Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines

**Introduction/Description:**
An important part of wellness is eating smart, and one of the tools that we can use to help us eat smart is the Dietary Guidelines. This mini-lesson will cover several messages on eating smart from the Dietary Guidelines for Americans.

**Objectives:**
After this lesson, each staff member will be able to:

- Identify six messages from the Dietary Guidelines for Americans.
- List two ways that they will eat smart based on the Dietary Guidelines for Americans.

**Outcomes:**
Staff will strive to improve overall wellness by using the Dietary Guidelines for Americans to make smart choices from each food group.

**Handouts:**
- Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines Summary

**Materials:**
- Board or flip chart (Optional)
- Markers (Optional)
- Pencils or pens (Encourage staff to bring a pencil or pen.)

**Activities:**
- Eating Smart with the Dietary Guidelines

**Lesson Key:**
The following are symbols for the leader script:

- Spoken by the presenter
- Discussion or hands-on activity
- Writing activity

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**Script (Content and Sequence):**

- **An important part of wellness is eating smart, and one of the tools that we can use to help us eat smart is the Dietary Guidelines. This mini-lesson will cover several messages on eating smart from the Dietary Guidelines for Americans.**

- **Group Discussion:**
  Food and beverage choices are affected by many things. What are some things that affect our choices?

  **Note:** Answers may be written on a board or flip chart.

  **Answers:** (may include, but are not limited to)
  - Convenience
  - Feelings/mood
  - Health
  - Hunger
  - Likes/dislikes
Eating Smart with the Dietary Guidelines Activity:
What we eat has a great impact on our wellness. There are some resources that have been created to help us make smart eating choices. One of these is the Dietary Guidelines for Americans.

The Dietary Guidelines for Americans are guidelines that were developed to provide advice on diet and physical activity in order to promote health. Today, we will talk about several key messages that give us guidelines for eating smart. First, we will begin with messages on **Foods and Nutrients to Increase**.

The messages from this section focus on what kinds of choices should be emphasized within food groups.

The first message is - **Make half your plate fruits and vegetables.**

**Note:** Have staff write “Make half your plate fruits and vegetables” on the Summary handout. You may also write it on a board or flip chart.

Fruits and vegetables provide a variety of nutrients, such as vitamins, minerals, and fiber. Fill up half your plate with a variety of colorful fruits and vegetables for a diet that is healthy and interesting. Specifically, opt for vegetable choices that are deep in color, such as dark green and orange vegetables. Next time you go to the store, purchase a new fruit or vegetable to try. Also, remember that you can get fruits and vegetables in many different forms, including fresh, frozen, canned, dried or 100% juice.

**Group Discussion:**
What is a fruit that you have not eaten but would like to try?

**Note:** Answers may be written on a board or flip chart.

**Answers:** (may include, but are not limited to)
- Apricot
- Boysenberry
- Fig
- Guava
- Kiwi
- Mango
- Passion fruit
- Persimmon
- Pluot
- Prickly pear
- Star fruit
- Ugli fruit

What is your favorite vegetable?

**Note:** Answers may be written on a board or flip chart.

**Answers:**
- Varied
The next eating smart message is - **Switch to fat free or low fat (1%) milk.**

**Note:** Have staff write “Switch to fat free or low fat (1%) milk” on the *Summary* handout. You may also write it on a board or flip chart.

Milk is found in the dairy group. One way to eat smart within the dairy group is to switch to fat free or low fat (1%) milk. If you currently drink whole or reduced fat (2%) milk, you can try to switch to fat free or low fat (1%) milk gradually. Try mixing whole or reduced fat (2%) milk with low fat (1%) milk. Once you get used to the taste, use less whole or reduced fat (2%) milk and more low fat (1%) milk. Do this until you are able to drink a full cup of low fat (1%) milk. If you would like to try drinking fat free milk, follow the same process until you are able to drink a full cup of fat free milk.

Milk is an excellent source of calcium. Calcium is an important nutrient that is needed by the body to:

- Make our bones and teeth strong
- Keep our heart, muscles and nerves working properly

If you have trouble drinking milk, try these tips:

- Drink smaller amounts of milk at a time.
- Have milk or milk products with other foods.
- Try lactose-free dairy products.
- Eat or drink calcium-fortified foods.
- Try eating other foods that contain calcium.

Other foods that contain calcium include:

- Other foods in the dairy group, such as yogurt and cheese
- Dark green vegetables
- Canned salmon and sardines with edible bones
- Calcium-fortified foods (or foods that have calcium added to them), such as calcium-fortified orange juice, soy milk, tofu and cereal

The next message is - **Make at least half your grains whole grains.**

**Note:** Have staff write “Make half your grains whole grains” on the *Summary* handout. You may also write it on a board or flip chart.

The grain group includes many varieties of foods, such as bread, pasta, rice, and cereal. Grains, especially whole grains, are important because they provide carbohydrates for energy, fiber and B vitamins. Making half your grains whole:

- Reduces blood cholesterol levels and may lower your risk for heart disease,
- Can help you control blood sugar levels, and
- Can help with weight management.

Making half your grains whole means choosing to make half of the grain servings you eat each day whole grains. Whole grains contain the entire grain kernel - the bran, germ, and endosperm.
Some examples of whole grains are:
- Barley
- Brown rice
- Oatmeal
- Popcorn
- Whole wheat crackers, bread, buns, rolls or tortillas
- Whole wheat cereal (such as bran flakes)
- Whole wheat pasta

Group Discussion:
What is a whole grain food that you have not eaten but would like to try?

Note: Answers may be written on a board or flip chart.

Answers: (may include, but are not limited to)
- Any mentioned above
- Amaranth
- Bulgur (cracked wheat)
- Quinoa (pronounced keen-wah)
- Millet
- Sorghum
- Triticale

The next message is - Choose lean proteins.

Note: Have staff write “Choose lean proteins” on the Summary handout. You may also write it on a board or flip chart.

Protein foods are one of the food groups. Examples of protein foods include:
- Meats, poultry and fish
- Beans and peas
- Tofu
- Eggs
- Nuts and seeds

Some tips for eating smart when it comes to protein foods are:
- Choose lean meats and poultry, such as round steaks and roasts, top sirloin, pork tenderloin, and skinless chicken or turkey breast.
- Remove the skin of poultry before cooking.
- Buy lean ground beef or poultry (try to choose ground meat that is at least 90% lean).
- Try baking, braising, broiling, roasting or grilling instead of frying.
- Try to eat more beans, peas, tofu, nuts and seeds.
- Choose seafood in place of some meat and poultry.

Now that we have covered some messages on Foods and nutrients to increase, we will look at some messages on Foods and food components to reduce.

The first message is Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
Note: Have staff write “Compare sodium in foods” on the Summary handout. You may also write it on a board or flip chart.

Most Americans consume more sodium than they need each day. Sodium is found in table salt, but most Americans consume the majority of sodium from processed and packaged foods, such as canned goods and boxed or frozen meals. Try to choose lower sodium versions of these foods or limit the number of these foods that you eat. You can also limit the amount of salt that you add to foods and flavor foods using herbs and spices.

The final message that we will cover today is Drink water instead of sugary drinks.

Note: Have staff write “Drink water instead of sugary drinks” on the Summary handout. You may also write it on a board or flip chart.

It is important to limit added sugars. Sugary drinks contain added sugars. For example, a 12 ounce can of soda has the equivalent of about 10 packets of sugar! Sugars are listed on the Nutrition Facts Panel, but these include both added sugars and sugars that are found naturally in foods, such as fruit. In order to find added sugars, look at the Ingredients list.

Some names for added sugars are:

- Corn syrup
- Fructose
- High fructose corn syrup
- Honey
- Molasses
- Sucrose

You can easily avoid the added sugars in sugary drinks by drinking water instead. Some tips for drinking water include the following:

- Try water as your main beverage for most, or all, meals.
- Keep a reusable water bottle with you throughout the day.
- If you have a hard time drinking plain water, add a small amount of 100% juice, lemon, or lime for extra flavor.

Group Discussion:
Sugary drinks are not limited to soda. What are some other examples of sugary drinks (those with added sugars)?

Note: Answers may be written on a board or flip chart.

Answers: (may include, but are not limited to)

- Energy drinks
- Fruit drinks other than 100% juice
- Fruit punch
- Lemonade
- Limeade
- Sports drinks
- Sweet tea
- Sweetened coffee drinks
Reflection:
Let’s reflect on what we have talked about today.

- The Dietary Guidelines for Americans give us tips on how to eat smart, including:
  - Make half your plate fruits and vegetables.
  - Switch to fat free or low fat (1%) milk.
  - Consume at least half of all grains as whole grains.
  - Choose lean proteins.
  - Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
  - Drink water instead of sugary drinks.

- Based on some of the tips that we talked about, what are two things that you can do to eat smart?
- Write these down as goals under the “Reflection” section of the Summary handout.

Note: These goals may be shared with a partner or the group.

We will check in with each other next week to see how we did with our goals.

Group Discussion:
Are there any questions?
Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines Summary

Summary:
The Dietary Guidelines for Americans give us guidelines for ways to eat smart including:

- Make half your plate fruits and vegetables.
- Switch to fat free or low fat (1%) milk.
- Consume at least half of all grains as whole grains.
- Choose lean proteins.
- Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
- Drink water instead of sugary drinks.

Resources:

- Let’s eat for the health of it Consumer Brochure
  Dietary Guidelines for Americans
  U.S. Departments of Agriculture and Health and Human Services

- Dietary Guidelines for Americans
  Center for Nutrition Policy and Promotion
  U.S. Department of Agriculture
  www.dietaryguidelines.gov
Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines Summary

Foods and Nutrients to Increase

1. M ________________________________________________________________
   What is a fruit or vegetable that you would like to try? ____________________

2. S ________________________________________________________________
   List calcium-rich foods that you like. ___________________________________

3. C ________________________________________________________________
   What is a whole grain that you would like to try? ________________________

4. C ________________________________________________________________
   List lean protein choices. ___________________________________________

Foods and Food Components to Reduce

1. C ________________________________________________________________
   What is one way that you can reduce sodium? __________________________

2. D ________________________________________________________________
   What is one way that you can limit sugary drinks? _______________________

Notes:

Reflection:

Goal 1 -

Goal 2 -
Module 2, Lesson 2: Eat Smart with MyPlate

Introduction/Description: One of the tools that we can use to help us “Serve Up a Healthier You” is MyPlate, which uses food groups to illustrate a healthy eating pattern. This mini-lesson will cover some reminders for healthy eating from MyPlate that will guide us on the road to wellness.

