Making Every Bite Count Class Details

Session 2: **Pyramid Power**

Topics: **Address Food Guide Pyramid, Food Labels and Nutrient Analysis**

Topic: **Dietary Guideline Review and warmup**

Time: **9:00 – 9:30**

Time Allotted: **30 minutes**

Materials: Food Models (Dairy Council). Have 4 each from bread, milk, fruit/vegetable and meat/meat alternate and foods of minimal nutritional value. If you need to break the attendees into more than four groups add a set of combo foods.

Materials for Activity 1

Chicken Noodle Soup (can)	Baked Beans (canned)
Fiber One	Tuna or chicken (canned)
Cheerios	Jump rope
Coca Cola (regular)	Beer (can or bottle)
Fresh orange	Canola oil
Potato	
Tomato	

Presentation:

Icebreaker

1) Break attendees into groups:
   a) Distribute the food models.
   b) Tell attendees to find others like themselves, but don't tell them how the divisions should work. Some will initially try to put together a meal, others will try to match colors, eventually most will get it.
2) Have members move to sit with their new groups.
3) Ask members to find 2 things they have in common and name the group.
4) Again have the groups print the group name on a table tent.

Activity 1: Match the food or product to the Dietary Guideline

1) Place the materials listed above on a table.
2) Have each group take 2 items.
3) Group members discuss among themselves which DG the food/product relates to.
4) When all are ready, have each group discuss one of their items and name the related DG.
5) Have a group member write the DG on a flip chart.
6) Go around a second time until all items have been discussed and all DGs listed.

Topic: **Implementation Successes**

Time: **9:30 – 9:45**

Time Allotted: **15 minutes**

Materials: Action Plan Evaluation Form

Discussion:

1) Distribute Action Plan Evaluation Form. Have participants complete.
2) Have participants share their implementation successes.
3) Discuss challenges and obstacles encountered.

Topic: **Introduction to the Food Guide Pyramid**

Time: **9:45 – 10:05**

Time Allotted: **20 minutes**

Resources: *Serving Sizes in the Food Guide Pyramid and on the Nutrition Facts Label*, CNPP

Powerpoint Slides: 48 - 60

Presentation:

1) Food Guide Pyramid is simply the Dietary Guidelines in pictures.
2) DG's provide a mechanism for concrete application of the DGs.
3) Briefly discuss each component of the pyramid.
4) Discuss serving sizes for each pyramid component.

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Topic: **Constructing a Food Guide Pyramid**

Time: **10:05 - 10:25**

Time Allotted: **20 minutes**

Materials: **Foods:**

Breads: include at least 30 items for 5 groups	Pita bread Rice Pasta, cooked English muffins Bagels, fresh Bagels, frozen Tortillas Tortilla chips	Pop tarts Bread Muffins Waffles Cold cereals Crackers Cookies
Fruits: include at least 20 items	Bananas Oranges Apples	Grapes Canned juices Canned peaches
Vegetables: include at least 20 items	Carrots Potatoes Sweet Potatoes Canned Corn Tomatoes	Canned tomato sauce Broccoli Lettuce Zucchini Lettuce Cabbage
Meat, Poultry, Fish, Dry Beans, Eggs: include at least 15 items	Canned Tuna Canned Chicken Canned garbanzo beans Canned black beans Baked beans Empty cartons of egg substitute	Bags of black beans Bags of kidney beans Empty meat packages or food models of other meats Eggs Peanut Butter Tahini
Milk, Yogurt, & Cheese: Include at least 15 items	American Cheese Cheddar Cheese Swiss Cheese Cottage Cheese Ricotta Cheese	Empty cartons of milk of various types. Empty containers of: Fruited yogurts Plain yogurts
Fats, Oils & Sweets Include at least 15 items	Candy Soda Bacon Can of beer Wine Ice Cream container	Cakes Cupcakes Cookies Sugar packets Butter Margarine

Activity 1: **Construct a Food Guide Pyramid**

The foods should be piled randomly on a table.

1) Instruct participants that they will work in groups to construct a Food Guide Pyramid.
2) Groups should help themselves to food items.
3) Food items should be arranged on their tables in the shape of a pyramid.
4) Have participants walk around the room and look at the pyramids constructed by other groups.
5) How did the groups do? Any errors (was bacon placed with meat? Where should ice cream be? Other questionable decisions?

