % DV
Premium ice cream, (16% milk fat, 1 cup)	358	24 g	14%	16%	13%	26%	6%	5%	3%	23%	6%	0%
Frozen yogurt, not low-fat (1 cup)	287	8 g	14%	16%	13%	26%	6%	5%	3%	23%	6%	0%
Frozen yogurt, low-fat (1 cup)	245	4 g	16%	15%	6%	13%	6%	1%	1%	27%	0%	0%



Comparing Snacks Activity Cards

Facilitator Reference: Nutritional Values

Card #8	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Pie (1 slice)	390	19 g	11%	18%	30%	25%	13%	4%	4%	4%	10%	4%
Frozen yogurt, not low-fat (1 cup)	287	8 g	14%	16%	13%	26%	6%	5%	3%	23%	6%	0%
Frozen yogurt, low-fat (1 cup)	245	4 g	16%	15%	6%	13%	6%	1%	1%	27%	0%	0%

Card #9	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Light microwave popcorn (3 cups)	175	8 g	8%	10%	12%	3%	19%	0%	0%	0%	3%	21%
Regular microwave popcorn (3 cups)	204	13 g	7%	8%	21%	15%	20%	0%	0%	0%	3%	20%

Card #10	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Bagel (3.5 inch diameter)	195	1 g	15%	13%	2%	1%	16%	0%	0%	5%	14%	7%
Muffin (2-ounce)	187	7 g	6%	9%	11%	6%	10%	6%	1%	5%	7%	4%



Comparing Snacks Activity Cards

Facilitator Reference: Nutritional Values

Card #	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Card #11												
Doughnut	211	12 g	6%	8%	18%	13%	9%	1%	0%	2%	5%	4%
English muffin (1 plain)	134	1 g	9%	9%	2%	1%	11%	0%	0%	10%	8%	6%
English muffin with jam (1 tablespoon)	189	1 g	9%	13%	2%	1%	11%	0%	2%	10%	8%	7%

Card #	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Card #12												
Fruit-flavored gelatin (½ cup)	80	0 g	4%	6%	0%	0%	3%	0%	0%	0%	0%	0%
Cake (1 slice with icing)	241	10 g	5%	12%	16%	13%	9%	1%	0%	4%	6%	5%

Card #	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Card #13												
Yogurt, low-fat, fruit-flavored (¾ cup)	182	3 g	17%	11%	4%	7%	6%	1%	1%	28%	0%	1%
Brownies (two 2-inch squares)	223	11 g	5%	11%	16%	15%	7%	3%	0%	2%	6%	4%

Card #	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Card #14												
Snack chips, corn (2 ounces)	306	19 g	7%	11%	29%	13%	15%	1%	0%	7%	4%	11%
Pretzels (2 ounces)	220	2 g	10%	15%	3%	2%	43%	0%	0%	1%	15%	7%



Comparing Snacks Activity Cards

Facilitator Reference: Nutritional Values

Card #15	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Ginger snaps (4 cookies)	119	3 g	3%	7%	5%	3%	6%	0%	0%	2%	7%	1%
Graham crackers (2 large crackers)	119	3 g	4%	7%	4%	2%	7%	0%	0%	1%	6%	3%
Chocolate chip cookies (2-3 cookies)	170	9 g	4%	7%	14%	19%	6%	0%	0%	0%	4%	2%



Comparing Snacks Activity Cards

Facilitator Reference: Food Groups and Nutrients

The tables below and on the next pages are provided as a reference for you as the facilitator to use with the “Comparing Snacks Activity Cards” in Activity 1 of the Super Snacks chapter. The table lists each food from the Activity Cards, along with major nutrients for which the food provides at least 10 percent of the Daily Value.

Nutrients listed in these tables are similar to those typically listed on a Nutrition Facts label. For some foods, other notable nutrients have also been listed, such as potassium, several B vitamins, and vitamin D. This table lists only major nutrients, so foods may contain other nutrients that are not listed below. Keep in mind that the nutrition information for each of the snack food choices has been averaged from several similar foods (for example, the nutrition information for several varieties of ready-to-eat cereal was combined to create an “average” serving of ready-to-eat cereal). For specific information on a particular snack food, refer to its food label.