Objectives: After this lesson, each staff member will be able to:

- Recognize healthy eating reminders of MyPlate.
- List two ways that they will eat smart using MyPlate.

Outcomes: Staff will strive to improve overall wellness by using some of the healthy eating reminders of MyPlate to help them eat smart.

Handouts:
- Module 2, Lesson 2: Eat Smart with MyPlate Summary
- MyPlate Food Intake Patterns

Materials:
- Board or flip chart (Optional)
- Markers (Optional)
- Pencils or pens (Encourage staff to bring a pencil or pen.)

Activities:
- Eat the Right Amount for You

Lesson Key: The following are symbols for the leader script:

- Spoken by the presenter
- Discussion or hands-on activity
- Writing activity

Script (Content and Sequence):

One of the tools that we can use to help us “Serve Up a Healthier You” is MyPlate, which uses food groups to illustrate a healthy eating pattern. This mini-lesson will cover some reminders for healthy eating from MyPlate that will guide us on the road to wellness.

**Group Discussion:**
What are the different food groups?

**Note:** Answers may be written on a board or flip chart.

**Answers:**
- Fruits
- Vegetables
- Grains
- Dairy
MyPlate uses the layout of a place setting to illustrate several healthy eating reminders that will help us eat smart. One reminder is to **Build a healthy plate**. One of the ways to build a healthy plate is to eat many different kinds of food each day. The color sections on MyPlate symbolize the variety of foods we should eat. Each color section represents a different food group. There are five color sections on MyPlate:

- Orange
- Green
- Red
- Blue
- Purple

### Group Discussion:
Which food group is represented by each color?

**Note:** Have staff write down the answers on the MyPlate symbol on the *Summary* handout. You may also write the answers on a board or flip chart.

**Answers:**
- Orange = Grains
- Green = Vegetables
- Red = Fruits
- Blue = Dairy
- Purple = Protein Foods

Eating foods from each of these groups is important because each food group provides different nutrients to keep us healthy. You can build a healthy plate with the food groups by filling up half your plate with fruits and vegetables. The remainder of your plate should include whole grains, lean protein, and low fat or fat free dairy.

Another healthy reminder is to **Eat the right amount of calories for you.** Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. One way to find out the right amount of calories for you is to visit the USDA’s MyPlate website (www.choosemyplate.gov). Here you can find information about the different foods and amounts of foods that you need based on your age, whether you are male or female, and how active you are.

### Eat the Right Amount for You Activity:
Find the table under the “Eat the Right Amount for You” section of your *Summary* handout. Fill in your age in the box beside “Age” in the table. Then, fill in the box beside “Gender” with either male or female.

In order to find your calorie needs for the day, you must figure out your activity level.

- Sedentary means that you only do basic light activity for day-to-day living.
- Active means that you include physical activity that is equal to walking more than 3 miles a day at 15 to 20 minutes per mile in addition to basic light activity for day-to-day living.
If you are not sedentary, but do less than the definition for active, you fit in between the two and can call your activity level “moderately active.” Write your activity level in the table under “Eating the Right Amount for You” on the Summary handout.

Now, you can determine your daily calorie needs. Find “Appendix 6. Estimated Calorie Needs Per Day by Age, Gender, and Physical Activity Level (Detailed), Dietary Guidelines for Americans, 2010” on the first page of the MyPlate Food Intake Patterns handout. Find your gender in the table and then your age. Look to the right. Using your activity level, find your calorie needs. Write your calorie needs in the table in the box next to “Calories.”

Now, find “Appendix 7. USDA Food Patterns, Dietary Guidelines for Americans, 2010” on the second page of your MyPlate Food Intake Patterns handout. Find your daily calorie needs at the top of the table. Underneath your calories are amounts for each food group. Using the recommended amounts for your calorie needs, fill in the remainder of the table on your Summary handout.

You now have your personalized plan.

The MyPlate Food Intake Patterns handout also gives some information on each food group, including amounts of different types of vegetables to eat each week. Look at this handout later to find out more about it!

Reflection:
Let’s reflect on what we have talked about today.

- We covered two reminders for healthy eating from MyPlate.
  - Build a healthy plate.
  - Eat the right amount of calories for you.

- What are two ways you can eat smart based on MyPlate in the next week? For example, you may want to focus on building a healthy plate by making half your plate fruits and vegetables.
- Once you decide on what to focus on, write them under “Reflection” on the Summary handout.

Note: Staff may share their ideas with a partner or the group.

We will check in with each other next week to see how we did.

Group Discussion:
Are there any questions?
Module 2, Lesson 2: Eat Smart with MyPlate Summary

Summary:

Two reminders for healthy eating illustrated by MyPlate include the following:

- Build a healthy plate.
- Eat the right amount of calories for you.

Resources:

- MyPlate
  U.S. Department of Agriculture
  www.choosemyplate.gov
Module 2, Lesson 2: Eat Smart with MyPlate Summary

The Colors of MyPlate

A. Orange = ______________________
B. Green = ______________________
C. Red = ______________________
D. Blue = ______________________
E. Purple = ______________________

Eat the Right Amount for You

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Notes:

Reflection:

Goal 1 -

Goal 2 -
### MyPlate Food Intake Patterns

**Appendix 6. Estimated Calorie Needs Per Day by Age, Gender, and Physical Activity Level (Detailed), Dietary Guidelines for Americans, 2010**

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- Based on Estimated Energy Requirements (EER) equations, using reference heights (average) and reference weights (healthy) for each age-gender group. For children and adolescents, reference height and weight vary. For adults, the reference man is 5'10" tall and weighs 190 pounds. EER equations are from the Institute of Medicine. Dietary Reference Intakes for Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids. Washington (DC): The National Academies Press; 2002.
- Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life. Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life. Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour in addition to the light physical activity associated with typical day-to-day life.
- Estimates for females do not include women who are pregnant or breastfeeding.

**Appendix 7. USDA Food Patterns, Dietary Guidelines for Americans, 2010**

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<th>Calorie level of pattern</th>
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<td>1 ½ c</td>
<td>1 ½ c</td>
<td>2 c</td>
<td>2 c</td>
<td>2 c</td>
<td>2 c</td>
<td>2 ½ c</td>
<td>2 ½ c</td>
<td>2 ½ c</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td>1 c</td>
<td>1 c</td>
<td>1 ½ c</td>
<td>1 ½ c</td>
<td>2 c</td>
<td>2 ½ c</td>
<td>2 ½ c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 ½ c</td>
<td>3 ½ c</td>
<td>4 c</td>
</tr>
<tr>
<td><strong>Dark-green vegetables</strong></td>
<td>1 ½ c/wk</td>
<td>1 c/wk</td>
<td>1 ½ c/wk</td>
<td>1 ½ c/wk</td>
<td>1 ½ c/wk</td>
<td>2 c/wk</td>
<td>2 c/wk</td>
<td>2 ½ c/wk</td>
<td>2 ½ c/wk</td>
<td>2 ½ c/wk</td>
<td>2 ½ c/wk</td>
<td>2 ½ c/wk</td>
</tr>
<tr>
<td><strong>Red and orange vegetables</strong></td>
<td>2 ½ c/wk</td>
<td>3 c/wk</td>
<td>3 c/wk</td>
<td>4 c/wk</td>
<td>5 ½ c/wk</td>
<td>5 ½ c/wk</td>
<td>6 c/wk</td>
<td>6 c/wk</td>
<td>7 c/wk</td>
<td>7 c/wk</td>
<td>7 ½ c/wk</td>
<td>7 ½ c/wk</td>
</tr>
<tr>
<td><strong>Beans and peas (legumes)</strong></td>
<td>½ c/wk</td>
<td>1 c/wk</td>
<td>1 ½ c/wk</td>
<td>1 c/wk</td>
<td>1 ½ c/wk</td>
<td>2 c/wk</td>
<td>2 c/wk</td>
<td>2 c/wk</td>
<td>2 ½ c/wk</td>
<td>2 ½ c/wk</td>
<td>3 c/wk</td>
<td>3 c/wk</td>
</tr>
<tr>
<td><strong>Starchy vegetables</strong></td>
<td>2 c/wk</td>
<td>3 ½ c/wk</td>
<td>3 ½ c/wk</td>
<td>4 c/wk</td>
<td>5 c/wk</td>
<td>6 c/wk</td>
<td>7 c/wk</td>
<td>7 c/wk</td>
<td>8 c/wk</td>
<td>8 c/wk</td>
<td>8 c/wk</td>
<td>8 c/wk</td>
</tr>
<tr>
<td><strong>Other vegetables</strong></td>
<td>1 ½ c/wk</td>
<td>2 ½ c/wk</td>
<td>2 ½ c/wk</td>
<td>3 ½ c/wk</td>
<td>4 c/wk</td>
<td>5 c/wk</td>
<td>5 c/wk</td>
<td>5 c/wk</td>
<td>5 c/wk</td>
<td>5 c/wk</td>
<td>5 c/wk</td>
<td>5 c/wk</td>
</tr>
<tr>
<td><strong>Grains</strong></td>
<td>3 oz-eq</td>
<td>4 oz-eq</td>
<td>5 oz-eq</td>
<td>5 oz-eq</td>
<td>6 oz-eq</td>
<td>6 oz-eq</td>
<td>7 oz-eq</td>
<td>8 oz-eq</td>
<td>9 oz-eq</td>
<td>10 oz-eq</td>
<td>10 oz-eq</td>
<td>10 oz-eq</td>
</tr>
<tr>
<td><strong>Whole grains</strong></td>
<td>1 ½ oz-eq</td>
<td>2 oz-eq</td>
<td>2 ½ oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>4 oz-eq</td>
<td>4 oz-eq</td>
<td>5 oz-eq</td>
<td>5 oz-eq</td>
</tr>
<tr>
<td><strong>Enriched grains</strong></td>
<td>1 ½ oz-eq</td>
<td>2 oz-eq</td>
<td>2 ½ oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>3 oz-eq</td>
<td>4 oz-eq</td>
<td>4 oz-eq</td>
<td>5 oz-eq</td>
</tr>
<tr>
<td><strong>Protein foods</strong></td>
<td>2 oz-eq</td>
<td>3 oz-eq</td>
<td>4 oz-eq</td>
<td>5 oz-eq</td>
<td>5 oz-eq</td>
<td>5 oz-eq</td>
<td>5 oz-eq</td>
<td>5 oz-eq</td>
<td>6 oz-eq</td>
<td>6 oz-eq</td>
<td>6 oz-eq</td>
<td>6 oz-eq</td>
</tr>
<tr>
<td><strong>Seafood</strong></td>
<td>3 oz/wk</td>
<td>5 oz/wk</td>
<td>6 oz/wk</td>
<td>8 oz/wk</td>
<td>8 oz/wk</td>
<td>8 oz/wk</td>
<td>9 oz/wk</td>
<td>10 oz/wk</td>
<td>10 oz/wk</td>
<td>11 oz/wk</td>
<td>11 oz/wk</td>
<td>11 oz/wk</td>
</tr>
<tr>
<td><strong>Meat, poultry, eggs</strong></td>
<td>10 oz/wk</td>
<td>14 oz/wk</td>
<td>19 oz/wk</td>
<td>24 oz/wk</td>
<td>24 oz/wk</td>
<td>26 oz/wk</td>
<td>29 oz/wk</td>
<td>31 oz/wk</td>
<td>31 oz/wk</td>
<td>34 oz/wk</td>
<td>34 oz/wk</td>
<td>34 oz/wk</td>
</tr>
<tr>
<td><strong>Nuts, seeds, soy products</strong></td>
<td>1 oz/wk</td>
<td>2 oz/wk</td>
<td>3 oz/wk</td>
<td>4 oz/wk</td>
<td>4 oz/wk</td>
<td>4 oz/wk</td>
<td>4 oz/wk</td>
<td>5 oz/wk</td>
<td>5 oz/wk</td>
<td>5 oz/wk</td>
<td>5 oz/wk</td>
<td>5 oz/wk</td>
</tr>
<tr>
<td><strong>Dairy</strong></td>
<td>2 c</td>
<td>2 ½ c</td>
<td>2 ½ c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
<td>3 c</td>
</tr>
<tr>
<td><strong>Oils</strong></td>
<td>15 g</td>
<td>17 g</td>
<td>17 g</td>
<td>22 g</td>
<td>24 g</td>
<td>27 g</td>
<td>29 g</td>
<td>31 g</td>
<td>34 g</td>
<td>36 g</td>
<td>44 g</td>
<td>51 g</td>
</tr>
<tr>
<td><strong>Maximum Single Fat Source (SFA)</strong> limit, calories (% of calories)</td>
<td>127 (14%)</td>
<td>121 (10%)</td>
<td>121 (9%)</td>
<td>121 (8%)</td>
<td>161 (9%)</td>
<td>258 (13%)</td>
<td>266 (12%)</td>
<td>330 (14%)</td>
<td>362 (14%)</td>
<td>395 (14%)</td>
<td>459 (15%)</td>
<td>59% (19%)</td>
</tr>
</tbody>
</table>
Serve Up a Healthier You
North Carolina Child Nutrition Services
Staff Wellness Toolkit
Mini-Lessons

