Your Health Matters: Nutritious Eating

PARTICIPANT HANDBOOK

Free and reproducible materials for Community Health Workers to implement in local community education programs
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Your Health Matters: Nutritious Eating
Knowledge Questionnaire

Energy Balance

1. If I take more calories IN to my body than I burn OUT, I will:
   a. Lose weight
   b. Gain weight
   c. Maintain my weight
   d. I don’t know.

2. When choosing healthy foods, I should eat:
   a. A variety of different foods
   b. The right amount of food from each food group
   c. Everything in moderation
   d. Foods that are rich in nutrients
   e. All of the above
   f. I don’t know.

Portion Distortion

3. The size of a soda bottle today is:
   a. Larger than a soda bottle 20 years ago
   b. Smaller than a soda bottle 20 years ago
   c. The same size as a soda bottle 20 years ago
   d. I don’t know.

4. It is important to consider portion size because:
   a. A smaller portion has more vitamins
   b. A smaller portion costs more money
   c. A smaller portion has fewer calories
   d. I don’t know.

Healthy Eating

5. A healthy diet has more:
   a. “GO” foods than “SLOW” foods or “WHOA” foods
   b. “SLOW” foods than “GO” foods or “WHOA” foods
   c. “WHOA” foods than “GO” foods or “SLOW” foods
   d. I don’t know.

6. A healthy meal has mostly:
   a. Meat
   b. Vegetables
   c. Grains
   d. Fats
   e. I don’t know.
Basic Nutrients

7. A healthy diet includes:
   a. Fats
   b. Carbohydrates
   c. Protein
   d. All of the above
   e. I don’t know.

8. Healthy sources of carbohydrates include:
   a. Fruits
   b. Vegetables
   c. Whole Grains
   d. All of the above
   e. I don’t know.

Food Labels

9. A Nutrition Facts label is on which of the following foods?
   a. Bananas
   b. Animal Crackers
   c. Broccoli
   d. All of the above
   e. I don’t know.

10. When reading the % Daily Value on a Nutrition Facts label, look for foods with:
    a. HIGH % Daily Values
    b. LOW % Daily Values
    c. LOW % Daily Values on the top of the label and HIGH % Daily Values on the bottom
    d. I don’t know.

Meal Planning

11. Buying healthy food always costs more than buying unhealthy food.
    a. True
    b. False
    c. I don’t know.

12. You should eat fruits and vegetables:
    a. Once a week
    b. Once a day
    c. At every meal
    d. Never. Fruits and vegetables are bad for you.
    e. I don’t know.
Introduction

1: Introduction

Acknowledgement

This curriculum was created by The University of Texas School of Public Health, Brownsville Regional Campus with partial funding from the University of Texas Community Outreach supported by the Texas Department of State Health Services (DSHS).

Knowledge Questionnaire

Nutritious Eating Program Goals

Expand understanding about why proper nutrition is important for a healthy life.
Demonstrate how eating right helps reduce risk for chronic diseases.
Empower participants to make healthy food choices and counsel clients with meal planning strategies.
Provide a curriculum which gives Community Health Workers the knowledge and skills about nutritious eating to impart to their communities.

This curriculum provides the nutrition component to compliment the Your Health Matters: Fitness for Life curriculum.

Nutritious Eating Learning Objectives

Identify the six basic nutrients.

Identify the six basic nutrients.

Describe the obesity epidemic and its implications to health.
Describe how the energy balance influences healthy weight maintenance or weight loss.
Give examples of how food portions have changed in the past 20 years and the implications of these changes.
Recognize the Go-Slow-Whoa concept and give an example of each type of food.

More...

Identify the six basic nutrients.

Explain the Nutrition Facts food labels and state the low and high percentages for the daily values.
Plan a healthy meal.

More...
Your Health Matters: Nutritious Eating
Introduction

INTRODUCTION
ENERGY BALANCE
PORTION DISTORTION
HEALTHY EATING
THE BASIC NUTRIENTS
THE NUTRITION FACTS
LABEL
MEAL PLANNING
CONCLUSION
BONUS MATERIAL
DIABETES INFORMATION AND ACTIVITIES
APPENDICES
GLOSSARY
ADDITIONAL RESOURCES
HANDOUTS

How prepared do you feel to educate people about healthy food choices?

0 1 2 3 4 5 6 7 8 9 10

So why are we here? ...

Obesity is an Epidemic

#1 health problem facing American children
A defining public health challenge for the next half-century
The most challenging public health problem ever faced

What is Obesity?

Adult Overweight & Obesity

Body Mass Index (BMI)

DEGREE OF BODY FAT BASED ON HEIGHT AND WEIGHT

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<th>Underweight</th>
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<td>30.0 - 39.9</td>
<td>40.0+</td>
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For adults 20 years and older

Overweight
BMI of 25 to 29.9

Obese
BMI of 30+

Extremely Obese
BMI of 40+

Nutritious Eating Program Materials CD

PowerPoint Presentations, Handouts, Information Sheets, Activities, and Videos

Participant Handbook ~ June 2014
Childhood Obesity

BMI-for-age Growth Charts

For children 2 to 19 years
- Overweight: BMI between 85th and 95th percentile
- Obese: BMI at or above 95th percentile

Why Do We Care?

Obesity is a major risk factor for:
- Cardiovascular disease
- High total cholesterol
- High blood pressure
- Type 2 diabetes
- Stroke
- Liver disease
- Gall bladder disease
- Certain cancers
- Osteoporosis

Obesity Trends Among U.S. Adults

BRFSS, 1985

No Data          <10%          10%–14%

BRFSS, 1986

No Data          <10%          10%–14%

BRFSS, 1987

No Data          <10%          10%–14%

BRFSS, 1988

No Data          <10%          10%–14%
Obesity Trends Among U.S. Adults
BRFSS, 2001

Obesity Trends Among U.S. Adults
BRFSS, 2002

Obesity Trends Among U.S. Adults
BRFSS, 2003

Obesity Trends Among U.S. Adults
BRFSS, 2004

Obesity Trends Among U.S. Adults
BRFSS, 2005

Obesity Trends Among U.S. Adults
BRFSS, 2006
Your Health Matters: Nutritious Eating

Introduction

Obesity Trends Among U.S. Adults
BRFSS, 2007

No Data           <10%          10%–14%              15%–19%             20%–24%              25%–29%           30%–34%           ≥30%

Obesity Trends Among U.S. Adults
BRFSS, 2008

No Data           <10%          10%–14%              15%–19%             20%–24%              25%–29%           30%–34%           ≥30%

Obesity Trends Among U.S. Adults
BRFSS, 2009

No Data           <10%          10%–14%              15%–19%             20%–24%              25%–29%           30%–34%           ≥30%

Obesity Trends Among U.S. Adults
BRFSS, 2010

No Data            <10%            10%–14%           15%–19%             20%–24%           25%–29%           ≥30%

66% of all Americans are overweight with a BMI above 25

29% of all Americans are obese with a BMI above 30

Healthy Weight
Overweight
Obese
5% of all Americans are extremely obese with a BMI above 40

Introduction

Children today have a lower life expectancy than their parents

17% of American children (approximately 1 in 5) age 2 to 19 years old are obese

Adult Obesity By Race

For Non-Hispanic Black Americans - 36% are obese

For Hispanic Americans - 29% are obese

For Non-Hispanic White Americans - 24% are obese

Centers for Disease Control and Prevention, 2006−2008 Behavioral Risk Factor Surveillance data

Centers for Disease Control and Prevention: National Diabetes Surveillance System.

2008 Estimates of the Percentage of Adults Age ≥20 Who Are Obese in Texas

Cameron County (Brownsville) – 26.7%
Galveston County (Galveston) – 27.2%
Nueces County (Corpus Christi) – 27.7%
Webb County (Laredo) – 28.2%

What are the health problems created by obesity?
Consequences for Obese Individuals

- Poor Physical Health
- Poor Emotional Health
- Poor Social Health

Why do we “eat ourselves to death” ?!

Because we can.

How did we get here?

- Not a simple question.
- Many factors make this complex.
- Most simple answer:
  - Eating more
  - Moving less
  - Treatment mostly ineffective

Toxic Environment:
Inexpensive unhealthy food available everywhere
Eating Behaviors

What is the most influential factor that determines how much children and adults eat?

A. Hunger
B. Mood
C. PORTION SIZE
D. Time of Day

Adults & Children eat more if given a larger portion size

- Children 3-6 years old ate 25% more of an entrée when given portions that were double an age-appropriate standard size.

- Adults ate more food when given larger portions and rated hunger and satiety the same
**Toxic Environment: Portion Sizes**

- **Original** McDonald's burger, fries and 12 ounce soft drink: **590 Calories**
- **Super Size Extra Value Meal** – Quarter Pounder with cheese, super size fries and a super size soft drink: **1,550 Calories**
- **Go Active! Happy Meal** – one of McDonald’s four Premium Salads, a fountain drink of choice or bottled water, a Stepometer™ to track one’s daily steps, and an informative booklet. (California Cobb Salad + medium soft drink): **580 kcal**

**Toxic Environment: Portion Sizes**

![Portion Sizes](Image)

**...AND THE REAL**

- **1954 Burger King**: 3.8 oz, 262 calories
- **1955 McDonald’s**: 2 oz, 210 calories
- **2004**: 4.3 oz, 319 calories

**The Heavy Cost of Fat**

*National Geographic, August 2004*

**Toxic Environment: Moving Less**

- TV, computers, video games
- Safety concerns
- Decrease in PE class time

**“On a scale of 0-10, how important is it to plan and eat fresh fruits and vegetables and whole grains?”**

**HOW IMPORTANT IS IT?**

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Your Health Matters: Nutritious Eating

Participant Handbook ~ June 2014
Community Health Workers can help bring about change with health promotion.

Let’s begin!

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## Body Mass Index Table (BMI)

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2 to 20 years: Boys
Body mass index-for-age percentiles

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*To Calculate BMI: Weight (kg) ÷ Stature (cm) ÷ Stature (cm) x 10,000
or Weight (lb) ÷ Stature (in) ÷ Stature (in) x 703

Published May 30, 2000 (modified 10/16/00).
SOURCE: Developed by the National Center for Health Statistics in collaboration with
the National Center for Chronic Disease Prevention and Health Promotion (2000).
http://www.cdc.gov/growthcharts

Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
Your Health Matters: Nutritious Eating

Energy Balance

2: Energy Balance

What is a calorie?

CALORIE = unit of energy supplied by food

Calorie Control helps with Energy Balance

How do you want to spend your calorie “budget”?

Calories, Energy Balance and Weight Control

Calories IN = Calories OUT
Energy Balance - maintain weight

Calories IN > Calories OUT over time
Out of balance - gain weight

Calories IN < Calories OUT over time
Out of balance - lose weight

Calories IN to maintain weight is different for each person.

Estimated calorie needs per day may range from 1,200 to 2,800 depending on sex, age, weight, height, activity level, health conditions and other factors.

Example 1
Sedentary
45 year-old female
5’2” 147 pounds
BMI = 27.0 (overweight)

Calories needed per day: 1,800
to maintain current weight
(not to lose)
Calories IN to maintain weight: Different for each person

Example 2
Moderately Active
16 year-old female
5’4” 128 pounds
BMI = 22

Calories needed per day: **2,000** to maintain current weight

Example 3
Moderately Active
65 year-old female
5’4” 155 pounds
BMI = 26.5 (overweight)

Calories needed per day: **1,800** to maintain current weight
*(not to lose weight!)*

Calories OUT:
Healthy Weight Loss

100 extra calories/day = 10 pounds/year

→ **About 3,500 calories = 1 pound**

→ **Healthy weight loss = 1-2 lbs/wk**

Breakfast is Important

• Studies show eating breakfast is a strategy for long-term weight loss, along with physical activity and eating a diet low in calories and fat.
• Eating early in the day jump-starts your metabolism.
• Eating breakfast helps improve strength and endurance, attitude toward work/school, blood sugar level, and helps prevent hunger and overeating later in the day.

Healthy Breakfast Ideas

- **Instant oatmeal with skim milk instead of water, add raisins and walnuts**
- **Low-fat yogurt with crunchy cereal and sliced fruit or berries**
- **Toaster waffle topped with low-fat yogurt and fruit**
- **Whole-wheat pita stuffed with sliced, hard-boiled egg, low-fat cheese**
- **Corn tortilla with peanut butter and half banana**
- **Granola bar, apple, glass of milk**
- **Lean ham, low-fat Swiss cheese on a toasted whole-grain English muffin**
- **Leftover brown rice with low-fat yogurt, dried fruit, nuts and cinnamon**
- **Deli turkey, slice of low-fat cheese and lettuce wrapped in a tortilla**
- **Smoothie made with berries, ice, and low-fat milk or yogurt**
What is a healthy weight?

Healthy weight is one where your BMI (height for weight) is between 19 and 24.

Calories IN:
Dietary Guidelines

Variety
Enjoy foods from all food groups every day

Balance
Eat the right amount from each food group… Watch portions!

Moderation
Eat mostly fruits, vegetables, and whole grains. Limit fat and sugars.

Nutrient Density
Choose foods rich in nutrients. Avoid “empty calories.”
Your Health Matters: Nutritious Eating
Energy Balance

Calories OUT: Activity Guidelines

“FIT”
Frequency
Intensity
Time
Type

Calories OUT: Activity Guidelines

Frequency
How often are you physically active?

Calories OUT: Activity Guidelines

Intensity
Your level of physical activity

Calories OUT: Activity Guidelines

Time
How long are you physically active?

Adults: At least 30 minutes most days – at least 10 minutes at a time
Children: At least 60 minutes per day

Calories OUT: Activity Guidelines

Type
aerobic or strength training

Keep Track

Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
The Bottom Line…

Eat Less + Move More!

Activity: Healthy Beliefs

For the next three days, write down everything you eat and drink + your activity. Where can you make changes?

Energy Balance

Key Point Recap

- Calories In vs. Calories Out
- IN: food choices - variety, balance, moderation, nutrient density
- OUT: activity – “FITT”
- Keep track to tip the scale

Challenge!

Switch to Portion Distortion PowerPoint
Estimated Calorie Requirements
(In Kilocalories) for Each Gender and Age Group at Three Levels of Physical Activity

This chart shows how many calories are recommended for both males and females in all age groups. The energy requirements also are broken down into levels of activity from sedentary to active. This should give you a sense of how many calories, ENERGY IN, your family members need.

### Estimate Calorie Requirements

Estimated amounts of calories needed to maintain energy balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using the Institute of Medicine equation.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age (years)</th>
<th>Sedentary</th>
<th>Moderately Active</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>2–3</td>
<td>1,000</td>
<td>1,000–1,400</td>
<td>1,000–1,400</td>
</tr>
<tr>
<td>Female</td>
<td>4–8</td>
<td>1,200</td>
<td>1,400–1,600</td>
<td>1,400–1,800</td>
</tr>
<tr>
<td></td>
<td>9–13</td>
<td>1,600</td>
<td>1,600–2,000</td>
<td>1,800–2,200</td>
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<tr>
<td></td>
<td>14–18</td>
<td>1,800</td>
<td>2,000</td>
<td>2,400</td>
</tr>
<tr>
<td></td>
<td>19–30</td>
<td>2,000</td>
<td>2,000–2,200</td>
<td>2,400</td>
</tr>
<tr>
<td></td>
<td>31–50</td>
<td>1,800</td>
<td>2,000</td>
<td>2,200</td>
</tr>
<tr>
<td></td>
<td>51+</td>
<td>1,600</td>
<td>1,800</td>
<td>2,000–2,200</td>
</tr>
<tr>
<td>Male</td>
<td>4–8</td>
<td>1,400</td>
<td>1,400–1,600</td>
<td>1,600–2,000</td>
</tr>
<tr>
<td></td>
<td>9–13</td>
<td>1,800</td>
<td>1,800–2,200</td>
<td>2,000–2,600</td>
</tr>
<tr>
<td></td>
<td>14–18</td>
<td>2,200</td>
<td>2,400–2,800</td>
<td>2,800–3,200</td>
</tr>
<tr>
<td></td>
<td>19–30</td>
<td>2,400</td>
<td>2,600–2,800</td>
<td>3,000</td>
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<tr>
<td></td>
<td>31–50</td>
<td>2,200</td>
<td>2,400–2,600</td>
<td>2,800–3,000</td>
</tr>
<tr>
<td></td>
<td>51+</td>
<td>2,000</td>
<td>2,200–2,400</td>
<td>2,400–2,800</td>
</tr>
</tbody>
</table>

- **a** These levels are based on Estimated Energy Requirements (EER) from the Institute of Medicine Dietary Reference Intakes macronutrients report, 2002, calculated by gender, age, and activity level for reference-sized individuals. “Reference size,” as determined by IOM, is based on median height and weight for ages up to age 18 years of age and median height and weight for that height to give a BMI of 21.5 for adult females and 22.5 for adult males.
- **b** Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.
- **c** Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.
- **d** Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.
- **e** The calorie ranges shown are to accommodate needs of different ages within the group. For children and adolescents, more calories are needed at older ages. For adults, fewer calories are needed at older ages.

