CONTENTS

1 Lesson at a Glance–Tools for Guiding Food Choices
2 Lesson–Tools for Guiding Food Choices
3 Slides–Tools for Guiding Food Choices
4 Physical Activity Booster–Stretching for Flexibility
5 Taste Testing Activity–Perception of Salt
6 Video Scenario

MyPyramid Handout
Nutrition Nuggets–Dietary Guidelines and Nutrition Facts Label Handout
Nutrition Facts Label Activity Handout
Sample Completed Nutrition Facts Label Activity (optional)
Cafeteria Connection–Serving the Dietary Guidelines with Style Handout
Personal Discovery Assessment–Dining Table Techniques Handout

Key for Icons

SAY
DO
PREPARE
TASTING ACTIVITY
PHYSICAL ACTIVITY
VIDEO SCENARIO
SLIDE
Lesson 2 at a Glance
Tools for Guiding Food Choices

What to Do Ahead of Time

• Review the lesson and the slides for Tools for Guiding Food Choices.
• Review all the handouts and activities; make copies for participants.
  Note: MyPyramid is a color handout and can be downloaded from MyPyramid.gov.
• Practice the Physical Activity Booster.
• Prepare the Tasting Activity supplies.
• Set up equipment needed, including computer, projector, and DVD player.
• Cue video to appropriate starting point.

Learning Objectives
1. Identify U.S. Department of Agriculture’s MyPyramid.
2. Identify the Dietary Guidelines for Americans, 2005.
4. Identify a dietary concern of personal interest and practice using the dietary guidance tools to evaluate or make food choices consistent with the personal concern.
5. Describe at least two ways the school meal programs may reflect appropriate aspects of the Dietary Guidelines for Americans, 2005, which contribute to students’ health and ability to learn.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Area of Lesson 2</th>
<th>Resource to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>Welcome and Brief Review of Lesson 1</td>
<td>Slide 1</td>
</tr>
</tbody>
</table>
| 10 minutes| Tools for Guiding Food Choices  
Distribute handout.  
Refer to each during the presentation.  
Present lesson. | Slides 2-9  
MyPyramid  
Dietary Guidelines  
Nutrition Facts Label |
| 1 minute| Physical Activity Booster–Stretching for Flexibility                                     | Slide 10                                 |
| 3 minutes| Tools for Guiding Food Choices  
Presentation continued                       | Slide 11-14                              |
### NUTRITION 101: A TASTE OF FOOD AND FITNESS

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Area of Lesson 2</th>
<th>Resource to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Tasting Activity–The Perception of Salt</td>
<td>Slide 15 Tasting supplies</td>
</tr>
</tbody>
</table>

Note: A sample completed Nutrition Facts Label Activity is included in the resource materials.

<table>
<thead>
<tr>
<th>1 minute</th>
<th>Cafeteria Connection–Serving the Dietary Guidelines With Style</th>
<th>Slide 17 Cafeteria Connection–Serving the Dietary Guidelines With Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Video Scenario</td>
<td>Slide 18 Video</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Personal Discovery Assessment Dining Table Techniques</td>
<td>Slide 19 Personal Discovery Assessment Dining Table Techniques</td>
</tr>
</tbody>
</table>

Conclude the session.
Welcome back to Nutrition 101: A Taste of Food and Fitness. Does anyone have a question or observation from the last lesson?

Instructor’s note: Briefly cover any questions. If the question is detailed, ask the participant to discuss it with you after the lesson.

Lesson 1 focused on different ways good nutrition contributes to good health today and in the future. The Dietary Guidelines for Americans are the basis for the U.S. dietary guidance system. Although the Dietary Guidelines have been revised numerous times since first introduced over 25 years ago, the key messages of good nutrition have not changed. You are probably familiar with the Food Guide Pyramid, the graphic illustration of the guidelines. In 2005, the Dietary Guidelines and the pyramid were revised to become the new dietary guidance system.

The focus of today’s lesson is on MyPyramid, the Dietary Guidelines for Americans, 2005, and the Nutrition Facts label. These are the three tools for guiding food choices developed by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. We can use these tools to guide food choices that meet personal taste preferences and health goals. Today we will focus on how MyPyramid reflects the 2005 Dietary Guidelines for Americans and how to use the Nutrition Facts label. Let’s take a look at MyPyramid.