Module 2, Lesson 3: Right-size Your Portions

Introduction/Description:
One way to eat smart is by right-sizing your portions. Portion sizes have increased over the last several years. Large portions have become so common that “normal” portions appear small. These large portion sizes may lead to weight gain since you are eating more than you need. Learning how to right-size portions is one way to Serve Up a Healthier You!

Objectives:
After this lesson, each staff member will be able to:
• Prepare a daily menu for a 2,000 calorie diet.
• Identify right-sized portions of at least 3 foods they eat often.

Outcomes:
Staff will strive to improve overall wellness by right-sizing their portions.

Handouts:
• Avoid Portion Distortion
• Module 2, Lesson 3: Right-size Your Portions Summary
• Serving Sizes are in Your Hand
• What's in a Serving Size?

Materials:
• Board or flip chart (Optional)
• Markers (Optional)
• Pencils or pens (Encourage staff to bring a pencil or pen.)

Activities:
• Serving Size Charades
• What’s on the Menu?

Lesson Key:
The following are symbols for the leader script:

👩‍🏫: Spoken by the presenter
👋: Discussion or hands-on activity
✍️: Writing activity

Script (Content and Sequence):

👩‍🏫: One way to eat smart is by right-sizing your portions. Portion sizes have increased over the last several years. Large portions have become so common that “normal” portions appear small. These large portion sizes may lead to weight gain since you are eating more than you need. Learning how to right-size portions is one way to Serve Up a Healthier You!

👋: Group Discussion:
What is a portion or helping?

Note: Answers may be written on a board or flip chart.

Answers:
• The amount of a particular food on a plate
• The amount of a food that is scooped onto a tray
- A piece of a casserole, meat, etc.
- How much food you “help” yourself to

Say you were sitting down to dinner with family... a portion or “helping” is the amount of food you might serve yourself or someone might serve you. A portion or helping is how much we typically eat. There is a difference between a serving size and portion or helping. The serving size is defined. A portion or helping may be more than one serving. That is why it is important to understand serving sizes, so that we can be aware of how much we are eating and make smart choices. Eating multiple servings can affect our health and our weight over time.

Portion sizes have changed a lot over the past 20 years. Look at the first page of your Avoid Portion Distortion handout. It shows the differences in sizes and calories for six foods. It also lists the amounts of physical activity that you would need to do to burn the extra calories.

**Group Discussion:**
What do you find surprising or shocking about these examples?

**Note:** Answers may be written on a board or flip chart.

**Answers:**
- Varied

**Serving Size Charades Activity:**
It can be hard trying to figure out what an ounce of a grain or a cup of fruit may look like, especially if you don’t carry measuring cups and spoons with you all the time! But we do carry something around with us that can be a very useful tool in identifying appropriate servings – our hand.

**Instructions:**
- Ask staff to guess, without looking at the *Serving Sizes are in Your Hand* handout, what serving of food matches the following:
  - Fist
  - Palm of your hand
  - Thumb
  - Tip of the thumb
- Use the *Serving Sizes are in Your Hand* handout as a guide for the answers.

The *Serving Sizes are in Your Hand* and *What’s in a Serving Size?* handouts give examples of tricks that you can use to help you picture what a serving size might look like.

*Serving Sizes are in Your Hand* gives you a picture of serving sizes using your hand. For example, a fist is about the size of 1 cup and three ounces is about the size of the palm of your hand.

*What’s in a Serving Size?* gives examples of everyday objects that are the same size as serving sizes. For example, 1 ounce of cheese is about the size of a pair of dice and ½ cup of grapes is about the size of a light bulb. Use these handouts to help you right-size your portions!

An important step in right-sizing your portions is knowing just how much you need. MyPlate is a guide that can help you know just how much of each food group you need. We will use the example of Jane, a woman who would need about 2,000 calories each day. The amounts that MyPlate suggests for 2,000 calories a day are on your *Summary* handout. You can also find them on the back of the *Avoid Portion Distortion* handout.

These are:
- 6 ounces from the Grain group
<table>
<thead>
<tr>
<th>Activity: What’s on the Menu? Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are going to try a little activity to practice our portions. Using the table of serving sizes for each food group, create a full day’s menu for Jane. Remember, MyPlate amounts for 2,000 calories a day are listed at the top of your Summary handout.</td>
</tr>
</tbody>
</table>

| Note: This activity can be done as a group or with partners. The menu ideas can be written on the Summary handout. If you are doing the activity as a group, it can also be written on a board or flip chart. If the activity is done using partners, you can give staff a chance to share their menus if time allows. |

<table>
<thead>
<tr>
<th>Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s reflect on what we have discussed today.</td>
</tr>
</tbody>
</table>

| • Portions have increased over the years, and we may be eating more than we need. |
| • MyPlate is a tool that we can use to find out serving sizes to help us right-size our portions. |
| • You can even use your hand or everyday items to help you picture serving sizes. |

| • Now, think of three of foods that you eat often. Find out the right-sized servings of those foods based on your handouts. |
| • Under “Reflection” on your Summary handout, write down each of those foods and the serving sizes of each of those foods in order to remind yourself of right-sized portions. |

| Note: Reflections may be shared with partners or with the group. |

<table>
<thead>
<tr>
<th>Group Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any questions?</td>
</tr>
</tbody>
</table>
Prevent Portion Distortion

Alice Henneman, MS, RD
Amy Peterson, MS, RD
UNL Extension Educators
ahenneman1@unl.edu • apeterson3@unl.edu

Portion sizes have gotten bigger over the past 20 years, and so have we! Larger portions add up. Just 100 extra calories per day can lead to a weight gain of 10 pounds per year. Maintaining a healthy weight is a balancing act … balance calories in with calories out.

If you downsize your portion size and feel a smaller portion looks too small … serve it on a smaller plate so it looks larger. Note the difference in the appearance of one cup of cereal when a smaller bowl is used.

Using a smaller plate or bowl also can help you eat less according to research by professors Brian Wansink and Koert van Ittersum. Larger plates can make a serving of food appear smaller. For example, in a study conducted at a health and fitness camp, campers given larger bowls consumed 16 percent more cereal than those given smaller bowls. Their estimates of their cereal consumption, however, were 7 percent lower than the estimates of those eating from the smaller bowls.

<table>
<thead>
<tr>
<th>Portion Distortion</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 YEARS AGO</td>
</tr>
<tr>
<td>Coffee, 8 oz (with whole milk and sugar)</td>
</tr>
<tr>
<td>45 Calories</td>
</tr>
<tr>
<td>Playing golf (while walking and carrying your clubs) for 1 HOUR burns approximately 350 calories*</td>
</tr>
<tr>
<td>500 Calories</td>
</tr>
<tr>
<td>Vacuuming for 1 HOUR AND 30 MINUTES burns approximately 290 calories*</td>
</tr>
<tr>
<td>1.5 oz</td>
</tr>
<tr>
<td>210 Calories</td>
</tr>
<tr>
<td>Washing a car for 1 HOUR AND 15 MINUTES burns approximately 220 calories*</td>
</tr>
<tr>
<td>1.5 diameter</td>
</tr>
<tr>
<td>55 Calories</td>
</tr>
</tbody>
</table>

Adapted from "Portion Distortion" by the National Heart, Lung and Blood Institute at http://hin.nhlbi.nih.gov/portion

Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln cooperating with the Counties and the United States Department of Agriculture.

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MyPlate Helps You Choose Types and Amounts of Foods

The following foods and amounts are for a 2,000 calorie daily food pattern for ages 19 and over. Your calorie needs may be more or less; adjust the amount you are eating accordingly. For a more personalized plan for YOUR calorie level, based on your age, gender, height/weight, and activity level — and for ages 2 through 18 — visit http://choosemyplate.gov.