	Snack	Food Groups	Nutrients*	Calories	Fat (g)
Card #1	Raisins, ½ cup	▪ Fruit Group	carbohydrate, potassium, fiber	253	0
	Candy bar, 1.5 ounces	▪ Oils and Discretionary Calories	carbohydrate, fat, saturated fat	230	15
Card #2	Soft pretzel, 3 ounces	▪ Grain Group	protein, carbohydrate, sodium, iron, several B vitamins	239	2
	French fries, small, 3 ounces	▪ Vegetable Group**	carbohydrate, fat, saturated fat, vitamin C, fiber	250	12
Card #3	Snack chips, corn, 2 ounces	▪ Grain Group**	carbohydrate, fat, saturated fat, sodium, fiber	306	19
	Carrots or carrot sticks, ½ cup	▪ Vegetable Group	vitamin A, beta-carotene	26	0
Card #4	Soft-serve ice cream cone, medium	▪ Milk, Yogurt, and Cheese Group**	Protein, carbohydrate, fat, saturated fat, vitamin A, calcium	240	7
	Milkshake, 16 ounces	▪ Milk, Yogurt, and Cheese Group**	protein, carbohydrate, fat, saturated fat, sodium, potassium, calcium, vitamin D	395	11



Comparing Snacks Activity Cards

Facilitator Reference: Food Groups and Nutrients

	Snack	Food Groups	Nutrients*	Calories	Fat (g)
Card #5	Ready-to-eat cereal, 1 cup (dry)	<ul style="list-style-type: none"> ▪ Grain Group 	carbohydrate, sodium, vitamin A, vitamin C, iron, several B vitamins, fiber	146	1
	Ready-to-eat cereal (1 cup) with low-fat (1%) milk (½ cup)	<ul style="list-style-type: none"> ▪ Grain Group ▪ Milk, Yogurt, and Cheese Group 	protein, carbohydrate, sodium, vitamin A, vitamin C, calcium, iron, vitamin D, several B vitamins, fiber	201	2
	Toaster pastry, 1	<ul style="list-style-type: none"> ▪ Grain Group** 	carbohydrate, vitamin A, iron, several B vitamins	204	6
Card #6	Apple, medium	<ul style="list-style-type: none"> ▪ Fruit Group 	vitamin C, fiber	80	0
	Candy bar, 1.5 ounces	<ul style="list-style-type: none"> ▪ Oils and Discretionary Calories 	carbohydrate, fat, and saturated fat	230	15
Card #7	Frozen yogurt, not low-fat, 1 cup	<ul style="list-style-type: none"> ▪ Milk, Yogurt, and Cheese Group** 	protein, carbohydrate, fat, saturated fat, potassium, calcium	287	8
	Frozen yogurt, low-fat 1 cup	<ul style="list-style-type: none"> ▪ Milk, Yogurt, and Cheese Group** 	protein, carbohydrate, saturated fat, potassium, calcium	245	4
	Premium ice cream, (16% milk fat), 1 cup	<ul style="list-style-type: none"> ▪ Milk, Yogurt, and Cheese Group** 	protein, carbohydrate, fat, saturated fat, potassium, calcium	358	24
Card #8	Frozen yogurt, not low-fat, 1 cup	<ul style="list-style-type: none"> ▪ Milk, Yogurt, and Cheese Group** 	protein, carbohydrate, fat, saturated fat, potassium, calcium	287	8
	Frozen yogurt, low-fat, 1 cup	<ul style="list-style-type: none"> ▪ Milk, Yogurt, and Cheese Group** 	protein, carbohydrate, saturated fat, potassium, calcium	245	4
	Pie, 1 slice	<ul style="list-style-type: none"> ▪ Grain Group** ▪ Oils and Discretionary Calories ▪ Fruit Group (if made with fruit filling) 	protein, carbohydrate, fat, saturated fat, sodium, iron, several B vitamins	390	19



