

Lesson Plan A

Course: Practical Nutrition

Module I: The Challenge of Nutrition Guidelines

Lesson A: The Dietary Guidelines for Americans, 2005 and MyPyramid

Lesson Length: 90 minutes

Lesson Equipment and Materials

Equipment

Computer and LCD Projector
Flip chart and markers
CD Player and music

Visual Aids

PowerPoint Slides 1-67

Supplies

Flip chart and markers
MyPyramid Poster
MyPyramid Poster for Kids
Teaspoon and Tablespoon of Salt

Participant Materials

- Practical Nutrition Pre-test*
- H-A1 *Find A Person Who...*
 - H-A2 *Nine Focus Areas and Key Recommendations of the Dietary Guidelines for Americans, 2005*
 - H-A3 *Table 1: Sample USDA Food Guide and the DASH Eating Plan at the 2000 Calorie Level, Dietary Guidelines for Americans, 2005*
 - H-A4 *Figure 2: Adult BMI Chart, Dietary Guidelines for Americans, 2005*
 - H-A5 *Figure 4: Sources of Dietary Sodium, Dietary Guidelines for Americans, 2005*
 - H-A5 *Table 15: Range of Sodium Content for Select Foods, Dietary Guidelines for Americans, 2005*
 - H-A6 *Dietary Guidelines and My Eating Habits*
 - H-A7 [MyPyramid Food Intake Pattern Calorie Levels](#)
 - H-A8 *Using MyPyramid in Your Life for Adults*
 - H-A9 *MyPyramid – An Overview*
 - H-A10 [MyPyramid Mini Poster](#)
 - H-A11 [MyPyramid Worksheet](#)
 - H-A12 *Using MyPyramid in Your Life for Children and Youth*
 - H-A13 [MyPyramid for Kids Mini Poster – Slide 1](#)
 - H-A14 [MyPyramid for Kids Mini Poster – Slide 2](#)
 - H-A15 *Nutrition Standards for Foods in Schools: Leading the Way Toward a Healthier Youth (IOM and CDC), Selected Sections from Report Brief, April 2007*

Lesson Preparation

1. Read the entire **Lesson Plan A**.
2. Reproduce all **Participant Materials** for Lesson A.
3. Prior to lesson post the MyPyramid and MyPyramid for Kids posters (optional).
4. Post Performance Standards for participants.

Lesson Outcome

On completion of this lesson, the learner will demonstrate knowledge and skills needed to incorporate the principles of sound nutrition into their personal lives based on the following **performance standards**:

- Identify the 9 main focus areas of the Dietary Guidelines for Americans 2005.
- Identify the main points of Nutrition Standards for Foods in Schools: Leading the Way to a Healthier Youth.
- Discuss 2 main reasons why/how the Dietary Guidelines and Nutrition Standards can impact the school environment
- Identify ideas to improve healthy food choices according to the Dietary Guidelines
- Analyze personal food intake according to MyPyramid recommendations and identify ways to improve daily food intake

Background Reading for Course Instructor

Prior to teaching this portion and subsequent portions of the course, it is imperative for you to read through and familiarize yourself with the Dietary Guidelines for Americans 2005 and the Nutrition Standards for Foods in School Leading the Way Toward a Healthier Youth (IOM and CDC). Read the following reports:

1. Dietary Guidelines for Americans 2005: Executive Summary
 - a. <http://www.health.gov/dietaryguidelines/dga2005/document/pdf/ExecutiveSummary.pdf>
 - b. Pages v-ix
2. Nutrition Standards for Foods in Schools: Leading the Way Toward a Healthier Youth [Institute of Medicine (IOM) and Center for Disease Control (CDC)]
 - a. <http://www.iom.edu/CMS/3788/30181/42502/42505.aspx>
 - b. Report Brief

USDA has a rich history of providing science-based nutrition information and education to the public. The MyPyramid Food Guidance System is the most current version of this guidance. It translates the *2005 Dietary Guidelines for Americans* into messages that consumers can more easily understand and put into practice. MyPyramid moves from the one-size-fits-all approach to more individualized guidance, with interactive tools and more personalized dietary recommendations. It was designed to connect with individuals and facilitate their efforts to make changes in their lifestyle and behavior (Eric J. Hentges, PhD, Executive Director, Center for Nutrition Policy and Promotion, USDA). In addition, physical activity recommendations have also been added as a key component of MyPyramid. In addition to MyPyramid, you will find reference to the DASH diet, the USDA Food Guide, and MyPyramid in this lesson. All are very similar in nature with emphasis on more fruits and vegetables, whole grains, low-fat dairy, low-fat meats, and increased fiber.



Lesson Instruction

◆ **Setting the Stage**

Focus learner's attention.

- ▶ Distribute *Practical Nutrition Pre/Post Test*.

Instructor note: Allow participants time to complete and collect all copies before the lesson begins. Have participants write their name or use a code name on the test. When the Practical Nutrition course is completed, have participants complete the post-test. The same name or code that was used on the pre-test should be used on the post-test.

- ▶ Ice Breaker - Distribute **H-A1 *Find A Person Who...***; this activity works best with a group of 30 or fewer participants.
- ▶ Distribute **H-A2 *Nine Focus Areas and Key Recommendations of the Dietary Guidelines for Americans, 2005***. (This is a list of the Dietary Guidelines for Americans, 2005).

◆ **Relate to past experience.** (This activity is found on slide 27.)

- ▶ Have participants remember back to their school days and think of the food guide that was used to teach them nutrition.
- ▶ Discuss the purpose and types of Food Guides used throughout history. There have been as many as 9 food groups and most remember the Basic 4.
- ▶ Ask to see a show of hands how many have seen the new pyramid? What food groups were they?

◆ **In today's lesson...**

- ▶ We will answer the question "What should Americans eat to stay healthy?"

◆ **You will be able to...**

- ▶ Identify the 9 main focus areas of the Dietary Guidelines for Americans, 2005
- ▶ Identify the main points of Nutrition Standards for Foods in Schools: Leading the Way to a Healthier Youth

- Discuss 2 main reasons why/how the Dietary Guidelines and Nutrition Standards can impact the school environment
 - Identify ideas to improve healthy food choices according to the Dietary Guidelines
 - Analyze personal food intake according to MyPyramid recommendations and identify ways to improve daily food intake
- ◆ **Identify the Purpose**
- MyPyramid gives us practical information on how to use the Dietary Guidelines for Americans which can help us select a healthful diet.