GRAINS:
Eat 6 “ounce-equivalents.” Make at least half your grains whole grains.

Ounce-equivalents:
• 1 slice bread
• 1 cup ready-to-eat cereal (such as flakes)
• ½ cup cooked pasta, cooked rice, or cooked cereal

FRUITS: Eat 2 cups of fresh, canned, or frozen fruits.
• In general, 1 cup of fruit or 100% fruit juice, or 1/2 cup of dried fruit can be considered as 1 cup from the Fruit Group.
• Make most of your choices whole or cut-up fruit rather than juice, for the benefits dietary fiber provides.

VEGETABLES: Eat 2½ cups of fresh, frozen, canned vegetables, or an equivalent amount of dried/dehydrated vegetables.
• Note: 2 cups raw leafy greens = 1 cup of vegetable

DAIRY: Consume 3 cups of fat-free or low-fat milk (1%) or equivalent Dairy Group foods.
1-cup equivalents:
• 8 oz milk
• 1 cup yogurt
• 1½ oz natural cheese
• 2 oz processed cheese
• 8 oz calcium-fortified soy beverages

PROTEIN FOODS: Eat 5½ oz (or equivalent) of lean meat, poultry, or fish.
1-ounce equivalents:
• 1 oz meat, poultry, or fish
• ¼ cup cooked beans or peas (does not include green beans and peas)
• 1 egg
• 1 tablespoon peanut butter or almond butter
• ½ oz of nuts or seeds
• ¼ cup (about 2 oz) of tofu
• ¼ cup roasted soybeans

REFERENCES:
• Choose MyPlate at http://ChooseMyPlate.gov
• Keep an Eye on Portion Size Serving Size card, Dept. of Health & Human Services, National Institutes of Health, and National Heart, Lung, and Blood Institute at http://hp2010.nhlbihin.net/portion/servingcard7.pdf
• Portion Distortion Quiz, Dept. of Health & Human Services, National Institutes of Health, and National Heart, Lung, and Blood Institute at http://hp2010.nhlbihin.net/portion
• Rethink Your Drink, Centers for Disease Control and Prevention at www.cdc.gov/healthyweight/healthy_eating/drinks.html
• Selected Messages for Consumers, USDA Center for Nutrition Policy and Promotion at www.choosemyplate.gov/print-materials-ordering/selected-messages.html

For more information about healthy eating, visit http://food.unl.edu

Keep an Eye on Your Portion Sizes
Here are some ways to “eyeball” food portion amounts:

1 cup =
½ cup =
1 teaspoon =
1 tablespoon =
1½ ounces of cheese =
3 ounces cooked meat, or poultry =
3 ounces grilled/baked fish =

This is a peer reviewed publication
Module 2, Lesson 3: Right-Size Your Portions Summary

Summary:

- Portions have increased over the years, and we may be eating more than we need.
- MyPlate is a tool that we can use to find serving sizes to help us right-size our portions.
- You can even use your hand or everyday items to help you picture serving sizes.

Resources:

- Avoid Portion Distortion Presentation
  University of Nebraska-Lincoln Extension
  http://food.unl.edu/web/fnh/portiondistortion

- MyPlate
  U.S. Department of Agriculture
  www.choosemyplate.gov

Notes:
Module 2, Lesson 3: Right-Size Your Portions Summary

MyPlate Suggestions based on 2,000 calories each day:
6 ounces from the Grain group
2 ½ cups from the Vegetable group
2 cups from the Fruit group
3 cups from the Dairy group
5 ½ ounces from the Protein Foods group

Serving Sizes for Each Food Group

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Serving Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains - What counts as an ounce?</td>
<td>½ cup of rice or pasta, 1 slice of bread, 1 cup of cereal, ⅝ of a hamburger bun</td>
</tr>
<tr>
<td>Fruit - What counts as a cup?</td>
<td>1 medium piece of fruit, ⅝ cup of diced fruit, ⅜ cup of dried fruit, ⅝ cup of 100% fruit juice</td>
</tr>
<tr>
<td>Vegetables - What counts as a cup?</td>
<td>1 cup of fresh/cooked vegetables, 2 cups of leafy greens, ⅝ cup of 100% vegetable juice</td>
</tr>
<tr>
<td>Dairy - What counts as a cup?</td>
<td>1 cup (8 oz.) of milk, 1 cup (8 oz.) of yogurt, 1.5 oz. of hard cheese, 2 oz. of processed cheese</td>
</tr>
<tr>
<td>Protein Foods (Meat, Poultry, Fish, Legumes, Eggs and Nuts) - What counts as an ounce?</td>
<td>1 oz. of meat, poultry or seafood; ⅝ cup of cooked dried beans; 1 egg; ⅝ ounce nuts or seeds; 1 tablespoon of peanut butter</td>
</tr>
</tbody>
</table>

What’s on the Menu?

Breakfast -

Lunch -

Dinner -

Don't forget snacks!

Reflection:

Goal 1 -

Goal 2 -
Serving Sizes are in Your Hand

A fist or cupped hand = 1 cup

1 serving = ½ cup cereal, cooked pasta or rice
or 1 cup of raw, leafy green vegetables
or ¾ cup of cooked or raw, chopped vegetables or fruit

A thumb = 1 oz. of cheese

Consuming low-fat cheese is a good way to help you meet the required servings from the milk, yogurt and cheese group.
1½ - 2 oz. of low-fat cheese counts as 1 of the 2-3 daily recommended servings.

Palm = 3 oz. of meat

Two servings, or 6 oz, of lean meat (poultry, fish, shellfish, beef) should be a part of a daily diet.
Measure the right amount with your palm. One palm size portion equals 3 oz., or one serving.

Thumb tip = 1 teaspoon

Keep high-fat foods, such as peanut butter and mayonnaise, at a minimum by measuring the serving with your thumb.
One teaspoon is equal to the end of your thumb, from the knuckle up. Three teaspoons equals 1 tablespoon.

Handful = 1-2 oz. of snack food

Snacking can add up. Remember, 1 handful equals 1 oz. of nuts and small candies.
For chips and pretzels, 2 handfuls equals 1 oz.

1 tennis ball = 1 serving of fruit

Healthy diets include 2-4 servings of fruit a day.

Because hand sizes vary, compare your fist size to an actual measuring cup.
What’s in a Serving Size?

Finding it hard to picture a serving size? Everyday examples can help you compare your portion size with the standard Food Guide Pyramid serving size.

Note: hands and finger sizes vary from person to person! These are GUIDES only.

The Grain Group
- 1 pancake.................................................................................................is a compact disc (CD)
- ½ cooked cup rice, pasta......................................................................is a cupcake wrapper full or a rounded handful
- 1 piece of cornbread...............................................................................is a bar of soap
- 1 slice of bread......................................................................................is an audiocassette tape
- 1 cup of cereal........................................................................................is tennis ball
- 1 roll..........................................................................................................is a bar of soap

The Vegetable Group
- 1 cup green salad..................................................................................is a tennis ball
- 1 baked potato.........................................................................................is a tennis ball
- ¼ cup tomato juice.................................................................................is a small Styrofoam cup
- ½ cup cooked broccoli...........................................................................is a scoop of ice cream or a light bulb
- ½ cup serving..........................................................................................is 6 asparagus spears/7 or 8 baby carrots/1 ear of corn

The Fruit Group
- ½ cup of grapes (15 grapes). .................................................................is a light bulb
- ¼ cup of fresh fruit................................................................................is 7 cotton balls
- 1 medium size fruit................................................................................is a tennis ball
- 1 cup of cut-up fruit................................................................................is a tennis ball
- ¼ cup raisins..........................................................................................is a large egg or a golf ball

The Dairy Group
- 1½ ounces cheese is a 9-volt battery
- 1 ounce of cheese..................................................................................is a pair of dice
- 1 cup of ice cream...................................................................................is the size of a tennis ball

The Protein Foods Group
- 2 tablespoons peanut butter.................................................................is a Ping-Pong ball
- 3 ounces cooked meat, fish, poultry......................................................is a deck of cards
- 3 ounces grilled/baked fish....................................................................is a checkbook
- 3 ounces cooked chicken........................................................................is a chicken leg and thigh or a breast
- 1 cup cooked dried beans.......................................................................is a tennis ball
- 1 ounce of nuts........................................................................................is one handful

Fats, Oils and Sweets
- 1 teaspoon butter, margarine.................................................................is the size of a stamp the thickness of your finger
- 2 tablespoons salad dressing.................................................................is a Ping-Pong ball
- 1 ounce of chocolate.............................................................................is one package of dental floss
- 1 ounce of small candies.......................................................................is one handful
- 1 ounce of chips or pretzels..................................................................is two handfuls
- ½ cup of potato chips, crackers or popcorn.............................................is one handful
## Serve Up a Healthier You

North Carolina Child Nutrition Services  
Staff Wellness Toolkit  
Mini-Lessons

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### Module 2, Lesson 4: Label Lingo

**Introduction/Description:**  
Eating smart is an important step on the path to wellness. One of the best tools to help you eat smart is the food label. You can learn a lot about a food by reading its label. This mini-lesson will explore the food label and provide tips to help you eat smart using the food label.

**Objectives:**  
After this lesson, each staff member will be able to:

- List serving size, number of servings and calories per serving based on a food label.
- Identify items on the food label that should be limited.
- Identify items on the food label to get enough of.

**Outcomes:**  
Staff will strive to improve overall wellness by using the food label to help them eat smart.

**Handouts:**  
- Module 2, Lesson 4: Label Lingo Summary

**Materials:**  
- Board or flip chart (Optional)  
- Markers (Optional)  
- Pencils or pens (Encourage staff to bring a pencil or pen.)  
- Six ounce bag of potato chips (Optional)

**Activities:**  
- What’s in a Label?

**Lesson Key:**  
The following are symbols for the leader script:

- ** (): Spoken by the presenter
- ** (): Discussion or hands-on activity
- ** (): Writing activity

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### Script (Content and Sequence):

> Eating smart is an important step on the path to wellness. One of the best tools to help you eat smart is the food label. You can learn a lot about a food by reading its label. This mini-lesson will explore the food label and provide tips to help you eat smart using the food label.

- **Group Discussion:**  
  What kinds of information can you find on a food label?

  - **Note:** Answers may be written on a board or flip chart.

