Lesson Plan C

Course: **Practical Nutrition**

Module I: **The Challenge of Nutrition Guidelines**

Lesson C: **Label Reading and Portion Sizes**

Lesson Length: **60 minutes**

Lesson Equipment and Materials

Equipment
Computer and LCD Projector
Flip chart and Markers

Supplies
Three grocery bags
Good and Plenty Candy
Carnation Coffee Mate
Whiskas Cat Food
Food Labels or Dairy Council Food Models
Box of cereal, 3 bowls and measuring cups
Flip chart and Markers

Visual Aids
PowerPoint Slides 1-24

Participant Materials
H-C1 *Name that Food*
H-C2 *Read it Before You Eat!*
H-C3 *Nutrition Facts Label worksheet*
H-C4 *What Does This Label Tell Me?*
H-C5 *Understanding and Using the Nutrition Facts Label for School Nutrition Standards*
H-C6 *The Nutrition Worksheet*
H-C7 *Which Object?*
H-C8 *How Much Do YOU Eat?*
H-C9 *Seven Ways to Size Up Servings*

Lesson Preparation

1. Read the entire **Lesson Plan C**.
2. Reproduce all **Participant Materials** for Lesson C.
3. Gather food labels from packages, cans, and empty food packages.
4. Post Performance Standards for participants.

Lesson Outcome

On completion of this course, 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 amounts of nutrients, calories, and serving sizes on Nutrition Facts labels
- Explain how to use the 5%-20% DV Guide to get LESS of some nutrients and get ENOUGH of others
- Compare food labels to determine which foods contain higher or lower amounts of nutrients or calories
- Recognize that the Nutrition Facts label is based on 2,000 calories for a day

Lesson Instruction

- **Setting the Stage**
  Focus learner's attention.
  - Tell participants that we are going to play "Name that Food." Instructor Note: Use **H-C1** ***Name that Food***, three grocery bags, Good and Plenty candy, Coffee Mate, and Whiskas cat food.
  - Distribute a copy of **H-C1** ***Name that Food*** to each participant. Tell them that they have two tasks.
    - They are to imagine being on a deserted island with these three foods. They are to pick the one that they would eat.
    - They are to decide what the food is (they do not need to identify brand names).

    Give participants 5 minutes to complete these 2 tasks.
  - Ask participants to indicate by a show of hands, who chose food number one? Repeat the same question for the other two foods, recording the answers on the flip chart. Most likely the majority of participants will select food number 3.
  - Have the three foods each in a grocery bag. Beginning with food number 1, ask participants to indicate what food they think is in the bag. Ask why they answered what they did.
  - After participants give answers for what is in bag #1, pull out the Good and Plenty candies. Do the same thing for bag #2 (Coffee Mate) and from bag #3 the Whiskas cat food.

- **Relate to past experience.**
  - Ask participants if they remember the old food label or when they switched over to the new food label (1994).
  - Identify why USDA changed the food labeling
    - Clear up confusion on labels
    - Have data that can help us select healthier foods
    - Provide food companies with an incentive to improve the nutritional value of their product
    - Have regulations for definitions, label claims and truth in labeling

- Ask participants if they have recently used a food label to help them select a more nutritious food product.

- **In today's lesson...**
  - We will learn about the food label as another tool to help you follow MyPyramid and the Dietary Guidelines for Americans 2005.

- **You will be able to...**
  - Identify amounts of nutrients, calories, and serving sizes on Nutrition Facts labels
  - Explain how to use the 5%-20% DV Guide to get LESS of some nutrients and get ENOUGH of others
  - Compare food labels to determine which foods contain higher or lower amounts of nutrients or calories
  - Recognize that the Nutrition Facts label is based on 2,000 calories for a day

- **Identify the Purpose**
  - This lesson will enable you to analyze and apply ways in which food labels can help you make healthy food choices.

Performance Standard
The learner will:
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- Explain how to use the 5%-20% DV Guide to get LESS of some nutrients and get ENOUGH of others
- Compare food labels to determine which foods contain higher or lower amounts of nutrients or calories
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LESSON CONTENT

Slide 1: Label Reading and Portion Sizes

- Title Page

Slide 2: Objectives for This Session

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

Slide 3: Name That Food

- Setting the Stage

Focus learner's attention.

Activity

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- Distribute a copy of **H-C1** ***Name that Food*** to each participant. Tell them that they have two tasks.
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  Give participants 5 minutes to complete these two tasks.
- Ask participants to indicate by a show of hands, who chose food number one? Repeat the same question for the other two foods, recording the answers on the flip chart. Most likely the majority of participants will select food number 3.
- Have the three foods each in a grocery bag. Beginning with food number 1, ask participants to indicate what food they think is in the bag. Ask why they answered what they did.
- After participants give answers for what is in bag #1; pull out the Good and Plenty candies. Do the same thing for bag #2 (Coffee Mate) and from bag #3 (the Whiskas cat food).