Source: HHS/USDA Dietary Guidelines for Americans, 2005
<table>
<thead>
<tr>
<th>Day of week</th>
<th>Time of Day</th>
<th>Description of Activity (Type and Intensity Level)</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meal/Snack (Indicate time of day)</td>
<td>What You Ate and Drank</td>
<td>Where and With Whom</td>
<td>Notes (Feelings, hunger, etc.)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: Healthy Beliefs

Participant Sheets
Child Health Beliefs Worksheet 1

Now I’m going to show you various drawings of children (blue, pink, and yellow) and ask you some questions.

<table>
<thead>
<tr>
<th>Silhouette</th>
<th>How would you describe this child?</th>
<th>What words would you use to describe this child?</th>
<th>What kind of things do you think this child does to play?</th>
<th>What kinds of things do you think this child’s mother feeds him/her?</th>
<th>Would you have any worries if your child looked like this?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B=Blue</strong></td>
<td><img src="image" alt="Blue Silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D=Pink</strong></td>
<td><img src="image" alt="Pink Silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F=Yellow</strong></td>
<td><img src="image" alt="Yellow Silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Health Beliefs Worksheet 2

When comparing these 4 children (dark green, light green, red, and purple), which would you say is the healthiest? Why do you think this?

<table>
<thead>
<tr>
<th>Silhouette</th>
<th>Which child here would you describe as the healthiest child? Why?</th>
<th>What are terms that people use when they are talking about a healthy child?</th>
<th>What are the characteristics of a healthy child?</th>
<th>What does a healthy child look like?</th>
<th>How does a healthy child act?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=Dark green</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C=Light green</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E=Red</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G=Purple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Health Beliefs Worksheet 3

Which of these children (dark green, light green, red, and purple) here would you say is the least healthy?

<table>
<thead>
<tr>
<th>Silhouette</th>
<th>Which child here would you describe as the least healthy child?</th>
<th>What are terms that people use when they are talking about an unhealthy child?</th>
<th>What are the characteristics of an unhealthy child?</th>
<th>What does an unhealthy child look like?</th>
<th>How does an unhealthy child look?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=Dark green</td>
<td><img src="image" alt="Dark green silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C=Light green</td>
<td><img src="image" alt="Light green silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E=Red</td>
<td><img src="image" alt="Red silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G=Purple</td>
<td><img src="image" alt="Purple silhouette" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Health Beliefs Worksheet 4

Which of these children (dark green, light green, red, and purple) here looks most like your child/children? Write the names of group members in the space they indicate.

<table>
<thead>
<tr>
<th>Silhouette</th>
<th>Which child looks most like yours?</th>
<th>Which would you most like your child to look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the boys and girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A=Dark green</td>
<td><img src="image" alt="Dark green silhouette" /></td>
<td><img src="image" alt="Dark green silhouette" /></td>
</tr>
<tr>
<td>C=Light green</td>
<td><img src="image" alt="Light green silhouette" /></td>
<td><img src="image" alt="Light green silhouette" /></td>
</tr>
<tr>
<td>E=Red</td>
<td><img src="image" alt="Red silhouette" /></td>
<td><img src="image" alt="Red silhouette" /></td>
</tr>
<tr>
<td>G=Purple</td>
<td><img src="image" alt="Purple silhouette" /></td>
<td><img src="image" alt="Purple silhouette" /></td>
</tr>
</tbody>
</table>
Child Health Beliefs Worksheet 5

Looking at the purple silhouette, what words would you use to describe this child?

<table>
<thead>
<tr>
<th>Silhouette</th>
<th>Which words would you use to describe this child?</th>
<th>Which terms would other people use to when talking about this child?</th>
<th>How does this child act?</th>
<th>How do you think this child got to look like this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>G=Purple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Health Beliefs Worksheet 6

Looking at the dark green silhouette, what words would you use to describe this child?

<table>
<thead>
<tr>
<th>Silhouette</th>
<th>Which words would you use to describe this child?</th>
<th>Which terms would other people use to when talking about this child?</th>
<th>How does this child act?</th>
<th>How do you think this child got to look like this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=Dark green</td>
<td><img src="image" alt="Silhouette" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3: Portion Distortion

How Food Portions Have Changed in 20 Years

Cheeseburger

20 Years Ago

- 333 calories

Today

- 590 calories

Calorie Difference: 257 calories

How long will you have to lift weights in order to burn the extra 257 calories?*

*Based on 130-pound person

If you lift weights for 1 hour and 30 minutes, you will burn approximately 257 calories.

French Fries

20 Years Ago

- 210 calories
- 2.4 ounces

Today

How many calories are in today's portion of fries?

Calorie Difference: 400 calories

How long will you have to walk leisurely in order to burn those extra 400 calories?*

*Based on 160-pound person

If you walk briskly for 1 hour and 10 minutes, you will burn approximately 400 calories.

Spaghetti & Meatballs

20 Years Ago

- 500 calories
- 1 cup spaghetti with sauce and 3 small meatballs

Today

- 1,025 calories

How many calories are in today's portion of spaghetti and meatballs?

Calorie Difference: 525 calories
Your Health Matters: Nutritious Eating
Portion Distortion

**How long will you have to swim in order to burn the extra 525 calories?**

If you swim (moderately) for 1 hour and 30 minutes, you will burn approximately 525 calories.*

*Based on 130-pound person

**TURKEY SANDWICH**

20 Years Ago

Today

320 calories

How many calories are in today's turkey sandwich?

Calorie Difference: 500 calories

**How long will you have to ride a bike in order to burn those extra 500 calories?**

If you ride a bike for 1 hour and 25 minutes, you will burn approximately 500 calories.*

*Based on 160-pound person

**TORTILLA**

20 Years Ago

Today

220 calories

(2) small/fajita flour tortillas

Calorie Difference: 200 calories

**How long will you have to sweep in order to burn the extra 200 calories?**

If you sweep for 50 minutes you will burn the extra 200 calories.*

*Based on 160-pound person

**SODA**

20 Years Ago

Today

85 Calories
6.5 ounces

How many calories are in today's portion?

Calorie Difference: 165 Calories
How long will you have to work in the garden to burn those extra 165 calories?*

*Based on 160-pound person

If you work in the garden for 35 minutes, you will burn approximately 165 calories.*

Eat a healthy diet of mostly fruits, vegetables and whole grains.
- Pay attention to serving sizes.
- Eat smaller portions of high-calorie foods.
- Replace calorie-dense foods and drinks with vegetables, fruits, whole grains, and other low-calorie choices.
- When you eat out, choose options low in calories, fat, and sugar; avoid large portions.

What counts as a serving?

- ½ cup rice or pasta = baseball
- 1 cup cooked veggies = tennis ball
- ½ cup nuts or dried fruit = golf ball
- 2 TBSP nut butter = ping pong ball
- 1 oz hard cheese = 4 dice
- 3 oz meat/fish/poultry = deck of cards
- 1 potato = computer mouse
- 1 oz bread/toast/pancake = CD case
- 1 tsp oil = water bottle cap

Challenge!

When eating out, cut your order in half and share it with someone or take half home for another meal.

Portion Distortion

Key Point Recap

- Size matters! Pay attention to servings/portions.
- More calories IN means more calories to burn.
- Eat a healthy diet of mostly fruits, vegetables, and whole grains.

Switch to Healthy Eating PowerPoint
Your Health Matters: Nutritious Eating

4: Healthy Eating

GO SLOW WHOA
Use the light to eat right!

GO Foods
"whole foods;" lowest unhealthy fat and added sugars; least processed

SLOW Foods
higher unhealthy fat and added sugars; more processed

WHOA Foods
highest unhealthy fat and added sugars; most processed

GO Foods… Great to eat anytime

SLOW Foods
Enjoy sometimes / less often

WHOA Foods… Enjoy small portions only on special occasions
Pop Quiz! Which food is Go? Slow? Whoa?

1) White rice
   Brown rice
   Fried rice

2) Baked potato
   Baked potato with butter
   Fried French fries

3) Milkshake
   Skim milk
   Low-fat milk

Pop Quiz! Which food is Go? Slow? Whoa?

1) White rice
   Brown rice
   Fried rice

2) Baked potato
   Baked potato with butter
   Fried French fries

3) Milkshake
   Skim milk
   Low-fat milk

Pop Quiz! Which food is Go? Slow? Whoa?

4) Peach in canned syrup
   Peach pie
   Fresh peach

5) 100% juice
   Fruit-flavored soda
   Fruit smoothie

6) Doughnut
   White bread
   Whole wheat bread

Pop Quiz! Which food is Go? Slow? Whoa?

4) Peach in canned syrup
   Peach pie
   Fresh peach

5) 100% juice
   Fruit-flavored soda
   Fruit smoothie

6) Doughnut
   White bread
   Whole wheat bread

Remember the Dietary Guidelines...

Variety
Balance
Moderation
Nutrient Density

Planning a Healthy Plate
Activity: Build-A-Meal

Challenge!
One day this week, eat only GO foods.

Healthy Eating Key Point Recap

- A healthy diet has more GO foods than SLOW foods, and more SLOW foods than WHOA foods.
- Create your plate with Variety, Balance, Moderation, and Nutrition in mind.
- A Healthy Plate has mostly vegetables, some whole grain, lean meat/fish, fruit and a small amount of unsaturated fat.

Switch to The Basic Nutrients PowerPoint
The Healthy Plate for Children
El Plato Saludable para los Niños

Fruit/Frutas

Lean Meat/Carnes Magras

Vegetables/Verduras

Margarine/Margarina

Salt/Guarija

Oil/Aceite

Skim Milk/Leche Descremada

Water/Agua

Fat/Grasa

1 tsp/1 cucharadita
### Fruit/Frutas

- apple: 27g
- apricot: 1/2 cup
- banana: 1/2
- cantaloupe (cuped), 1 cup
- cherries: 1/2 cup
- grapefruit (medium), 1/2
- grapes: 1/2 cup
- orange (2-1/2"), 1
- peach (2-3/4"), 1
- pear (small), 1
- pineapple: 3/4 cup
- raspberries, 1 cup
- strawberries, 1-1/4 cup
- watermelon, 1-1/4 cup
- juices, 1/3 to 1/2 cup

### Starch/Almidones

- manzana: 27g
- chayote, 1/2 taza
- platano/banana, 1/2
- meloc (cubos), 1 taza
- cerezas, 1/2 taza
- toronja (mediana), 1/2
- uvas: 1/2 taza
- naranja (2-1/2"), 1
- durazno (3-3/4"), 1
- pera (mediana), 1
- plátano/banana, 1/2
- lima, 1/2 taza
- fresas, 1-1/4 taza
- sandía, 1/4 taza
- jugos, 1/3 a 1/2 taza

### Vegetable/Vegetales

- asparagus
- beans (green, wax)
- beets
- broccoli
- brussel sprouts
- cabbage
- carrots
- cauliflower
- celery
- cucumbers
- greens
- lettuce
- mushrooms
- pumpkins
- radishes
- squash
- spinach
- tomatoes

### Skim Milk/Leches Descremadas

- milk (skim or 1%), 1 cup
- yogurt (plain or light), 1 cup
- buttermilk (low fat), 1 cup

### Fat/Grasas

- Unsalted:
  - margarine, 1 tsp.
  - mayonnaise, 1 tsp.
  - cashews, dry roasted, 1 tsp.
  - peanuts, 20
  - olive oil, 1 tsp.
  - salad dressing, 1 tsp.
  - avocado, 1/2
  - oil (canola, olive, peanut), 1 tsp.

- Saturated:
  - margarine, 1/2 cup
  - mayonesa, 1/2 cup
  - nueces de la India, 1/2
  - cacahuates, 20
  - aceites de oliva, 1/2
  - aceite de oliva o cacahuate, 1/2

### Lean Meat/Carnes Magras

- egg substitute, 1/4 cup
- cheese (low-fat), 1 oz.
- lunch meats, 15% (low-fat)

- Poultry (no skin):
  - chicken
  - turkey

- Beef:
  - round steak
  - sirloin steak
  - flank steak
  - tenderloin

- Pork:
  - tenderloin
  - Canadian bacon
  - ham

- Claves de huevo, 1/4 taza
- queso (bajo en grasa), 1 onza
- carne de res (baja en grasa), 1 onza
- mantequilla de cacahuate, 1/2

- Aves (sin piel)
  - pollo
  - pavo

- Carne de res
  - round steak
  - sirloin steak
  - flank steak
  - lomo de res
  - carne de ternera

- Puerco
  - lomo de puerco
  - Canadian bacon
  - jamón
Activity: Build-A-Meal

**GO Food Choices**

**Main Dishes-GO**
- Eggs (scrambled, no fat added)
- Hummus
- Refried Beans (fat-free)
- Salmon (grilled)
- Salad with light dressing
- Salad with grilled skinless chicken and light dressing
- Turkey (low-fat) sandwich on whole wheat

**Side Dishes-GO**
- Apple
- Whole wheat toast
- Broccoli
- String Cheese (low-fat)
- Salad with light dressing
- Raisins
- Low-fat plain yogurt

**Drinks-GO**
- Water
- Unsweetened decaf tea
- Milk (skim)
- Orange Juice

**Desserts-GO**
- Yogurt (low-fat plain)
- Strawberries
- Graham crackers
- Popcorn (air popped)
- Pineapple
Activity: Build-A-Meal

**SLOW Food Choices**

*Main Dishes-SLOW*
- Hamburger (lean) with bun
- Peanut butter and jelly sandwich on white bread
- Chicken Nuggets (baked)
- Eggs (fried in vegetable oil)
- Turkey sandwich on white bread
- Cereal (Low-fat granola) with 2% milk
- Fish Sticks (baked)

*Side Dishes-SLOW*
- Broccoli with Cheese Sauce
- French Fries (baked)
- Potato Chips (baked)
- Toast (white)
- Cheddar Cheese
- Tortilla Chips
- Rice (white)

*Drinks-SLOW*
- Iced Tea
- Milk (2% fat)
- Milk (chocolate skim)

*Desserts-SLOW*
- Frozen Yogurt (low-fat)
- Vanilla wafers
- Ice Cream (low-fat)
Activity: Build-A-Meal

**WHOA Food Choices**

**Main Dishes-WHOA**
- Cheeseburger (quarter-pound)
- Chicken Sandwich (breaded and fried)
  - Enchiladas
  - Fried Chicken
  - Pepperoni Pizza
  - Hotdog and bun
- Ham and cheese sandwich on white bread

**Side Dishes-WHOA**
- French Fries (fried)
  - Bacon
  - Potato Salad
- Cheese (processed)
- Potato Chips (regular)
- Yogurt (whole milk)
  - Pickles

**Drinks-WHOA**
- Coke
- Milk (whole)
  - Sprite
  - Fruit punch
  - Energy drink
  - Sports drink
- Coffee drink (frozen)

**Desserts-WHOA**
- Chocolate Cake
- Oreo Cookies
- Ice Cream
- Brownie
Build-A-Meal:  
How does your lunch stack up?

<table>
<thead>
<tr>
<th>Main Dish</th>
<th>Side Dish</th>
<th>Drink</th>
<th>Dessert</th>
<th>Total from Lunch</th>
<th>1/3 RDA for adults 31-50 yrs</th>
<th>Over/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat (grams)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22 g*</td>
<td></td>
</tr>
<tr>
<td>Sodium (mg)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>500 mg</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates (grams)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~43 g</td>
<td></td>
</tr>
<tr>
<td>Protein (grams)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15-18 g</td>
<td></td>
</tr>
<tr>
<td>Total Calories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~660 kcal**</td>
<td></td>
</tr>
</tbody>
</table>

*Based on a 2,000-calorie diet with no more than 30% of calories from fat and 10% from saturated fat.  
*Based on a 2000-calorie diet.

