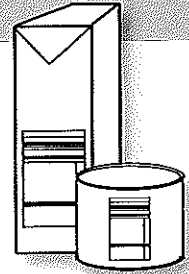




LESSON 3

Guidelines for Healthy Eating

Student Learning Objectives:	National Health Standards:
1. Identify information provided on food labels.	• Accessing Information
2. Interpret information on food labels.	• Accessing Information
3. Describe guidelines to follow for healthy eating.	• Core Concepts



Lesson Synopsis

Record a favorite dinner meal. Review information gained from food labels. Present general guidelines to follow for healthy eating. Examine food labels for ingredients, solid fats, sodium, and added sugar. Apply knowledge to food choices. Review reasons to eat foods high in nutrient content and low in fat and added sugar.

Activity	Time in Minutes	Materials Needed
Introduction	10	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Interpreting Food Labels" (from Lesson 2) Supplied by the Teacher <ul style="list-style-type: none"> • Food labels and packages including many snack foods
Teacher Input	15	Health Education Materials <ul style="list-style-type: none"> • Poster: "Using Food Labels to Guide Decisions," Michigan Model for Health Clearinghouse • Food Label Signs: "Note the Amount," "Percent of Daily Value," "Number of Servings," "Check calories for each serving," "Limit the items listed in orange," "Get enough of the nutrients in yellow," "5% or less is LOW," and "20% or more is HIGH," Michigan Model for Health Clearinghouse • Poster Set: "MyPlate: Healthy Food Choices," Michigan Model for Health Clearinghouse • Activity Cards: "Food Labels," Michigan Model for Health Clearinghouse, eight sets Teacher Manual Resources <ul style="list-style-type: none"> • Student Handout: "2010 Dietary Guidelines" Supplied by the Teacher <ul style="list-style-type: none"> • Food labels and packages including many snack foods • Computer with Internet access (Suggestion)
Application or Skill Practice	17	Teacher Manual Resources <ul style="list-style-type: none"> • Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Reading Food Labels" (from Lesson 2) Supplied by the Teacher <ul style="list-style-type: none"> • Pencils or pens • Writing paper • Food labels and packages including many snack foods
Closure	3	Teacher Manual Resources <ul style="list-style-type: none"> • Family Resource Sheet: "Using Food Labels to Make Healthy Food Choices"
TOTAL	45	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric, "Assessment Rubric for Skill Development: Reading Food Labels," is provided for you to use at the end of Lesson 2 in this unit.

For Introduction:

- **Use the student worksheet**, "Interpreting Food Labels," from Lesson 2.

For Introduction, Teacher Input, and Application or Skill Practice:

- **Use the food labels** students brought to class, those you supply, or the pre-prepared labels produced by the Michigan Model for Health Clearinghouse.

For Teacher Input:

- **Duplicate** the student handout, "2010 Dietary Guidelines," for each student.
- **Display** the poster, "Fill Your Plate," with the "Food Groups Signs," or use the poster with the complete plate displayed. These are all found in the poster set, "MyPlate: Healthy Food Choices."

For Application or Skill Practice:

- **Continue to display the poster**, "Using Food Labels to Guide Decisions," and the food label signs you posted in Lesson 2 of this unit.


For Closure:

- **Duplicate** the family resource sheet, "Using Food Labels to Make Healthy Food Choices," for students to take home.

LESSON PROCEDURE

Introduction: Identify information students consider important on food labels and introduce the lesson topics.

Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Have students record their favorite meal.</p> <p>Save students' papers for use in Lesson 4 in this unit.</p>	<p><i>We've been talking a lot about food. Let's see what our favorite meals might be.</i></p> <p><i>On a piece of paper, write down your favorite meal. It should be a meal you might have for dinner. Remember to write down everything you would eat and drink at that meal. I'll give you three minutes. Please put your name on your paper.</i></p> <p>After three minutes, have students put their papers in a safe place. They will use them in Lesson 4.</p>	 <p>Collect their papers for redistribution in Lesson 4.</p>

Explain the list of ingredients on most food labels and how it is useful.

Emphasize choosing foods from the food groups as the source of necessary oils.

The Dietary Guidelines want all of us to do three general things. Who can find them on your handout and read one?

Answers:

- Balance calories.
- Increase these foods: fruits and vegetables, whole grains, fat-free or low-fat dairy products.
- Reduce these foods: solid fats, sodium, sugary drinks.

From food labels, we have learned how to choose foods that help us follow these guidelines.

There are just two more things on your food label that will help you.

Look at one of your food labels again. Raise your hand if there is a list of ingredients contained in the food.