Comparing Snacks Activity Cards

Facilitator Reference: Food Groups and Nutrients

	Snack	Food Groups	Nutrients*	Calories	Fat (g)
Card #9	Regular microwave popcorn, 3 cups	<ul style="list-style-type: none"> ▪ Grain Group** 	fat, saturated fat, sodium, fiber	204	13
	Light microwave popcorn, 3 cups	<ul style="list-style-type: none"> ▪ Grain Group 	carbohydrate, fat, sodium, fiber	175	8
Card #10	Bagel, 3.5 inch diameter	<ul style="list-style-type: none"> ▪ Grain Group 	protein, carbohydrate, sodium, several B vitamins, iron	195	1
	Muffin, 2 ounce	<ul style="list-style-type: none"> ▪ Grain Group** 	fat, sodium, several B vitamins	187	7
Card #11	Doughnut	<ul style="list-style-type: none"> ▪ Grain Group** 	fat, saturated fat	211	12
	English muffin, 1 plain	<ul style="list-style-type: none"> ▪ Grain Group 	sodium, calcium, several B vitamins	134	1
	English muffin with Jam, 1 tablespoon	<ul style="list-style-type: none"> ▪ Grain Group ▪ Oils and Discretionary Calories 	carbohydrate, sodium, calcium, several B vitamins	189	1
Card #12	Cake, 1 slice with icing	<ul style="list-style-type: none"> ▪ Grain Group** ▪ Oils and Discretionary Calories 	carbohydrate, fat, saturated fat	241	10
	Fruit flavored gelatin, ½ cup	<ul style="list-style-type: none"> ▪ Oils and Discretionary Calories 	—	80	0



Comparing Snacks Activity Cards

Facilitator Reference: Food Groups and Nutrients

	Snack	Food Groups	Nutrients*	Calories	Fat (g)
Card #13	Yogurt, low fat, fruit flavored, ¾ cup	<ul style="list-style-type: none"> ▪ Milk, Yogurt, and Cheese Group ** 	protein, carbohydrate, potassium, calcium, several B vitamins	182	3
	Brownies, two 2-inch squares	<ul style="list-style-type: none"> ▪ Grain Group ** 	carbohydrate, fat, saturated fat	223	11
Card #14	Pretzels, 2 ounces	<ul style="list-style-type: none"> ▪ Grain Group 	protein, carbohydrate, sodium, iron, several B vitamins	220	2
	Snack chips, corn, 2 ounces	<ul style="list-style-type: none"> ▪ Grain Group ** 	carbohydrate, fat, saturated fat, sodium, fiber	306	19
Card #15	Graham crackers, 2 large crackers	<ul style="list-style-type: none"> ▪ Grain Group 	several B vitamins	119	3
	Ginger snaps, 4 cookies	<ul style="list-style-type: none"> ▪ Grain Group ** 	several B vitamins	119	3
	Chocolate chip cookies, 2-3 cookies	<ul style="list-style-type: none"> ▪ Grain Group ** 	fat, saturated fat, several B vitamins	170	9

*This food provides at least 10% of the Daily Value (recommended daily amount) for these nutrients.

**This food is a higher-fat and/or sugar choice.



The Case of the Missing Money

(The \$585 Snack)

Lynn is trying to follow a careful spending plan, but money seems to keep disappearing mysteriously. Let's look at what's happening to Lynn's missing cash.

Every day, Lynn buys three snacks from a vending machine:

Cupcake twin pack	\$.95
Bag of potato chips	\$.70
Canned soft drink	\$.60

These three snacks add up to just a few dollars each day. Although this doesn't seem like much, over time it grows:

Every day	\$2.25
Every five days	\$11.25
Every four weeks	\$45.00
Every year	\$585.00

This means that if Lynn's job pays \$5.85 an hour, over a year, Lynn has to work for two and a half weeks just to pay for these daily snacks!

Do You Have Any "Missing Money"?

Think about your daily routine. Do you get a snack or beverage from a vending machine every afternoon? Do you buy a pack of cigarettes every day? Do you buy a newspaper or magazine from the newsstand every week? These are all examples of "missing money" that will eat away at your spending plan, and will reduce what you can spend on food. To see where your money is going, record these items below. Then you can either make changes or include this cash in your spending plan. Otherwise, it will continue to disappear "without a trace."

Item	Cost per day	Cost per week (day x 5)	Cost per month (week x 4)	Cost per year (month x 13*)
Totals:				

My new spending plan:

*Since there are 52 weeks in the year, and we have used 4 weeks to determine the cost per month, we will multiply by 13 rather than 12 to determine our cost per year: $4 \times 13 = 52$ weeks.



Healthy Snack Comparison Cards

Facilitator Reference

The tables on the next pages are provided as a reference for you as the facilitator to use with the Healthy Snack Comparison Cards in Activity 4 of the Super Snacks chapter. The table lists each food from the Comparison Cards, along with the Percent (%) Daily Values that would be typically listed on the Nutrition Facts label if one were available for each food. This chart was developed to help you address participants' questions about the snack choices depicted on the cards. For example, participants may ask why one food is a better choice than another, since both choices contain fat or saturated fat. You can use this information to describe how one of the foods may be a better choice because it has less fat or saturated fat, more nutrients, etc.