Now, as a group, total the fat, sodium, carbohydrates, protein, and calories for all participants that chose foods from the GO list, those that chose from the SLOW list, and those that chose from the WHOA list.  Divide these totals by the number of participants in each group to get an average for each nutrient.
Activity: Build-A-Meal

Nutrition Information

Use the table below to see how well your day’s meals stack up to balanced nutrition. Remember, even if you do really well that you have to watch for serving sizes. (In other words, just because your Oreo cookies didn’t put you over the fat limit doesn’t mean you should eat half the bag!)

<table>
<thead>
<tr>
<th>Food</th>
<th>Fat grams, g</th>
<th>Sodium milligrams, mg</th>
<th>Carbohydrates grams, g</th>
<th>Protein grams, g</th>
<th>Total Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Bacon</td>
<td>7</td>
<td>280</td>
<td>0</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Broccoli</td>
<td>0</td>
<td>25</td>
<td>4</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Broccoli with cheese sauce</td>
<td>14</td>
<td>703</td>
<td>8</td>
<td>14</td>
<td>212</td>
</tr>
<tr>
<td>Brownie</td>
<td>9</td>
<td>175</td>
<td>36</td>
<td>3</td>
<td>227</td>
</tr>
<tr>
<td>Cereal with 2% Milk</td>
<td>7</td>
<td>223</td>
<td>47</td>
<td>12</td>
<td>286</td>
</tr>
<tr>
<td>Cheddar Cheese</td>
<td>9</td>
<td>174</td>
<td>0</td>
<td>7</td>
<td>113</td>
</tr>
<tr>
<td>Cheese (processed)</td>
<td>9</td>
<td>400</td>
<td>1</td>
<td>6</td>
<td>105</td>
</tr>
<tr>
<td>Cheeseburger (quarter-pound)</td>
<td>29</td>
<td>1160</td>
<td>37</td>
<td>28</td>
<td>520</td>
</tr>
<tr>
<td>Chicken nuggets (baked)</td>
<td>10</td>
<td>560</td>
<td>20</td>
<td>20</td>
<td>240</td>
</tr>
<tr>
<td>Chicken sandwich (breaded and fried)</td>
<td>29</td>
<td>797</td>
<td>42</td>
<td>17</td>
<td>491</td>
</tr>
<tr>
<td>Chocolate Cake</td>
<td>11</td>
<td>250</td>
<td>36</td>
<td>3</td>
<td>250</td>
</tr>
<tr>
<td>Coffee drink (frozen)</td>
<td>2</td>
<td>165</td>
<td>40</td>
<td>3</td>
<td>195</td>
</tr>
<tr>
<td>Coke</td>
<td>0</td>
<td>35</td>
<td>27</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Eggs (fried in vegetable oil)</td>
<td>19</td>
<td>63</td>
<td>1</td>
<td>6</td>
<td>198</td>
</tr>
<tr>
<td>Eggs (scrambled, no fat added)</td>
<td>5</td>
<td>63</td>
<td>1</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>Enchiladas</td>
<td>33</td>
<td>980</td>
<td>37</td>
<td>34</td>
<td>560</td>
</tr>
<tr>
<td>Fish sticks (baked)</td>
<td>14</td>
<td>642</td>
<td>26</td>
<td>18</td>
<td>304</td>
</tr>
<tr>
<td>French Fries (baked)</td>
<td>5</td>
<td>1050</td>
<td>40</td>
<td>5</td>
<td>140</td>
</tr>
<tr>
<td>French Fries (fried)</td>
<td>25</td>
<td>1105</td>
<td>60</td>
<td>5</td>
<td>470</td>
</tr>
<tr>
<td>Fried Chicken</td>
<td>28</td>
<td>1230</td>
<td>19</td>
<td>34</td>
<td>460</td>
</tr>
<tr>
<td>Fruit Punch</td>
<td>0</td>
<td>10</td>
<td>29</td>
<td>0</td>
<td>114</td>
</tr>
<tr>
<td>Frozen Yogurt (low-fat)</td>
<td>2</td>
<td>146</td>
<td>48</td>
<td>11</td>
<td>227</td>
</tr>
<tr>
<td>Graham Crackers</td>
<td>2</td>
<td>170</td>
<td>22</td>
<td>2</td>
<td>118</td>
</tr>
<tr>
<td>Ham and cheese sandwich on white</td>
<td>22</td>
<td>1620</td>
<td>30</td>
<td>23</td>
<td>403</td>
</tr>
<tr>
<td>Hamburger (lean) with bun</td>
<td>2</td>
<td>342</td>
<td>22</td>
<td>36</td>
<td>439</td>
</tr>
<tr>
<td>Hotdog and bun</td>
<td>14</td>
<td>730</td>
<td>19</td>
<td>9</td>
<td>240</td>
</tr>
<tr>
<td>Hummus, ½ c</td>
<td>12</td>
<td>480</td>
<td>18</td>
<td>10</td>
<td>210</td>
</tr>
<tr>
<td>Ice Cream (low-fat)</td>
<td>4</td>
<td>125</td>
<td>22</td>
<td>4</td>
<td>140</td>
</tr>
<tr>
<td>Ice Cream, regular</td>
<td>9</td>
<td>130</td>
<td>24</td>
<td>3</td>
<td>190</td>
</tr>
<tr>
<td>Iced Tea</td>
<td>0</td>
<td>25</td>
<td>21</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Food</td>
<td>Fat grams, g</td>
<td>Sodium milligrams, mg</td>
<td>Carbohydrates grams, g</td>
<td>Protein grams, g</td>
<td>Total Calories</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------</td>
<td>-----------------------</td>
<td>------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Milk (whole)</td>
<td>8</td>
<td>98</td>
<td>13</td>
<td>8</td>
<td>146</td>
</tr>
<tr>
<td>Milk (2% fat)</td>
<td>5</td>
<td>100</td>
<td>20</td>
<td>8</td>
<td>122</td>
</tr>
<tr>
<td>Milk (skim)</td>
<td>0</td>
<td>128</td>
<td>12</td>
<td>8</td>
<td>86</td>
</tr>
<tr>
<td>Milk (chocolate skim)</td>
<td>0</td>
<td>180</td>
<td>27</td>
<td>8</td>
<td>140</td>
</tr>
<tr>
<td>Orange Juice, 8 oz</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td>Oreos (3)</td>
<td>7</td>
<td>210</td>
<td>24</td>
<td>2</td>
<td>160</td>
</tr>
<tr>
<td>Peanut Butter &amp; Jelly on White</td>
<td>17</td>
<td>315</td>
<td>33</td>
<td>10</td>
<td>310</td>
</tr>
<tr>
<td>Pepperoni Pizza, 1 slice</td>
<td>17</td>
<td>860</td>
<td>43</td>
<td>15</td>
<td>390</td>
</tr>
<tr>
<td>Pickle</td>
<td>0</td>
<td>1631</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Pineapple</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>74</td>
</tr>
<tr>
<td>Popcorn (air popped)</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>Potato Chips (regular)</td>
<td>9</td>
<td>170</td>
<td>16</td>
<td>2</td>
<td>150</td>
</tr>
<tr>
<td>Potato Chips (baked)</td>
<td>3</td>
<td>210</td>
<td>21</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>Potato Salad</td>
<td>28</td>
<td>460</td>
<td>19</td>
<td>4</td>
<td>340</td>
</tr>
<tr>
<td>Raisins</td>
<td>0</td>
<td>5</td>
<td>34</td>
<td>1</td>
<td>129</td>
</tr>
<tr>
<td>Refried beans (fat-free)</td>
<td>0</td>
<td>490</td>
<td>24</td>
<td>9</td>
<td>130</td>
</tr>
<tr>
<td>Rice (white)</td>
<td>1</td>
<td>3</td>
<td>41</td>
<td>5</td>
<td>194</td>
</tr>
<tr>
<td>Salad (with light dressing)</td>
<td>22</td>
<td>670</td>
<td>11</td>
<td>9</td>
<td>210</td>
</tr>
<tr>
<td>Salad (with grilled, skinless chicken, light dressing)</td>
<td>25</td>
<td>797</td>
<td>11</td>
<td>35</td>
<td>600</td>
</tr>
<tr>
<td>Salmon (grilled)</td>
<td>13</td>
<td>86</td>
<td>0</td>
<td>39</td>
<td>280</td>
</tr>
<tr>
<td>Sports Drink</td>
<td>0</td>
<td>95</td>
<td>15</td>
<td>0</td>
<td>63</td>
</tr>
<tr>
<td>Sprite</td>
<td>0</td>
<td>45</td>
<td>26</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Strawberries</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>49</td>
</tr>
<tr>
<td>String Cheese (low-fat)</td>
<td>2</td>
<td>200</td>
<td>1</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>Toast (white)</td>
<td>1</td>
<td>160</td>
<td>15</td>
<td>2</td>
<td>79</td>
</tr>
<tr>
<td>Toast (whole wheat)</td>
<td>1</td>
<td>147</td>
<td>13</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Tortilla Chips</td>
<td>6</td>
<td>60</td>
<td>19</td>
<td>2</td>
<td>140</td>
</tr>
<tr>
<td>Turkey Sandwich on White</td>
<td>15</td>
<td>1585</td>
<td>29</td>
<td>24</td>
<td>346</td>
</tr>
<tr>
<td>Turkey (low-fat) Sandwich on Wheat</td>
<td>5</td>
<td>1010</td>
<td>46</td>
<td>18</td>
<td>280</td>
</tr>
<tr>
<td>Vanilla Wafers</td>
<td>4</td>
<td>87</td>
<td>21</td>
<td>1</td>
<td>123</td>
</tr>
<tr>
<td>Water</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yogurt (whole milk)</td>
<td>8</td>
<td>120</td>
<td>12</td>
<td>9</td>
<td>160</td>
</tr>
<tr>
<td>Yogurt (low-fat, plain)</td>
<td>3</td>
<td>115</td>
<td>12</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>
Test your meal-building skills at home!

Take-Home Family Activity: Build-A-Meal

How Does Your Family Meal Stack Up?

Take a minute to think about the foods that you and your family usually eat. As a family, review the GO-SLOW-WHOA concept of healthy eating and teach them what you learned during the Build-A-Meal activity to create three family meals of your choice. Remember to choose more GO foods than SLOW foods, and more SLOW foods than WHOA foods.

Healthy Eating Tips

In the Your Health Matters: Nutritious Eating, you learned about categorizing foods as GO, SLOW, or WHOA.

- **GO** foods are commonly described as “whole foods.” They’re lower in added sugars and/or unhealthy fats, such as saturated fat, and they’re often less processed compared to foods in the same food group. GO foods include fruits and vegetables; whole grains and foods made with whole grains; and unsweetened fat-free and low-fat milk and dairy foods.

- **SLOW** foods are higher in added sugars and/or unhealthy fats and may be more processed than GO foods. SLOW foods include unsweetened reduced-fat milk and dairy foods; sweetened fat-free and low-fat milk and dairy foods; and processed foods made with refined grains and added sugars and/or unhealthy fats.

- **WHOA** foods are highest in added sugars and/or unhealthy fats, and they’re usually the most processed. WHOA foods include candy, cookies, chips, fried foods, ice cream, whole milk, soft drinks, and sugary cereals.

It’s best to eat more GO foods than SLOW foods, and more SLOW foods than WHOA foods. The healthiest type of meal includes mostly GO foods.

When planning your daily meals, keep in mind that the average teenager needs 1,800 to 2,220 calories a day, adult females need about 1,800 calories a day, and adult males need about 2,200 calories a day.

**Directions:** Select a main dish, side dish, drink, and dessert from the handout of food choices. List your choices and the corresponding nutrition information in the tables on the following page. Then determine whether your choices meet the overall daily calorie recommendations. When creating your family meals you may want to use the Nutrition Information table and GO, SLOW, WHOA foods handout that you received in class.
# Your Health Matters: Nutritious Eating
## Build-A-Meal Family Activity

<table>
<thead>
<tr>
<th>MEAL #1</th>
<th>Main Dish</th>
<th>Side Dish</th>
<th>Drink</th>
<th>Dessert</th>
<th>Total from meal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Choices:</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td></td>
</tr>
<tr>
<td>Fat (g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar (mg)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total calories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEAL #2</th>
<th>Main Dish</th>
<th>Side Dish</th>
<th>Drink</th>
<th>Dessert</th>
<th>Total from meal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Choices:</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td></td>
</tr>
<tr>
<td>Fat (g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar (mg)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total calories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEAL #3</th>
<th>Main Dish</th>
<th>Side Dish</th>
<th>Drink</th>
<th>Dessert</th>
<th>Total from meal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Choices:</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td>(circle one) GO SLOW WHOA</td>
<td></td>
</tr>
<tr>
<td>Fat (g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar (mg)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total calories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After planning your three family meals, here are a few things to think about:
1. How do your total calories for each meal compare with the overall daily calorie recommendations?
2. Overall, how healthy were your choices?
3. What are three things you can change to make your meal healthier?
**GO, SLOW, WHOA Food Examples**

### GRAINS

<table>
<thead>
<tr>
<th>GO</th>
<th>SLOW</th>
<th>WHOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-grain, low-sugar cereals</td>
<td>Low-sugar cereals (refined grains)</td>
<td>High-sugar cereals (refined grains)</td>
</tr>
<tr>
<td>Whole-grain breads/tortillas</td>
<td>White (refined flour) breads/buns</td>
<td>Sweet rolls, croissants</td>
</tr>
<tr>
<td>Graham crackers</td>
<td>Vanilla wafers, low-fat cookies</td>
<td>High-fat cookies</td>
</tr>
<tr>
<td>Corn tortillas</td>
<td>White (refined flour) tortillas</td>
<td></td>
</tr>
<tr>
<td>Whole-grain pasta</td>
<td>Pasta (refined flour)</td>
<td></td>
</tr>
<tr>
<td>Brown rice</td>
<td>White rice</td>
<td></td>
</tr>
<tr>
<td>Baked tortilla chips</td>
<td>Tortilla chips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baked potato chips</td>
<td>Potato chips</td>
</tr>
<tr>
<td></td>
<td>Pretzels</td>
<td>Cheese puffs, corn chips</td>
</tr>
</tbody>
</table>

### MILK AND DAIRY FOODS

<table>
<thead>
<tr>
<th>GO</th>
<th>SLOW</th>
<th>WHOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat-free (skim, nonfat) milk</td>
<td>2% milk</td>
<td>Whole milk</td>
</tr>
<tr>
<td>1% milk</td>
<td>Fat-free or 1% flavored milk</td>
<td>Whole or 2% flavored milk</td>
</tr>
<tr>
<td>Part-skim natural cheeses</td>
<td>Natural cheeses (like cheddar)</td>
<td>Processed cheeses</td>
</tr>
<tr>
<td>Low-fat string cheese</td>
<td>String cheese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low-fat ice cream</td>
<td>Ice cream</td>
</tr>
</tbody>
</table>

### MEAT, BEANS, AND EGGS

<table>
<thead>
<tr>
<th>GO</th>
<th>SLOW</th>
<th>WHOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole eggs</td>
<td>Eggs fried in vegetable oil</td>
<td>Eggs fried in butter, lard, or bacon grease</td>
</tr>
<tr>
<td>Extra-lean ground beef</td>
<td>Lean ground beef/hamburger</td>
<td>Regular ground beef/hamburger</td>
</tr>
<tr>
<td>Fish (baked, grilled, broiled)</td>
<td>Fish (breaded and baked)</td>
<td>Fish (fried)</td>
</tr>
<tr>
<td>Pork chop with fat cut off</td>
<td>Canadian bacon</td>
<td>Bacon, ribs, pork skins</td>
</tr>
<tr>
<td>Low-fat luncheon meat</td>
<td>Regular luncheon meat</td>
<td>Hot dog, sausage, bologna, chorizo</td>
</tr>
<tr>
<td>Tuna canned in water</td>
<td>Tuna canned in oil</td>
<td></td>
</tr>
<tr>
<td>Cooked dried beans with no fat</td>
<td>Cooked dried beans with fat</td>
<td></td>
</tr>
<tr>
<td>Chicken – no skin (baked, grilled, broiled)</td>
<td>Chicken – with skin (baked, grilled, broiled)</td>
<td>Fried chicken</td>
</tr>
</tbody>
</table>

**Fruits and Fruit Juices**
All **fruits and fruit juices** with no added sugar are **GO** foods.

**Vegetables**
All **vegetables** with no added fat are **GO** foods.

**Beverages**
All **soft drinks, energy drinks, sports drinks, coffee drinks, and fruit-flavored drinks** are **WHOA** foods.
The Six Basic Nutrients

Macronutrients
- Water
- Carbohydrates
- Proteins
- Fats

Micronutrients
- Vitamins
- Minerals

Water
- Makes up 60-75% total body weight
- Vital to keep your “engines” running
- Intake met with food and beverages
- 8 to 10 cups/day

Carbohydrates
- Best “fuel” for the body = glucose
- Whole Grains ➢ 3 servings/day
- Vegetables ➢ 2 ½ cups/day
- Fruits ➢ 2 cups/day

Proteins
- Give structure for muscle, bone, skin
- Meat, poultry, fish, eggs, nuts, seeds, beans ➢ 5 ½ ounces/day
- Dairy ➢ 3 cups/day
Fats (Lipids)

- Provide structure and store energy
- Make most of your fat sources from fish, nuts, vegetable oils
- Limit butter, margarine, lard, shortening

GO SLOW WHOA and Fats

- Unsaturated Fats
  - monounsaturated
  - polyunsaturated
  - ↓ heart disease risk (Go)
- Saturated Fats
  - mostly from animal sources
  - not a necessary part of a healthy diet
  - ↑ heart disease risk (Slow)
- Trans Fats (oils)
  - partially hydrogenated
  - not necessary for your body
  - ↑ heart disease + diabetes risk (Whoa)

Dietary Sources of Unsaturated Fats

- Vegetable Oils: Olive, Canola, Peanut, Sesame, Sunflower
- Avocado, Peanut Butter, Nuts and Seeds, Fatty Fish
- Eat these!