What can you learn by reading the list of ingredients?

Gather ideas from students and augment with the following:

- The list tells exactly what is in the food.
- Ingredients are listed by how much of the ingredient is in the food. The first ingredient listed is the one in the greatest amount in the food.
- The list tells whether or not food additives have been added to the food and which ones.
- The kinds of added sugars and fats in the food are listed.
- The list tells if vitamins, minerals and/or additives have been added to the food during processing. Most additives in food are there to retard spoilage, give color or flavor to the food, or to add back or increase certain nutrients lost in processing.

This list provides you with more information about the food you may want to purchase or eat. It is especially helpful for people on restricted diets due to special physical conditions or allergies.

The Dietary Guidelines recommend that we choose low-fat or fat-free foods. However, fat is a nutrient, and we all need some fat in our diets. Oils are liquid fats and come primarily from plant sources. These are the fats we should choose. Most of us get enough oil in our diets from salad dressings and oils we use to prepare foods, such as corn, olive, and canola oils. We should limit foods that contain lots of fat like fried foods, ice creams, cakes, candies, and cookies.

Let's do some detective work on the fat and sugar issues.



Use the "Fill Your Plate" poster and food group signs to illustrate the quantity from each food group that should be eaten in proportion to the other food groups at one meal. They are a part of the poster set, "MyPlate: Healthy Food Choices."



Encourage your food service partners to read the online book "Fruit and Vegetables Galore: Helping Kids Eat More" by Team Nutrition. It provides food service tips for increasing student intake of fruits and vegetables.





www.fns.usda.gov/tn/Resources/fv_galore.html



Have students work with food service staff to create and post signs indicating low-fat choices of foods and beverages.

Application or Skill Practice: Interpret food labels to identify the fat content, sugar content, and added sugars in foods.

Approximately 17 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Divide students into six to eight groups. Distribute a set of food labels.</p> <p>Identify the type of fat found in foods from three of the food groups. Use the poster, "Using Food Labels to Guide Decisions," as a reference.</p> <p>Identify foods with a high sugar content and added sugar.</p>	<p>Divide the class into six to eight small groups. Have students take their food labels with them as they move to their group.</p> <p>Give a set of pre-prepared food labels to each small group.</p> <p>Assign one student in each group to be the leader, a second student to act as a recorder, and a third student to be the spokesperson.</p> <p>As a group, look carefully at the food labels I gave you and the food labels you brought to school. Find three foods in each of the following groups that contain fat.</p> <ul style="list-style-type: none"> • protein foods • dairy group • grains group <p><i>Have your recorder make a list of the foods from each of these groups.</i></p> <p>Point out where to locate the information on the poster.</p> <p>When the students have their lists ready, proceed with additional directions.</p> <p>Decide which of these foods contain saturated or trans fats and have your recorder mark them with an "x." Then find any foods that contain unsaturated fat and underline these foods.</p> <p>Which of the foods that contain fat are the healthiest choice? Why?</p> <p>Answers: Low-fat milk and yogurt are good choices. Lean poultry and fish are good choices. They contain unsaturated fats. Fats from vegetables, fruits, nuts and beans also contain unsaturated fats. Fats from animal products contain saturated fats.</p> <p><i>There are enough sources of unsaturated fats from the food groups to provide the body with the fat it needs for health. Foods high in fat, especially saturated and trans fat, add calories and can cause other health problems.</i></p> <p>Next, look at your food labels to find foods that contain a high level of sugar or added sugars. Determine a high level of sugar by comparing foods and selecting those with the largest amounts. Have your recorder list three to five of these foods. Underline any of these foods that are high in nutrients.</p>	<p> Use the rubric provided at the end of Lesson 2 if you want to assess students' skill development.</p> <p>  Have students dress up as healthy foods and march around the cafeteria over lunch to help educate younger children on healthy food choices.</p> <p> Discuss food packaging and how it is an advertising and marketing tool for food producers. Highlight the following points:</p> <ul style="list-style-type: none"> • Foods packaged as low fat may be high in sugar. • Names of products can be deceiving and lead a person to believe they contain healthy ingredients, such as cheese puffs that have little cheese. <p>Emphasize the importance of reading food labels.</p>

What foods have high sugar content?

What foods are high in sugar and nutrients?

Most foods high in sugar are low in nutrients, especially processed foods. Consequently, they do not give the body what it needs to grow and stay healthy, but do give the body lots of calories and may cause weight gain.







A person cannot tell when sugar has been “added” to a food from reading a food label. The food label puts all sugars together under the heading of carbohydrates. Use these tips to tell if sugars have been added.