  - **Answers:** (may include, but are not limited to)
    - Calories
    - Fat (Total, Saturated, Trans)
    - Protein
    - Carbohydrates
    - Sugars
What kinds of information do you look for on the food label when you are shopping for or choosing foods?

**Note:** On the board or flip chart, circle, underline or put a star by the answers from the previous question that the staff look for when shopping for or choosing foods.

An example of a food label is on your *Summary* handout under “Reading the Nutrition Facts Panel”. There are three quick steps that you can take to use a food label to help you eat smart:

- Size Up Your Servings and Calories.
- See What’s In It for You.
- Judge If It’s Right for You.

**Size Up Your Servings and Calories**

**What is the serving size?**

All Nutrition Fact Panels identify a serving size – a standardized amount, such as cups, ounces or pieces, followed by the metric amount, such as liters or grams.

**Group Discussion:**

If you were eating a snack from a six ounce bag of potato chips, what would be a serving?

A. 1 oz. (1/6 of the bag)
B. 2 oz. (1/3 of the bag)
C. 3 oz. (1/2 of the bag)
D. 4 oz. (2/3 of the bag)
E. 6 oz. (whole bag)

**Note:** Allow participants to share what they would consider to be a serving and what they would truthfully eat. You may wish to write the options on a board or flip chart for all to see and then take a vote by a show of hands for the most popular choices. It may be helpful to show a six ounce bag of chips as a visual or example. Then, pour out a one ounce serving for all to see.

**Answer:**

A. The serving is 1 oz. or 1/6 of the bag of potato chips.

**How many servings are in the container?**

Many packages hold more than one serving. Snack foods and drinks, from vending machines or convenience stores, can be tricky. They may look like a single serving package, but they actually may contain two, four or more servings. Companies can change product labeling, including the serving information. Always look on the label for the number of servings.

**How many calories are in a single serving?**

Always check the label for the calories per serving, even for products that you think you know. You may be surprised. Companies may change the recipe or ingredients for a product, which can affect
Serve Up a Healthier You

<table>
<thead>
<tr>
<th>What’s in a Label? Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a partner or as a group, have staff answer the questions in box A on your Summary handout. You may write these answers on a board or flip chart.</td>
</tr>
<tr>
<td>• How much is a serving? <strong>(Answer: 1 cup or 228 grams)</strong></td>
</tr>
<tr>
<td>• How many servings are in the container/package? <strong>(Answer: 2)</strong></td>
</tr>
<tr>
<td>• How many calories in each serving? <strong>(Answer: 250)</strong></td>
</tr>
<tr>
<td>• How many calories would you eat if you ate the whole container/package? <strong>(Answer: 500)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many calories are too high or low for a serving?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That depends on your calorie goal for the day and how you balance your food and beverage choices throughout the day. But to size up calories in a single serving, use this guide, which can be found on your Summary handout:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Guide to Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 calories = LOW</td>
</tr>
<tr>
<td>100 calories = MODERATE</td>
</tr>
<tr>
<td>400 calories = HIGH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See What’s In It for You</th>
</tr>
</thead>
<tbody>
<tr>
<td>In choosing foods and beverages, we should aim to get the most nutrition for our calories, kind of like getting the &quot;most bang for our buck&quot;. We want to get enough of the nutrients we need for good health and limit the nutrients that can contribute to health problems.</td>
</tr>
</tbody>
</table>

The Percent Daily Value (% DV) tells you whether a food or beverage is high or low in a nutrient. The Quick Guide to % DV can be found on your Summary handout.

<table>
<thead>
<tr>
<th>Quick Guide to % DV</th>
</tr>
</thead>
<tbody>
<tr>
<td>% DV of 5 or less = LOW</td>
</tr>
<tr>
<td>% DV of 20 or more = HIGH</td>
</tr>
</tbody>
</table>

Now, let’s look at items on the food label that you should limit. Look at the five lines under Calories and Calories from Fat: Total Fat, Saturated Fat, Trans Fat, Cholesterol and Sodium. Eating too much of these nutrients can have a negative impact on your health, for example, increasing your risk of heart disease or cancer. To help you limit your intake, choose foods with a lower % DV for these nutrients. There is no % DV for trans fat. Keep your intake of trans fat as low as possible.

<table>
<thead>
<tr>
<th>What’s in a Label? Activity, continued:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the five items that should be limited in box B on your Summary handout.</td>
</tr>
</tbody>
</table>

**Note:** Staff will list the items they should limit, including total fat, saturated fat, trans fat, cholesterol and sodium in box B. You may write these down on a board or flip chart.

<table>
<thead>
<tr>
<th>Eating enough of certain nutrients can help you maintain and actually improve your health:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Potassium</td>
</tr>
<tr>
<td>• Dietary fiber</td>
</tr>
<tr>
<td>• Vitamin A</td>
</tr>
</tbody>
</table>
**What’s in a Label? Activity, continued:**
Write the nutrients you should eat enough of in box C on your Summary handout. Choose foods with a higher % DV in these nutrients.

**Note:** Staff will list the items they should get enough of in box C on the Summary handout. You may write these down on a board or flip chart.

**Group Discussion:**
What nutrients on this label have a high % Daily Value? What nutrients have a low % Daily Value?

**Answers:**
- The items with a high % DV are sodium, potassium and calcium.
- The items with a low % DV are dietary fiber, vitamin A, vitamin C and iron.

**Note:** Point out the amounts and % DV for total fat and saturated fat. The % DV is for each is toward the high end of the range.

**Judge If It’s Right for You**
**Group Discussion:**
Would you choose this food? Why or why not?

**Note:** Give staff the chance to answer why they may or may not choose this food. After they respond, point out that this food may not be the best choice for them when compared to other items. However, if they choose this food, they should balance it with other choices throughout the day.

**Another part of the food label is the Ingredients list.** Ingredients are listed in order of weight, with the first ingredient in the list having the highest weight and the last ingredient in the list having the lowest weight. If the ingredient is higher on the list, then the product contains more of this ingredient. This list is very helpful when choosing between different products. For example, you may look to the Ingredients list to see how much sugar or whole grain is in a breakfast cereal or bread. A cereal box may say “reduced sugar”, but look to see how early on the Ingredients list a sugar is listed and how many sugars are listed. A loaf of bread in the store may look brown and have “grain” in the title, but it may only have “wheat flour” as the first ingredient. Instead, you want to find bread that has “whole wheat” or “whole grain flour” as the first ingredient. The word “whole” is what helps you know that the bread is a whole wheat or whole grain bread.

**Reflection:**
Let’s reflect on what we have learned.

- Think about two food items that you eat each week that come in a package, such as your favorite cereal or an afternoon snack. Write these two foods down.
- When you go home, look at the labels on these foods.
- Based on what you learned today, decide if these two items are good choices for you.

**Note:** Give staff the chance to write down their two foods.

**Group Discussion:**
Are there any questions?
In case they ask:

**Why is there no % Daily Value for trans fat, protein or sugars?**

There is not enough information to set a % Daily Value for trans fat. It is important to limit trans fat, because it has been linked to raising bad cholesterol, or LDL, levels.

*Source: U.S. Food and Drug Administration, www.fda.gov*

There is no public health concern with protein intake, so unless a food makes a claim about protein or is for a child under 4 years old, a % Daily Value is not needed.

*Source: U.S. Food and Drug Administration, www.fda.gov*

There is no recommendation for the amount of sugars to eat in a day. Sugars listed on a Nutrition Facts Panel include both added sugar (such as table sugar, honey and high fructose corn syrup) and naturally occurring sugars (like in fruit or milk). If you are trying to limit your added sugars, look for words such as sugar, corn syrup, high fructose corn syrup, honey, dextrose, maltose, sucrose and maple syrup in the Ingredients list. Limit your intake of foods that have these listed as one of the first ingredients.

*Source: U.S. Food and Drug Administration, www.fda.gov*

**What is Trans fat?**

Trans fat is fat that is made through the processing of oils in order to make them solid. “Partially hydrogenated oils” is a term that you may find in the Ingredients list of a food. If you see this word, that means there are trans fats in the food item. Trans fats can raise bad cholesterol (LDL) and lower good cholesterol (HDL), leading to heart disease and stroke.

*Source: American Heart Association, www.americanheart.org*
Module 2, Lesson 4: Label Lingo Summary

Summary:

- Use labels to help you make smart food and beverage choices.

- Check the Nutrition Facts Panel for serving size, servings per container and calories per serving.
  - Limit these:
    - Total, Saturated and Trans fat
    - Cholesterol
    - Sodium

- Get enough of these:
  - Potassium
  - Dietary fiber
  - Vitamins A and C
  - Calcium
  - Iron

- Percent Daily Values:
  - 5% or less is low
  - 20% or more is high

- General Guide to Calories:
  - 40 calories = LOW
  - 100 calories = MODERATE
  - 400 calories = HIGH

- Read the Ingredients list. The ingredients are listed by weight, from highest weight to lowest weight.

Resources:

- How to Understand and Use the Nutrition Facts Label
  U.S. Food and Drug Administration
  www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm

- Make your Calories Count, Use the Nutrition Facts Label for Healthy Weight Management
  U.S. Food and Drug Administration
  www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm275438.htm
Module 2, Lesson 4: Label Lingo Summary

What’s in Label?

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>1 cup (228g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Container</td>
<td>2</td>
</tr>
</tbody>
</table>

**Amount Per Serving**

<table>
<thead>
<tr>
<th>Calories</th>
<th>250</th>
<th>Calories from Fat 110</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>12g</td>
<td>18%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
<td>15%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>30mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium</td>
<td>470mg</td>
<td>20%</td>
</tr>
<tr>
<td>Potassium</td>
<td>700mg</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>31g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>5g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>5g</td>
<td></td>
</tr>
</tbody>
</table>

| Vitamin A | 4% |
| Vitamin C | 2% |
| Calcium | 20% |
| Iron | 4% |

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

A. Servings and Calories

How much is a serving? ________________________

How many servings are in the container or package? _______

How many calories are in each serving? ____________

How many calories would you eat if you ate the whole container or package? ________________________

B. Limit These

List the things you should limit:

C. Get Enough of These

List the things you should get enough of:

Notes:

Reflection:

Goal 1 -

Goal 2 -
Module 2, Lesson 5: Make Sense of Carbs

Introduction/Description: Carbs, or carbohydrates, have been a popular topic in the news for many years and have sometimes gotten a bad “rap.” Carbohydrates are in fact an important nutrient that our body needs, and this mini-lesson will help you make sense of carbohydrates by giving you some basic information about what they are and how to make smart choices when choosing foods with carbohydrates.