♦ **Relate to past experience.**

- Ask participants if they remember the old food label or when they switched over to the new food label (1994).
- Identify why USDA changed the food labeling
  - Clear up confusion on labels
  - Have data that can help us select healthier foods
  - Provide food companies with an incentive to improve the nutritional value of their product
  - Have regulations for definitions, label claims and truth in labeling

- Ask participants if they have recently used a food label to help them select a more nutritious food product.

Slide 4: PLEASE

Activity

- ***Open and close one hand one time and say, "5!"***
- ***Open and close both hands twice and say, "20!"***
- This demonstrates what we are going to be looking for on the food label.
- Throughout the lesson, repeat this activity.

Slide 5: Choose the Foods You Need

- Choose more
  - Whole grains
  - Whole fruit or pieces of fruit
  - Go easy on juice
  - Dark green and orange vegetables and dried beans, peas and lentils
- Choose enough
  - Low-fat milk or foods made with low-fat or fat-free milk
  - Lean and low-fat protein foods

Slide 6: Look at Ingredients

- Ingredients are listed from the largest amount to the smallest amount (by weight).
- Check to see if sugars, solid fats, or whole grains are listed among the first few ingredients.
- Look at ingredients to choose more nutrient-dense foods.

Slide 7: Choose Foods for Their Nutrients

Activity

- Distribute handout **H-C2** ***READ IT before you EAT IT.***
- Use the Nutrition Facts label and introduce the variety of information it contains.
- The Nutrition Facts label indicates how many servings you are eating. (**Yellow** box)
- Look at the text in the **Blue** and **Purple** Boxes
- 5% or less of the daily value means that the food is low in a particular nutrient.
- 20% or more of a nutrient is considered high.
- For fat - total fat, saturated fat, trans fat, and cholesterol (in the **Blue** Box), you want to Get LESS of in your diet. The lower the number the better.
- And for nutrients like vitamins, minerals, fiber, etc (in the **Purple**

Box), you want to Get ENOUGH of in your diet. The higher the number the better.

Slide 8: % Daily Values

Activity

- Compare labels from Vegetarian Chili, Pepperoni Pizza and Pork Loin Chop, broiled.

Slide 9: Less of these Nutrients

- Compare labels from Vegetarian Chili, Pepperoni Pizza and Pork Loin Chop, broiled.

Slide 10: Taking a Closer Look at the Label

- The Yellow Section denotes the serving size in the commonly measured amount. It is always in common household measures (1/2 cup, 1 cup, and ounce).
- "Servings per container" refers to the amount in the entire package of the food.
- Calories are what the calories are if you were to eat one serving.
- If you eat more than one serving, you need to multiply what you ate by the calories.
- Calories from fat are listed to relate how much of a product is comprised of fat.
- The Blue Section is where the total fat, saturated fat, trans fat and cholesterol are all listed. These are ones we want to be low**.** ***Repeat the open and closing of one hand and say, "5!"***
- Sodium is listed on the nutrition facts label and the basis is the recommended 2,400 mg per day. (Keep in mind that most Americans are eating 5000-6000mg.)
- Total carbohydrates are just that – the total amount of carbohydrates per serving.
- Sugars include added sugar and those that naturally are occurring in foods (like fruits for example).
- Fiber, Vitamins A and C, calcium and iron are the nutrients that most Americans are lacking in their diets. The goal is to have the DV high for these foods. ***Ask participants to open and close both hands twice and say, "20!"***

Slide 11: How Much do YOU Eat?

- Compare how much you eat to the amount shown as a Serving Size on a food label.
- The Serving Size is not how much you 'should' eat. It's the example of a fixed amount of food that contains a certain amount

of nutrients as shown on food packages.

- If the amount of food you eat is twice the amount shown as a label Serving Size, you will get twice the amount of nutrients and calories.

Slide 12: Reference Values

- % Daily Value
- For a 2000 calorie diet a person should consume
  - Less than 65 grams of fat
  - Less than 20 grams of saturated fat
  - Less than 300 milligrams of cholesterol
  - Less than 2400 milligrams of sodium
  - 300 grams of total carbohydrates
  - 25 grams of fiber
- Listed on every Nutrition Facts label at the bottom

Slide 13: Nutrition Facts

Activity

- You will work with this Nutrition Facts label. Hand out **H-C3** ***Nutrition Facts Label*** worksheet to participants and have them work with this food label.
- Nutrition Facts Labels are calculated using the most technical of equipment to really measure the calories and nutrients found on the food label. When the food labels are created, companies have the option of listing .5g of a nutrient at a 0g if they choose. However, if you "do the math" with some of the macronutrients [Carbohydrates (4 calories/gram), Protein (4 calories/gram), and Fat (9 calories per gram)] some of the numbers will be off by as many as 5 calories. What is on the label is factual and our math equations "get us close" but not always right on. This fact is illustrated in H-C6 (optional activity) or may also happen if you use other food labels found on packaging.

Activity

- Distribute other labels from actual food packages and repeat activity. Ideas for food labels: cereal, fruit snacks, 100% juice, juice drink (Capri Sun, Hi-C, or the like), popcorn, wheat thins, club crackers, 100% whole wheat bread, white bread, skim milk, whole milk, sherbet, ice cream.