- The more food is processed the more likely it will have sugar added to it. For example, plain yogurt does not have added sugars, and flavored yogurt has added sugars to make it sweet. Pineapple in pineapple juice does not contain added sugars. However, peaches in syrup do have added sugars.
- Use the food label to tell if sugar has been added by looking at the ingredient list. Look for sweeteners in the list of ingredients. If a sweetener appears in the label, such as honey, corn syrup, sucrose, dextrose, or corn syrup solids, a sugar has been added. Unfortunately, it is impossible to tell how much has been added.

Foods in their whole form contain naturally occurring sugars like fructose, or fruit sugar, in fruit and lactose, or milk sugar, in milk. These are not “added” sugars.

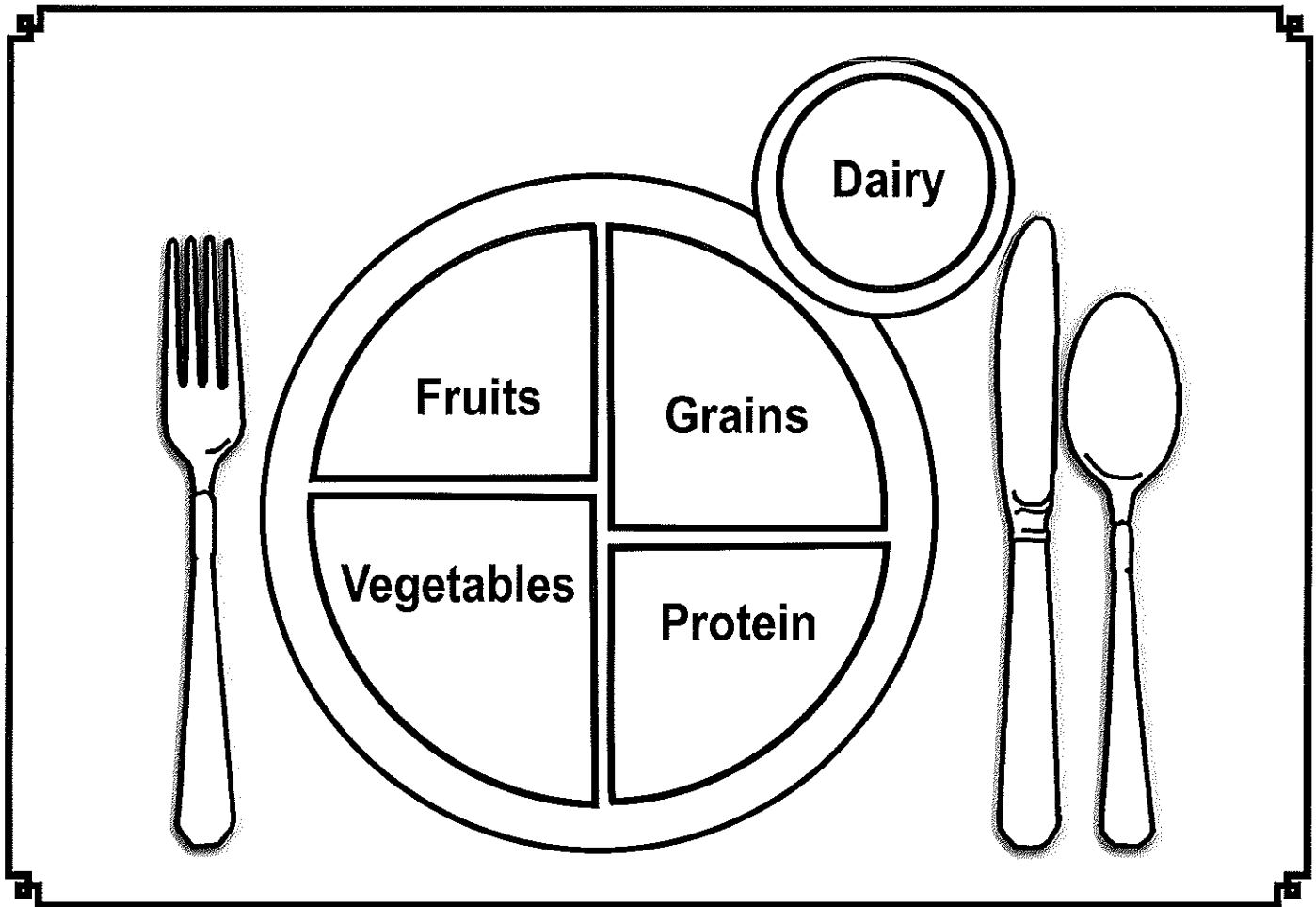


Have students work with food service staff to create and post signs indicating foods that do not have added sugar.