MyPyramid

• Variety
• Proportionality
• Moderation
• Active Lifestyle
SAY: MyPyramid is an image of the key components of healthful eating. MyPyramid conveys the basics of good nutrition. The basics are

- VARIETY. The six color bands depict the five basic food groups and oils.

- PROPORTIONALITY. The widths of the bands are varied. The width of each band indicates a general guide of how much of each food group is needed daily in comparison to the other groups.

- MODERATION. The wider base of each band represents foods with little and/or no solid fat and little and/or no added sugar. Foods with more solid fats and added sugars are implied by the narrow top of the band. Individuals with higher activity levels and energy needs can include these higher calorie foods more often.

- ACTIVITY. The active person taking steps up the side of MyPyramid highlights the important role of energy balance. Active lifestyles and healthful food choices are partners for good health.

DO: Distribute the MyPyramid handout, the Dietary Guidelines handout, and the Nutrition Facts Label handout.

SAY: Let’s take a closer look inside MyPyramid. If possible, place the MyPyramid handout, the Dietary Guidelines handout, and the Nutrition Facts Label handout where you can easily see all three. We will be referring back and forth between the three handouts to learn how to use these tools together. Notice that the MyPyramid handout lists the amounts of food suggested for a 2,000 calorie a day intake. The information on a Nutrition Facts label is also based on 2,000 calories per day. We’ll be using that calorie level for discussion purposes today although you may actually need more or less than 2,000 calories a day.

SLIDE 4
Grains–Make half your grains whole-grain foods.
- Eat at least 3 ounces of whole grain bread, cereal, crackers, rice, or pasta every day.
- Look for “whole” before the grain name on the list of ingredients.

SAY: Starting on the left hand side of MyPyramid is the Grains group, depicted by the orange band. The Dietary Guidelines recommend that we select at least half of our grain serving from whole grain foods. Each day select at least three 1-ounce servings of whole grains. The Dietary Guidelines encourage Americans to eat whole grains more often. Another tip is to look at the list of ingredients on the food label to determine if a food provides fiber-rich, whole grains. Take a look at the Nutrition Facts Label handout. The ingredients list is located at the bottom of the Nutrition Facts label on this handout. Ingredients must be listed in order of most to least in the food product. Look for whole-grain foods that list a type of whole grain as the first ingredient.
SLIDE 5
Vegetables–Vary Your Veggies
- Eat more dark green veggies
- Eat more orange veggies
- Eat more beans and peas

SAY: The green band on MyPyramid represents the Vegetable group. The Dietary Guidelines note most Americans need to eat more vegetables each day. The guidelines advise making daily vegetable choices to provide many different colors, such as orange and green, and types, such as legumes and other starchy vegetables. The Dietary Guidelines suggest consuming $2\frac{1}{2}$ cups of fiber-rich vegetables each day. Use the Nutrition Facts label to help determine how many cups of vegetables are in a package. Notice the serving size and servings per container information on the Nutrition Facts Label handout.

SLIDE 6
Fruits–Focus on Fruits
- Eat a variety of fruit
- Choose fresh, frozen, canned, or dried fruit
- Go easy on fruit juice

SAY: The Dietary Guidelines also encourage more fruit in the diet. The Fruit group is represented by the red band on MyPyramid. Choose 2 cups daily from a variety of fruit options, including fresh, frozen, canned, and dried. Specific information about limiting juice is included and supports the dietary guideline to choose more fiber-rich, colorful whole fruits. Check the serving size and servings per container to determine how many cups of fruit are in a package.

SLIDE 7
Oils–Know Your Fats
- Limit solid fats like butter, stick margarine, shortening and lard.

SAY: MyPyramid’s thin yellow band represents oils in our diets. The band is thin because fats are needed, but in small amounts. Many foods naturally provide fats; therefore, only small amounts of additional sources are needed. The Dietary Guidelines encourage eating more fats from fish, nuts, and vegetable oils each day and choosing solid fats less often. The Nutrition Facts label gives specific information about amounts and types of fat that is in a food. Notice the label’s footnote section; it provides a place to compare the fat in a serving of the food to the total daily amount of fat for two calorie levels, 2,000 and 2,500 calories per day. Remember, the information in the upper part of Nutrition Facts label is based on 2,000 calories daily.
SLIDE 8
Milk–Get Your Calcium-Rich Foods

• Go low-fat or fat-free.
• If you don’t or can’t consume milk, choose lactose free products or other calcium sources.