Activity

- Have participants discuss what they find out.
- Alternate Activity: **H-C4** ***What Does This Label Tell Me?***

Slide 14: Common Measures

- Serving size amounts and amounts from the food groups measured as:

- ½ cup and 1 cup
- 1 slice of bread
- 1 ounce of cereal
- 1 to 3 ounces of meat

Slide 15: Understanding and Using the Nutrition Facts Label for School Nutrition Standards

Activity

- Discuss **H-C5** ***Understanding and Using the Nutrition Facts Label for School Nutrition Standards*** worksheet.

Activity

- Optional Activity: Hand out **H-C6** ***The Nutrition Worksheet.*** Use handout **H-C5** ***Nutrition Facts Label*** as the label source for the questions on **H-C6** ***The Nutrition Worksheet***. Once again, Nutrition Facts Labels are calculated using the most technical of equipment to really measure the calories and nutrients found on the food label. When the food labels are created, companies have the option of listing .5g of a nutrient at a 0g if they choose. However, if you "do the math" with some of the macronutrients [Carbohydrates (4 calories/gram), Protein (4 calories/gram), and Fat (9 calories per gram)] some of the numbers will be off by as many as 5 calories. What is on the label is factual and our math equations "get us close" but not always right on.

Slide 16: How Much Do YOU Eat?

- Be aware of the amount of food you eat throughout the day. Use measuring cups a few times to see how much food you eat. Check to find out how much your glasses and bowls hold by using measuring cups.
- Also, be able to estimate the amount of food you eat, compared to familiar objects.

Activity

- Complete the following activity:
  - Show a box of cereal, three cereal bowls, and a measuring cup. Get 3 volunteers from the audience. Ask the following question:
    - How much cereal would you normally put in the bowl? Have the person pour the cereal into the bowl without looking at the serving size…tell them to be honest. (You may want to put a piece of masking tape over the serving size.)
    - Next have the second person pass the cereal to the next person, remove the tape and identify what the listed

serving size is. Have that person measure and pour out into the second bowl an actual serving.

- Next have the third person take the first bowl of cereal and measure what was poured into the bowl. Compare the amounts. It is fun to do this activity with granola especially since the serving size is very small.

Slide 17: Which Object?

Activity

- Have participants complete the worksheet **H-C7** ***Which Object?***

Slide 18: Estimate Tools

- Distribute **H-C8** ***How Much Do YOU Eat*****?** and **H-C9** ***Seven Ways to Size Up Servings***.
- For example:
  - a baseball size serving equals 1 cup
  - a CD is about the size of the outside edge of a 1-ounce slice of bread or a pancake or waffle (½ inch thick)
  - a deck of playing cards or a computer mouse equals about 3 ounces
- The following slides give examples for each food group. This is an excellent resource to have handy.

Slide 19: Common Objects as Visual Cues for Fruit

- A baseball is equal to about 1 piece of fruit or 1cup.
- A computer mouse is equal to ½ cup of sliced fruit.
- A small box of juice is equal to about 4 oz. or ½ cup of juice.
- Pay attention to food packages to identify the amount of food you are eating.

Slide 20: Common Objects as Visual Cues for Vegetables

- Some foods are easier to visualize and compare the amounts.
- To help you estimate the amount of vegetables you eat:
- A baseball is about equal to 1 cup of raw or cooked vegetables.
- A computer mouse is one way to imagine what ½ cup of "shapeless" foods, like peas, might look like.
- A deck of cards is also close to the amount of a half cup of French fries. French fries are a popular vegetable, but are very high in fat. Try to eat smaller amounts than you might normally eat.

Slide 21: Common Objects as Visual Cues for Milk

- Two 9-volt batteries are equal to about 1½ ounces of cheese and contain calcium equal to 1 cup of milk.
- An 8-ounce carton of milk is equal to 1 cup.

- A baseball is equal to 1 cup, such as a cup of yogurt.
- Also, food packaging makes it easy to identify the amount of food you are eating.

Slide 22: Common Objects as Visual Cues for Meat & Beans

- A box of cards is also equal to about 2 or 3 ounces of meat.
- A computer mouse has the same volume as ½ cup of beans.
- A 9-volt battery is equal to about 1 tablespoon (or, 1 ounce) of peanut butter.

Slide 23: Common Objects as Visual Cues for Grains

- A baseball is equal to about 1 ounce or 1 cup of cereal.
- A computer mouse is equal to about ½ cup of pasta.
- A CD (and about the thickness of 10 CDs, or ½ inch) is about equal to 1-ounce slice of bread.

♦ **CLOSURE**

Slide 24: In closing…

- The food label carries a great deal of information that will help you select a healthful diet. The food label offers several potential benefits to public health, including decreased rates of heart disease, cancer, osteoporosis, and high blood pressure which again are leading causes of death and disability in the United States. The food label will not answer all of the questions and how foods fit into a healthful diet, but it is a really good way to sort out what foods you should frequent, and which foods should be eaten sparingly. Use the label to make nutrient-rich choices. ***Remember the 5% and 20% rules. Have them repeat the open and closing hands activity.***

♦ **Independent Practice**

- N/A