Performance Standard

The learner will:

- Identify the 9 main focus areas of the Dietary Guidelines for Americans 2005
- Identify the main points of Nutrition Standards for Foods in Schools: Leading the Way to a Healthier Youth
- Discuss 2 main reasons why/how the Dietary Guidelines and Nutrition Standards can impact the school environment
- Identify ideas to improve healthy food choices according to the Dietary Guidelines
- Analyze personal food intake according to MyPyramid recommendations and identify ways to improve daily food intake

LESSON CONTENT

Slide 1: The Challenge of Nutrition Guidelines

- ▶ Title Page
- ▶ Welcome participants to the workshop
- ▶ Setting the Stage

Focus learner's attention.

Activity

- ▶ Distribute *Practical Nutrition Pre/Post Test*.
 - Instructor note: Allow participants time to complete and collect all copies before the lesson begins. Have participants write their name or use a code name on the test. When the Practical Nutrition course is completed, have participants complete the post-test. The same name or code that was used on the pre-test should be used on the post-test.

Activity

- ▶ Ice Breaker - - Distribute **H-A1 *Find A Person Who...***; this activity works best with a group of 30 or fewer participants.

Slide 2: Objectives for This Session

- ▶ Quickly review the objectives for this session as outlined on the slide

Slide 3: Leading Causes of Death for Americans (2004)

- ▶ Data is from 2004 and shows the leading causes of death for Americans
- ▶ Heart disease, cancer and stroke have been leading causes of death in the US for over a decade.
- ▶ Many (heart disease, cancer, stroke, diabetes, and kidney diseases) have a strong nutrition component. [NOTE: While in the Slide Show mode of the PowerPoint Presentation, if you page down or click the mouse the applicable words will become highlighted on the screen.]

Click mouse
to highlight
words

Slide 4: The “Real” Leading Causes of Death for Americans

- ▶ In 2000 the Journal of the American Medical Association reported that the real/underlying causes of death included:
 - Tobacco (18.1% of deaths)
 - Poor Diet and physical inactivity (16.6%)
 - Alcohol consumption (3.5%)
- ▶ Poor Diet and physical inactivity are predicted to replace tobacco as the leading underlying cause of death over time.

Slide 5: The 2005 Dietary Guidelines for Americans

- ▶ Distribute **H-A2 *Nine Focus Areas and Key Recommendations of***

the Dietary Guidelines for Americans, 2005. (This is a list of the Dietary Guidelines for Americans, 2005).

- ▶ Dietary Guidelines are based on the best scientifically proven data.
- ▶ They are updated once every five years.
- ▶ They summarize the best data and make recommendations to improve the health and well-being of Americans.

Slide 6: A Closer Look at the 2005 Dietary Guidelines

- ▶ There are 9 focus areas with the 2005 Dietary Guidelines.
- ▶ Focused to decrease the risk of chronic diseases
- ▶ Population based goals for Americans
- ▶ Again, they are based on the best and latest scientific studies.

Slide 7: What is the Healthful Diet Message?

- ▶ Focused on needs for the general population over the age of 2
- ▶ They are the basis for the recommendations for the USDA Food Guide and the DASH Eating Plan (which we will talk more in depth about in a few minutes).
- ▶ The focus is on eating nutrient-rich foods to meet nutrient needs for all Americans.
 - What is nutrient-rich food? We should select a variety of nutrient-rich foods within and among all five food groups to achieve optimum health. Nutrient-rich foods provide essential nutrients – such as vitamins A, C, and E, zinc, calcium, complex carbohydrates, potassium, iron, fiber, B-vitamins and protein – and are needed at all ages to promote healthy growth, fuel activity and prevent chronic diseases. And, as people watch calories to reduce their waistlines, it's critical to make each calorie count more by selecting foods with more essential nutrients in fewer calories.
 - Nutrient-rich foods are defined as foods that provide substantial amounts of vitamins, minerals, and other nutrients with relatively few calories. These foods include colorful fruits and vegetables; whole, fortified and fiber-rich grain foods; fat-free and low-fat dairy products; and lean meats, poultry, fish, eggs, beans and nuts.
 - We will talk more about nutrient-rich foods in the next lesson.

Slide 8: Let's Take a Closer Look

- ▶ Looking more at the Nine Focus Areas for the Dietary Guidelines
- ▶ Have participants follow along with **H-A2 *Nine Focus Areas and***

Key Recommendations of the Dietary Guidelines for Americans, 2005.

Slide 9: Recommendation Areas of the Dietary Guidelines

- ▶ The Dietary Guidelines need to be implemented in their entirety to get maximum benefit.
- ▶ Main focus areas include the following areas:
 - Adequate nutrients within calorie needs
 - Weight management
 - Physical Activity
 - Food groups to encourage
 - Fats
 - Carbohydrates
 - Sodium and Potassium recommendations
 - Alcohol consumption patterns
 - Food Safety

Slide 10: Adequate Nutrients within Calorie Needs

- ▶ Variety of nutrient-dense foods and beverages
 - Limit
 - Saturated fat, *trans* fat, cholesterol, sugar, salt and alcohol
 - Meet recommended intake of nutrients within energy needs
 - Food pyramid
 - DASH Diet
- ▶ Let's look closer at the USDA Food Guide and DASH Eating Plan

Slide 11: Sample USDA Food Guide and DASH Eating Plan

- ▶ Distribute and discuss **H-A3 Table 1: Sample USDA Food Guide and the DASH Eating Plan at the 2000 Calorie Level, Dietary Guidelines for Americans, 2005.**
- ▶ Let's look at the sample diets that are meeting the dietary guidelines following the Food Guide (aka MyPyramid) and the DASH Eating Plan.
- ▶ Some of the over-arching changes that are recommended based on science include:
 - More servings from fruits and vegetables (going from 5 servings to 9-10 servings, which is 4-5 cups per day)
 - More variety of vegetables focusing on dark green and orange vegetables and adding legumes to the American diet.
 - Increasing whole grains in our diet with ½ of the servings consumed being from whole grains

- Limiting high-fat meats, increasing consumption of low-fat meats and increasing beans, nuts, seeds, etc. in the diet
- Milk should be low fat or fat free and should total 2-3 cups each day
- Oils have been added and addressed: Decreasing fats that are saturated or *trans* fats, solid at room temperature. Increasing low-fat options, liquid oils and limiting the amount (6 teaspoons or less for MyPyramid and 2-3 teaspoons for the DASH diet)

Slide 12: Weight Management

- ▶ The overall goals for weight management for Americans include:
 - Maintain healthy body weight
 - Prevent weight gain over time
 - Recommendations for overweight children
 - Allow for growth and development
 - Consult healthcare provider

Slide 13: Let's Take a Look At...