SAY: Milk group foods, represented by the blue band on MyPyramid, are important sources of calcium and one of the natural food sources of fat. The Dietary Guidelines suggest choosing fat-free and low-fat versions more often. Milk group foods are encouraged since it is difficult to get enough calcium if Milk group foods are not eaten. Many Americans fail to meet daily calcium needs because they don’t drink milk often enough. The guidelines recommend 3 cups of milk or yogurt each day for Americans 9 years old and older.

SLIDE 9
Meat and Beans–Go Lean on Protein

• Choose low-fat or lean meats and poultry.
• Bake it, broil it, or grill it.
• Vary your choices with more fish, beans, peas, nuts, and seeds.

SAY: The purple band on MyPyramid represents the protein foods found in the Meat and Beans group. This is the other food group that naturally provides fat to the diet. A total of 4 ounces of lean protein foods, such as poultry or beef, is recommended daily. Low-fat food preparation methods are also recommended. Foods to choose more often include legumes, beans, and peas, which are naturally low in fat and high in protein and fiber. Fish, nuts, and seeds are also encouraged because they provide the type of fat recommended to include more often.

SLIDE 10
Physical Activity Booster–Stretching for Flexibility

SAY: Physical activity is a new component of MyPyramid. The Dietary Guidelines also includes a section on physical activity.

Physical activity is important. It is so important that we are going to take a break now for a physical activity booster.

This physical activity booster focuses on stretching. Stretching helps keep us flexible and limber.
Remember, anyone under a doctor’s care for any injury or health condition needs to be cautious when doing the activity. Please follow your doctor’s advice. If necessary, just observe the activity.

**DO:** Have participants stand more than an arm’s length apart. Have each participant extend their arms above their head, straight up from the shoulder with the palms of the hands facing in toward each other. Turning the palms of the hands to face inward is the proper position for the arms.

Show how to do the stretch as you lead the participants through the activity.

**SAY:** Shrug the shoulders up to the ears and then release down, keeping the arms straight up. Keep the shoulders in this released lower position throughout the stretch. Lengthen the right arm by extending up through the ribcage without raising the shoulder to the ear. Gently clasp the right forearm below the wrist joint with the left hand and pull up gently on right arm. Imagine the right arm is a flower stem growing tall toward the sun. Now imagine a gentle breeze is blowing and lean slightly toward the left. Remember to keep the palm of the right hand turned in throughout the stretch.

The stretch is felt from the arm through the side. Hold for 5 seconds and return to the upright position. Release the right forearm, but keep the arms extended upward.

Follow the steps to stretch the left side. Take care to keep the shoulder down while lengthening the left side of the body and arm with the palm of the left hand in the proper inward position.

Lower arms and shake for a few seconds to relieve any tingly feelings. Repeat the stretch on both sides, holding the stretch for 5 seconds per side.

Have the participants return to their seats.

**SAY:** This stretch reminds us of the color bands of each food group on MyPyramid and the wide variety of choices in each group. Stretching ourselves to try new foods and new eating patterns is like stretching our muscles. It may feel different at first. With repeated practice, we increase our flexibility and discover it feels good to stretch.
**SAY:** Personalization of dietary advice is a new aspect of MyPyramid. The basics of healthful nutrition choices are the same for everyone: variety, moderation, and proportionality. However, energy needs, lifestyle demands, and taste preferences are very individual. MyPyramid recognizes that one size does not fit all. Personalized information is available by using the interactive tools at MyPyramid.gov. I encourage each of you to explore the tools found at this Web site.

**SLIDE 13**

**Nutrition Facts Label**
- Quick Guide to Daily Values (DV)
- 5% DV or Less is Low for the Nutrient
- 20% DV or More is High for the Nutrient

**SAY:** Using MyPyramid; the *Dietary Guidelines for Americans, 2005*; and the Nutrition Facts label requires practice. Here’s an example of how to use all three of these tools together.

MyPyramid recommends Milk group foods, such as milk, cheese, and yogurt, to meet daily calcium needs. The *Dietary Guidelines* encourages these calcium-rich foods because many Americans don’t meet daily calcium needs. The *Dietary Guidelines* also recommend limiting sodium. The Nutrition Facts label can help determine how a food fits into daily eating choices to meet the goal of enough calcium and not too much sodium.