Dietary Sources of Saturated Fats

- Fatty Meats - Beef, Lamb, Poultry with skin
- Full-fat Dairy Foods (cheese, butter, ice cream, whole milk)
- Coconut and Palm Oils
- Cocoa Butter
- Limit these!

Dietary Sources of Trans Fats

- Stick Margarine, Some Tub Margarine, Shortening
- Fried Foods, Some processed foods like baked goods and crackers
- Avoid these!

Vitamins

- Vital for using energy from carbohydrates, protein, and fat
- A, B6, B12, C, D, E, K, Folate, Thiamin, Riboflavin, Niacin, Biotin, Pantothenic Acid
- Best to get through a whole foods diet… variety!
Fruits and Vegetables = great sources of vitamins

- Vitamin A
- Vitamin B6
- Vitamin C

Minerals
- Give bones structure, carry oxygen in your blood, regulate heartbeat
- Calcium, Iron, Potassium, Sodium, Zinc, Phosphorus, Magnesium, and more
- Best to get through a whole foods diet… variety!

Fruits and Vegetables = great sources of minerals

- Calcium
- Iron
- Potassium

Alcohol… Not a nutrient!
- Ethyl alcohol (ethanol)
- Intoxicating ingredient produced by fermentation of yeast, sugars, starches
- Central nervous system depressant

Alcohol… Not a nutrient!
- Frozen Margarita
  12 oz = 750 cal

- Sweet Wine
  4 oz = 105 cal

- Regular Beer
  12 oz = 149 cal

- Tequila Shot
  1.5 oz = 100 cal

- Rum
  1 oz = 64 calories

Moderation = no more than 1 drink per day for women; no more than 2 drinks per day for men

Dietary Guidelines
- ~50% Carbohydrates
- ~20% Protein
- ~30% Fat
Eat a balanced whole foods diet especially **fruits and veggies** to meet your basic nutrient needs.

**Challenge!**
For the next week, drink 8 glasses of water per day and try one new fruit.

**What is a grain?**

**Grains are Seeds**

**Parts of a Grain**

**Milling of Grains**
What’s so great about whole grains?

Grains Contain Important Nutrients

- Carbohydrates
- B Vitamins
- Trace Minerals
  - Iron
  - Zinc
  - Copper

Dietary Fiber

- Insoluble (whole grains)
- Soluble (fruits and veggies)
  - Helps move food through
  - Helps control blood sugar
  - Makes you feel full faster
  - Lowers cholesterol

Whole Grain Health Benefits

- Reduced risk of disease:
  - Heart disease
  - Some cancers
  - Diabetes
- Digestive health
- Weight control

Whole Grain Fiber Facts

- Whole Grain Doesn’t Mean High Fiber
  - Whole grain foods provide 1-4 grams of fiber per serving
  - Contain the whole grain package

- High Fiber Doesn’t Mean Whole Grain
  - Some high-fiber grain foods are not whole grain
Will the Whole Grain Please Stand Up?

Label-Reading for Whole Grain

Look for an FDA-Approved Health Claim

Look for Whole Grain Symbols

Activity: Fiber Line-up

Challenge!

Each week, for the next four weeks, try a new whole grain food.
**The Basic Nutrients**

**Key Point Recap**

- IN: A healthy diet has a balance of carbohydrates, protein and fat
- IN: "Vary your veggies" and "Focus on fruits"
- IN: "Make half your grains whole"
- IN: Get enough fiber
- Watch out for packaging health claims

---

**Switch to Understanding the Nutrition Facts Label PowerPoint**
In Search of a Whole Grain

The Benefits of Whole Grain

Messages about whole grain seem to be everywhere, but what exactly is a whole grain? What makes it so special? And why should whole grain be an important part of your diet? The Dietary Guidelines for Americans recommend at least three servings of whole grain foods daily¹ (48 grams of whole grain). Including enough whole grain foods as part of a healthy diet may help:

- **Protect heart health**: Choosing a diet rich in whole grain foods may help reduce the risk of heart disease.
- **Reduce cancer risk**: Increasing whole grain may help reduce the risk for certain cancers, especially cancers of the stomach and colon.
- **Manage weight**: People who eat more whole grain have healthier body weights than those who don’t, and they’re more successful at maintaining their body weight over time.
- **Reduce diabetes risk**: Eating more whole grain may reduce the risk of diabetes. Whole grain foods may also help maintain healthy blood glucose and insulin levels.

What Exactly is a Whole Grain?

Whole grain means just that — it’s the complete grain. The health benefits of whole grain come from all three parts of the grain — the bran, the germ and the endosperm — working synergistically in their natural proportions.

With whole grain, the “whole” is truly better than the sum of the parts. Individual nutrients in whole grain foods each offer important health benefits. Working together in the “whole” food, they perform in powerful ways to protect your health.

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Your Health Matters: Nutritious Eating

Participant Handbook ~ June 2014
Finding foods made with whole grain is easy, once you know what to look for. Discover whole grain foods in your supermarket with these quick tips.

**Scan the Ingredient List**

Foods made with whole grain — such as wheat, oats, corn or rice — will list it near the top of the Ingredient List. You’ll know it’s whole grain if the words “whole” or “whole grain” appear before the grain’s name in the Ingredient List. Foods that claim to be “multi-grain,” “100% wheat” or “high fiber” are not necessarily whole grain.

**Look for the Whole Grain Symbols**

The whole grain symbols shown below make it easy to find foods with a half-serving or more of whole grain.

- **Whole Grains Council Stamps**
  Some food manufacturers are making it easier to find whole grain foods by adding the Whole Grains Council Stamps to their products. Aim to eat three whole grain food products labeled with the 100% Whole Grains Council Stamp, or six whole grain food products labeled with any Whole Grains Council Stamp.

- **The Whole Grain Guarantee from General Mills**
  Look for the General Mills check-mark logo. The Whole Grain Guarantee from General Mills guarantees that every Big G cereal has at least eight grams (a half-serving) of whole grain per serving.

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**Did you know that General Mills’ Big G cereals delivered 35 million servings of whole grain per day in fiscal 2009? That translates to Big G cereals providing more than 10% of the estimated whole grain consumed in America!***

*Based on most recent whole grain consumption figures, NHANES 2003-2004

---

**Take Note of the Health Statement**

This government-authorized statement points out the connection between whole grain foods and health. Whole grain foods that meet certain requirements can carry the following message. Look for it on a product’s label:

“Diets rich in whole grain and plant foods, and low in total fat, saturated fat and cholesterol may reduce the risk of heart disease and some cancers.”
Key Label Questions

- How many calories am I actually eating?
- Is that number low or high?
- What nutrients should I limit or get enough of and why?
- What is %DV?
- How does %DV help me with making healthy food choices?
Your Health Matters: Nutritious Eating
Understanding the Nutrition Facts Label

General Guide to Calories

40 calories is **low**
100 calories is **moderate**
400 calories is **high**

Based on a 2,000-calorie diet

---

The Percent Daily Value - %DV

The % DV is based on 100% of the daily value for each nutrient.
% DV tells you if a serving of food is high or low in a certain nutrient.

---

Quick Guide to % DV

5% DV or less is low
20% DV or more is high

---

Limit These Nutrients

The goal is to stay BELOW 100% of the DV for each of these nutrients per day.

Fat, Cholesterol, Sodium

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Get Enough of These Nutrients

Try to get 100% of the DV for each of these nutrients each day.

Fiber, Vitamins, Minerals

---

Read the Nutrition Facts Label for Total Sugars

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Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
Look at the Ingredient List for Added Sugars

**Food Sample #1**

INGREDIENTS: CULTURED PASTEURIZED GRADE A NONFAT MILK, WHEY PROTEIN CONCENTRATE, PECTIN, CARRAGEENAN.

**Food Sample #2**

INGREDIENTS: CULTURED GRADE A REDUCED FAT MILK, APPLES, HIGH FRUCTOSE CORN SYRUP, CINNAMON, NUTMEG, NATURAL FLAVORS, AND PECTIN. CONTAINS ACTIVE YOGURT AND L. ACIDOPHILUS CULTURES

**Activity**

**FOOD FIGHTS!**

**Challenge!**

Examine your pantry this week. Note which items to replace with healthier options.

**Nutrition Facts Label Key Point Recap**

- Start with the serving size
- Check out the total calories, fat, sugar
- Let the % Daily Value be your guide – low on top; high on bottom
- Read the list of ingredients
- Eat mostly foods without labels like fresh fruits and vegetables

**Switch to Meal Planning PowerPoint**
Activity: Food Fights!

Nutrition Information
Nutrition Facts Food Label

Sample label from Macaroni & Cheese

![Nutrition Facts](image)

Label information from U.S. Food and Drug Administration web site: [www.cfsan.fda.gov/~dms/foodlab.html](http://www.cfsan.fda.gov/~dms/foodlab.html)
Overview of Nutrition Facts Label

1. Serving Size
   - The size of the serving influences the number of calories and amount of nutrients
   - Pay attention to the serving size, especially how many servings there are in the food package
   - Then ask yourself, "How many servings am I consuming?" (e.g. 1/2 serving, 1 serving, or more)

2. Calories (and Calories from Fat)
   - Calories measure how much energy you get from a serving of food
   - Remember: the number of servings you consume determines the number of calories you actually eat (your portion amount)
   - Eating too many calories per day is linked to overweight and obesity.

   **The Nutrients: How Much?**

3. Limit These Nutrients
   - Eating too much fat, saturated fat, trans fat, cholesterol, or sodium may increase your risk of certain chronic diseases, like heart disease, some cancers, or high blood pressure.
   - *Important:* Health experts recommend that you keep your intake of saturated fat, trans fat and cholesterol as low as possible as part of a nutritionally balanced diet.

4. Get Enough of These
   - Most Americans don't get enough dietary fiber, vitamin A, vitamin C, calcium, and iron in their diets.
   - Eating enough of these nutrients can improve your health and help reduce the risk of some diseases.
   - *Remember:* You can use the Nutrition Facts label not only to help limit those nutrients you want to cut back on but also to increase those nutrients you need to consume in greater amounts.

5. Understanding the Footnote on the Bottom of the Nutrition Facts Label
   - % DVs are based on a 2,000 calorie diet
   - Look at the amounts circled in red in the footnote—these are the Daily Values (DV) for each nutrient listed
   - DVs are recommended levels of intakes.

6. The Percent Daily Value
   - The % DV helps you determine if a serving of food is high or low in a nutrient
   - 5% DV or less is low and 20% DV or more is high

Label information from U.S. Food and Drug Administration Web site: [www.cfsan.fda.gov/~dms/foodlab.html](http://www.cfsan.fda.gov/~dms/foodlab.html)
Food Fight! Whole Milk vs. Skim Milk

<table>
<thead>
<tr>
<th>Whole Milk</th>
<th>Skim/Nonfat Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nutrition Facts</strong></td>
<td><strong>Nutrition Facts</strong></td>
</tr>
<tr>
<td>Serving Size = 8 fl oz</td>
<td>Serving Size = 1 cup</td>
</tr>
<tr>
<td>Servings Per Container = 2</td>
<td>Servings Per Container = 16</td>
</tr>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td>Calories = 150</td>
</tr>
<tr>
<td>Calories from fat = 70</td>
<td>Calories from fat = 0</td>
</tr>
<tr>
<td><strong>% Daily Value</strong></td>
<td>% Daily Value</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 8g</td>
<td>Total Fat 0g</td>
</tr>
<tr>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat 5g</td>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 35mg</td>
<td>Cholesterol less than 5mg</td>
</tr>
<tr>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>Sodium 125mg</td>
<td>Sodium 130mg</td>
</tr>
<tr>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Total Carbohydrate 12g</td>
<td>Total Carbohydrate 12g</td>
</tr>
<tr>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
<td>Dietary Fiber 0g</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 11g</td>
<td>Sugars 11g</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Protein 8g</td>
<td>Protein 8g</td>
</tr>
<tr>
<td>Vitamin A 6%</td>
<td>Vitamin A 8%</td>
</tr>
<tr>
<td>Vitamin C 4%</td>
<td>Vitamin C 4%</td>
</tr>
<tr>
<td>Calcium 30% • Iron 0% • Vitamin D 25%</td>
<td>Calcium 30% • Iron 0% • Vitamin D 25%</td>
</tr>
<tr>
<td>* Percent Daily Values are based on a 2,000 calorie diet.</td>
<td>* Percent Daily Values are based on a 2,000 calorie diet.</td>
</tr>
<tr>
<td><strong>Ingredients:</strong> milk, vitamin D3, vitamin E</td>
<td><strong>Ingredients:</strong> fat free milk, vitamin A palmitate, vitamin D3, vitamin E</td>
</tr>
</tbody>
</table>

1. How many fluid ounces (fl oz) are in one cup? _______________

2. Fill in the table below for each 8 oz. serving of milk.

<table>
<thead>
<tr>
<th>Calories</th>
<th>Whole Milk</th>
<th>Skim Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturated fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Considering which nutrients you want to decrease in your diet, which would be the better choice? _______________

4. Is whole milk a Go, Slow, or Whoa food? Why? ________________________________________________________________________

5. Is skim milk a Go, Slow, or Whoa food? Why? ________________________________________________________________________
Food Fight! Tropicana Orange Juice vs. Sunny D

Tropicana Pure Premium Orange Juice (no pulp)

Nutrition Facts
Serving Size = 8 fl oz
Servings Per Container = 1

Amount Per Serving
Calories = 110 Calories from fat = 0

% Daily Value
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Monounsaturated Fat 0g
Polyunsaturated Fat 0g
Cholesterol 0mg 0%
Sodium 0mg 0%
Total Carbohydrate 26g 9%
Dietary Fiber 0g 0%
Sugars 22g
Protein 2g

Vitamin A 0% • Vitamin C 50%
Calcium 2% • Thiamin 0%
Vitamin D 0% • Folate 15%

* Percent Daily Values are based on a 2,000 calorie diet.