- ▶ Monitoring body fat regularly can be a useful strategy for assessing the need to adjust caloric intake and energy expenditure.
- ▶ Two surrogate measures used to approximate body fat are BMI (adults and children) and waist circumference (adults).
- ▶ BMI is defined as weight in kilograms divided by height, in meters, squared. For adults, weight status is based on the absolute BMI level. For children and adolescents, weight status is determined by the comparison of the individual's BMI with age-specific and gender-specific percentile. BMI is more accurate at approximating body fat than is measuring body weight alone.
- ▶ BMI is a key index for relating a person's body weight to their height. The National Institutes for Health now defines normal weight, overweight, obesity and underweight according to the BMI rather than the traditional height and weight charts. Since the BMI describes the body weight relative to height, it correlates strongly in adults with body fat content.
- ▶ BMI has some limitations. BMI overestimates body fat in people who are very muscular and underestimates body fat in people who have lost muscle mass. The relationship between BMI and body fat varies somewhat with age, gender, and ethnicity.
- ▶ In addition, for adults, BMI is a better predictor of a population's disease risk than an individual's risk of chronic disease.

- ▶ BMI is only a predictor of potential health problems. Each time you lose weight (if you are overweight) and move closer to a healthy BMI your risk for chronic disease decreases.
- ▶ **Distribute H-A4 Figure 2: Adult BMI Chart, Dietary Guidelines for Americans, 2005.** Instruct participants to figure BMI using this chart. Have them find their height and weight and determine BMI. Assist participants in determining and interpreting their results.
- ▶ Further discussion of this material and interpretation will occur in Lesson D – Weight Management.

Slide 14: Weight Management

- ▶ Some proposed calorie-lowering strategies include eating foods that are low in calories for a given measure of food (e.g., many kinds of vegetables and fruits and some soups). However, when making changes to improve nutrient intake, one needs to make substitutions to avoid excessive calorie intake. The healthiest way to reduce calorie intake is to reduce one's intake of added sugars, fats, and alcohol, which all provide calories but few or no essential nutrients.
- ▶ Special attention should be given to portion sizes, which have increased significantly over the past two decades. Though there are no empirical studies to show a causal relationship between increased portion sizes and obesity, there are studies showing that controlling portion sizes helps limit calorie intake, particularly when eating calorie-dense foods (foods that are high in calories for a given measure of food). Therefore, it is essential that the public understand how portion sizes compare to a recommended amount of food (i.e., serving) from each food group at a specific caloric level. The understanding of serving size and portion size is important in following either the DASH Eating Plan or the USDA Food Guide. When using packaged foods with nutrient labels, people should pay attention to the units for serving sizes and how they compare to the serving sizes in the USDA Food Guide and the DASH Eating Plan.
- ▶ Lifestyle change in diet and physical activity is the best first choice for weight loss. A reduction in 500 calories or more per day is commonly needed. When it comes to body weight control, it is calories that count—not the proportions of fat, carbohydrates, and protein in the diet.

Slide 15: Physical Activity

- ▶ Americans are generally inactive.
- ▶ Sedentary lifestyle increases risk for overweight, obesity and many other chronic diseases.
- ▶ Recommendations
 - To reduce the risk of chronic disease in adulthood: Engage in at least 30 minutes of moderate-intensity physical activity, above usual activity, at work or home on most days of the week. For most people, greater health benefits can be obtained by engaging in physical activity of more vigorous intensity or longer duration.
 - To help manage body weight and prevent gradual, unhealthy body weight gain in adulthood: Engage in approximately 60 minutes of moderate- to vigorous-intensity activity on most days of the week while not exceeding caloric intake requirements. To sustain weight loss in adulthood: Participate in at least 60 to 90 minutes of daily moderate-intensity physical activity while not exceeding caloric intake requirements. Some people may need to consult with a healthcare provider before participating in this level of activity.
 - Achieve physical fitness by including cardiovascular conditioning, stretching exercises for flexibility, and resistance exercises or calisthenics for muscle strength and endurance.
 - *Children and adolescents.* Engage in at least 60 minutes of physical activity on most, preferably all, days of the week.
 - Get out your CD player and Music because YOU NEED A STRETCH BREAK!! Lead participants in the Hokey Pokey for 5 minutes of activity – stretching and fun! Or another active game of your choice.

Activity

Slide 16: Food Groups to Encourage

- ▶ Fruits, vegetables, whole grains and milk
- ▶ Key recommendations include:
 - Consume a sufficient amount of fruits and vegetables while staying within energy needs. Two cups of fruit and 2½ cups of vegetables per day are recommended for a reference 2,000-calorie intake, with higher or lower amounts depending on the calorie level.
 - Choose a variety of fruits and vegetables each day. In

particular, select from all five vegetable subgroups (dark green, orange, legumes, starchy vegetables, and other vegetables) several times a week.

- Consume 3 or more ounce-equivalents of whole-grain products per day, with the rest of the recommended grains coming from enriched or whole-grain products. In general, at least half the grains should come from whole grains.
- Consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.

Slide 17: Food Groups to Encourage

- ▶ Recommendations for children
 - Consume whole-grain products often; at least half the grains should be whole grains.
 - Children 2 to 8 years should consume 2 cups per day of fat-free or low-fat milk or equivalent milk products. Children 9 years of age and older should consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.
 - Breastmilk (preferably) or iron fortified formula should be offered in the first year of life. At the age of 1, a child should be switched to whole milk until the age of 2. After the age of 2, children should be switched to low-fat or fat-free milk and dairy products.

Slide 18: Limit Fats

- ▶ Fats and oils are part of a healthful diet, but the type of fat makes a difference to heart health, and the total amount of fat consumed is also important.
- ▶ High intake of saturated fats, *trans* fats, and cholesterol increases the risk of unhealthy blood lipid levels, which, in turn, may increase the risk of coronary heart disease.
- ▶ **KEY RECOMMENDATIONS**
 - Consume less than 10 percent of calories from saturated fat and less than 300 mg/day of cholesterol, and keep *trans* fat consumption as low as possible.
 - Keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fat, such as fish, nuts, and vegetable oils.
 - When selecting and preparing meat, poultry, dry beans, and milk or milk products, make choices that are lean, low-fat, or fat-free.

- Limit intake of fats and oils high in saturated and/or *trans* fat, and choose products low in such fats and oils.
- Children and adolescents. Keep total fat intake between 30 to 35 percent of calories for children 2 to 3 years of age and between 25 to 35 percent of calories for children and adolescents 4 to 18 years of age, with most fats coming from sources of polyunsaturated and monounsaturated fat, such as fish, nuts, and vegetable oils.