Here’s a simple rule of thumb to use when looking at the nutrients on a Nutrition Facts label. Daily Values (DV) are the reference amount of each nutrient needed daily for a 2,000 calorie diet:
- A Daily Value of 5% or less is low for the nutrient.
- A Daily Value of 20% or more is high for the nutrient.

**SLIDE 14**

**Using the Nutrition Facts Label**
- Fat-Free Milk–30% DV Calcium, 5% DV Sodium
- Low-Fat Yogurt–30% DV Calcium, 6% DV Sodium
- Cheddar Cheese–30% DV Calcium, 10% DV Sodium

**SAY:** Using these references for high and low levels of a nutrient, the Nutrition Facts label shows 1 cup of fat-free milk is high in calcium, 30% DV, and low in sodium, 5% DV. An 8-ounce container of low-fat strawberry yogurt is high in calcium, 30% DV, and only slightly higher in sodium than milk, 6% compared to 5% DV for sodium.
A \(1\frac{1}{2}\)-ounce serving of cheddar cheese is high in calcium, 30% DV, and medium in sodium, 10% DV.

**SLIDE 15**

Using the Nutrition Facts Label
- Three Servings Cheddar Cheese Provides 90% DV Calcium, 30% DV Sodium
- Three Servings Fat-Free Milk Provides 90% DV Calcium, 15% DV Sodium
- One Serving Each Milk, Yogurt, Cheese Provides 90% DV Calcium, 21% DV Sodium

*SAY:* Using the information on the Nutrition Facts label shows why choosing a variety of foods within a food group is important. Selecting three portions of cheese would provide most of the calcium needed each day, 90% DV, but would also provide nearly one-third of the daily sodium limit, 30% DV.

Selecting 3 cups of fat-free milk would provide the same amount of calcium as the cheese, 90% DV, for less sodium, 15% DV.

Selecting one serving each of fat-free milk, low-fat flavored yogurt, and cheddar cheese would provide most of the daily calcium needs, 90% DV, and a moderate amount of sodium, 21% DV. One serving of each food may also meet taste preferences, fit a person’s lifestyle, and make daily food choices more interesting. It is all a matter of personal choice. The Nutrition Facts label can help guide food selection patterns to meet personal taste and nutrition goals.

**SLIDE 16**

**Tasting Activity—The Perception of Salt**

**Prepare for the Activity**

Use proper food preparation and food safety practices. Allow opportunity for participants to wash their hands.

**Supplies needed:**
- Potato chips, 2 per person
- Pepper shakers
- Napkins
- Cups and water
Taste preferences are a matter of personal choice.

**DO:** Give each participant a napkin with 2 potato chips and a cup of water. Place the pepper shakers in easy reach of the participants.

Instruct each participant to pay close attention to the perception of salt while tasting each potato chip.

**SAY:** The focus of this taste activity is the perception of salt. Please feel free to observe the activity if there is a reason you cannot actively participate in the tasting experience.

First, taste a potato chip. Pay attention to the perception of salt. Rinse your mouth with water after tasting, if desired.

Next, sprinkle pepper on the remaining potato chip. Place the chip on the tongue so that the pepper touches the tongue before the chip (use a tipping action). Pay attention to the perception of salt. Rinse your mouth with water after tasting, if desired.

**DO:** Ask the participants to think about the questions below.

**SAY:** Did you perceive one potato chip to be saltier than the other chip? Which taste did you like better?

The flavor components of pepper suppress the perception of salt. Peppercorn potato chips have more sodium per chip than plain potato chips. The pepper flavor components affect the perception of salt. Manufacturers add more salt to peppercorn potato chips to increase the perception of salt’s flavor. This activity illustrates why reading the Nutrition Facts label is useful in making a choice between two foods. A person might expect the sodium content of all types of potato chips to be similar. Compare products to find any differences. Make the choice that is right for you.

**SLIDE 17**
- Nutrition Nuggets–Dietary Guidelines and Nutrition Facts Label
- Nutrition Facts Label Activity sheet is a chance to practice using tools

**DO:** Distribute the Nutrition Nuggets–*Dietary Guidelines* and Nutrition Facts Label handout and the Nutrition Facts Label Activity handout.
The Nutrition Nuggets resource links the Dietary Guidelines with the Nutrition Facts label. The chart lists different dietary guidelines and the location on the label of information related to each nutrition goal. Use this resource to help make wise food choices.

The Nutrition Facts Label Activity provides a chance to practice what has been covered today. We are going to do this activity now.