Objectives: After this lesson, each staff member will be able to:

• Identify five favorite foods that have carbohydrates.
• Identify ways to add more high fiber foods to their diet.

Outcomes: Staff will strive to improve overall wellness by decreasing added sugars and increasing high fiber foods in their diets.

Handouts:  
• Module 2, Lesson 5: Make Sense of Carbs Summary

Materials:  
• Board or flip chart (Optional)
• Markers (Optional)
• Pencils or pens (Encourage staff to bring a pencil or pen.)
• Food package Ingredient lists (Optional)

Activities:  
• Added Sugar ID (Optional)
• My Menu Activity

Lesson Key: The following are symbols for the leader script:

 Başkanlığı: Spoken by the presenter

 руками: Discussion or hands-on activity

 перо: Writing activity

Script (Content and Sequence):

Carbs, or carbohydrates, have been a popular topic in the news for many years and have sometimes gotten a bad “rap.” Carbohydrates are in fact an important nutrient that our body needs, and this mini-lesson will help you make sense of carbohydrates by giving you some basic information about what they are and how to make smart choices when choosing foods with carbohydrates.

Carbohydrates are found in fruits, vegetables, grains and milk and are also added to foods in the form of added sugars.

Group Discussion: Let’s name some of our favorite foods that contain carbohydrates.

Note: Answers may be written on a board or flip chart.
**Note:** Give the staff an opportunity to come up with as many food items that contain carbohydrates as they can think of, guiding them, if needed. You may list these answers on a board or flip chart, as available. Staff may also write the answers on the Summary handout under “Notes”.

**Answers:**
- Any type or brand name of:
  - Fruits or vegetables (whole, canned, dried, juice, etc.)
  - Breads, muffins, bagels, rolls, biscuits, buns, tortillas, crackers, other baked goods, etc.
  - Hot cereals (oatmeal, oat bran, cream of wheat, grits)
  - Cold cereals
  - Beans and peas
  - Rice (brown, white, wild, etc.)
  - Pasta
  - Milk
  - Candy and other sweets

There are many different foods that we eat each day that contain carbohydrates. But what is a carbohydrate? Carbohydrates are one of several nutrients found in food. Nutrients are important to our bodies because they are needed to provide energy, help us grow and do many other body processes. The main job of carbohydrates is to provide energy for our bodies.

There are two types of carbohydrates. These are:
- Simple carbohydrates
- Complex carbohydrates

In order to visualize the difference between simple and complex carbohydrates, think of a popcorn chain that might be made to decorate a Christmas tree. A simple carbohydrate is like a single piece of popcorn or maybe even two pieces of popcorn. It is made of one or two sugar molecules. A complex carbohydrate is like the long popcorn chain. It is made up of many sugar molecules.

Simple carbohydrates may also be called sugars and are found naturally in fruit, milk and table sugar. They can also be added to foods. On your Summary handout there is a list of different simple carbohydrates, or sugars, that may be added to foods when they are prepared or processed. Look for these added sugars in the Ingredients list of a food package. In order to eat smart, we should limit the added sugars in foods and beverages that we choose or prepare.

You may choose to do the “Added Sugar ID” activity at this point in the lesson.

Complex carbohydrates are found in foods in the form of starch or fiber. Starch is like that long popcorn chain, with many different sugar molecules that the body has to break apart, or digest. Fiber, unlike starch, is not digested by the body.

Fiber is an important carbohydrate, even though the body does not digest it. Fiber helps us feel full and slows our digestion. It may also help reduce the risk of diseases, such as colon cancer, heart disease and diabetes, and control cholesterol. Since fiber helps us feel full and slows our digestion, it can also help us manage our weight. A general recommendation is to eat 25 to 30 grams of fiber each day. You can find the grams of total fiber on the Nutrition Facts Panel.

Fiber is found in plant foods such as fruits, vegetables, beans and peas, some seeds and nuts and whole grains. Whole grains can be ground into flour and used to make breads, baked goods and pasta.
Group Discussion:
What are some of your favorite high fiber foods?

Note: As a group, share your favorite high fiber foods. You may choose to write these down on a board or flip chart.

Answers:
• Whole grain or whole wheat bread and rolls
• Whole grain pasta
• Brown and wild rice
• Whole grain hot and cold cereals (oatmeal, oat bran, bran flakes, granola, etc.)
• Bulgur, barley, quinoa, and other grains
• Fruit (raw, cooked, dried)
• Vegetables (raw or cooked)
• Beans (black, kidney, pinto, navy, soy, etc.)
• Lentils
• Peas (black-eyed, crowder, field, green, etc.)
• Seeds and nuts (sunflower seeds, almonds, flaxseed, etc.)

The Dietary Guidelines for Americans suggest - Make half your grains whole grains. Whole grains contain the entire grain kernel - the bran, germ, and endosperm - and all of their natural nutrients, including fiber and important B vitamins. On the other hand, refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. But, fiber is not added back to enriched grains.

The best way to identify a whole grain food is to look at the Ingredients list. Look for foods that have a first ingredient with the words “whole grain” or “whole wheat.” For example, a loaf of bread in the store may look brown and have “grain” or “wheat” in the title, but it may only have “wheat flour” as the first ingredient. Instead, you want to find bread that has “whole wheat” or “whole grain flour” as the first ingredient. The word “whole” helps you know that the bread is a whole grain choice.

We should eat at least 3 ounces of whole grain every day. Examples of one serving (1 ounce equivalent) of a whole grain include:

• 1 slice of whole grain bread
• ½ cup of brown rice
• ½ cup of whole wheat pasta
• ½ cup of cooked whole grain cereal
• 1 cup of ready-to-eat whole grain cold cereal

Now, let’s try an activity that will help us think of ways to include some fiber-rich foods in our diet. Think about what you ate yesterday. Write everything that you can remember down on the Summary handout under “My Menu.”

Note: Give staff a chance to write down what they ate in the first column of the activity table.

Now that you have written down what you ate yesterday, think about some high fiber foods that you may add to your meals and snacks. You may also substitute a high fiber food for something that you ate. For example, if you had a piece of white toast and a scrambled egg for breakfast, you could substitute a piece of whole grain toast for the white toast and add some grapefruit sections to your
Reflection:
Let’s reflect on what we have learned today.

- We need to limit the amount of added sugars that we eat in foods that we buy and prepare.
- It is also important to include high fiber foods into our daily meals and snacks.
- Think of two things that you can do to follow these guidelines.
- Now, list these as goals under “Reflection” on the Summary handout.

Note: Goals may be shared with a partner or with the group.

We will check in with each other next week to see how we are doing with our goals.

Group Discussion:
Are there any questions?

Activity: Added Sugar ID

Using the “Names for Added Sugars” list on our Summary handout, we are going to try to find some added sugars in the Ingredients lists of food packages.

Instructions:
- Divide staff into partners or work together as a group.
- Hand out several food package ingredient lists from foods such as cakes, cookies, sugary cereal, sweetened yogurt, fruit punch drinks, etc.
- Allow staff time to look through the ingredients lists to identify any added sugars, referring to the table on the Summary handout.
- After partners have identified the added sugars, have a discussion about the results. Ask if they were surprised by anything that they found.
Module 2, Lesson 5: Make Sense of Carbs Summary

Summary:

- Carbohydrates are a type of nutrient found in foods that provide our bodies with energy.
- Types of carbohydrates:
  - Simple
  - Complex
    - Starch
    - Fiber
- Try to limit the amount of added sugars in foods you prepare and foods you buy.
- Eat a variety of high fiber foods, including whole grains, vegetables, fruit, beans, peas, seeds and nuts.
- Make at least half your grains whole grains.

Resources:

- Dietary Guidelines for Americans
  Center for Nutrition Policy and Promotion
  U.S. Department of Agriculture
  www.dietaryguidelines.gov

- MyPlate
  U.S. Department of Agriculture
  www.choosemyplate.gov

Notes:
Module 2, Lesson 5: Make Sense of Carbs Summary

Names for Added Sugars

<table>
<thead>
<tr>
<th>Brown sugar</th>
<th>Invert sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn sweetener</td>
<td>Lactose</td>
</tr>
<tr>
<td>Corn syrup</td>
<td>Maltose</td>
</tr>
<tr>
<td>Dextrose</td>
<td>Malt syrup</td>
</tr>
<tr>
<td>Fructose</td>
<td>Molasses</td>
</tr>
<tr>
<td>Fruit juice concentrate</td>
<td>Raw sugar</td>
</tr>
<tr>
<td>Glucose</td>
<td>Sucrose</td>
</tr>
<tr>
<td>High-fructose corn syrup</td>
<td>Sugar</td>
</tr>
<tr>
<td>Honey</td>
<td>Syrup</td>
</tr>
</tbody>
</table>

My Menu

<table>
<thead>
<tr>
<th>Foods I ate yesterday:</th>
<th>Whole grain additions or substitutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection:

Goal 1 -

Goal 2 -
Script (Content and Sequence):

When some people hear the word protein, they may think of the latest high protein diet or a body builder drinking a high protein shake. We all need protein, but not too much. This mini-lesson will help you make sense of protein by covering the different types of protein, what foods provide protein, and some tips for eating smart with protein.

Protein is found in many foods, especially in meat, poultry, fish, beans and peas, milk and milk products, eggs, and soy products, such as tofu. It is also found in smaller amounts in grains and some vegetables.

Group Discussion:
Let’s name some of our favorite foods that are a good source of protein.

Note: Give the staff an opportunity to name their favorite foods that contain protein, guiding them, if needed. You may list these answers on a board or flip chart. Staff may also write the answers on the Summary handout under “Notes”.

When some people hear the word protein, they may think of the latest high protein diet or a body builder drinking a high protein shake. We all need protein, but not too much. This mini-lesson will help you make sense of protein by covering the different types of protein, what foods provide protein, and some tips for eating smart with protein.

Protein is found in many foods, especially in meat, poultry, fish, beans and peas, milk and milk products, eggs, and soy products, such as tofu. It is also found in smaller amounts in grains and some vegetables.
Answers:
- Any type or brand name of:
  - Meat (beef, pork, lamb, game, etc.)
  - Poultry (turkey, chicken)
  - Fish and shellfish
  - Dairy products (milk, cheese, yogurt)
  - Lentils, beans or peas
  - Nuts or seeds

Protein is one of several nutrients found in food. Our bodies need protein for growth, repairing body tissues, helping fight illness and performing many other body functions.