Ingredients: 100% pure and natural orange juice

Sunny D Tangy Original Style

Nutrition Facts
Serving Size = 8 fl oz
Servings Per Container = 8

Amount Per Serving
Calories = 120 Calories from fat = 0

% Daily Value
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Monounsaturated Fat 0g
Polyunsaturated Fat 0g
Cholesterol 0mg 0%
Sodium 190mg 8%
Total Carbohydrate 29g 10%
Dietary Fiber 0g 0%
Sugars 27g
Protein 0g

Vitamin A 0% • Vitamin C 100%
Calcium 0% • Iron 0%
Vitamin D 0% • Phosphorus 0%

* Percent Daily Values are based on a 2,000 calorie diet.

Ingredients: water, high fructose corn syrup and 2% or less of each of the following: concentrated juices (orange, tangerine, apple, lime, grapefruit), citric acid, ascorbic acid (vitamin C), thiamin hydrochloride (vitamin B1), natural flavors, modified corn starch, canola oil, sodium citrate, cellulose gum, xanthan gum, sodium hexametaphosphate, sodium benzoate to protect flavor, yellow #5, yellow #6

1. Fill in the table below for each 8 oz. serving of Tropicana and Sunny D.

<table>
<thead>
<tr>
<th></th>
<th>Tropicana</th>
<th>Sunny D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What percent of the orange juice and Sunny D is actually fruit juice? _______________

3. Do you think the orange juice a Go, Slow, or Whoa food? Why? _______________________

4. Do you think the Sunny D is a Go, Slow, or Whoa food? Why? _______________________
1. Fill in the table below for each serving of cereal.

<table>
<thead>
<tr>
<th>Shredded Wheat</th>
<th>Granola</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td></td>
</tr>
<tr>
<td>Saturated fat</td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td></td>
</tr>
<tr>
<td>Fiber</td>
<td></td>
</tr>
</tbody>
</table>

2. Considering which nutrients you want to decrease in your diet, which would be the better choice?
   ________________

3. Do you think the shredded wheat is a Go, Slow, or Whoa food? Why? __________________________

4. Do you think the granola is a Go, Slow, or Whoa food? Why? ________________________________
Your Health Matters: Nutritious Eating
Meal Planning and Healthy Cooking

7: Meal Planning and Healthy Cooking

The Supermarket
More than 40,000 food choices!

Always make a list
Save time and money!

Navigating Tips

- Work the edges
- Look high and low
- Learn the lingo

Label Claims

<table>
<thead>
<tr>
<th>Wording</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Whole grain” versus</td>
<td>Entire grain kernel used (good choice!) versus</td>
</tr>
<tr>
<td>“Multigrain”</td>
<td>More than one type of grain used in product</td>
</tr>
<tr>
<td>“Light” or “Lite”</td>
<td>Fat reduced by ≤50%</td>
</tr>
<tr>
<td>“Calorie Free”</td>
<td>Less than 5 calories/svg</td>
</tr>
<tr>
<td>“Fat Free”</td>
<td>Less than .5g sat fat/svg</td>
</tr>
<tr>
<td>“Sugar Free”</td>
<td>Less than .5g sugars/svg</td>
</tr>
<tr>
<td>“Excellent Source of”</td>
<td>≥ 20% DV/svg</td>
</tr>
<tr>
<td>“Good Source of”</td>
<td>10-19% DV/svg</td>
</tr>
<tr>
<td>“Organic”</td>
<td>≥ 70% certified organic ingredients</td>
</tr>
<tr>
<td>“Made with”</td>
<td>Ingredients can be listed on side panel</td>
</tr>
</tbody>
</table>
Navigating Tips
- More Packaging = Less Nutrition
- Order of ingredients is most to least
- Fewer Ingredients = Healthier Food

Shopping Tips
- Fresh is best
- Choose seasonal produce
- Visit your local Farmer's Market

Fill your pantry and fridge…
….with a variety of fresh foods!

“Eating healthy costs more, doesn’t it?”

Food Cost Comparisons

You could eat this one unhealthy meal...
1,100 calories

Or this healthy breakfast, lunch and snack...
1,080 calories

….for the same amount of calories!
Meal at McDonald’s for Family of 5

<table>
<thead>
<tr>
<th>Food</th>
<th>Calories</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Pounder with Cheese</td>
<td>510</td>
<td>$5.13</td>
</tr>
<tr>
<td>Fries</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Soda</td>
<td>310</td>
<td></td>
</tr>
<tr>
<td>Crispy Chicken Sandwich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fries</td>
<td>530</td>
<td>$5.49</td>
</tr>
<tr>
<td>Soda</td>
<td>203</td>
<td>$2.79</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fries</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Chocolate Milk</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>6 Chicken Nugget Meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fries</td>
<td>280</td>
<td>$3.79</td>
</tr>
<tr>
<td>Hi-C</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamburger Happy Meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fries</td>
<td>250</td>
<td>$2.29</td>
</tr>
<tr>
<td>Milk</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4610</td>
<td>$19.49</td>
</tr>
</tbody>
</table>

Meal at Home for Family of 5

<table>
<thead>
<tr>
<th>Food</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Wheat Spaghetti</td>
<td>$1.29</td>
</tr>
<tr>
<td>Marinara Sauce</td>
<td>$1.89</td>
</tr>
<tr>
<td>1 lb. 96% Lean Hamburger</td>
<td>$4.00</td>
</tr>
<tr>
<td>Meat</td>
<td></td>
</tr>
<tr>
<td>Salad (1/2 head lettuce +</td>
<td>$1.79</td>
</tr>
<tr>
<td>light Ranch dressing)</td>
<td></td>
</tr>
<tr>
<td>Total Cost</td>
<td>$5.97</td>
</tr>
<tr>
<td>Calories/Serving</td>
<td>450</td>
</tr>
</tbody>
</table>

Cost and Calorie Comparison

- Three times/week = $58.47
- Average calories/meal = 922

- Three times/week = $24.56
- Average calories/meal = 423

By eating at home, you save $33.01 and 1497 calories per week!

Cost and Calorie Comparison

- More calories in less food
- More dollars spent
- Poor nutrition

- Less calories in more food
- More dollars saved
- Better nutrition

Eating healthy home-cooked meals saves you money and calories!

Benefits of family meals

- Eat more healthy foods - get more nutrients
- Decreased risk for unhealthy weight
- Decreased risk for substance abuse
- Strengthens family ties; pass on traditions
- Form positive attitudes about food and eating
- Do better in school
- Happier life
Challenge!

Start a new family tradition… Meatless Monday, Fruit for dessert, Kids Night in the Kitchen one night per week.

For the next four weeks, cook at home one more time per week than you typically do.

Meal Planning Key Point Recap

- Eating healthy does not have to cost more.
- Navigate your supermarket wisely.
- Plan your shopping to save time, money and calories!
- Enjoy fruits and vegetables at all meals.

Healthy Cooking Tips

Avoid Cooking Methods with Added Fat

Basted Breaded Fried

Healthy Cooking Methods

- Baked
- Boiled
- Grilled
- Steamed

Make your food tasty!

Spice it up!

Get fruity!

Be creative!
Healthy Shopping List

Vegetables:
- 3-5 vegetables in season
- lettuce for salads
- fresh veggies for salads
- potatoes
- winter squash
- sweet potatoes
- tomatoes
- onions and garlic
- broccoli

Fruits:
- apples/pears
- bananas
- berries
- grapes
- lemons/limes
- oranges/grapefruit
- peaches/plums
- watermelon/melon

Dairy:
- egg whites
- margarine, light tub
- milk, skim
- sour cream, nonfat
- yogurt, fat-free, light

Frozen:
- frozen fruits, unsweetened
- vegetables, plain

Fish/Poultry/Lean Meat:
- chicken or turkey breast
- fish (not breaded)
- lean beef, pork

Cereal*:
- oatmeal

Quick 5 Checklist to Save $$:
- Look for store brands
- On sale - good - stock up!
- Compare unit pricing
- Stick to your list
- Use less meat, soda, cookies, crackers, chips, deli, bakery and convenience items

Nutrition Facts

Canned*:
- beans
- fruit in water
- chicken broth, low-sodium
- pasta sauce, low-sodium
- soup, low-fat, low-sodium
- tomatoes, no added salt
- tuna in water
* low-sodium, no added sugar

Dried and Packaged:
- barley
- beans/lentils/dried peas
- brown rice
- nuts, nut butters
- pasta
- popcorn, low-fat
- raisins
- spices
- vegetable oil

Condiments:
- jam, light
- ketchup, no-salt
- mayo, low-fat
- salad dressing, low-fat
- soy sauce, light
- vinegar

Bread:
- 100% whole-wheat bread
- corn tortillas
- whole-grain crackers (lowfat)
- whole-wheat pitas

Three Easy Steps for Label Reading:

1. Look at serving size, servings per container and calories.
   Eating too many calories per day is linked to people being overweight, obese and developing certain chronic diseases.

2. Limit fat, saturated fat, cholesterol and sodium; shoot for zero trans fat.
   These increase your risk for certain chronic diseases. Try to keep trans fat to zero. Shoot for 5% of less of the daily value on fat, saturated fat, cholesterol and sodium.

3. Get enough fiber and important nutrients.
   Eating enough fiber and nutrients can improve your health and help reduce your risk of some diseases.

© www.foodandhealth.com
1. **Shop in season.** Prices are normally best when fresh produce is in season, like berries in June or squash in the fall. Ask our produce associates for help.

2. **Store fresh produce properly as soon as you get home.** While it won’t reduce the price you pay, you’ll avoid waste.

3. **Try switching less-expensive veggies with meat in your recipes.** Think “vegetable stew with beef!” instead of beef stew with vegetables. Got the idea?

4. **Stock up on frozen, canned, dried, and 100% juice.** All forms count. These are great, healthy options to fresh produce with a longer shelf life.

5. **Twice the value.** Plan for two or more meals from a single item. Use one-half a head of cabbage for cole slaw, the other half for cabbage rolls or stir-fry. Slice half a bag of carrots into sticks for snacks – put the other half into a carrot salad.

6. **Get back to basics.** Instead of an expensive dinner out, why not a good, old-fashioned dinner at home? Fall is a great time to rediscover the feel-good flavors of vegetable stews, baked apples and pears, seasonal squash, and more. Looking for recipes? Visit www.fruitsandveggiesmorematters.org/?page_id=10.

7. **Plan for leftovers.** Homemade soup is a healthy and tasty way to use fall vegetables. Make a big batch and freeze leftovers in small, lunch-size containers.

8. **Don’t shop hungry!** Snack on a piece of fruit or some fresh veggies before you head out to the store.

9. **Taste like this doesn’t come out of a jar.** Creating your own fresh salsas for dipping with snacks or topping meat dishes is economical. Here’s a link to 40 great salsa recipes: www.fruitsandveggiesmorematters.org/?page_id=34.

10. **Do the math.** Fruits and veggies aren’t budget-busters. Compare the price of a small bag of chips to an apple, a cup of grapes to a couple of cookies, or a banana and glass of orange juice to a breakfast muffin. Fruits and veggies are more economical, and, dollar for dollar, provide you with better nutritional value.

For more ideas on how to include more fruits and vegetables in your family’s fall meals, visit www.fruitsandveggiesmorematters.org.
For Your Health: Eat a Rainbow Every Day

**Red**
To possibly help prevent cancer & heart disease, stimulate immunity, and promote urinary tract health and memory function, eat more of these red fruits and vegetables:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomatoes</td>
<td>Red Peppers</td>
<td>Apples</td>
<td>Cherries</td>
<td>Beets</td>
</tr>
<tr>
<td>Red Grapes</td>
<td>Strawberries</td>
<td>Radishes</td>
<td>Red Onions</td>
<td>Red Potatoes</td>
</tr>
<tr>
<td>Watermelon</td>
<td>Cranberries</td>
<td>Red Cabbage</td>
<td>Radicchio</td>
<td>Rhubarb</td>
</tr>
<tr>
<td>Red Grapefruit</td>
<td>Red Pears</td>
<td>Raspberries</td>
<td>Red Peppers</td>
<td>Pomegranate</td>
</tr>
</tbody>
</table>

**Orange**
To possibly help prevent cancer & heart disease, stimulate immunity, and enhance vision, eat more of these orange fruits and vegetables:

<table>
<thead>
<tr>
<th>Orange Fruits/vegetables</th>
<th>Orange Fruits/vegetables</th>
<th>Orange Fruits/vegetables</th>
<th>Orange Fruits/vegetables</th>
<th>Orange Fruits/vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet Potatoes</td>
<td>Cantaloupe</td>
<td>Carrots</td>
<td>Peaches</td>
<td>Clementines</td>
</tr>
<tr>
<td>Winter Squash</td>
<td>Mango</td>
<td>Oranges</td>
<td>Apricots</td>
<td>Mandarin Oranges</td>
</tr>
<tr>
<td>Papayas</td>
<td>Tangerines</td>
<td>Persimmons</td>
<td>Pumpkin</td>
<td>Nectarine</td>
</tr>
</tbody>
</table>

**Yellow**
To possibly help prevent cancer & heart disease, eat more of these yellow fruits and vegetables:

<table>
<thead>
<tr>
<th>Yellow Fruits/vegetables</th>
<th>Yellow Fruits/vegetables</th>
<th>Yellow Fruits/vegetables</th>
<th>Yellow Fruits/vegetables</th>
<th>Yellow Fruits/vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow Apples</td>
<td>Yellow Pears</td>
<td>Lemons</td>
<td>Yellow Peppers</td>
<td>Yellow Grapefruit</td>
</tr>
<tr>
<td>Summer Squash</td>
<td>Yellow Figs</td>
<td>Pineapple</td>
<td>Yellow Tomatoes</td>
<td>Rutabagas</td>
</tr>
<tr>
<td>Yellow Corn</td>
<td>Yellow Beets</td>
<td>Yellow Potatoes</td>
<td>Yellow Watermelon</td>
<td></td>
</tr>
</tbody>
</table>

**Green**
To possibly help prevent cancer & heart disease and maintain vision health & strong bones, eat more of these green fruits and vegetables:

<table>
<thead>
<tr>
<th>Green Fruits/vegetables</th>
<th>Green Fruits/vegetables</th>
<th>Green Fruits/vegetables</th>
<th>Green Fruits/vegetables</th>
<th>Green Fruits/vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kale</td>
<td>Broccoli</td>
<td>Cabbage</td>
<td>Lettuce</td>
<td>Broccoli Rabe</td>
</tr>
<tr>
<td>Greens</td>
<td>Spinach</td>
<td>Kiwi</td>
<td>Celery</td>
<td>Chinese Cabbage</td>
</tr>
<tr>
<td>Cucumber</td>
<td>Peas</td>
<td>Zucchini</td>
<td>Parsley</td>
<td>Green Beans</td>
</tr>
<tr>
<td>Chives</td>
<td>Asparagus</td>
<td>Avocados</td>
<td>Apples</td>
<td>Leeks</td>
</tr>
<tr>
<td>Honeydew</td>
<td>Artichokes</td>
<td>Arugula</td>
<td>Okra</td>
<td>Green Grapes</td>
</tr>
<tr>
<td>Sugar Snap Peas</td>
<td>Snow Peas</td>
<td>Fresh Herbs</td>
<td>Bok Choy</td>
<td>Tomatillos</td>
</tr>
<tr>
<td>Brussel Sprouts</td>
<td>Watercress</td>
<td>Endive</td>
<td>Bell Pepper</td>
<td>Limes</td>
</tr>
<tr>
<td>Chayote Squash</td>
<td>Hot peppers</td>
<td>Banana Peppers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Blue/Purple**
To possibly help prevent cancer, help boost night vision, and maintain urinary tract health, eat more of these blue/purple fruits and vegetables:

<table>
<thead>
<tr>
<th>Blue/purple Fruits/vegetables</th>
<th>Blue/purple Fruits/vegetables</th>
<th>Blue/purple Fruits/vegetables</th>
<th>Blue/purple Fruits/vegetables</th>
<th>Blue/purple Fruits/vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blueberries</td>
<td>Purple Endive</td>
<td>Plums</td>
<td>Blackberries</td>
<td>Purple Peppers</td>
</tr>
<tr>
<td>Elderberries</td>
<td>Purple Potatoes</td>
<td>Eggplant</td>
<td>Purple Carrots</td>
<td>Black Currants</td>
</tr>
<tr>
<td>Purple Grapes</td>
<td>Raisins</td>
<td>Prunes</td>
<td>Figs</td>
<td>Purple Asparagus</td>
</tr>
</tbody>
</table>

**Brown/White**
To possibly help prevent cancer & heart disease and stimulate immunity, eat more of these brown/white fruits and vegetables:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bananas</td>
<td>Brown Pears</td>
<td>White Nectarines</td>
<td>Dates</td>
<td>White Asparagus</td>
</tr>
<tr>
<td>White Peaches</td>
<td>Cauliflower</td>
<td>Garlic</td>
<td>Ginger</td>
<td>Water Chestnuts</td>
</tr>
<tr>
<td>Jicama</td>
<td>Mushrooms</td>
<td>Onions</td>
<td>Parsnips</td>
<td>White Bok Choy</td>
</tr>
<tr>
<td>White Potatoes</td>
<td>Shallots</td>
<td>Turnips</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aim for 3 different colors a day and one fruit and veggie from each color every week.