Nutrients listed in this table are similar to those typically listed on a Nutrition Facts label. For some foods, other notable nutrients have also been listed, such as potassium, several B vitamins, and Vitamin D, although the nutrition information from these was not included because they are found in a limited number of foods shown in the table. This table lists only major nutrients, so foods may contain other nutrients that are not listed below or on the mind that the nutrition information for each of the snack food choices has been averaged from Comparison Cards. Keep in several similar foods (for example, the nutrition information for several varieties of ready-to-eat cereal was combined to create an “average” serving of ready-to-eat cereal). For specific information on a particular snack food, refer to its food label.

Remember that a food that provides 20 percent or more of the recommended daily amount for a nutrient is an “excellent” source of the nutrient (even if the nutrient is one we are trying to limit, such as saturated fat). A % Daily Value of 10 to 19 percent indicates the food is a “good” source of the nutrient, while five percent or less indicates the food is “low” in the nutrient in question. Values below 10 percent have been shaded to help you identify “good” and “excellent” sources more quickly.



Healthy Snack Comparison Cards

Facilitator Reference

Card #1	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Carrot sticks (½ cup) and low-fat ranch dip (2 tbsp.)	88	5 g	2%	3%	9%	6%	18%	343%	10%	2%	2%	7%
Snack chips, corn (2 ounces) and chip dip (2 tbsp.)	373	25 g	10%	12%	38%	31%	24%	6%	0%	11%	4%	12%
Potato chips (2 ounces) and chip dip (2 tbsp.)	371	26 g	10%	11%	39%	50%	24%	4%	30%	5%	5%	11%

Card #2	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Apple (medium)	80	0 g	4%	7%	1%	0%	0%	1%	13%	1%	1%	15%
Banana (medium)	105	0 g	5%	9%	1%	0%	0%	2%	18%	1%	2%	11%
Pear (medium)	98	0 g	1%	8%	1%	0%	0%	1%	11%	2%	2%	16%
Grapes (1 cup)	60	0 g	2%	9%	1%	2%	0%	2%	29%	2%	2%	6%
Candy bar (1.5 ounces)	230	15 g	5%	10%	18%	37%	1%	2%	1%	7%	3%	4%
Doughnut	211	12 g	6%	8%	18%	13%	9%	1%	0%	2%	5%	4%



Healthy Snack Comparison Cards

Facilitator Reference

Card #3	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Tortilla chips (2 ounces) and con queso dip (1/4 cup)	410	24 g	22%	13%	37%	42%	37%	11%	6%	33%	6%	16%
Baked tortilla chips (2 ounces) and salsa (1/4 cup)	229	2 g	13%	15%	3%	0%	22%	4%	7%	8%	6%	10%
Baked tortilla chips (2 ounces) and bean dip (1/4 cup)	311	5 g	20%	18%	8%	2%	49%	4%	15%	10%	10%	26%

Card #4	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Frozen yogurt, not low-fat (1 cup)	287	8 g	14%	16%	13%	26%	6%	5%	3%	23%	6%	0%
Frozen yogurt, low-fat (1 cup)	245	4 g	16%	15%	6%	13%	6%	1%	1%	27%	0%	0%
Premium ice cream (16% milk fat, 1 cup)	358	24 g	14%	16%	13%	26%	6%	5%	3%	23%	6%	0%

Card #5	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Bagel (3.5 inch diameter)	195	1 g	15%	13%	2%	1%	16%	0%	0%	5%	14%	7%
Doughnut	211	12 g	6%	8%	18%	13%	9%	1%	0%	2%	5%	4%



Healthy Snack Comparison Cards

Facilitator Reference

Card #6	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Popcorn, popped in oil (3 cups)	165	9 g	6%	6%	14%	8%	12%	1%	0%	0%	5%	13%
Snack chips, corn (2 ounces)	306	19 g	7%	11%	29%	13%	15%	1%	0%	7%	4%	11%
Potato chips (2 ounces)	304	20 g	8%	10%	30%	31%	14%	0%	29%	1%	5%	10%

Card #7	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Frozen yogurt, regular (1 cup)	287	8 g	14%	16%	13%	26%	6%	5%	3%	23%	6%	0%
Frozen yogurt, low-fat (1 cup)	245	4 g	16%	15%	6%	13%	6%	1%	1%	27%	0%	0%
Premium ice cream bar	313	21 g	10%	9%	32%	60%	3%	6%	0%	11%	6%	5%