Protein is made up of smaller parts called amino acids. Imagine a protein as a house that a child has built out of building blocks. Each of the building blocks is an amino acid and the final product, the house, is the protein. Amino acids are the “building blocks” of protein.

Certain amino acids are essential. In other words, we have to get them from our diet because our bodies cannot make them. The two types of protein are sorted based on how many essential amino acids they contain. A complete protein provides all of the essential amino acids. Complete proteins are found mostly in animal-based foods, or foods that come from animals.

Group Discussion:
What kinds of foods do you think are complete proteins?

Note: Give the staff an opportunity to name foods that are complete proteins, guiding them, if needed. Answers may be listed on a board or flip chart. Staff may also write the answers on the Summary handout under “Notes”.

Answers:
- Meat (beef, pork, lamb, game, etc.)
- Poultry (turkey, chicken)
- Fish and shellfish
- Eggs
- Dairy products (milk, cheese, yogurt)
- Soy products (tofu, tempeh, soy milk, etc.)

Note: Soybeans are the only plant protein considered to be a complete protein.

An incomplete protein is low in one or more of the essential amino acids. Incomplete proteins are foods that are plant-based, or those that come from plants.

Group Discussion:
What kinds of foods do you think are incomplete proteins? Remember, these are proteins found in foods that are plant-based.

Note: Give staff an opportunity to name foods that are incomplete proteins, guiding them, if needed. Answers may be listed on a board or flip chart. Staff may also write the answers on the Summary handout under “Notes”.

Answers:
- Beans and peas
- Nuts and seeds
- Grains (rice, bulgur, barley, etc.)
- Some vegetables
We do not have to eat animal sources of protein to meet our nutrient needs. If we eat a variety of plant-based foods and enough calories, then our bodies get all the amino acids we need.

Now that we have talked about the different types of protein, we are going to think of ways that we can eat smart when it comes to protein. The Dietary Guidelines for Americans guide us on how to go lean with protein.

Ways to go lean with protein are:

- Choose lean meats and poultry.
- Use healthy ways to prepare.
- Try more fish, beans, nuts and seeds.

**Go Lean with Protein Activity:**

On your *Summary* handout, find “Go Lean with Protein.” Each of the three ways to go lean with protein is listed underneath the activity header. Underneath each way to go lean with protein, you and a partner will come up with at least two ways to follow the guideline. For example, under choose lean meats and poultry, you may write “remove the skin from chicken,” and “use lean ground beef or turkey in place of regular ground beef in recipes.”

**Note:** You may separate staff into small groups of 2 or 3, or the activity may be done as a group. Once everyone is finished, discuss the answers together.

**Answers:** (may include, but are not limited to)

- Choose lean meats and poultry:
  - Remove fat from poultry or trim visible fat from meat.
  - Choose lean cuts.
    - Beef
      - Round steaks and roasts
      - Top loin and sirloin
      - Chuck shoulder
      - Arm roasts
      - 90% lean ground beef (may say 90/10 on package)
    - Pork
      - Pork loin
      - Tenderloin
      - Center cut
      - Ham
    - Poultry
      - Boneless, skinless chicken breasts and tenders
      - Boneless, skinless turkey breasts and cutlets
  - Use healthy ways to prepare:
    - Bake, broil, grill, boil, poach, braise or roast instead of fry.
    - Trim fat that you can see from meat before cooking.
    - Drain away any fat that appears during cooking.
    - Add little or no fat when cooking, or use a cooking spray.
    - Use a nonstick skillet or pans.
    - Avoid fatty sauces (such as cream-based sauces) or gravies.
### Reflection:
Let’s reflect on what we have learned today.

- Protein is a nutrient that our bodies need.
- It is found in meat, poultry, seafood, milk and milk products, eggs, beans and peas, nuts and seeds, grains and some vegetables.
- The two types of protein are complete (from animal-based sources and soy) and incomplete (from plant-based sources).
- One way to eat smart is to go lean with protein.

- How can you go lean with protein? Using some of our examples, come up with two goals for yourself and write them down under “Reflection” on your Summary handout.

**Note:** Give staff time to write down two goals for going lean with protein on the Summary handout. After finishing, they can share with a partner or with the entire group.

We will check in with each other next week to see how we are doing with our goals.

### Group Discussion:
Are there any questions?

- Try more seafood, beans, nuts and seeds:
  - Twice a week, make seafood - fish and shellfish - the main protein food on your plate.
  - Use beans as the main protein source in a meal instead of meat or poultry.
  - Use nuts or seeds as a snack or add them to hot or cold cereals.
Module 2, Lesson 6: Make Sense of Protein Summary

Summary:

- Protein is a nutrient found in meat, poultry, fish and shellfish, eggs, milk and milk products, beans and peas, nuts and seeds, grains and some vegetables.

- Types of protein:
  - Complete
    - Found in animal-based foods and soy
    - Contain all essential amino acids
  - Incomplete
    - Found in plant-based foods
    - Low in one or more essential amino acids

- Ways to go lean with protein:
  - Choose lean meats and poultry.
  - Use healthy ways to prepare.
  - Try more seafood, beans, nuts and seeds.

Resources:

- Dietary Guidelines for Americans
  Center for Nutrition Policy and Promotion
  U.S. Department of Agriculture
  www.dietaryguidelines.gov

- MyPlate
  U.S. Department of Agriculture
  www.choosemyplate.gov

- Nutrition Basics: Protein
  Nutrition for Everyone
  Centers for Disease Control and Prevention
  U.S. Department of Health and Human Services
  www.cdc.gov/nutrition/everyone/basics/protein.html
Module 2, Lesson 6: Make Sense of Protein Summary

Notes:

Go Lean with Protein

Choose lean meats and protein.
1. ____________________________________________________
2. ____________________________________________________

Use healthy ways to prepare.
1. ____________________________________________________
2. ____________________________________________________

Try more seafood, beans, nuts and seeds.
1. ____________________________________________________
2. ____________________________________________________

Reflection:

Goal 1 -

Goal 2 -
Module 2, Lesson 7: Make Sense of Fat

Introduction/Description: Do we need fat in our diet? Yes! The questions we need to ask are, “Which types of fat do we need?” and “Which do we need to limit?” This mini-lesson will identify the different types of fat, where they are found and ways to eat smart when it comes to fat.

Objectives: After this lesson, each staff member will be able to:

- Identify the four types of fat and their health effects.
- Discuss two ways to limit “bad” fat and/or replace “bad” fat with “good” fat in their diets.

Outcomes: Staff will strive to improve overall wellness by making smart choices regarding fat.

Handouts: Module 2, Lesson 7: Make Sense of Fat Summary

Materials:

- Board or flip chart (Optional)
- Markers (Optional)
- Pencils or pens (Encourage staff to bring a pencil or pen.)
- Fat examples (Optional):
  - Saturated fat - butter, whole milk, lard and/or cheese
  - Trans fat - processed baked good (muffin, pastry, etc.), stick margarine and/or vegetable shortening
  - Monounsaturated fat - olive oil, canola oil, avocado, almonds and/or peanuts
  - Polyunsaturated fat - soybean oil, corn oil, walnuts and/or canned tuna/salmon

Activities: Fat Change

Lesson Key: The following are symbols for the leader script:

- Spoken by the presenter
- Discussion or hands-on activity
- Writing activity

Script (Content and Sequence):

Do we need fat in our diet? Yes! The questions we need to ask are, “Which types of fat do we need?” and “Which do we need to limit?”. This mini-lesson will identify the different types of fat, what foods contain fat, and ways to eat smart when it comes to fat.

Group Discussion: What foods do you think are high in fat?

Note: Allow staff the opportunity to share. Answers may be written on a board or flip chart.

Answers: (may include, but are not limited to)

- Biscuits
The foods that we just talked about are high in fat, but fats can be part of a healthy diet. It is the **type** and **amount** of fat that we eat that makes a difference when it comes to our health. Most of the foods that we just listed are loaded with the types of fat that should be limited.

Find the “All About Fats” table on the *Summary* handout. This table lists “bad” fats and “good” fats. Saturated and trans fats are “bad” fats because of their effects on heart health. Saturated and trans fats raise bad cholesterol (LDL). Trans fat also lowers good cholesterol (HDL). Both fats increase the risk of heart disease and should be limited.

- Saturated fat is found mainly in animal sources, such as beef, lamb, pork, poultry, lard, butter, cheese and other whole or reduced fat dairy products. It is also found in tropical oils such as palm, palm kernel and coconut oil.
- Trans fat is a fat made during food processing. Liquid oil is changed to a solid fat, creating trans fat. Any time you see a food package with “hydrogenated oil” or “partially hydrogenated oil” in the ingredients list then that food contains trans fat. The amount of trans fat in a food has to be listed on the Nutrition Facts Panel.

It is best to try and replace the “bad” fats with “good” fats. Unsaturated fats are “good” fats because they may help reduce bad cholesterol and lower the risk of heart disease. Unsaturated fats can be monounsaturated or polyunsaturated. Most of the fat you eat should come from these two “good” fats.

- Monounsaturated fat is found in olive, canola, peanut and sesame oils. These can be used for cooking. It is also found in peanuts, nuts, avocado and olives.
- Polyunsaturated fat is found in vegetable oils, walnuts, sunflower seeds and fatty fish.

Some polyunsaturated fats are required in the diet because your body cannot make them but needs them to function. You may have heard about omega-3 and omega-6 fats in fish, walnuts and oil.

One way to tell the difference between “bad” fats and “good” fats is whether they are solid or liquid when they are at room temperature.

- “Bad” fats are solid at room temperature.
- “Good” fats are liquid at room temperature.

**Note:** It may be helpful to have examples of “good” and “bad” fats to show to the group. Butter, shortening or lard are solid at room temperature and represent the “bad” fats. Olive, canola or corn oil are liquid at room temperature and represent the “good” fats.
**Fat Change Activity:**
Find the “Fat Change” activity on the *Summary* handout.