Cassie Dimmick, MS, RD, LD, CSSD
Achieving Your Best, LLC

www.AchievingYourBest.net
Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
Tips for Eating Right

Small steps can help your family get on the road to maintaining a healthy weight. Choose a different tip each week for you and your family to try. See if you can add to the list. Here are a few tips:

**Change Your Shopping Habits**
- Eat before grocery shopping
- Make a grocery list before you shop
- Choose a checkout line without a candy display
- Buy and try serving a new fruit or vegetable

**Watch Your Portion Size**
- Share an entree with someone
- If entrees are large, choose an appetizer or side dish
- Don't serve seconds
- Share dessert, or choose fruit instead
- Eat sweet foods in small amounts. To reduce temptation, don't keep sweets at home
- Cut or share high-calorie foods like cheese and chocolate into small pieces and only eat a few pieces
- Eat off smaller plates
- Skip buffets

**Change the Way You Prepare Food**
- Cut back on added fats and/or oils in cooking or spreads
- Grill, steam, or bake instead of frying
- Make foods flavorful with herbs, spices, and low-fat seasonings
- Use fat-free or low-fat sour cream, mayo, sauces, dressings, and condiments
- Serve several whole-grain foods every day
- Top off cereal with sliced apples or bananas

**Change Your Eating Habits**
- Keep to a regular eating schedule
- Eat together as a family most days of the week
- Eat before you get too hungry
- Make sure every family member eats breakfast every day
- Drink water before a meal
- Stop eating when you're full
- Try a green salad instead of fries
- Ask for salad dressing "on the side"
- Chew slowly every time you eat and remind others to enjoy every bite
- Serve water or low-fat milk at meals, instead of soda or other sugary drinks
- Pay attention to flavors and textures
- Instead of eating out, bring a healthy, low-calorie lunch to work and pack a healthy "brown bag" for your kids
- Provide fruits and vegetables for snacks

Information Source:
We Can! (Ways to Enhance Children’s Activity & Nutrition) National Heart, Lung, and Blood Institute, National Institutes of Health, Department of Health and Human Services Web site: www.nhlbi.nih.gov/health/public/heart/obesity/wecan/
Energy Balance
- Calories In vs. Calories Out
- **IN**: food choices - variety, balance, moderation, nutrient density
- **OUT**: activity – “FITT”
- Keep track to tip the scale

Portion Distortion
- Size matters! Pay attention to servings/portions.
- More calories IN means more calories to burn.
- Eat a healthy diet of mostly fruits, vegetables, and whole grains.

Healthy Eating
- A healthy diet has more **GO** foods than **SLOW** foods, and more **SLOW** foods than **WHOA** foods.
- Create your plate with Variety, Balance, Moderation, and Nutrition in mind.
- A Healthy Plate has mostly vegetables, some whole grain, lean meat/fish, fruit and a small amount of unsaturated fat.

The Basic Nutrients
- A healthy diet has a balance of carbohydrates, protein and fat.
- “Vary your veggies” and “Focus on fruits”
- “Make half your grains whole”
- Get enough fiber.
- Watch out for packaging health claims.
**Nutrition Facts Label**

- Start with the serving size
- Check out the total calories, fat, sugar
- Let the % Daily Value be your guide — low on top, high on bottom
- Read the list of ingredients
- Eat mostly foods without labels like fresh fruits and vegetables

**Meal Planning and Healthy Cooking**

- Eating healthy does not have to cost more.
- Navigate your supermarket wisely.
- Plan your shopping to save time, money and calories!
- Enjoy fruits and vegetables at all meals.

**Community Health Workers**

Community Health Workers can help bring about change with health promotion.

*Your Health Matters!*

**How prepared do you feel to educate people about healthy food choices?**

[ ] 0 1 2 3 4 5 6 7 8 9 10

**Knowledge Questionnaire**

**Thank you!**

The University of Texas Community Outreach Program
Community Health Worker Continuing Education

Your Health Matters: Nutritious Eating

APPENDICES

Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
POWER PACK YOUR DAY.

Here are some easy ways to fill your day with fruits and vegetables as part of a healthy diet:

• Stir low-fat or fat-free granola into a bowl of low-fat or fat-free yogurt. Top with sliced apples or frozen berries.

• Add vegetables, such as diced tomatoes and onions, to your egg or egg white omelet.

• Have some fruit as a mid-morning snack.

• Make fruits and vegetables about half your plate.

• Munch on raw vegetables with a healthy low-fat or fat-free dip.

• Put grapes and banana slices on wooden skewers and freeze for “fruit on a stick.”

• Add frozen vegetables to a casserole or pasta. Try broccoli, peas, and corn.

• Ask for more vegetable toppings (like broccoli and spinach) and less cheese on your pizza.
You probably already know that a healthy diet includes a variety of fruits and vegetables. Most are lower in calories and higher in fiber than other foods. As part of a healthy diet, eating fruits and vegetables instead of high-fat foods may make it easier to control your weight.

Compared to people who eat only small amounts of fruits and vegetables, those who eat more generous amounts — as part of a healthy diet — are likely to have reduced risk of chronic diseases. These diseases include stroke, type 2 diabetes, some types of cancer, and perhaps heart disease and high blood pressure.

You can find the amounts of fruits and vegetables you need using the charts in this brochure. There are also facts on why eating the recommended amounts is important to your health. Easy tips for including fruits and vegetables in your day are also provided.
### Women

<table>
<thead>
<tr>
<th>AGE</th>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-30</td>
<td>2 cups</td>
<td>2 1/2 cups</td>
</tr>
<tr>
<td>31-50</td>
<td>1 1/2 cups</td>
<td>2 1/2 cups</td>
</tr>
<tr>
<td>51+</td>
<td>1 1/2 cups</td>
<td>2 cups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-50</td>
<td>2 cups</td>
<td>3 cups</td>
</tr>
<tr>
<td>51+</td>
<td>2 cups</td>
<td>2 1/2 cups</td>
</tr>
</tbody>
</table>

### Men

<table>
<thead>
<tr>
<th>AGE</th>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-50</td>
<td>2 cups</td>
<td>3 cups</td>
</tr>
<tr>
<td>51+</td>
<td>2 cups</td>
<td>3 1/2 cups</td>
</tr>
</tbody>
</table>

### Girls

<table>
<thead>
<tr>
<th>AGE</th>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>4-8</td>
<td>1 1/2 cups</td>
<td>1 1/2 cups</td>
</tr>
<tr>
<td>9-13</td>
<td>1 1/2 cups</td>
<td>2 cups</td>
</tr>
<tr>
<td>14-18</td>
<td>2 cups</td>
<td>2 1/2 cups</td>
</tr>
</tbody>
</table>

### Boys

<table>
<thead>
<tr>
<th>AGE</th>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>4-8</td>
<td>1 1/2 cups</td>
<td>1 1/2 cups</td>
</tr>
<tr>
<td>9-13</td>
<td>1 1/2 cups</td>
<td>2 1/2 cups</td>
</tr>
<tr>
<td>14-18</td>
<td>2 cups</td>
<td>3 cups</td>
</tr>
</tbody>
</table>

Choose your age range. Your physical activity level and age determine how many calories you need each day and your calorie needs determine how many fruits and vegetables you should eat.

### Definitions

- **Less Active:** You average less than 30 minutes a day.
- **Moderately Active:** You average 30 to 60 minutes a day.
- **Active:** You average more than 60 minutes a day.

Know the amounts you need each day.

1. Go to your chart. Choose your level of physical activity. Use these definitions to determine your lifestyle physical activity that is above the light activity of everyday life:

   - Less Active: You average less than 30 minutes a day.
   - Moderately Active: You average 30 to 60 minutes a day.
   - Active: You average more than 60 minutes a day.

2. Choose your age range. Your physical activity level and age determine how many calories you need each day and your calorie needs determine how many fruits and vegetables you should eat.

---

Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
**make it count**

Include fruits and vegetables throughout your day in little ways — for snacks, toppings, side dishes, or in your main meal. Whether they’re frozen, fresh, canned, or dried, all fruits and vegetables (including beans) count toward your daily amount.

Learn what 1 cup and ½ a cup look like:

**EXAMPLES OF 1 CUP**
- 1 large ear of corn
- 1 large orange
- 1 large sweet potato

**EXAMPLES OF ½ CUP**
- 5 broccoli florets
- 16 grapes
- 4 large strawberries

For more examples, visit 5aday.gov.

### Simple ways to enjoy fruits and vegetables throughout your day:

<table>
<thead>
<tr>
<th>Time</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MORNING</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>1 small apple</td>
</tr>
<tr>
<td>½ cup</td>
<td>1 small banana</td>
</tr>
<tr>
<td><strong>MID-DAY</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>1 cup of lettuce* and ½ cup of other vegetables</td>
</tr>
<tr>
<td>½ cup</td>
<td>6 baby carrots</td>
</tr>
<tr>
<td><strong>EVENING</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>½ large sweet potato and ½ cup of green beans</td>
</tr>
<tr>
<td>½ cup</td>
<td>½ cup of fresh mixed fruit</td>
</tr>
</tbody>
</table>

* 1 cup of lettuce counts as ½ cup of vegetables.

In addition to fruits and vegetables, a healthy diet also includes whole grains, fat-free or low-fat milk products, lean meats, fish, beans, eggs and nuts, and is low in saturated fats, trans fats, cholesterol, salt, and added sugars.
Becoming a healthier you isn’t just about eating healthy — it’s also about physical activity. Regular physical activity is important for your overall health and fitness.

Here are some guidelines to follow:

**find your balance**

Consider this: If you use up your total daily calories on a few high-calorie items, chances are you won’t get the full range of vitamins and nutrients your body needs to be healthy.

To get all the nutrients you need, without consuming too many calories, you should choose foods that are packed with nutrients, but lower in calories, from each of the food groups. These foods include fruits and vegetables, whole grains, lean meats, and fat-free or low-fat milk and milk products.

For more information about a healthy diet, visit MyPyramid.gov.

**get the most nutrition out of your calories**

Adults should be physically active at a moderate intensity at least 30 minutes most days of the week.

To prevent weight gain, adults should be physically active at least at a moderate intensity approximately 60 minutes most days of the week while not exceeding caloric requirements.

Children and teenagers should be physically active for 60 minutes most days, or preferably all days of the week.

For even greater health benefits, increase the time or intensity of your activity.
Diets rich in dietary fiber have been shown to have a number of beneficial effects, including decreased risk of coronary heart disease.

Diets rich in potassium may help to maintain a healthy blood pressure.

Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy.

Vitamin A keeps eyes and skin healthy and helps to protect against infections.

Healthful diets with adequate folate may reduce a woman’s risk of having a child with a brain or spinal cord defect.

Take a healthy bite.

Fruits and vegetables are great sources of many vitamins, minerals and other natural substances that may help protect you from chronic diseases. Some of these nutrients may also be found in other healthy foods. Eating a balanced diet and making other lifestyle changes are key to defending your body’s good health.

Fiber

Diet rich in dietary fiber have been shown to have a number of beneficial effects, including decreased risk of coronary heart disease.

Excellent fruit and vegetable sources: navy beans, kidney beans, black beans, pinto beans, lima beans, white beans, soybeans, split peas, chick peas, black eyed peas, lentils, artichokes

Folate*

Healthy diets with adequate folate may reduce a woman’s risk of having a child with a brain or spinal cord defect.

Excellent fruit and vegetable sources: black eyed peas, cooked spinach, great northern beans, asparagus

Potassium

Diet rich in potassium may help to maintain a healthy blood pressure.

Good fruit and vegetable sources: sweet potatoes, tomato paste, tomato puree, beet greens, white potatoes, white beans, lima beans, cooked greens, carrot juice, prune juice

Vitamin A

Excellent fruit and vegetable sources: sweet potatoes, pumpkin, carrots, spinach, turnip greens, mustard greens, kale, collard greens, winter squash, cantaloupe, red peppers, Chinese cabbage

Vitamin C

Excellent fruit and vegetable sources: red and green peppers, kiwi, strawberries, sweet potatoes, kale, cantaloupe, broccoli, pineapple, Brussels sprouts, oranges, mangos, tomato juice, cauliflower

According to the Institute of Medicine, a daily intake of 400 µg/day of synthetic folic acid (from fortified foods or supplements in addition to food forms of folate from a varied diet) is recommended for women of childbearing age who may become pregnant.

Choose MyPlate.gov

Fruits
Grains
Vegetables
Protein
Dairy
What’s on your plate?

Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.

Make half your plate fruits and vegetables.

Make at least half your grains whole.

Switch to skim or 1% milk.

Vary your protein food choices.

Choose MyPlate.gov
### Cut back on sodium and empty calories from solid fats and added sugars

Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

- Drink water instead of sugary drinks.
- Eat sugary desserts less often.
- Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.
- Limit empty calories to less than 260 per day, based on a 2,000 calorie diet.

### Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

#### Children and adolescents:
- get 60 minutes or more a day.

#### Adults:
- get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.

---

### Vegetables
- Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.
- Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.
- Fresh, frozen, and canned vegetables all count. Choose “reduced sodium” or “no-salt-added” canned veggies.

### Fruits
- Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.
- Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.
- Select 100% fruit juice when choosing juices.

### Grains
- Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.
- Check the ingredients list on product labels for the words “whole” or “whole grain” before the grain ingredient name.
- Choose products that name a whole grain first on the ingredients list.

### Dairy
- Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.
- Top fruit salads and baked potatoes with low-fat yogurt.
- If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).

### Protein Foods
- Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.
- Twice a week, make seafood the protein on your plate.
- Choose lean meats and ground beef that are at least 90% lean.
- Trim or drain fat from meat and remove skin from poultry to cut fat and calories.

### For a 2,000-calorie daily food plan, you need the amounts below from each food group.
To find amounts personalized for you, go to ChooseMyPlate.gov.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruits</th>
<th>Grains</th>
<th>Dairy</th>
<th>Protein Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eat 2½ cups every day</strong></td>
<td><strong>Eat 2 cups every day</strong></td>
<td><strong>Eat 6 ounces every day</strong></td>
<td><strong>Get 3 cups every day</strong></td>
<td><strong>Eat 5½ ounces every day</strong></td>
</tr>
<tr>
<td>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</td>
<td>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</td>
<td>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</td>
<td>What counts as a cup? 1 cup of milk, yogurt, or fortified soymilk; ½ ounces natural or 2 ounces processed cheese</td>
<td>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</td>
</tr>
</tbody>
</table>

---

**Your Health Matters: Nutritious Eating**
*Participant Handbook ~ June 2014*
What does 1 cup look like?
Fruits shown at actual size.

1 medium apple

1 large banana

1 cup equivalents

What about ½ cup?
That’s just 1 cup divided in 2!

1 cup

1 cup

1 medium apple

1 large banana

1 cantaloupe (1 slice)

Hey kids! Color the fruit.
Vegetables

What does 1 cup look like?

Vegetables shown at actual size.

Hey kids! Color the veggies.

1 cup

1 large corn cob

1 cup

12 baby carrots

1 small potato

2 2/3"

What about ½ cup?
That’s just 1 cup divided in 2!
1 cup fresh is equivalent to ½ cup dried!
Chopped, Mashed or Sliced cup equivalents

1 cup measures volume not shape

Hey kids! Have fun coloring.

1 cup chopped yam = 1 cup mashed yam = 1 cup sliced yam
Using the Nutrition Facts Label

A How-To Guide for Older Adults
Good Nutrition Can Help You Avoid or Manage These Common Diseases:

- certain cancers
- type 2 diabetes
- heart disease
- high blood pressure
- obesity
- osteoporosis

Why Nutrition Matters For You

Good nutrition is important throughout your life! It can help you feel your best and stay strong. It can help reduce the risk of some diseases that are common among older adults. And, if you already have certain health issues, good nutrition can help you manage the symptoms.