Card #8	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Cheddar cheese (1 ounce) with 1 ounce whole grain crackers	238	13 g	21%	7%	21%	32%	17%	6%	0%	21%	8%	8%
Cheddar cheese (1 ounce) with 2 ounces whole grain crackers	361	17 g	27%	13%	27%	35%	26%	6%	0%	22%	14%	16%
Potato chips (2 ounces) and chip dip (2 tbsp.)	371	26 g	10%	11%	39%	50%	24%	4%	30%	5%	5%	11%
Snack chips, corn (2 ounces) and chip dip (2 tbsp.)	373	25 g	10%	12%	38%	31%	24%	6%	0%	11%	4%	12%



Finding Fat in Fast Food

Instructions: For each pair below, circle the food that contains more fat.

large, specialty hamburger	regular-sized hamburger
cheeseburger	hamburger
soft-shell bean burrito	taco salad
pepperoni pizza	cheese pizza
pepperoni pizza	pizza with vegetable toppings
grilled chicken sandwich	fried chicken sandwich
plain baked potato	French fries
medium order of French fries	extra-large order of French fries
medium order of French fries	side salad with reduced-fat salad dressing
fried chicken with skin	fried chicken without skin
regular cheeseburger	double cheeseburger



Finding Fat in Fast Food

Instructions: For each pair below, circle the food that contains more fat.

English muffin	biscuit
doughnut	English muffin
fried fruit pie	soft-serve ice cream cone
hamburger with mayonnaise	hamburger without mayonnaise
steamed rice	fried rice
chicken nuggets	regular hamburger
regular-crust cheese pizza	deep-dish cheese pizza (Chicago-style)
side salad with whole packet of regular salad dressing	side salad with whole packet of reduced-fat salad dressing
sandwich toppings: cheese	lettuce
mustard	mayonnaise

Instructions: For each pair below, circle the soft drink that contains more calories.

small soft drink	extra-large soft drink
diet soft drink	sugar-sweetened soft drink



Finding Fat in Food

Answer Key #1

The underlined food in each pair is higher in fat.

<u>large, specialty hamburger</u>	regular-sized hamburger
<u>cheeseburger</u>	hamburger
soft-shell bean burrito	<u>taco salad</u>
<u>pepperoni pizza</u>	cheese pizza
<u>pepperoni pizza</u>	pizza with vegetable toppings
grilled chicken sandwich	<u>fried chicken sandwich</u>
plain baked potato	<u>French fries</u>
medium order of French fries	<u>extra-large order of French fries</u>
<u>medium order of French fries</u>	side salad with reduced-fat salad dressing
<u>fried chicken with skin</u>	fried chicken without skin
regular cheeseburger	<u>double cheeseburger</u>



Finding Fat in Food

Answer Key #1

The underlined food in each pair is higher in fat.

English muffin	<u>biscuit</u>
<u>doughnut</u>	English muffin
<u>fried fruit pie</u>	soft-serve ice cream cone
<u>hamburger with mayonnaise</u>	hamburger without mayonnaise
steamed rice	<u>fried rice</u>
<u>chicken nuggets</u>	regular hamburger
regular-crust cheese pizza	<u>deep-dish cheese pizza (Chicago-style)</u>
<u>salad with whole packet of regular salad dressing</u>	salad with whole packet of reduced-fat salad dressing
<u>sandwich toppings: cheese</u>	lettuce
mustard	<u>mayonnaise</u>

The underlined food in each pair has more calories.

small soft drink	<u>extra-large soft drink</u>
diet soft drink	<u>sugar-sweetened soft drink</u>



Finding Fat in Fast Food

Answer Key #2

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
hamburger, regular-sized (2-ounce patty with ketchup, mustard, pickles, onions)	279	10	specialty hamburger, large (4-ounce patty with cheese, mayonnaise, lettuce, tomato)	688	41
hamburger (2-ounce meat patty)	279	10	cheeseburger (2-ounce meat patty)	320	15
soft-shell bean burrito	307	9	taco salad	612	35
cheese pizza (2 slices of 14-inch)	498	18	pepperoni pizza (2 slices of 14-inch)	583	25
pizza with vegetable toppings (2 slices of 14-inch)	522	19	pepperoni pizza (2 slices of 14-inch)	583	25
grilled chicken sandwich (grilled chicken breast)	345	13	fried chicken sandwich (fried chicken patty)	532	29
plain baked potato (10 ounces)	310	0	French fries, medium order	400	19
French fries, medium order	400	19	French fries, extra-large order	565	26
side salad with reduced-fat salad dressing (with 2 ounces salad dressing)	145	5	French fries, medium order	400	19
fried chicken without skin (breast and thigh)	397	14	fried chicken with skin (breast and thigh)	853	52
regular cheeseburger (2-ounce meat patty)	320	15	double cheeseburger (two 2-ounce meat patties)	508	29