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review what students have learned from today's lesson.</p>	<p><i>For what reasons do you think people should limit foods that are high in fat, especially saturated and trans fats?</i></p> <p>Answers: Foods high in fats, if eaten in excess amounts, may make it easier for people to gain unwanted weight because they provide the body with too many calories. Limiting added fats and the amount of fatty foods may decrease a person's total calories intake. However, any food if eaten in large enough quantities will produce excess body weight. Low-fat foods provide the body with enough fat for the body to work properly.</p> <p><i>For what reasons would (name a food with a significant amount of sugar, such as soda pop or candy) be a poor choice of food to eat regularly?</i></p> <p>Answers: High-sugar foods add calories and often few nutrients. Our bodies do not get what they need to grow and be healthy, but do get a lot of calories that can add to weight gain. They also make us feel full and may impact how many healthy foods we can eat at meal time limiting the amount of nutrient-rich foods we eat.</p> <p><i>Of course, you may choose to eat these foods every once in awhile, but always in moderation and with plenty of other healthy food choices.</i></p>	
<p>Save the student handout, worksheets, and food labels for Lesson 4.</p> 	<p><i>Keep your handout, worksheets and your food labels in a safe place here at school. You will use them again during our next nutrition lesson.</i></p>	 <p>Collect the handout, worksheets and food labels.</p>
<p>Distribute the family resource sheet, "Using Food Labels to Make Healthy Food Choices."</p> 	<p><i>Be sure to share this information with your families tonight. You can help your family use food labels to make healthy food choices.</i></p>	 <p>You may wish to wait until Lesson 4 to distribute this family resource sheet.</p>
<p>Prepare students for the next lesson.</p>	<p><i>We have spent three days learning what is in various foods.</i></p> <p><i>In our next health lesson, we'll have a chance to use what we have learned to plan a nutritious meal.</i></p>	



2010 Dietary Guidelines



The U.S. Department of Agriculture and the U.S. Department of Health and Human Services create the Dietary guidelines for Americans. This plate shows the proportion of food from each food group that should be eaten at one meal by people of all ages in order to stay healthy and to prevent certain chronic diseases.

Three Golden Rules to Eat By

People over the age of 2 should try to:

- 1. Balance calories.**
 - a. Enjoy your food, but eat less. Follow the eating plan for your age, gender, and activity level.
 - b. Avoid oversized portions.
- 2. Increase these foods.**
 - a. Fruits and vegetables – Make half your plate fruits and vegetables. Choose lots of different colored vegetables.
- 3. Reduce these foods.**
 - b. Whole grains – Make at least half your grains whole grains. For example, eat whole wheat bread and brown rice.
 - c. Fat-free or lo-fat (1%) milk and dairy products – Switch from whole milk to fat-free or low-fat milk.
 - a. Sodium – Compare foods and choose foods with less salt, such as soup, bread, and frozen meals.
 - b. Sugary drinks – Drink water instead of sugary drinks like sodas and energy drinks.
 - c. Solid fats – Choose cakes, cookies, ice cream, candies, pizza, and fatty meats only on special occasions.



Helpful Advice!

Focus on Fruits

- Select fruits that are fresh, frozen, canned (in their own juice) or dried rather than just fruit juices.
- Recommended Daily Amounts:
 - Young people age 9 or 10: 1 1/2 cups
 - Young Girls age 11: 1 1/2 cups
 - Young Boys age 11: 2 cups

Vary Your Veggies

- Eat vegetables from the five subgroups: dark green, starchy, red and orange, beans and peas, and other. In general, if you eat different colored vegetables, you will get a variety of nutrients.
- Recommended Daily Amounts:
 - Girls age 9: 2 cups
 - Boys age 9: 2 1/2 cups
 - Young people ages 10 or 11: 2 1/2 cups

Get Enough Calcium-Rich Foods

- Try to eat or drink low-fat or fat-free milk and other dairy products, such as low-fat cheese or yogurt.
- If you can't drink milk, get your calcium in lactose-free milk products or calcium-fortified foods, such as soymilk.
- Recommended Daily Amounts:
 - All young people: 3 cups or the equivalent

Make Half of Your Grains Whole

- Half of the grain products eaten each day should be a whole grain product. The whole grain should be the first ingredient listed on the food label. Most foods will say "whole" or "whole grain" before the ingredient name, such as "whole grain wheat." Some exceptions that are whole grain even though they aren't listed that way are brown rice, oatmeal, popcorn, wild rice, and bulgur.
- One ounce of grain equals one slice of bread or one cup of dry cereal or 1/2 cup of cooked rice or pasta.
- Recommended Daily Amounts:
 - Girls age 9: 5 ounces
 - Boys age 9: 6 ounces
 - Young people ages 10 or 11: 6 ounces

Go Lean With Protein.