Slide 19: Carbohydrates

- ▶ Carbohydrates are part of a healthful diet.
- ▶ The current recommendation for carbohydrates is 45 to 65 percent of total calories.
- ▶ Dietary fiber is composed of nondigestible carbohydrates and lignin intrinsic and intact in plants. Diets rich in dietary fiber have been shown to have a number of beneficial effects, including decreased risk of coronary heart disease and improvement in laxation.
- ▶ KEY RECOMMENDATIONS
 - Choose fiber-rich fruits, vegetables, and whole grains often.
 - Choose and prepare foods and beverages with little added sugars or caloric sweeteners, such as amounts suggested by the USDA Food Guide and the DASH Eating Plan.
 - Reduce the incidence of dental caries by practicing good oral hygiene and consuming sugar- and starch-containing foods and beverages less frequently.

Slide 20: Sodium

Activity

- ▶ Test your knowledge...have participants guess at the response to the 2 sodium questions. Call for audience response.

Slide 21: Sodium

- ▶ Most Americans consume more than twice what the body needs to function.
- ▶ Sodium consumption and hypertension usually go hand in hand. When a low sodium diet is recommended to treat high blood pressure a no added salt diet is usually the starting point, which is a 4 gram low sodium diet.
- ▶ We need 2300 mg or less sodium each day. This is a very low sodium diet.

Slide 22: Sodium and Potassium Recommendations

Activity

- ▶ Using the teaspoon and tablespoon, choose one participant to come up and measure one of each. Compare the teaspoon (needed) to the tablespoon (which most people are consuming) and briefly discuss the reaction to this experiment.
- ▶ On average, the higher an individual's salt (sodium chloride) intake, the higher an individual's blood pressure.
- ▶ Nearly all Americans consume substantially more salt than they need.
- ▶ Decreasing salt intake is advisable to reduce the risk of elevated blood pressure.
- ▶ Keeping blood pressure in the normal range reduces an individual's risk of coronary heart disease, stroke, congestive heart failure, and kidney disease. Many American adults will develop hypertension (high blood pressure) during their lifetime. Lifestyle changes can prevent or delay the onset of high blood pressure and can lower elevated blood pressure. These changes include reducing salt intake, increasing potassium intake, losing excess body weight, increasing physical activity, and eating an overall healthful diet.
- ▶ **KEY RECOMMENDATIONS**
 - Consume less than 2,300 mg (approximately 1 tsp of salt) of sodium per day.
 - Choose and prepare foods with little salt. At the same time, consume potassium-rich foods, such as fruits and vegetables.

Activity

- ▶ Common sources of sodium found in the food supply are provided in **H-A5 Figure 4: Sources of Dietary Sodium, Dietary Guidelines for Americans 2005**. Review with participants the sources of sodium in our diets.
- ▶ On average, the natural salt content of food accounts for only about 10 percent of total intake, while discretionary salt use (i.e., salt added at the table or while cooking) provides another 5 to 10 percent of total intake. Approximately 75 percent is derived from salt added by manufacturers. In addition, foods served by food establishments may be high in sodium. It is important to read the food label and determine the sodium content of food, which can vary by several hundreds of milligrams in similar foods.
- ▶ For example, the sodium content in regular tomato soup may be

Activity

700 mg per cup in one brand and 1,100 mg per cup in another brand. Reading labels, comparing sodium contents of foods, and purchasing the lower sodium brand may be one strategy to lower total sodium intake (*see H-A5 Table 15: Range of Sodium Content for Selected Foods, Dietary Guidelines for Americans, 2005*). Review with participants the sources of sodium content in our foods.

- ▶ Another dietary measure to lower blood pressure is to consume a diet rich in potassium.
- ▶ A potassium-rich diet also blunts the effects of salt on blood pressure, may reduce the risk of developing kidney stones, and possibly decrease bone loss with age.
- ▶ The recommended intake of potassium for adolescents and adults is 4,700 mg/day. Recommended intakes for potassium for children 1 to 3 years of age is 3,000 mg/day, 4 to 8 years of age is 3,800 mg/day, and 9 to 13 years of age is 4,500 mg/day. Potassium should come from food sources.

Slide 23: Alcohol Recommendations

- ▶ Alcohol may have beneficial effects when consumed in moderation. The lowest all-cause mortality occurs at an intake of one to two drinks per day. The lowest coronary heart disease mortality also occurs at an intake of one to two drinks per day. Morbidity and mortality are highest among those drinking large amounts of alcohol.
- ▶ KEY RECOMMENDATIONS
 - Those who choose to drink alcoholic beverages should do so sensibly and in moderation—defined as the consumption of up to one drink per day for women and up to two drinks per day for men.
 - Alcoholic beverages should not be consumed by some individuals, including those who cannot restrict their alcohol intake, women of childbearing age who may become pregnant, pregnant and lactating women, children and adolescents, individuals taking medications that can interact with alcohol, and those with specific medical conditions.
 - Alcoholic beverages should be avoided by individuals engaging in activities that require attention, skill, or coordination, such as driving or operating machinery.

Slide 24: Food Safety

- ▶ Avoiding foods that are contaminated with harmful bacteria, viruses, parasites, toxins, and chemical and physical contaminants are vital for healthful eating. The signs and symptoms of foodborne illness range from gastrointestinal symptoms, such as upset stomach, diarrhea, fever, vomiting, abdominal cramps, and dehydration, to more severe systemic illness, such as paralysis and meningitis. It is estimated that every year about 76 million people in the United States become ill from pathogens in food; of these, about 5,000 die. Consumers can take simple measures to reduce their risk of foodborne illness, especially in the home.
- ▶ **KEY RECOMMENDATIONS**
To avoid microbial foodborne illness:
 - Clean hands, food contact surfaces, and fruits and vegetables. Meat and poultry should *not* be washed or rinsed.
 - Separate raw, cooked, and ready-to-eat foods while shopping, preparing, or storing foods.
 - Cook foods to a safe temperature to kill microorganisms.
 - Chill (refrigerate) perishable food promptly and defrost foods properly.
 - Avoid raw (unpasteurized) milk or any products made from unpasteurized milk, raw or partially cooked eggs or foods containing raw eggs, raw or undercooked meat and poultry, unpasteurized juices, and raw sprouts.
- ▶ Proper hand washing is essential!

◆ **PERFORMANCE CHECK**

Slide 25: Dietary Guidelines and My Eating Habits

- ▶ That is the overview of the Dietary Guidelines for Americans.
- ▶ Distribute **H-A6: *Dietary Guidelines and My Eating Habits***.
- ▶ Give participants 3-5 minutes to complete the questions and write a goal for themselves. Have 4-5 participants share what they could do to improve their food choices and intake or have them share them in small groups of 4-5 participants.