Finding Fat in Food

Answer Key #2

Choose more often			Choose less often		
<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>	<i>Food</i>	<i>Calories</i>	<i>Fat (g)</i>
English muffin	134	1	biscuit	210	11
English muffin	134	1	doughnut (plain, glazed)	231	13
soft-serve ice cream cone	240	7	fried fruit pie	287	14
hamburger without mayonnaise (2-ounce meat patty)	279	10	hamburger with mayonnaise (2-ounce meat patty with 1 tablespoon. mayonnaise)	379	21
steamed rice (8 ounces)	227	1	fried rice (8 ounces)	275	10
regular hamburger (2-ounce meat patty)	279	10	chicken nuggets (6 pieces)	267	16
regular-crust cheese pizza (2 slices of 14-inch)	498	18	deep-dish cheese pizza, Chicago-style (2 slices of 14-inch)	628	29
side salad with whole packet of reduced-fat salad dressing (with 2 ounces salad dressing)	145	5	side salad with whole packet of regular salad dressing (with 2 ounces salad dressing)	330	28
sandwich topping: lettuce	3	0	cheese	103	9
mustard (1 tablespoon)	10	0	mayonnaise (1 tablespoon)	100	11
soft drink, small (16 ounces)	210	0	soft drink, extra-large (42 ounces)	550	0
diet soft drink (medium, 20 ounces)	1	0	sugar-sweetened soft drink (medium, 20 ounces)	253	0



SGE Fast and Tasty Burger

Joint Menu

Entrees		Beverages	
Giant Burger	4.25	Soft Drink	
Crunchy Chicken Sandwich	3.50	Cola, Lemon-Lime,	
Char-grilled Chicken Sandwich	3.75	Orange, Diet Cola	
Double Cheeseburger	2.50	Super	2.09
Chicken Nuggets	1.35	Large	1.79
Hamburger	.99	Medium	1.59
Cheeseburger	1.19	Small	1.29
Sides and Salads		Orange Juice	1.29
French Fries		Milk (1%)	1.19
Super	1.59	Coffee	.99
Large	1.39	Desserts	
Medium	1.19	Apple pie	1.19
Small	.99	Soft-serve ice cream cone	.49
Onion Rings	1.29	Sundae	2.19
Baked Potato	1.19	Hot Fudge,	
Side Salad (Dressings: Ranch, Blue Cheese,		Strawberry	
Reduced-fat Ranch, Fat-free Italian)	1.49		

My Meal			My New Meal		
Fast Food	Calories	Fat (g)	Fast Food	Calories	Fat (g)
Total:			Total:		



SGE Fast and Tasty Burger

Joint Menu: Answer Key

Menu Item	Description	Calories	Fat (g)
Entrees			
Giant burger	quarter-pound beef patty with cheese, mayonnaise, tomato, lettuce	688	41
Crunchy chicken sandwich	fried chicken patty	532	29
Char-grilled chicken sandwich	grilled chicken patty	345	13
Double cheeseburger	two 2-ounce meat patties with cheese, ketchup, mustard, pickles, onions	508	29
Chicken nuggets	six pieces of fried chicken nuggets	267	16
Hamburger	one 2-ounce meat patty with ketchup, mustard, pickles, onions	279	10
Cheeseburger	one 2-ounce meat patty with cheese, ketchup, mustard, pickles, onions	320	15
Sides and Salads			
French fries			
Super	super size	565	26
Large	large size	483	23
Medium	medium size	400	19
Small	small size	250	12
Onion rings	medium size	420	23
Baked potato (plain)	10-ounce potato with skin	310	0
Side salad (garden)	small salad with vegetables and small amount of cheese	60	2