Nutrition can sometimes seem complicated. But the good news is that the Food and Drug Administration has a simple tool to help you know exactly what you’re eating. It’s called the Nutrition Facts Label. You will find it on all packaged foods and beverages. It serves as your guide for making choices that can affect your long-term health.

This booklet will give you the information you need to start using the Nutrition Facts Label today!

For more on nutrition for older adults, visit:
www.fda.gov/Food/ResourcesForYou/Consumers/Seniors

Understanding what the Nutrition Facts Label includes can help you make food choices that are best for your health.

1 Serving Size
This section shows how many servings are in the package, and how big the serving is. Serving sizes are given in familiar measurements, such as “cups” or “pieces.”

Remember: All of the nutrition information on the label is based upon one serving of the food.

A package of food often contains more than one serving!

2 Amount of Calories
The calories listed are for one serving of the food. “Calories from fat” shows how many fat calories there are in one serving.

Remember — a product that’s fat-free isn’t necessarily calorie-free. Read the label!

3 Percent (%) Daily Value
This section tells you how the nutrients in one serving of the food contribute to your total daily diet. Use it to choose foods that are high in the nutrients you should get more of, and low in the nutrients you should get less of.

Daily Values are based on a 2,000-calorie diet. However, your nutritional needs will likely depend on how physically active you are. Talk to your healthcare provider to see what calorie level is right for you.

4 Limit these Nutrients
Eating too much total fat (especially saturated fat and trans fat), cholesterol, or sodium may increase your risk of certain chronic diseases, such as heart disease, some cancers, or high blood pressure.

Try to keep these nutrients as low as possible each day.

5 Get Enough of these Nutrients
Americans often don’t get enough dietary fiber, vitamin A, vitamin C, calcium, and potassium in their diets. These nutrients are essential for keeping you feeling strong and healthy.

Eating enough of these nutrients may improve your health and help reduce the risk of some diseases.
Serving Size

The top of the Nutrition Facts Label shows the serving size and the servings per container. Serving size is the key to the rest of the information on the Nutrition Facts Label.

- The nutrition information about the food – like the calories, sodium, and fiber – is based upon one serving.
- If you eat two servings of the food, you are eating double the calories and getting twice the amount of nutrients, both good and bad.
- If you eat three servings, that means three times the calories and nutrients – and so on.

That is why knowing the serving size is important. It’s how you know for sure how many calories and nutrients you are getting.

Check Serving Size!

It is very common for a food package to contain more than one serving. One bottled soft drink or a small bag of chips can actually contain two or more servings!

Percent Daily Value (%DV)

The %DV is a general guide to help you link nutrients in one serving of food to their contribution to your total daily diet. It can help you determine if a food is high or low in a nutrient: 5% or less is low, 20% or more is high.

You can also use the %DV to make dietary trade-offs with other foods throughout the day.

%DV: Quick Tips

You can tell if a food is high or low in a particular nutrient by taking a quick look at the %DV.

- If it has 5% percent of the Daily Value or less, it is low in that nutrient.
- If it has 20% or more, it is high in that nutrient.

This can be good for nutrients like fiber (a nutrient to get more of) . . . but not so good for something like saturated fat (a nutrient to get less of).

Using %DV

- Once you are familiar with %DV, you can use it to compare foods and decide which is the better choice for you. Be sure to check for the particular nutrients you want more of or less of.
- Using %DV information can also help you “balance things out” for the day.
  - For example: If you ate a favorite food at lunch that was high in sodium, a “nutrient to get less of,” you would then try to choose foods for dinner that are lower in sodium.
Use this chapter as a guide for those nutrients that could impact your own health. Each nutrient section discusses:

• What the nutrient is
• What it can mean for your health
• Label-reading tips

Watch for “nutrients to get less of” (the ones that you should try to limit), and “nutrients to get more of” (the ones that are very important to be sure to get enough of).

You also might want to talk to your healthcare provider about which nutrients you should track closely for your continued health. And remember – the Nutrition Facts Label is a tool that is available to you on every packaged food and beverage!
Dietary Salt/Sodium

What It Is:
Salt is a crystal-like compound that is used to flavor and preserve food. The words “salt” and “sodium” are often used interchangeably. Salt is listed as “sodium” on the Nutrition Facts Label.

What You Should Know:
A small amount of sodium is needed to help certain organs and fluids work properly. But most people eat too much of it – and they may not even know it! That’s because many packaged foods have a high amount of sodium, even when they don’t taste “salty.” Plus, when you add salt to food, you’re adding more sodium.

Sodium has been linked to high blood pressure. In fact, eating less sodium can often help lower blood pressure . . . which in turn can help reduce the risk of heart disease.

And since blood pressure normally rises with age, limiting your sodium intake becomes even more important each year.

Label Reading Tips
Salt/Sodium

• Read the label to see how much sodium is in the food you are choosing.
  • 5% DV or less is low in sodium
  • 20% DV or more is high in sodium.

• When you are deciding between two foods, compare the amount of sodium. Look for cereals, crackers, pasta sauces, canned vegetables, and other packaged foods that are lower in sodium.
Fiber

What It Is:
Fiber, or “dietary fiber,” is sometimes called “roughage.” It’s the part of food that can’t be broken down during digestion. So because it moves through your digestive system “undigested,” it plays an important role in keeping your system moving and “in working order.”

What You Should Know:
Fiber is a “nutrient to get more of.” In addition to aiding in digestion, fiber has a number of other health-related benefits. These benefits are especially effective when you have a high fiber diet that is also low in saturated fat, cholesterol, trans fat, added sugars, salt, and alcohol.

• Eating a diet that is low in saturated fat and cholesterol and high in fruits, vegetables, and grain products that contain some types of dietary fiber, particularly soluble fiber, may help lower your cholesterol and reduce your chances of getting heart disease, a disease associated with many factors.

• Healthful diets that are low in fat and rich in fruits and vegetables that contain fiber may reduce the risk of some types of cancer, including colon cancer, a disease associated with many factors. In addition, such healthful diets are also associated with a reduced risk of type 2 diabetes.

• Fiber also aids in the regularity of bowel movements and preventing constipation. It may help reduce the risk of diverticulosis, a common condition in which small pouches form in the colon wall. This condition often has few or no symptoms; people who already have diverticulosis and do have symptoms often find that increased fiber consumption can reduce these symptoms. It’s also important to note that if the pouches caused by diverticulosis rupture and become infected, it results in a more severe condition called diverticulitis.

Soluble v. Insoluble Fiber: Where To Get It, and What It Does
Fiber comes in two forms — insoluble and soluble. Most plant foods contain some of each kind.

• Insoluble fiber is mostly found in whole-grain products, such as wheat bran cereal, vegetables and fruit. It provides “bulk” for stool formation and helps wastes move quickly through your colon.

• Soluble fiber is found in peas, beans, many vegetables and fruits, oat bran, whole grains, barley, cereals, seeds, rice, and some pasta, crackers, and other bakery products. It slows the digestion of carbohydrates, and can help stabilize blood sugar if you have diabetes. In addition, it helps lower “bad cholesterol.” This, in turn, reduces the risk of heart disease.

Check the Nutrition Facts Label to see which foods have a higher %DV of fiber.
NUTRIENT

Total Fat

What It Is:
Fat, or “dietary fat,” is a nutrient that is a major source of energy for the body. It also helps you absorb certain important vitamins. As a food ingredient, fat provides taste, consistency, and helps you feel full.

What You Should Know:
Eating too much fat can lead to a wide range of health challenges. The total amount and type of fat can contribute to and/or increase the risk of:

- heart disease
- high cholesterol
- increased risk of many cancers (including colon-rectum cancer)
- obesity
- high blood pressure
- type 2 diabetes

It is important to know that there are different types of dietary fat. Some have health benefits when eaten in small quantities, but others do not.
“Good” Fat: unsaturated fats (monounsaturated and polyunsaturated)

- These are healthful if eaten in moderation. In fact, small amounts can even help lower cholesterol levels!
- **Best Sources:** plant-based oils (sunflower, corn, soybean, cottonseed, and safflower), olive, canola and peanut oils, nuts, and soft margarines (liquid, tub or spray).

“Undesirable” Fat: saturated and trans fats. These can raise cholesterol levels in the blood – which in turn can contribute to heart disease.

- **Common Sources:** meat, poultry, fish, butter, ice cream, cheese, coconut and palm kernel oils, solid shortenings, and hard margarines.
- Meat (including chicken and turkey) and fish supply protein, B vitamins, and iron. When selecting and preparing meat, poultry, fish and milk or milk products, choose those that are lean, low-fat, or fat-free. Doing this, along with removing the skin from fish and poultry, are good strategies for limiting “undesirable” fat from your diet. In addition, dry beans, which can be used as a meat substitute, are a good source of protein and are non-fat.

**Understanding Trans Fat**

*Trans* fat is one of the newest additions to the Nutrition Facts Label, so you may be hearing more about it. Here’s what you need to know:

- Most *trans* fat is made when manufacturers “hydrogenize” liquid oils, turning them into solid fats, like shortening or some margarines. *Trans* fat is commonly found in crackers, cookies, snack foods, and other foods made with or fried in these solid oils.
- *Trans* fat, like saturated fat and cholesterol, raises your LDL (bad) cholesterol. But unlike these other nutrients, *trans* fat also lowers your HDL (good) cholesterol. This further increases your risk of coronary heart disease.

**Trans Fat On the Label**

There is no recommended total daily value for *trans* fat, so you won’t find the %DV of *trans* fat on a food’s Nutrition Facts Label. However, you can still use the label to see if a food contains *trans* fat and to compare two foods by checking to see if grams of *trans* fat are listed. If there is anything other than 0 grams listed, then the food contains *trans* fat.

Because it is extremely difficult to eat a diet that is completely *trans* fat-free without decreasing other nutrient intakes, just aim to keep your intake of *trans* fat as low as possible.

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**Your Health Matters: Nutritious Eating**

**Participant Handbook ~ June 2014**
**Cholesterol**

**What It Is:**

Cholesterol is a crystal-like substance carried through the bloodstream by lipoproteins – the “transporters” of fat. Cholesterol is required for certain important body functions, like digesting dietary fats, making hormones, and building cell walls.

Cholesterol is found in animal-based foods, like meats and dairy products.

**What You Should Know:**

Too much cholesterol in the bloodstream can damage arteries, especially the ones that supply blood to the heart. It can build up in blood vessel linings. This is called **atherosclerosis**, and it can lead to heart attacks and stroke.

However, it’s important to know that not all cholesterol is bad. There are **two kinds of cholesterol** found in the bloodstream. How much you have of each is what determines your risk of heart disease.

**High-density lipoprotein (HDL):** This “**good**” cholesterol is the form in which cholesterol travels **back to the liver**, where it can be eliminated.

- HDL helps prevent cholesterol buildup in blood vessels. A higher level of this cholesterol is better. Low HDL levels increase heart disease risk. Discuss your HDL level with your healthcare provider.

**Low-density lipoprotein (LDL):** This “**bad**” cholesterol is carried **into the blood**. It is the main cause of harmful fatty buildup in arteries.

- The higher the LDL cholesterol level in the blood, the greater the heart disease risk. So, a lower level of this cholesterol is better.

**Label Reading Tips**

Cholesterol is a “nutrient to get less of.” When comparing foods, look at the Nutrition Facts Label, and choose the food with the lower %DV of cholesterol. Be sure not to go above 100% DV for the day.

- 5% DV or less of cholesterol is low
- 20% DV or more of cholesterol is high

One of the primary ways LDL (“bad”) cholesterol levels can become too high in the blood is by eating too much saturated fat and cholesterol. **Saturated fat raises LDL levels more than anything else in the diet.**
It’s true that many dairy products, which contain high levels of calcium, are relatively high in fat and calories. But keep in mind that fat-free or low-fat types of milk products are excellent calcium sources. Nutritionists recommend that you try to get most of your calcium from calcium-rich foods, rather than from calcium supplements. The Nutrition Facts Label can help you make good high-calcium choices.

Other good sources of calcium are:
- canned salmon (with bones, which are edible)
- calcium-fortified soy beverages
- tofu (soybean curd that is “calcium-processed”)
- certain vegetables (for example, dark leafy greens such as collards and turnip greens)
- legumes (blackeyed peas and white beans)
- calcium-fortified grain products
- calcium-fortified juice

A Note About Vitamin D
For calcium to be properly absorbed by the body, you also need to get enough vitamin D. Many milk products and cereals are fortified with vitamin D; also, vitamin D is produced by the body when exposed to sunlight.

If you aren’t exposed to outdoor sunlight on a regular basis, ask your healthcare provider whether you should take vitamin D supplements.
Glossary of Key Nutrition Label Terms

**Calcium:** a mineral that builds and maintains strong bones. Calcium helps prevent osteoporosis.

**Calories:** the energy provided by food/nutrients. On the label, calories shown are for one serving.

**Calories from Fat:** Fat calories shown on the label are for one serving.

**Cholesterol:** a necessary nutrient from animal-based foods that is carried in the bloodstream. LDL cholesterol is “bad” and HDL cholesterol is “good.”

**Daily Value:** the amount of certain nutrients that most people need each day.

**Nutrient:** an ingredient in a food that provides nourishment or nutritional benefit.

**Nutrition Facts Label:** the black-and-white box found on food and beverage packages.

**Percent Daily Value (%DV):** the percentage of a nutrient found in one serving of food, based on the established standard of 2000 calories per day.

**Saturated Fat:** a type of fat that is solid at room temperature. It is usually animal-based. This type of fat is associated with certain health risks.

**Sodium:** dietary salt that is important in the diet. However, too much sodium can lead to high blood pressure and risk of heart disease.

**Total Fat:** the combined fats that provide energy to the body. Some types of fat are healthier than others.

**Trans Fat:** a type of fat that is created when liquid fat is turned into solid fat during manufacturing. Trans fat has no daily value, and should be replaced with unsaturated fat in your diet whenever possible.

**Unsaturated Fat:** a type of fat that is liquid at room temperature; can be plant-based or animal-based. These are usually “good fats.”

The web links provided in this booklet were current at time of publication. In the event that they change, please visit [www.fda.gov](http://www.fda.gov) and search by topic, such as “Seniors” or “Labelman.”
# Glossary of Terms for Nutrition

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILE</td>
<td>A bitter, alkaline, yellow or greenish liquid, secreted by the liver that aids in absorption and digestion of foods, especially of fats.</td>
</tr>
<tr>
<td>CALORIE</td>
<td>A measurement that expresses energy or heat producing value in a food when it oxidizes in the body. Carbohydrate, protein, fat and alcohol provide calories in the diet. Carbohydrate and protein have 4 calories per gram, fat has 9 calories per gram, and alcohol has 7 calories per gram.</td>
</tr>
<tr>
<td>CHYME</td>
<td>The semi fluid mass into which food is converted by gastric chemical and mechanical action which passes from the stomach into the small intestine.</td>
</tr>
<tr>
<td>DIETARY FIBER</td>
<td>Nondigestable carbohydrates from plant foods.</td>
</tr>
<tr>
<td>ESOPHAGUS</td>
<td>Passageway that uses peristalsis to move food from the mouth to the stomach.</td>
</tr>
<tr>
<td>GALL BLADDER</td>
<td>This organ produces juices that help the small intestine digest fats and proteins and stores bile made by the liver.</td>
</tr>
<tr>
<td>LARGE INTESTINE</td>
<td>This organ receives the liquid food mix from the small intestine after most of the nutrients have been absorbed and prepares what the body does not use to exit the body.</td>
</tr>
<tr>
<td>LIVER</td>
<td>The body’s largest organ. This organ changes food into energy, removes alcohol and poisons from the blood, and makes bile, a substance that breaks down fats and helps rid the body of wastes.</td>
</tr>
<tr>
<td>MOUTH</td>
<td>This organ receives food and begins digestion by mechanically reducing the size of solid particles and mixing them with saliva.</td>
</tr>
<tr>
<td>NUTRIENT</td>
<td>Nourishment or benefit we obtain from different types of food which includes macronutrients (carbohydrates, protein, fat) and micronutrients (vitamins, minerals).</td>
</tr>
<tr>
<td>PANCREAS</td>
<td>This organ produces juices that help the small intestine digest fats and proteins; makes insulin and enzymes for digestion; located behind the lower part of the stomach and is about the size of a hand.</td>
</tr>
<tr>
<td>PERISTALSIS</td>
<td>A progressive wave of contraction and relaxation of the esophagus and small intestine by which the contents are forced through the system.</td>
</tr>
<tr>
<td>STOMACH</td>
<td>This organ receives food from the esophagus, churns food and mixes it with gastric juice into a substance called chyme, initiates the digestion of proteins, carries on a limited amount of absorption, and moves food into the small intestine.</td>
</tr>
<tr>
<td>SMALL INTESTINE</td>
<td>This organ receives chyme from the stomach and further breaks down food with help from the pancreas, gall bladder, and liver for absorption of the nutrients the body needs like vitamins, proteins, carbohydrates, and fats.</td>
</tr>
</tbody>
</table>

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American Diabetes Association Web site: www.diabetes.org

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Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
List of Additional Resources

Internet sites are provided for convenience and are not necessarily intended as an endorsement.