Activity

Slide 26: MyPyramid: The New Food Guidance System

- ▶ On April 19, 2005, USDA released its new version of the food guidance system that replaced the food guide pyramid. The new food pyramid is called MyPyramid.
- ▶ It is a great tool, based on the recommendations from the 2005

dietary guidelines that help Americans eat a healthier diet and change to a healthier lifestyle.

Slide 27: Taking a Look Into the Past

- ▶ During the past century, the United States Government has used several types of food guides to help Americans to make nutritious food choices. The guides were used and developed to address nutrient deficiencies. For example, from 1939-1945, approximately 1/3 of American men were rejected from military service during World War II because of malnutrition. To address this issue, the government released the Basic 7 in 1943. In 1946, the National School Lunch Program was started. In 1956, the government revised the Basic 7 to the Basic 4. The goal of both guides advised people to choose certain types of foods to provide a foundation diet and to prevent nutrient deficiencies.

Activity

- ▶ Have participants remember back to their school days and think of the food guide that was used to teach them nutrition.
- ▶ Discuss the purpose and types of Food Guides used throughout history. There have been as many as 9 food groups and most remember the Basic 4.
- ▶ Ask to see a show of hands of how many remember the Basic 4? What food groups were they? Anyone remember any others?
- ▶ Review the Basic 7 and the Basic 4

Slide 28: The Food Guide Pyramid 1992

- ▶ In 1992, the food guide was revised into the Food Guide Pyramid which tried again to address the food groups in a new way and point out foods to emphasize and ones to watch (fats, oils and sweets). There were 5 food groups and the numbers of servings increased. We also started to address fats since most Americans did not meet the recommendation of 30% of calories or less from fats. Still, Americans did not meet these goals.

Slide 29: Dietary Guidelines, MyPyramid and MyPyramid for Kids

Graphics

- ▶ MyPyramid is based upon the recommendations of the Dietary Guidelines for Americans 2005, for persons ages 2 and older. These 2 tools provide the basis for federal food programs (like Food Stamps, WIC, National School Lunch Program, etc.) and nutrition policy.

- ▶ Distribute the following handouts for reference and use in the following slides:
 - **H-A7 *MyPyramid Food Intake Pattern Calorie Levels***
 - **H-A8 *Using MyPyramid in Your Life for Adults***
 - **H-A9 *MyPyramid – An Overview***
 - **H-A10 *MyPyramid Mini Poster***
 - **H-A11 *MyPyramid Worksheet***
 - **H-A12 *Using MyPyramid in Your Life for Children and Youth***
 - **H-A13 *MyPyramid for Kids Mini Poster – Slide 1***
 - **H-A14 *MyPyramid for Kids Mini Poster – Slide 2***

Slide 30: One Size Does Not Fit All!

- ▶ A key message of MyPyramid is that “one size does not fit all.” People have different calorie needs based on gender, age, and activity levels. USDA developed 12 different calorie levels from 1000 calories to 3200 calories. As you can see all of MyPyramids look the same, but each represent a different calorie level and different amounts based on the food groups based on calories.
- ▶ Again the pyramids range from 1000-3200 calories depending on gender, age, and activity level. The calorie ranges are calculated for a person of average height and a healthy weight (normal BMI) in each of the age and gender groups, so individual calorie needs may differ.

Activity

- ▶ Look at **H-A7 *MyPyramid Food Intake Pattern Calorie Levels***. Work with participants to determine their own calorie level and look at MyPyramid recommendations for their own calorie level. **OR** use **H-A8 *Using MyPyramid in Your Life for Adults*** to complete the activity.

Slide 31: Three Key Messages

- ▶ MyPyramid has 3 key messages...
 - Message 1: Eat a variety of healthy and colorful foods within the food groups for a healthful diet.
 - Message 2: There is a new emphasis on physical activity with the complete change in the graphics with the figure taking the stair up the side of the pyramid. For children we need to ensure that they are getting adequate calories and nutrients for growth, while balancing intake with physical activity to promote fitness and avoid excess weight gain.
 - Message 3: There is an emphasis on nutrient density...getting

most of the nutrients from the foods that are consumed. We are making decisions daily that affect the nutrient density of our diets. Do we choose the baked potato with a teaspoon of margarine or the French fries? Which is the better nutrient choice?

Slide 32: What Does the Pyramid Teach Us?

- ▶ MyPyramid has 6 main messages...activity, variety, moderation, proportionality, personalization, and gradual improvement.
- ▶ MyPyramid is a personalized approach to healthy eating and physical activity. We can improve the quality of our diets, become more physically fit, move towards a healthy weight, and decrease risk for chronic diseases.

Slide 33: Be Active!

- ▶ An important addition to MyPyramid is the focus on the physical activity that is symbolized by the steps and the person moving up the steps. Physical fitness is critical for good health at every age. Physical activity can help us improve our fitness, balance calorie intake and output to help promote a healthy body weight and good cardiovascular health, and improve overall health.
- ▶ Many Americans including youth are very sedentary (getting little or no physical activity in a day) and need encouragement and opportunities to participate in physical activity. Planning activities throughout the day is essential. It involves individuals, families, schools, workplaces, etc.

Slide 34: Physical Activity Recommendation for Children and Youth

- ▶ Young people should get at least 60 minutes of physical activity on most (preferably all) days of the week.
- ▶ For young people who have been sedentary or who are overweight, it is best to begin slowly and work towards higher levels of activity and also build duration.

Slide 35: Physical Activities

- ▶ These are just some examples of moderate and vigorous physical activities that one can do. Review slide with participants.
- ▶ An important message to keep in mind is to first start slow. If you don't regularly exercise, it is important to start with a moderate activity and then work up to perhaps more vigorous activities.
- ▶ Another important message is that we do not have to get all of our physical activity at one time to reap the benefits.
- ▶ Assuming a goal of 60 minutes for kids, how could this goal be

Activity

reached? Have participants get into small groups to discuss what can be done to get kids to this level. After a minute or two, have the small groups share their answers.

Slide 36: My Daily Activity Plan

- ▶ The goal is to achieve 60 minutes per day for a young person.
- ▶ There are many ways this can be accomplished.

Slide 37: Eat a Varied Diet

- ▶ The 6 bands represent the need for variety in food choices. These bands represent the 5 major food groups - grains, vegetables, fruit, milk, meat and beans, plus oils that are needed in moderation.
- ▶ By selecting recommended amounts of foods from each food group based on calorie needs, people can meet caloric needs and maintain a healthful body weight.
- ▶ Have participants take a minute to glance over **H-A9 MyPyramid-An Overview**.