This session is followed by a 15 minute break.

Topic: **Portion Control**

Time: **10:40 – 11:00**

Time Allotted: **20 minutes**

Resources: *Consumption of Food Group Servings: People's Perception vs. Reality,* CNPP

Food Portions and Servings, How Do They Differ?, CNPP

Profile of Overweight Children
Tufts Healthy & Nutrition Letter

Powerpoint Slides: 61 - 67

Presentation:

1) Portion sizes have increased considerably in the last 20 years.
2) This has contributed to the obesity epidemic.
3) The solution is portion control.
4) Portion control ensures:
   a) Students receive nutrients required
   b) Consistency from day to day
   c) Cost control

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Topic: **Portion Control**

Time: **11:00 – 12:00**

Time Allotted: **60 minutes**

Materials: **Activity 2:**
Scales, measuring cups, measuring spoons, scoops, spoodles
NFSMI's Weights of Commercially Prepared Grains/Breads
Demonstration:
Measuring cups (dry and liquid), measuring spoons, scoops, spoodles
Flour, sugar, canned vegetables.
Activity 3:
Sheets of paper cut to measure 12"x 20" and 9" x 13", yard sticks

Activity 2: Bread/grain portions

1) Display foods according to the groups designated on the NFSMI chart. Do not label the groups.
2) Instruct each group to select a food item from each of 3 different sets.
3) Have each group portion out a serving from each of the three groups they have selected.
4) Distribute NFSMI's Weights of Commercially Prepared Grains/Breads Chart.
5) Have participants compare their portions to that specified on the chart.
6) Have each group should label the food item:
   a) Name of food item (Bagel, doughnut, etc.)
   b) The Group (A – I)
   c) Portion size.
7) Briefly discuss each of the groups.
8) Note that certain items (cake, coffee cake, cookies) are allowed as desserts only under enhanced food-based menu planning.

Demonstration:

Portioning food

1) Demonstrate the proper way to portion flour, sugar and other dry ingredients.
2) Demonstrate portioning of liquid ingredients.
3) Demonstrate portioning of vegetables.

Activity 3: Portioning Sheet Pans

1) Provide each group with sheets of paper in the size of a steamtable pan and a half sheet pan.
2) Instruct each group to portion steamtable pan for 50 servings and the half sheet pan to 24 servings.
3) Have yard sticks on hand but do not distribute, wait until participants recognize the need for the measuring device.

This session is followed by a one hour lunch break.

Topic: **Reading and Interpreting Labels**

Time: **1:00 – 1:45**

Time Allotted: **45 minutes**

Resources: *The Food Label,* FDA
Guidance on How to Understand and Use the Nutrition Facts Panel on Food Labels, FDA

Powerpoint slides: 68 - 70

Materials: How to Read a Nutrition Facts Label handout
Labels for 8 oz cartons of 2% milk and chocolate nonfat milk
Test Your Food Knowledge Questions 1- 4

Purpose: To ensure participants understand how to read food labels.

1. Distribute the sample food label for macaroni and cheese.
2. Discuss the components of the food label.
3. Distribute copies of labels for 2% milk and chocolate nonfat milk.
    a. What is the fat content of each?
    b. Calorie content of each?
    c. Which has the most calcium?
4. Have each participant select one package of food from the table of foods used for previous activities.
5. Have participants separate themselves into groups according to:
    a. High total fat (60%+)
    b. Medium saturated fat (30 – 60%)
    c. Lower fat (0-30%)
6. Discuss – any surprises?
7. Distribute the Test Your Food Knowledge Handouts.
8. Have participants complete each one. Discuss after each.
9. Give points for each correct answer.

This activity is designed to get participants out of their seats and moving.