SGE Fast and Tasty Burger

Joint Menu: Answer Key

Menu Item	Description	Calories	Fat (g)
Sides and Salads (continued)			
Dressings:			
Ranch	2-ounce packet	246	26
Blue cheese	2-ounce packet	310	38
Reduced-fat ranch	2-ounce packet	118	11
Fat-free Italian	2-ounce packet	53	0
Beverages			
Soft Drinks:			
Super	42 ounces	550	0
Large	32 ounces	419	0
Medium	20 ounces	253	0
Small	16 ounces	210	0
Diet	all sizes, diet	1	0
Oranges Juice	12 ounces	171	0
Milk (1%)	8-ounce carton	100	3
Coffee	medium, black coffee	5	0
Desserts			
Apple pie	fried fruit pie	287	14
Soft-serve ice cream cone		240	7
Sundae			
Hot fudge		301	9
Strawberry		279	7



Fast Food Meal Comparison Cards Facilitator Reference

The tables on the next pages are provided as a reference for you as the facilitator to use with the Fast Food Meal Comparison Cards in Activity 3 of “Fast Foods - The Healthy Way.” The table lists each food from the Comparison Cards, along with the Percent (%) Daily Values that would be typically listed on the Nutrition Facts label if one were available for each food. This chart was developed to help you address participants’ questions about the fast food choices depicted on the cards. For example, participants may ask why one food is a better choice than another, since both choices contain fat or saturated fat. You can use this information to describe how one of the foods may be a better choice since it has less fat or saturated fat, provides more nutrients, etc.

Nutrients listed in this table are similar to those typically listed on a Nutrition Facts label. For some foods, other notable nutrients have also been listed, such as potassium, several B vitamins, and Vitamin D, although the nutrition information from these was not included because they are found in a limited number of foods shown in the table. This table lists only major nutrients, so foods may contain other nutrients that are not listed below or on the Comparison Cards.

Keep in mind that the nutrition information for each of the fast food choices has been averaged from several similar foods (for example, the nutrition information for French fries from several restaurants was combined to create an “average” serving of French fries).

Remember that a food that provides 20 percent or more of the recommended daily amount for a nutrient is an “excellent” source of the nutrient (even if the nutrient is one we are trying to limit, such as saturated fat). A % Daily Value of 10 to 19 percent indicates the food is a “good” source of the nutrient, while five percent or less indicates the food is “low” in the nutrient in question. Values below 10 percent have been shaded to help you identify “good” and “excellent” sources more quickly.



Fast Food Meal Comparison Cards

Facilitator Reference

Entrees	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Double cheeseburger	508	29 g	53%	12%	44%	63%	40%	9%	3%	25%	23%	7%
Cheeseburger	320	15 g	30%	11%	23%	32%	21%	3%	0%	14%	14%	6%
Chunky chicken salad, breaded	350	20 g	55%	7%	56%	38%	46%	35%	37%	4%	7%	6%
Chunky chicken salad, not breaded	260	11 g	55%	5%	17%	17%	32%	115%	58%	16%	10%	18%
Sub sandwich (about 8 ounces or 6 inches, with cold cuts, meatballs or tuna salad, and cheese; on white bread)	520	27 g	54%	14%	41%	44%	58%	7%	18%	19%	20%	10%
Sub sandwich (about 8 ounces or 6 inches, with turkey, roast beef or ham, no mayonnaise)	320	7 g	45%	14%	10%	11%	46%	6%	31%	5%	38%	11%
Breaded chicken sandwich	532	29 g	50%	14%	44%	31%	42%	5%	6%	9%	16%	8%
Grilled chicken sandwich	345	13 g	53%	11%	19%	13%	40%	3%	4%	9%	14%	7%
Taco salad with the shell	612	35 g	58%	16%	53%	65%	59%	73%	23%	16%	17%	38%
Taco salad, without the shell	380	20 g	51%	10%	30%	48%	54%	100%	40%	30%	23%	46%
Beef taco, hard shell (1)	212	13 g	22%	5%	19%	25%	16%	6%	2%	6%	4%	9%
Fried chicken, breast and thigh	853	52 g	132%	10%	80%	69%	63%	3%	2%	6%	15%	6%



Fast Food Meal Comparison Cards

Facilitator Reference

Fried chicken, breast and thigh, skin removed (general analysis, not fast food specific)	397	14 g	124%	1%	22%	19%	7%	2%	0%	3%	14%	0%
Fried chicken, breast, thigh and leg, skin removed	386	17 g	117%	0%	25%	24%	65%	2%	2%	2%	2%	0%