Slide 38: The Grain Group

- ▶ Let's look at the grain group...this group provides energy (carbohydrates), a wide variety of vitamins, minerals and dietary fiber.
- ▶ Any foods made from wheat, rice, oats, cornmeal, barley, or other cereal grains belong in this group.
- ▶ Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.
- ▶ The other emphasis in this group is to make half of the servings whole grains.

Slide 39: Whole Grains

- ▶ Refer to **H-A10 MyPyramid Mini Poster** while talking about this group.
- ▶ As you probably know, grains are divided into two subgroups, whole grains and refined grains.
- ▶ It is important for a variety of reasons that at least half of the grain foods that we eat are whole grain foods. Whole grains contain the entire grain kernel: the bran, germ and endosperm.
- ▶ This is a list of whole grain names that you may see listed in ingredient statements. See the slide.

Slide 40: Make Half Your Grains Whole and Nutrient Rich

- ▶ A food that contains 10% of the daily requirement for fiber is considered to be a good choice. This can help you determine how

you are doing with your fiber consumption.

- ▶ Making gradual changes is easier for most people to help adjust to the new flavors and the increased fiber content of these foods (too much fiber without adequate water consumption can be constipating).
- ▶ Substitute whole grains for refined grains in recipes. Start by replacing half of white flour with wheat flour in a recipe.
- ▶ Try new foods including quinoa (“keen-wah”), bulgur, kasha and other grains into your diet. Look for new recipes using these foods. Add whole grains to mixed dishes. Wild rice and brown rice, for example, can be used as a great substitute for white rice. The internet provides a wide variety of recipes that use these grains.

Slide 41: Grains: Recommended Intakes

- ▶ Children
 - 4 to 8 years: 5 to 6 oz equivalents
- ▶ Females
 - 9 to 13 years: 5 oz equivalents
 - 14 to 18 years: 6 oz equivalents
- ▶ Males
 - 9 to 13 years: 6 oz equivalents
 - 14 to 18 years: 7 oz equivalents
- ▶ These values are for young people at a healthy weight, who are physically active less than 30 minutes a day. See **H-A7 *MyPyramid Food Intake Pattern Calorie Levels*** chart for more specific values.
- ▶ The amount of grains needed again is dependent on age, gender and physical activity level of individuals.
- ▶ We will discuss this in more detail in Lesson F.

Slide 42: Vegetable Group

- ▶ Refer to **H-A10 *MyPyramid Mini Poster*** while talking about this group.
- ▶ The next food group on the pyramid is the vegetable group and the main focus is on VARIETY.
- ▶ Vary your veggies!

Slide 43: Vary your Veggies for a Nutrient-Rich Diet

- ▶ Enjoy and Encourage:
 - Dark green vegetables

- Orange vegetables
- Legumes
- Starchy vegetables
- Other vegetables
- ▶ MyPyramid encourages the consumption of veggies from these 5 sub-groups, but especially dark green and orange vegetables and legumes.
- ▶ The key message is to eat a variety of colors, focusing on dark green and orange, which most Americans are lacking in their diets.

Slide 44: Vary Your Veggies

- ▶ These are some ways to increase veggies in your diet
 - Set a good example!
 - Buy fresh veggies in season
 - Use more fresh or frozen, less canned (except low sodium).
 - Have cut veggies available for snacks
 - Have salad with dinner every night
 - Add veggies to casseroles, pasta sauce, quick breads, etc.
 - Select fast food salad rather than fries, at least sometimes
 - Choose dark salad greens over iceberg

Activity

- ▶ What other ways can you increase the vegetables in your diet to make your intake more nutrient rich?

Slide 45: Vegetables: Recommended Intakes

- ▶ Children
 - 4 to 8 years: 1½ cups
- ▶ Females
 - 9 to 13 years: 2 cups
 - 14 to 18 years: 2½ cups
- ▶ Males
 - 9 to 13 years: 2½ cups
 - 14 to 18 years: 3 cups
- ▶ These values are for young people at a healthy weight, who are physically active less than 30 minutes a day. See **H-A7 MyPyramid Food Intake Pattern Calorie Levels** chart for more specific values.
- ▶ We will discuss this in more detail in Lesson F.

Slide 46: Fruit Group

- ▶ Refer to **H-A10 MyPyramid Mini Poster** while talking about this

group.

- ▶ Focus on Fruits!
- ▶ It is surprising that so many Americans do not eat the recommended amount of fruit for good health.
- ▶ Fruits are so delicious and easy to eat.
- ▶ But it is true that many of us eat very little fruit and we need to focus on creative ways to incorporate fruits into our diets.

Slide 47: Focus on Fruits Nutrient-Rich Diet

- ▶ Many fruits can be added to a variety of dishes like salads, chicken and fish dishes, rice and pasta recipes.
- ▶ Dried fruit can be a quick and easy snack for a backpack, purse, or desk drawer.
- ▶ Start the day with fruit on cereal, pancakes or waffles.
- ▶ Include canned (packed in its own juice or water packed), frozen (good for use in cooking, baking, milkshakes, and smoothies) and fruits that are in season.
- ▶ Try new fruits and venture out more than apples, oranges and bananas.
- ▶ Although some fruit juice is fine, we should get most of our fruit as whole or cut up fruit rather than juice, to get the dietary fiber that we need.
- ▶ Juice should be limited to 6 ounces per day.

Slide 48: Fruits: Recommended Intake

- ▶ Children
 - 4 to 8 years: 1½ cups
- ▶ Females
 - 9 to 18 years: 1½ cups
- ▶ Males
 - 9 to 13 years: 1½ cups
 - 14 to 18 years: 2 cups
- ▶ These values are for young people at a healthy weight, who are physically active less than 30 minutes a day. See **H-A7** *MyPyramid Food Intake Pattern Calorie Levels* chart for more specific values.
- ▶ We will discuss this in more detail in Lesson F.

Slide 49: Milk Group

- ▶ Refer to **H-A10** *MyPyramid Mini Poster* while talking about this group.

- ▶ The focus for the milk group is on calcium and the other nutrients that milk products provide. Getting adequate calcium and vitamin D, as well as adequate exposure to sunlight (30 minutes per day), is critical for proper growth and development. It also has longer-term benefits in preventing osteoporosis later in life. With a decreasing milk intake, we are actually seeing rickets which is a deficiency in vitamin D reappearing in this country.

Slide 50: Get Your Calcium in Naturally Nutrient-Rich Foods

- ▶ Focus on fat-free or low-fat milk
- ▶ Drink fat-free or low-fat milk with meals and snacks
- ▶ Choose low-fat cheeses
- ▶ Use milk to make hot cereals
- ▶ Have low-fat yogurt as a snack
- ▶ Use lactose-free products if needed
- ▶ Select non-dairy high-calcium foods and beverages if desired
- ▶ It is important to select foods that are fat-free (skim) or low-fat (1%) versions of milk products. Discuss other recommendations listed above.
- ▶ For those who choose not to eat dairy foods due to food preference, intolerance, or allergies, calcium can be consumed from a variety of other foods (fortified foods and beverages, green leafy vegetables, canned fish with bones, and some brands of tofu and soymilk).