Topic: **Nutrient Analysis**

Time: **1:45 – 2: 30**

Time Allotted: **45 minutes**

Resources: *Nutrikids software*

PowerPoint slides: 71

Presentation:

1) Discuss the role of nutrient analysis:
   a) Determine nutrient value of:
      i) Food items
      ii) Recipes
      iii) Meals offered
2) Monitor adherence to Nutrient Standards
3) Demonstrate Nutrient Analysis:
   a) Look at the value of two chicken nuggets:
      i) Enter a search for chicken
      ii) Select CHICKEN NUGGET,CKD,FRZ,BRD,.63 OZ (Item 102765)
      iii) Click on Nutrients Tab, notice that nutrients are provided for 100 grams of product.
      iv) Focus on the grams of fat: 13.64
      v) Compare to another chicken nugget: Enter another search for chicken
      vi) Select the commodity item: CHICKEN NUGGET,LT&DK MEAT,BREADED,HTD-COMMOD (Item 005355)
      vii) Note that this product has 19.49 grams of fat
   b) Enter a recipe
      i) Chocolate brownies
         (1) Name the recipe
         (2) Select the group (desserts)
         (3) Enter the # portions (25)
         (4) Enter the portion size (1 square)
         (5) Enter a source
         (6) Enter the ingredients
            (a) Flour – item # 020081 – ¾ cup
            (b) Sugar – item # 019335 – 1 cup
            (c) Chocolate squares - item # 019078 – 2 squares
            (d) Chocolate chips - item # 019080 – 1 cup
            (e) Butter- item # 001145 – 1 stick
            (f) Eggs - item # 001123 – ½ cup
         (7) Review nutrients. Note that each serving has 129 cal, 7.47 g fat, 4.38 g sat fat

(8) Change the butter to margarine. Note that total fat didn't change much, but sat fat dropped to 2.77.

(9) Enter the foods of a simple (bad) menu. For the sake of simplicity, enter as if just one person is eating.
   (a) Pizza with ground beef topping – item # 000169 – 1 serving
   (b) Salad – 000301 – ½ cup
   (c) Salad dressing – 000225 - 2 Tbsp
   (d) French fries, deep fried – 000484 – 2 oz
   (e) Peaches, canned, light syrup – 000437 – ½ cup
   (f) Milk, whole – 000226 – half pint

Alternatively have participants shout out meal components they want included in the meal

(10) Review the nutrient analysis: Look at the Nutrient Breakdown Summary
   (a) Calories, fat, etc.
   (b) Change the fries to oven heated; look at the impact on fat and calories
   (c) Change the fruit to fresh peach, look at the impact on calories
   (d) Change the milk to 1% fat; look at the impact on fat and calories.
   (e) Look at the Nutrient Breakdown Summary

This session is followed by a 15 minute break.

Topic: **Nutrient Analysis Activity**

Time: **2:45 – 3:15**

Time Allotted: **30 minutes**

Purpose: To enhance participants knowledge of nutrient analysis.

Materials: Nutrient analysis for menu week

Activity:

1) Nutrient Analysis for one weeks menu at the Mountain View School.
2) Walk participants through the information on the nutrient analysis.
3) Point out the Target information.
4) Assign each group one day to modify so that it meets the nutrient analysis.
5) When complete have participants share their modifications.
6) Make the modifications to the nutrient analysis and to demonstrate the impact of the changes.
7) Discuss nutrient analysis.

Topic: **Implementation Planning**

Time: **3:15 – 3:45**

Time Allotted: **30 minutes**

Purpose: To provide an opportunity for participants to plan exactly how they will implement information learned today.

Materials: Action Plan

Activity:

1) Working individually, have participants establish 3 specific objectives for implementing information addressed today.
2) What parties need to be involved?
3) Identify resources needed to accomplish these objectives.
4) Develop a plan for implementation.

Topic: **Evaluation**

Time: **3:45 – 3:55**

Time Allotted: **10 minutes**

Purpose: To obtain feedback from participants regarding the course, materials and instructor.

Materials: Evaluation form for Session 2

Activity:

1) Distribute evaluation forms.
2) Have participants complete.
3) Collect.

Topic: **Points**

Time: **3:55 – 4:00**

Time Allotted: **5 minutes**

Purpose: To maintain excitement and interest in the class.

Materials: Prizes – lottery tickets are recommended. Also have lesser value prizes, candy bars, key chains, pens.

Activity:

1) Ask who has 100+ points (probably no one will have this many but this depends on how you distributed points in the course of the day.
2) Determine who has the most points, give the best prize you have.
3) Give prizes to next 2 top winners.
4) If you have token prizes (pencil/pen) give everyone something.

Tell participants to bring samples of their menus to the next session.