Sides and Salads	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
French fries, medium	400	19 g	12%	19%	30%	18%	12%	1%	30%	1%	7%	20%
French fries, small	250	12 g	7%	11%	18%	11%	7%	0%	18%	1%	4%	12%
Garden side salad	60	2 g	7%	3%	3%	3%	3%	82%	28%	7%	3%	7%
Snack chips (1 1/2 ounces)	225	15 g	6%	7%	22%	21%	12%	1%	21%	1%	1%	7%
Baked snack chips (1 1/8 ounces)	127	2 g	6%	8%	3%	0%	8%	1%	2%	3%	4%	9%
Spanish rice	195	5 g	11%	11%	7%	8%	33%	37%	1%	6%	8%	6%
Refried beans with cheese	220	5 g	19%	12%	7%	13%	44%	16%	3%	13%	14%	56%
Coleslaw	181	12 g	3%	6%	18%	10%	12%	11%	32%	4%	3%	8%
Mashed potatoes	128	4 g	5%	7%	7%	8%	18%	2%	8%	3%	2%	7%
Biscuit	210	11 g	8%	8%	16%	13%	25%	1%	1%	3%	8%	3%



Fast Food Meal Comparison Cards

Facilitator Reference

Salad Dressings	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Regular salad dressing (2 ounces)	270	26 g	1%	3%	40%	22%	22%	2%	0%	1%	0%	1%
Reduced-calorie dressing (2 ounces)	85	3 g	1%	4%	5%	4%	31%	7%	0%	0%	0%	2%

Desserts	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Apple pie	260	13 g	6%	11%	20%	18%	8%	1%	40%	2%	6%	2%
Soft-serve ice cream cone (medium)	240	7 g	12%	13%	10%	23%	5%	11%	3%	18%	6%	0%

Beverages	Calories	Fat (g)	Protein %DV	Carb %DV	Fat %DV	Sat fat %DV	Sodium %DV	Vit A %DV	Vit C %DV	Calcium %DV	Iron %DV	Fiber %DV
Milkshake (medium, 16 ounces)	395	11 g	23%	21%	17%	35%	12%	7%	3%	39%	4%	8%
1% milk (8 ounces)	100	2.5 g	16%	4%	4%	8%	5%	10%	4%	30%	1%	0%
Soft drink, sugar-sweetened (medium, 20 ounces)	253	0 g	0%	21%	0%	0%	1%	0%	0%	2%	1%	0%
Soft drink, diet (medium, 20 ounces)	1	0 g	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%



Fast Food Meals

Made Healthy

Original Meal:

Modified Meal:

Food	Calories*	Fat*	Food	Calories	Fat
Double cheeseburger	508	29			
French fries, medium	400	19			
Apple pie	287	14			
Soft drink, sugar-sweetened (medium—20 ounces)	253	0			
Totals:	1448	62	Totals:		

Original Meal:

Modified Meal:

Food	Calories*	Fat*	Food	Calories	Fat
Chunky chicken salad, breaded	350	20			
Regular salad dressing (2–2½ ounces)	270	26			
Milkshake (12 ounces)	300	8			
Totals:	920	54	Totals:		

* Approximate calorie and fat information is provided for each food and is not intended to represent food choices from a particular restaurant.



Fast Food Meals

Made Healthy

Original Meal:

Modified Meal:

Food	Calories*	Fat*	Food	Calories	Fat
Sub sandwich (about 8 ounces, with cold cuts and cheese, meatballs or tuna salad)	520	27			
Snack chips (1½ ounces)	225	15			
Soft drink, sugar-sweetened (medium–20 ounces)	253	0			
Totals:	998	42	Totals:		

Original Meal:

Modified Meal:

Food	Calories*	Fat*	Food	Calories	Fat
Breaded chicken sandwich	532	29			
French fries, medium	400	19			
Milkshake (12 ounces)	300	8			
Totals:	1232	56	Totals:		

* Approximate calorie and fat information is provided for each food and is not intended to represent food choices from a particular restaurant.



Fast Food Meals

Made Healthy

Original Meal:

Modified Meal:

Food	Calories*	Fat*	Food	Calories	Fat
Taco salad with the shell	612	35			
Soft drink, sugar-sweetened (medium–20 ounces)	253	0			
Totals:	865	35	Totals:		

Original Meal:

Modified Meal:

Food	Calories*	Fat*	Food	Calories	Fat
Fried chicken, breast and thigh	853	52			
Coleslaw	181	12			
Mashed potatoes	128	4			
Biscuit	210	11			
Soft drink, sugar-sweetened (medium–20 ounces)	253	0			
Totals:	1625	79	Totals:		

* Approximate calorie and fat information is provided for each food and is not intended to represent food choices from a particular restaurant.

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