Slide 51: Milk: Recommended Intake

- ▶ Younger children (except those who are very active) need 2 cups of milk or equivalent amounts of cheese or yogurt daily.
- ▶ For adults and for most children 8 years and older, the recommended intake is 3 cups of milk or equivalent. 1 cup of yogurt=1 ½ ounces of natural cheese or 2 ounces of processed cheese is equivalent to 1 cup of milk.
- ▶ Select low-fat or fat-free varieties to avoid excess fat and calories from these foods. Fat-free cheese doesn't work well in some recipes, so experiment with various types to find the types that work best.
- ▶ We will discuss this in more detail in Lesson F.

Slide 52: Meat and Bean Group

- ▶ Refer to **H-A10 MyPyramid Mini Poster** while talking about this group.

- ▶ Go Lean with Proteins!
- ▶ All food made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are included in this group.
- ▶ Legumes, dried beans, and peas are also included in the vegetable group, but don't count them twice.

Slide 53: Go Lean with Protein for a Nutrient-Rich Diet

- ▶ Select leanest cuts of meat
- ▶ Trim all fat and remove skin from poultry
- ▶ Prepare with no added fat
- ▶ Choose lean luncheon meats
- ▶ Eat beans as main dishes
- ▶ Eat fatty fish in moderation
- ▶ Include nuts in snacks, salads, and main dishes
- ▶ Bake, broil and grill
- ▶ Meat and poultry should be lean or low-fat.
- ▶ Lean cuts of meat include the loin and round cuts (sirloin, tenderloin, top loin, eye of round and top round).
- ▶ To keep poultry moist, the skin can be removed after cooking; avoid overcooking (heat to proper temperature, but not to exceed) in order to keep moisture in; eat white meat poultry to keep fat and calories lower.

Slide 54: Meat and Beans: Recommended Intakes

- ▶ Children
 - 4 to 8 years: 3 to 4 ounce equivalents
- ▶ Females
 - 9 to 18 years: 5 oz equivalents
- ▶ Males
 - 9 to 13 years: 5 oz equivalents
 - 14 to 18 years: 6 oz equivalents
- ▶ These values are for young people at a healthy weight, who are physically active less than 30 minutes a day. See **H-A7** *MyPyramid Food Intake Pattern Calorie Levels* chart for more specific values
- ▶ Most Americans eat more protein than is needed each day. The recommendation from this group is modest for most people. One ounce of LEAN meat, fish or poultry, 1 egg, ¼ cup cooked dry beans or tofu, 1 T peanut butter, or ½ ounce nuts or seeds each count as a 1 ounce equivalent.

- ▶ Portion sizes served in restaurants often exceed the recommendations for a whole day's intake. Sharing entrees and taking leftovers home are a good way to not overeat from this group.

Slide 55: Oils: Tips for Healthy Choices

- ▶ Refer to **H-A10 MyPyramid Mini Poster** while talking about this group.
- ▶ This category includes oils and soft margarine with zero *trans* fat. Oils high in monounsaturated fat such as olive, canola and peanut oil are recommended. Other heart healthy oils (polyunsaturated) include safflower, sunflower, soy oils.
- ▶ Using oils and soft margarines with zero *trans* fat instead of hard fat (butter, lard, Crisco, etc) will help keep saturated fat intake low.
- ▶ Portion control will also help keep total fat intake within the recommended range.
- ▶ Nuts provide healthy oils, so use them in meals or snacks instead of meat or cheese sometimes.
- ▶ Use the food label to identify foods low in saturated fat, *trans* fat, and cholesterol.
- ▶ Use cooking techniques that use little or no fat like broiling, baking, microwaving, or steaming.
- ▶ What are *trans* fats anyway and what is the big deal? *Trans* fats are fats that were once oils at room temperature that have been chemically altered to be solids at room temperature. This process is known as hydrogenation. Hydrogenation adds hydrogen to the oil molecule through a chemical bond. The bond can either be on the same side, a *cis*- bond or on the other side a *trans*- bond. In our bodies, the *trans* bonds or *trans* fats act like cholesterol and saturated fats, therefore, leading and contributing to heart disease. That is why *trans* fats are such a big deal.
- ▶ Look for foods that are low fat (defined as 3 grams of fat or less per serving), low saturated fat (1 g of saturated fat per serving), and low cholesterol (20 milligrams of cholesterol and 2 grams or less of saturated fat per serving).

Slide 56: Oils: Recommended Intakes

- ▶ Children
 - 4 to 8 years: 4 teaspoons

- ▶ Females
 - 9 to 18 years: 5 teaspoons
- ▶ Males
 - 9 to 13 years: 5 teaspoons
 - 14 to 18 years: 6 teaspoons
- ▶ These values are for young people at a healthy weight, who are physically active less than 30 minutes a day. See **H-A7** *MyPyramid Food Intake Pattern Calorie Levels* chart for more specific values.
- ▶ We all need a few teaspoons of oils in our daily diet for the essential fat that they provide.
- ▶ These are found in our diets as salad dressings, oils used in cooking, margarine on bread, and so on.
- ▶ Remember to use the healthier oils and soft margarines with zero *trans* fat.

Slide 57: Discretionary Calories

- ▶ You need a certain number of calories to keep your body functioning and provide energy for physical activities. Think of the calories you need for energy like money you have to spend. Each person has a total calorie “budget.” This budget can be divided into “essentials” and “extras.”
- ▶ With a financial budget, the essentials are items like rent and food. The extras are things like movies and vacations. In a calorie budget, the “essentials” are the minimum calories required to meet your nutrient needs. By selecting the lowest fat and no-sugar-added forms of foods in each food group you would make the best nutrient “buys.” Depending on the foods you choose, you may be able to spend more calories than the amount required to meet your nutrient needs. These calories are the “extras” that can be used on luxuries like solid fats, added sugars, and alcohol, or on more food from any food group. They are your “discretionary calories.”
- ▶ Each person has an allowance for some discretionary calories. But, many people have used up this allowance before lunchtime! Most discretionary calorie allowances are very small, between 100 and 300 calories, especially for those who are not physically active. For many people, the discretionary calorie allowance is totally used by the foods they choose in each food group, such as

higher fat meats, cheeses, whole milk, or sweetened bakery products.