- Choose lean meats and poultry and bake it, broil it or grill it.

- Vary your protein sources with more fish; pinto, kidney, black or garbanzo beans; split peas; nuts; seeds; and processed soy products.
- Recommended Daily Amounts:
 - Young people ages 9 or 10: 5 ounces
 - Young Girls age 11: 5 ounces
 - Young Boys age 11: 5 1/2 ounces

Make Your Calories Count

- Choose foods that are high in nutrients. They are high in nutrients if the food label says the food contributes 20% or more of the Daily Value.

Reduce These

- Solid fats (saturated and trans fats)
- Refined grains
- Added sugars, such as sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose
- Salt (sodium)
- Cholesterol
- Read food labels for fat and sodium content. Use the Percentage of Daily Value column. If the food supplies 5% or less, it is low in fat or sodium. If it supplies more than 20%, it is high in fat or sodium.
- Total daily fat content should be limited to 20% to 35% of calories for adults, and 25% to 35% of calories for children ages 4-18 years.
- Read the ingredients list to look for added sugars.

Increase These Nutrients

- Potassium
- Fiber
- Vitamins D
- Calcium

Check Serving Sizes

- Read food labels for serving sizes. If you eat two servings, double the nutrients and calories listed on the food label.

Get Plenty of Physical Activity

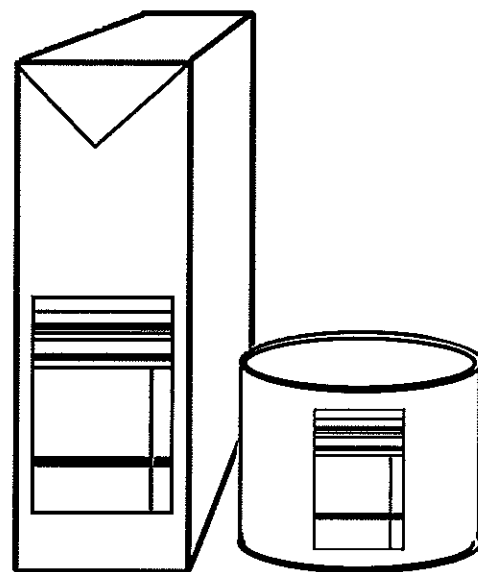
- Adults should get a minimum of 30 minutes of physical activity that raises their heart rate, and work to increase body strength and flexibility every day.
- Children and teens should get a minimum of 60 minutes of daily physical activity.

Using Food Labels to Make Healthy Food Choices

Food labels are a wealth of information! They can help us make healthy choices when deciding what foods to purchase and eat. Your child has been learning how to read and interpret the information on a food label. Have your child describe what he or she knows about the food label below.



Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12 g	18%
Saturated Fat 3 g	15%
<i>Trans</i> Fat 3 g	
Cholesterol 30 mg	10%
Sodium 470 mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%



Family Activity

Select two foods your family eats frequently. Look at the food labels. Have your child help you interpret the information. Here is a worksheet we used in class to help you.

In order to lower the risk of chronic disease and promote health, the U.S. Department of Agriculture and U.S. Department of Health and Human Services have developed the "Dietary Guidelines for Americans, 2010." A copy is available online at www.healthierus.gov/dietaryguidelines.

For more information on how to use the information found on food labels, visit the U.S. Food and Drug Administration website: www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM.

For more information about the amounts of foods recommended for different ages, genders, and activity levels, visit www.ChooseMyPlate.gov.

	Food Label #1	Food Label #2
Name of Food		
Serving Size		
Number of Servings		
Calories Per Serving		
Nutrients With Less Than 5% [Look at the Percentage of Daily Value]		
Nutrients With More Than 20% [Look at the Percentage of Daily Value]		
	Circle Yes or No	Circle Yes or No
*Does it contain 20% or more: fiber calcium potassium vitamin D	yes no yes no yes no yes no	yes no yes no yes no yes no
*Does it contain 5% or less: solid fats (saturated fats) sodium	yes no yes no	yes no yes no
	Circle the Grade You Give This Food	Circle the Grade You Give This Food
	A B C D E F	A B C D E F

*The 2010 Dietary Guidelines encourages us to increase fiber, calcium, potassium, and vitamin D in our diets. Limiting foods that contain solid fats (saturated fats and trans fats), cholesterol, salt, and added sugar is recommended.