Select a nutrient and dietary guideline of personal interest. Use the Nutrition Facts label you brought with you today to evaluate how that food contributes to healthful food choices. If you do not have a Nutrition Facts label, use the information on the Nutrition Facts Label handout distributed at the beginning of this lesson. To evaluate the food, fill out the Nutrition Facts Label Activity.

**DO:** Assist any participants that need help completing the activity. As an option, demonstrate the activity once using a Nutrition Facts label you have provided. Then ask the participants to repeat the activity on the same food using a different nutrient and dietary guideline. For example, evaluate fat-free refried beans first for iron and then for meeting nutrient needs within energy requirements. A sample completed activity form is provided in the resource materials. Discuss how this food can fit into a healthful eating style.

**OPTION:** If time is limited, ask the participants to do the activity at home before the next lesson.

**SLIDE 18**
Cafeteria Connection–Serving the Dietary Guidelines with Style
- School Meals Need to Reflect the Dietary Guidelines
- Highlights Foods to Encourage
- Highlights Food Safety Guidelines

**SAY:** Every day school cafeterias offer students the chance to enjoy a variety of foods.

**DO:** Distribute the Cafeteria Connection–Serving the Dietary Guidelines with Style handout.

The regulations for school feeding programs require serving meals that meet the nutrition needs of students and offering foods that reflect the current Dietary Guidelines. This Cafeteria Connection lists ways school meals can promote the Dietary Guidelines. These tasty ideas can be used at home, too. Food safety is addressed in the Dietary Guidelines and is a part of daily work in school food service.
SLIDE 19
Cue to Show Video Scenario

*Note to Instructor: If preferred, ask ahead of time for volunteers to role-play the scenario. Scenario 2 has three characters, the school food service manager and two other people.*

**Script for Scenario**

The school food service manager is near the school office mailbox with other people in the area. The manager is putting up a poster about the *2005 Dietary Guidelines for Americans*.

**Person 1**
Excuse me, what is that you’re putting on the bulletin board?

**Manager**
It’s a poster on the new MyPyramid. I thought everyone might be interested in seeing it.

**Person 2**
I don’t understand why the government keeps changing its mind about what makes good nutrition.

**Person 1**
Well, obviously the Food Guide Pyramid must have been wrong because it isn’t being used anymore.

**Person 2**
I wish they would make up their minds. It is so hard to know what to eat.

End scene.

**DO:** View video or role-play the scenario and discuss briefly.

**SAY:** This scenario focuses on updates in dietary guidance. Updates take place about every 5 years. The dietary guidance provided by the government is designed to reflect the latest scientific information about food, nutrition, and good health. Nutrition scientists are constantly studying the role that foods and nutrients play in keeping us healthy by preventing diseases such as heart diseases, high blood pressure, diabetes, and cancer. Rather than think the government and nutritionists can’t make up their minds about what we should eat, we should pay attention to the newest recommendations. If you what to reduce the risk for having one of these diseases, adopt healthy eating and a physically active lifestyle.
From our lesson today, we have learned about the new MyPyramid and the 2005 edition of the *Dietary Guidelines for Americans*. Using what you have learned today, how would you respond to the people in the scenario or video?

**DO:** Allow time for sharing.

**DO:** Distribute the Personal Discovery Assessment–Dining Table Techniques handout.

**SLIDE 20**

Personal Discovery Assessment–Dining Table Techniques

- For 3 days keep track of meat and beans group foods. Pay special attention to variety, portion size, and preparation methods.

**SAY:** The Personal Discovery Assessment–Dining Table Techniques focuses on portion sizes and food preparation methods for foods in the Meat and Beans group.

**SAY:** For a 3-day period, keep a record of how often different types of meat, fish, poultry, eggs, nuts, seeds, and beans are served.

**SAY:** Keep track of the portions sizes and preparation methods. If a food is not listed, add it to the appropriate column. Check out MyPyramid.gov for help in deciding to which group a food belongs. Try to include 1 weekend day in your record. When you have completed the record, complete the questions on the second page.

This assessment activity is for your personal use. I will not be collecting these papers. You will use the completed activities in a future lesson. At that time you will be invited to share personal insights if you wish. The main purpose of the assessment activity is to give you an opportunity to learn more about your own eating habits.

**DO:** Conclude the session and remind participants to bring all materials to the next lesson.