◆ **PERFORMANCE CHECK**

Slide 58: Foods I Ate...MyPyramid Worksheet

Activity

- ▶ Using **H-A11 MyPyramid Worksheet**, have participants complete a past 24-hour recall or a usual intake for one day using the worksheet. Have them put foods in the appropriate food group and “count” how they did or do in a typical day. Have them determine how they did today, and write a food and activity goal. Activity may take about 7-10 minutes. Have them share their results with a partner.

Slide 59: Select Foods for Best Nutrition

- ▶ You probably noticed that MyPyramid looks as though the Food Guide Pyramid was pushed over, and that is really what USDA did.
- ▶ The vertical bands of the food groups symbolize that there are various types of foods that can be chosen from each of the food groups.
- ▶ The “healthier” choices are those with little or no solid fats or added sugars, and are found at the base of the pyramid. Picture them toward the bottom of the bands. Foods with solid fat and/or added sugar can be eaten, but should be eaten less often. Visualize these at the top/tip of the pyramid.

Slide 60: Eat Recommended Amount from Each Food Group

- ▶ The different widths of the food group bands represent proportionality, or the relative amounts of food recommended from each group.
- ▶ You can see that the widest bands are those representing grains, milk, and vegetables, with fruits being a close 4th.

Slide 61: Make it Your Pyramid!

- ▶ MyPyramid is designed to be personalized to you.
- ▶ The best way to get to the information is to go to www.mypyramid.gov and enter your information.

Slide 62: Take It One Step at a Time

- ▶ GRADUAL IMPROVEMENT
- ▶ Steps to a healthier you! Suggested by the slogan. Take small steps each day to improve your diet and lifestyle.

Slide 63: www.MyPyramid.gov

- ▶ If you go to MyPyramid.gov, this is what you can expect to see on the homepage. This website contains a wealth of information about healthful eating, food choices, and physical activity. Using MyPyramid, you can find a calorie level that is right for someone of a particular age and gender who is of a healthy weight (or would like to achieve a healthy weight).
- ▶ You can learn everything that you can imagine about MyPyramid food groups, food choices, amounts of food recommended at each calorie level and so on.
- ▶ You can get an individualized meal plan designed for you by adding your age, sex, and activity level in the appropriate boxes under MyPyramid Plan.
- ▶ There is also a MyPyramid tracker, which can help you keep track of your calorie and nutrient intake and physical activity. There are tips for eating out, sample menus, and much more.
- ▶ USDA has also developed materials for children that can be accessed from this website.

Slide 64: Let's Practice Using My Pyramid

Activity

- ▶ Determine calorie needs for one of your children or for a child you know using **H-A12 *Using MyPyramid in Your Life for Children and Youth*** and **H-A13 and H-A14 *MyPyramid Mini Poster for Kids (slides 1 and 2)***
- ▶ Break into groups. Choose one calorie level that you want to work with.
- ▶ Review amount to eat from each food group.
- ▶ Plan one day of meals and snacks that meet the recommendations from MyPyramid.
- ▶ Remember:
 - Include whole grains
 - Add fruits and veggies
 - Limit fats and sugars
 - Use healthy food preparation methods
 - Plan healthful snacks
- ▶ Have participants share results.

Slide 65: Nutrition Standards for Schools

- ▶ Distribute **H-A15 *Nutrition Standards for Foods in Schools: Leading the Way toward Healthier Youth, Selected Sections from Report Brief, April 2007*** to use for discussion.

- ▶ Children in the United States are becoming more overweight and obese, putting them at risk for serious health concerns such as diabetes, cardiovascular disease, and elevated cholesterol and blood pressure levels. In addition to the risk of obesity-related health concerns, poor food choices could lead to other health concerns, like osteoporosis from inadequate calcium intake. In response to growing concerns over obesity, national attention has focused on the need to establish school nutrition standards and limit access to competitive foods. As a result, over the past few years, school nutrition policy initiatives have been put into place at federal, state, and local levels. However, responses of school districts to meeting wellness policy requirements have not been consistent.
- ▶ To augment local wellness policies, Congress directed the CDC to undertake a study with the Institute of Medicine (IOM) to review and make recommendations about appropriate nutritional standards for the availability, sale, content and consumption of foods at school, with attention to competitive foods. The ensuing report, ***H-A15 Nutrition Standards for Foods in Schools: Leading the Way toward Healthier Youth***, concluded that:
 - Federally-reimbursable school nutrition programs should be the main source of nutrition at school;
 - Opportunities for competitive foods should be limited; and,
 - If competitive foods are available, they should consist of nutritious fruits, vegetables, whole grains, and non-fat or low-fat milk and dairy products, as consistent with the 2005 Dietary Guidelines for Americans (DGA).

Slide 66: Competitive Foods (Vending, School Stores, Fundraisers, etc.)

- ▶ “[I]f competitive foods are available, they should consist of nutritious fruits, vegetables, whole grains, and non-fat or low-fat milk and dairy products, consistent with the Dietary Guidelines for Americans to help children and adolescents develop healthful lifelong eating habits.” (Quote taken from the Nutrition Standards for Foods in Schools.)
- ▶ CDC and the IOM recommendations are just recommendations at this point, but what do you know about the federal government and standards? Perhaps in the next few years, we may see these recommendations become requirements.
- ▶ What evidence do we have? Consider these:

- The focus on incorporating the Dietary Guidelines into the school lunch.
- The HealthierUS School Challenge. (This is a voluntary program that schools can engage in to improve the nutrition environment in schools by providing menus that meet the dietary guidelines, provide nutrition education and physical activity and control the sale of competitive foods.)
- The anticipated changes to the regulations in the National School Lunch Program with the new regulations to be released later this year or early next year.
- The Nutrition Standards for Foods in Schools released in April 2007.
- The Wellness Policies required for all schools.
- It is still speculation...but what do you think?

◆ **PERFORMANCE CHECK**

Slide 67: Discussion Questions

Activity

- Have participants form groups of 5-8 people and discuss the following questions:
- What is the role of the school and school meals programs in the health and welfare of the children that are served?
- What is currently going on in your school(s) that is in line with the dietary guidelines and the nutrition standards?
- 5-10 minutes of group discussion and reporting

◆ **Closure**

- The Dietary Guidelines and MyPyramid are an outline of what to eat each day. It's not a rigid prescription, but a general guide that lets you choose a healthful diet that's right for you. Following MyPyramid will help you put the Dietary Guidelines for Americans into practice.
- Within your school food service program, you have an opportunity to be a promoter of good nutrition information. Your family, friends or fellow employees may ask questions about foods and nutrition. By knowing the basic facts or where to find the information, you will be able to answer the questions accurately.

◆ **Independent Practice**

- Participants can review the other handouts for additional

information.