**Note:** Staff may choose to write some of the ideas on the *Summary* handout.

**Group Discussion:**
What are some ways we can limit or replace “bad” fats?

**Answers:** (may include, but are not limited to)
- Bake, broil, grill, boil, poach, sauté, steam or stir-fry instead of frying foods.
- Cook foods without adding fat. Use cooking spray instead of butter, margarine or oil. Use nonstick cookware.
- Replace some of the butter or shortening in a recipe with oil.
- When you can, substitute the fat in baking with applesauce or prune puree.
- Increase meals with fish, beans or peas and decrease meals with beef, pork or lamb.
- Choose lean cuts of meat and poultry. Trim away fat or skin.
- Replace meat and/or cheese on a salad with beans.
- Eat a baked potato instead of French fries. But don’t eat it loaded with butter, cheese, sour cream and bacon bits!
- Choose grilled foods instead of fried foods when ordering at a restaurant.
- Order a side salad or fruit cup instead of French fries.
- Limit the amount of pre-packaged, processed baked goods and snacks that you buy and eat.
- Snack on fresh fruit and vegetables instead of potato chips or processed snack foods.
- Replace whole and 2% milk and other dairy products with low fat or fat free versions.

**Reflection:**
Let’s reflect on what we have discussed today.

- Saturated fat and trans fat are “bad” fats because they can raise cholesterol and increase the risk of heart disease.
- Monounsaturated fat and polyunsaturated fat are “good” fats because they may help reduce bad cholesterol and decrease the risk of heart disease.

- Using your own ideas or some of the examples that we just discussed, decide on two ways you can reduce “bad” fat and/or replace “bad” fat with “good” fat in your own diet.
- Once you have decided, you may write these down under “Reflection” on the *Summary* handout.

**Note:** Allow staff time to think about and write down their goals. Once finished, you can discuss goals as a group or have each staff member share with a partner.

We will check in with each other next week to see how we are doing.

**Group Discussion:**
Are there any questions?
Module 2, Lesson 7: Make Sense of Fat Summary

Summary:

- Saturated fat and trans fats are “bad” fats that can raise bad cholesterol and increase heart disease risk.
- Monounsaturated fat and polyunsaturated fat are “good” fats that may help lower bad cholesterol and decrease heart disease risk.
- Limit “bad” fat and try to replace “bad” fat in the diet with “good” fat.

Resources:

- Fats and Oils
  American Heart Association
  www.heart.org/HEARTORG/GettingHealthy/FatsAndOils/Fats-Oils_UCM_001084_SubHomePage.jsp

- MyPlate
  U.S. Department of Agriculture
  www.choosemyplate.gov

- Nutrition Basics: Dietary Fat
  Nutrition for Everyone
  Centers for Disease Control and Prevention
  U.S. Department of Health and Human Services
  www.cdc.gov/nutrition/everyone/basics/fat/index.html

Notes:
Module 2, Lesson 7: Make Sense of Fat Summary

All About Fats

<table>
<thead>
<tr>
<th>Bad fats</th>
<th>Found in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturated</td>
<td>Beef, lamb, pork, poultry</td>
</tr>
<tr>
<td></td>
<td>Lard</td>
</tr>
<tr>
<td></td>
<td>Butter, cheese and other whole or reduced fat dairy products</td>
</tr>
<tr>
<td></td>
<td>Palm and palm kernel oils</td>
</tr>
<tr>
<td></td>
<td>Coconut oil</td>
</tr>
<tr>
<td>Trans</td>
<td>Processed baked goods (pies, pastries, muffins, biscuits, etc.)</td>
</tr>
<tr>
<td></td>
<td>Fried foods (French fries, fried chicken, fried fish, etc.)</td>
</tr>
<tr>
<td></td>
<td>Margarine and vegetable shortening</td>
</tr>
<tr>
<td></td>
<td>Foods with “hydrogenated oil” or “partially hydrogenated oil” in the Ingredients list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good fats</th>
<th>Found in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monounsaturated</td>
<td>Olive, canola, peanut and sesame oils</td>
</tr>
<tr>
<td></td>
<td>Avocado and olives</td>
</tr>
<tr>
<td></td>
<td>Nuts and seeds (almonds, peanuts, peanut butter)</td>
</tr>
<tr>
<td>Polyunsaturated</td>
<td>Soybean, corn and safflower oils</td>
</tr>
<tr>
<td></td>
<td>Nuts and seeds (walnuts and sunflower seeds)</td>
</tr>
<tr>
<td></td>
<td>Fish (salmon, tuna, mackerel, herring, trout)</td>
</tr>
</tbody>
</table>

Fat Change

What are some ways we can limit or replace “bad” fats with “good” fats?

Reflection:

Goal 1 -

Goal 2 -
Module 2, Lesson 8: Hunger Hoax

Introduction/Description: Have you ever watched a food commercial or even smelled food and all of the sudden felt hungry? Were you really hungry or was your mind playing a trick on you? This mini-lesson will give us tips on how to listen to our bodies to determine if we are really hungry and how to savor food in order to avoid overeating.

Objectives: After this lesson, each staff member will be able to:

- Rate their hunger based on the Hunger/Satiety Scale.
- Identify ways that they can take time to enjoy their food.

Outcomes: Staff will strive to improve overall wellness by using physical cues to decide when to eat and how much to eat in order to avoid overeating.

Handouts: Module 2, Lesson 8: Hunger Hoax Summary

Materials: Board or flip chart (Optional)

- Markers (Optional)
- Pencils or pens (Encourage staff to bring a pencil or pen.)

Activities: Am I Really Hungry?

Lesson Key: The following are symbols for the leader script:

- Spoken by the presenter

- Discussion or hands-on activity

- Writing activity

Script (Content and Sequence):

Have you ever watched a food commercial or even smelled food and all of the sudden felt hungry? Were you really hungry or was your mind playing a trick on you? This lesson will give us tips on how to listen to our bodies to find out if we are really hungry and how to savor food in order avoid overeating.

Group Discussion:
What makes you want to eat?

Note: Answers may be written on a board or flip chart.

Answers: (may include, but are not limited to)

- An empty feeling in your stomach
- Being in a social situation where food is around
- Boredom
- Headache or lightheadedness
- Hearing someone talk about food
• Sadness
• Schedule
• Seeing a very appetizing food or someone eating food
• The smell of food
• The time of day

Our bodies tell us when we need to eat, but many times we ignore our bodies and eat for other reasons. In order to avoid overeating, it is important to start listening to our bodies and eat when we are truly hungry.

One way to start learning how to listen to our bodies is by using the “Hunger/Satiety Scale,” which is found on your Summary handout.

Note: Satiety is pronounced Say-tie-uh-tee.

Hunger is, of course, the feeling that we get when our bodies need to re-fuel.

Group Discussion:
What does your body do when you need food and are hungry?

Note: Answers may be written on a board or flip chart.

Answers: (may include, but are not limited to)
• Your stomach growls.
• You have an empty feeling or ache in your stomach.
• You have a headache.
• You experience light-headedness.
• You are cranky.
• Your energy level is low.
• You feel weak.

Satiety is when our bodies are full, or satisfied.

On the hunger and satiety scale, 1 is the hungriest and 10 is the fullest that your body feels. It is best to keep your body in the 3 to 7 range. You don’t want to be so hungry that you feel weak, and you don’t want to be so full that you feel miserable!

On your Summary handout there are two questions under the “Am I Really Hungry?” heading. Let’s all take a moment to think about how our bodies feel right now.

Note: Allow about 30 seconds for everyone to reflect on their level of hunger.

Beside the question “How does my body feel right now?” write down a description of your level of hunger or fullness at this moment.

Note: Give everyone time to write down the answer to the question.

Now that you have answered that question, look at the Hunger/Satiety Scale. Where do you fall on the scale? Write down that number beside the question “What is my Hunger/Satiety Scale number right now?”

Note: Give everyone time to think about and write down the answer to the question.

Remember try to stay within the 3 to 7 range in order to feel best.
It is easy for other things to influence when and what we eat. Other than listening to our bodies, we can also avoid this by really enjoying our food and taking a bit more time to think about what we are eating and why.

For example:
- When you all of a sudden feel hungry or have a craving, think about why. Take some time to “wait out” the craving. You may find that it goes away.
- Drink water or a low-calorie drink instead of eating if you feel hunger suddenly. Sometimes we confuse thirst with hunger.
- When you do give in to a craving, eat a smaller portion. Take time with the smaller portion; don’t rush to eat it in one bite.
- Eat slowly. Take time to enjoy each and every bite of your food.

Group Discussion:
What are some other ways that we can take time to enjoy or savor our food?

Note: You may choose to write down these ideas on a board or flip chart.

Answers:
- Spice up food with fun flavors, herbs and spices to make it enjoyable.
- Try to eat foods that are filling, such as foods that are good sources of fiber.
- Turn off the TV or do something else during commercials to avoid restaurant and food ads.
- Avoid eating in the car.
- Sit down at the table to eat instead of eating in the kitchen or in front of the TV or computer.
- Focus on the conversation rather than eating when you’re with friends and/or family.

Reflection:
Let’s reflect on what we have learned today.

- We need to listen to our bodies to determine when we are truly hungry. One tool that we can use to do this is the Hunger/Satiety Scale.
- We need to take time to think about why we are eating and what we are eating.
- Also, taking time to enjoy or savor our food will help us avoid overeating.

- What are two goals you can set for the next week that will help you savor your food?
- Use some of the examples that we discussed, or come up with your own ideas, and write your goals down under “Reflection” on the Summary handout.

Note: Give staff time to reflect on their goals and write them down. You may share these as a group or with partners.

We will check in with each other next week to see how we are doing.

Group Discussion:
Are there any questions?
Module 2, Lesson 8: Hunger Hoax Summary

Summary:

- Use the Hunger/Satiety Scale to help you determine if you are truly hungry:
  - 1 is the hungriest
  - 10 is the fullest
  - Try to stay between 3 and 7.

- Savor your foods and take time to think about why you eat and what you eat. This will help you avoid overeating.

Resources:

- Nutrition.gov - Smart nutrition starts here
  National Agricultural Library
  U.S. Department of Agriculture
  www.nutrition.gov

- MyPlate
  U.S. Department of Agriculture
  www.choosemyplate.gov

Notes:
Module 2, Lesson 8: Hunger Hoax Summary

Am I Really Hungry?

Hunger/Satiety Scale

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<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

1 - Famished, starving
2 - Headache, weak, cranky, low energy
3 - Want to eat now
4 - Hungry, could wait to eat
5 - Not hungry, not full
6 - Feeling satisfied
7 - Feeling full
8 - Uncomfortably full
9 - Stuffed, very uncomfortable
10 - Bursting, painfully full

How does my body feel right now? ____________________________________________________

What is my Hunger/Satiety Scale number right now? ____________________________________

Reflection:

Goal 1 -

Goal 2 -