The University of Texas Community Outreach Program Partner Sites

Brownsville: http://www.sph.uth.tmc.edu/brownsville/

Contributing Project Sites

HEADS UP www.sph.uth.tmc.edu/headsup
CATCH www.sph.uth.tmc.edu/catch

U. S. Government Health-Related Sites

Centers for Disease Control & Prevention www.cdc.gov

National Institutes of Health (NIH) Office of Science Education science-education.nih.gov


My Pyramid www.mypyramid.gov

U.S. Food and Drug Administration (FDA) Food Labeling and Nutrition www.cfsan.fda.gov/label.html

Dietary Guidelines for Americans http://www.health.gov/dietaryguidelines/


Texas Department of Agriculture – Food & Nutrition Division / Square Meals www.squaremeals.org

Texas Public School Nutrition Policy www.squaremeals.org/fn/render/parent/channel/0,1253,2348_2350_0_0,00.html

Government information on food and human nutrition www.nutrition.gov


Government Food Safety website http://www.foodsafety.gov/


National Diabetes Education Program www.ndep.nih.gov

National Diabetes Information Clearinghouse www.niddk.nih.gov
List of Additional Resources

Internet sites are provided for convenience and are not necessarily intended as an endorsement.

Professional Organizations

American Dietetic Association www.eatright.org
American Diabetes Association www.diabetes.org
American Association of Diabetes Educators www.diabeteseducator.org

Miscellaneous

Berkeley Nutrition Services Diet Assessment www.nutritionquest.com/freetools/fv_screener.htm
Mayo Clinic Food and Nutrition www.mayoclinic.com/health/food-and-nutrition
Kids Health www.kidshealth.org/kid/
Smart Snacks for kids http://kidnetic.com/Recipes/?c=Smart+Snacks
The University of Georgia Department of Foods and Nutrition http://www.fcs.uga.edu/fdn/
Fight BAC http://fightbac.org/

Videos and Interactive

More Matters Fruit & Vegetable Video Center http://www.fruitsandveggiesmorematters.org/video/VideoCenter.php
American Dietetic Association Interactive Quiz, Games, etc. www.eatright.org/cps/rde/xchg/ada/hs.xsl/NNM_2007_landing_14227_ENU_HTML.htm
Test Your Food Label Knowledge www.cfsan.fda.gov/~dms/flquiz1.html
Rate Your Plate Quiz http://bms.brown.edu/nutrition/acrobat/RYP.pdf
Overview:
In 2005, the AMA, HRSA and CDC convened an Expert Committee to revise the 1997 childhood obesity recommendations. Representatives from 15 healthcare organizations submitted nominations for the experts who would compose the three writing groups (assessment, prevention, treatment). The initial recommendations were released on June 6, 2007 in a document titled “Appendix: Expert Committee Recommendations on the Assessment, Prevention and Treatment of Child and Adolescent Overweight and Obesity” (www.ama-assn.org/ama/pub/category/11759.html).

In 2006, the National Initiative for Children’s Healthcare Quality (NICHQ) launched the Childhood Obesity Action Network (COAN). With more than 40 healthcare organizations and 600 health professionals, the network is aimed at rapidly sharing knowledge, successful practices and innovation. This Implementation Guide is the first of a series of products designed for healthcare professionals by COAN to accelerate improvement in the prevention and treatment of childhood obesity.

The Implementation Guide combines key aspects of the Expert Committee Recommendations summary released on June 6, 2007 and practice tools identified in 2006 by NICHQ from primary care groups that have successfully developed obesity care strategies (www.NICHQ.org). These tools were developed before the 2007 Expert Recommendations and there may be some inconsistencies such as the term overweight instead of obesity for BMI ≥ 95%ile. The tools are intended as a source of ideas and to facilitate implementation. As tools are updated or new tools developed based on the Expert Recommendations, the Implementation Guide will be updated. The Implementation Guide defines 3 key steps to the implementation of the 2007 Expert Committee Recommendations:

1. **Step 1 – Obesity Prevention at Well Care Visits** (Assessment & Prevention)
2. **Step 2 – Prevention Plus Visits** (Treatment)
3. **Step 3 – Going Beyond Your Practice** (Prevention & Treatment)

### Step 1 – Obesity Prevention at Well Care Visits (Assessment & Prevention)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Expert Recommendations</th>
<th>Action Network Tips and Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess all children for obesity at all well care visits 2-18 years</td>
<td>Physicians and allied health professional should perform, at a minimum, a yearly assessment.</td>
<td>A presentation for your staff and colleagues can help implement obesity prevention in your practice.</td>
</tr>
</tbody>
</table>
| Use Body Mass Index (BMI) to screen for obesity | ● Accurately measure height and weight  
● Calculate BMI  
BMI (English): [weight (lb) ÷ height (in) ÷ height (in)] x 703  
BMI (metric): [weight (kg) ÷ height (cm) ÷ height (cm)] x 10,000  
● Plot BMI on BMI growth chart  
● Not recommended: skinfold thickness, waist circumference | BMI is very sensitive to measurement errors, particularly height. Having a standard measurement protocol as well as training can improve accuracy. BMI calculation tools are also helpful. Use the CDC BMI %ile-for-age growth charts. |
| Make a weight category diagnosis using BMI percentile | ● < 5%ile Underweight  
● 5-84%ile Healthy Weight  
● 85-94%ile Overweight  
● 95-98%ile Obesity  
● ≥ 99%ile | Until the BMI 99%ile is added to the growth charts, Table 1 can be used to determine the 99%ile cut-points. Physicians should exercise judgement when choosing how to inform the family. Using more neutral terms such as weight, excess weight, body mass index, BMI, or risk for diabetes and heart disease can reduce the risk of stigmatization or harm to self-esteem. |
| Measure blood pressure | ● Use a cuff large enough to cover 80% of the upper arm  
● Measure pulse in the standard manner | Diagnose hypertension using NHLBI tables. An abbreviated table is shown below (Table 2). |
| Take a focused family history | ● Obesity  
● Type 2 diabetes  
● Cardiovascular disease (hypertension, cholesterol)  
● Early deaths from heart disease or stroke | A child with one obese parent has a 3 fold increased risk of becoming obese. This risk increases to 13 fold with 2 obese parents. Using a clinical documentation tool can be helpful. |
Take a focused review of systems

Assess behaviors and attitudes
- **Diet Behaviors**
  - Sweetened-beverage consumption
  - Fruit and vegetable consumption
  - Frequency of eating out and family meals
  - Consumption of excessive portion sizes
  - Daily breakfast consumption
- **Physical Activity Behaviors**
  - Amount of moderate physical activity
  - Level of screen time and other sedentary activities
- **Attitudes**
  - Self-perception or concern about weight
  - Readiness to change
  - Successes, barriers and challenges

Perform a thorough physical examination

Order the appropriate laboratory tests
- **BMI 85-94\%ile Without Risk Factors**
  - Fasting Lipid Profile
- **BMI 85-94\%ile Age 10 Years & Older With Risk Factors**
  - Fasting Lipid Profile
  - ALT and AST
  - Fasting Glucose
- **BMI ≥ 95\%ile Age 10 Years & Older**
  - Fasting Lipid Profile
  - ALT and AST
  - Fasting Glucose
  - Other tests as indicated by health risks

Give consistent evidence-based messages for all children regardless of weight
- Limit sugar-sweetened beverages
- Eat at least 5 servings of fruits and vegetables
- Moderate to vigorous physical activity for at least 60 minutes a day
- Limit screen time to no more than 2 hours/day
- Remove television from children’s bedrooms
- Eat breakfast every day
- Limit eating out, especially at fast food
- Have regular family meals
- Limit portion sizes

Use Empathize/Elicit - Provide - Elicit to improve the effectiveness of your counseling
- Assess self-efficacy and readiness to change. Use Empathize/Elicit - Provide - Elicit to improve the effectiveness of your counseling.
- **Empathize/Elicit**
  - Reflect
  - What is your understanding?
  - What do you want to know?
  - How ready are you to make a change (1-10 scale)?
- **Provide**
  - Advice or information
  - Choices or options
- **Elicit**
  - What do you make of that?
  - Where does that leave you?

A possible dialogue:
- **Empathize/Elicit**
  - “Yours child’s height and weight may put him/her at increased risk for developing diabetes and heart disease at a very early age.”
  - “What do make of this?”
  - “Would you be interested in talking more about ways to reduce your child’s risk?”
- **Provide**
  - “Some different ways to reduce your child’s risk are…”
  - “Do any of these seem like something your family could work on or do you have other ideas?”
- **Elicit**
  - “Where does that leave you?”
  - “What might you need to be successful?”

Communication guidelines can helpful when developing communication skills.
### Step 2 – Prevention Plus Visits (Treatment)

<table>
<thead>
<tr>
<th>Action Steps</th>
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</tr>
</thead>
</table>
| Develop an office based approach for follow up of overweight and obese children | A staged approach to treatment is recommended for ages 2-19 whose BMI is 85-94%ile with risk factors and all whose BMI is ≥ 95%ile. In general, treatment begins with Stage 1 Prevention Plus (Table 4) and progresses to the next stage if there has been no improvement in weight/BMI or velocity after 3-6 months and the family is willing/ready. The recommended weight loss targets are shown in Table 5. **Stage 1 - Prevention Plus**  
- Family visits with physician or health professional who has had some training in pediatric weight management/behavioral counseling.  
- Can be individual or group visits.  
- Frequency - individualized to family needs and risk factors, consider monthly.  
- **Behavioral Goals** –  
  - Decrease screen time to 2 hr/day or fewer  
  - No sugar-sweetened beverages  
  - Consume at least 5 servings of fruits and vegetables daily  
  - Be physically active 1 hour or more daily  
  - Prepare more meals at home as a family (the goal is 5-6 times a week)  
  - Limit meals outside the home  
  - Eat a healthy breakfast daily  
  - Involve the whole family in lifestyle changes  
  - More focused attention to lifestyle changes and more frequent follow-up distinguishes Prevention Plus from Prevention Counseling  
- **Weight Goal** – weight maintenance or a decrease in BMI velocity. The long term BMI goal is <85%ile although some children can be healthy with a BMI 85-94%ile.  
- Advance to Stage 2 (Structured Weight Management) if no improvement in weight/BMI or velocity in 3-6 months and family willing/ready to make changes. | Prevention Plus visits may include:  
- Health education materials  
- Behavioral risk assessment and self-monitoring tools  
- Action planning and goal setting tools  
- Clinical documentation tools  
- Counseling protocols  
- Other health professionals such as dietitians, psychologists and health educators |

Besides behavioral and weight goals, improving self-esteem and self efficacy (confidence) are important outcomes. Although weight maintenance is a good goal, more commonly, a slower weight gain reflected in a decreased BMI velocity is the outcome seen in lower intensity behavioral interventions such as Prevention Plus. Measuring and plotting BMI after 3-6 months is an important step to determine the effectiveness of obesity treatment.

### Use motivational interviewing at Prevention Plus visits for ambivalent families and to improve the success of action planning

Use patient-centered counseling – motivational interviewing

Research suggests that motivational interviewing may be an effective approach to address childhood obesity prevention and treatment. Motivational interviewing is particularly effective for ambivalent families but can also be used for action planning. Instead of telling patients what changes to make, you elicit “change talk” from them, taking their ideas, strengths, and barriers into account. Communication guidelines and communication training can be helpful with skill development.

### Develop a reimbursement strategy for Prevention Plus visits

**Coding strategies** can help with reimbursement for Prevention Plus visits. Advocacy through professional organizations to address reimbursement policies is another strategy.
### Step 3 – Going Beyond Your Practice (Prevention & Treatment)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Expert Recommendations</th>
<th>Action Network Tips and Tools</th>
</tr>
</thead>
</table>
| Advocate for improved access to fresh fruits and vegetables and safe physical activity in your community and schools | The Expert Committee recommends that physicians, allied healthcare professionals, and professional organizations advocate for:  
- The federal government to increase physical activity at school through intervention programs as early as grade 1 through the end of high school and college, and through creating school environments that support physical activity in general.  
- Supporting efforts to preserve and enhance parks as areas for physical activity, informing local development initiatives regarding the inclusion of walking and bicycle paths, and promoting families’ use of local physical activity options by making information and suggestions about physical activity alternatives available in doctors’ offices. | Physicians and health professionals can play a key role in advocating for policy and built environment changes to support healthy eating and physical activity in communities, child care settings, and schools (including after-school programs). Advocacy tools and resources can be helpful in advocacy efforts. Partnering with others and using evidence-based strategies are also critical to the success of multi-faceted community interventions. |
| Identify and promote community services which encourage healthy eating and physical activity | Promote physical activity at school and in child care settings (including after school programs), by asking children and parents about activity in these settings during routine office visits.                                                                                                                                                                                                                                                                                                                                 | Public Health Departments and Parks and Recreation are good places to start looking for community programs and resources. You can work on developing your own partnerships with community organizations (Physical Activity Directory template and/or referral forms). |
| Identify or develop more intensive weight management interventions for your families who do not respond to Prevention Plus | The Expert Committee recommends the following staged approach for children between the ages of 2 and 19 years whose BMI is 85-94%ile with risk factors and all whose BMI is ≥ 95%ile:  
- **Stage 2 - Structured Weight Management** (Family visits with physician or health professional specifically trained in weight management. Monthly visits can be individual or group.)  
- **Stage 3 - Comprehensive, Multidisciplinary Intervention** (Multidisciplinary team with experience in childhood obesity. Frequency is often weekly for 8-12 weeks with follow up.)  
- **Stage 4 - Tertiary Care Intervention** (Medications - sibutramine, orlistat, Very-low-calorie diets, weight control surgery - gastric bypass or banding.) Recommended for select patients only when provided by experienced programs with established clinical or research protocols. Gastric banding is in clinical trials and not currently FDA approved. | Stage 2 could be done without a tertiary care center if community professionals from different disciplines collaborated. For example, if a physician provided the medical assessment, a dietitian provided classes, and the local YMCA provided an exercise program. Partnering with your community tertiary care center can be an effective strategy to develop or link to more intensive weight management interventions (Stages 3 and 4) as well as referral protocols to care for families who do not respond to Prevention Plus visits. Provider decision support tools can be helpful when choosing appropriate treatment and referral options. Weight management protocols and curriculum can also be helpful when getting started. |
| Join the Childhood Obesity Action Network to learn from your colleagues and accelerate progress | The Childhood Obesity Action Network has launched “The Healthcare Campaign to Stop the Epidemic.” Join the network (www.NICHQ.org) to learn from our national obesity experts, share what you have learned and access the tools in this guide. Together we can make a difference! |                                                                                                                                                                                                                                                                                                                                                                          |
BMI ≥ 99%ile

Table 1 – BMI 99%ile Cut-Points (kg/m²)

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>20.1</td>
<td>21.5</td>
</tr>
<tr>
<td>6</td>
<td>21.6</td>
<td>23.0</td>
</tr>
<tr>
<td>7</td>
<td>23.6</td>
<td>24.6</td>
</tr>
<tr>
<td>8</td>
<td>25.6</td>
<td>26.4</td>
</tr>
<tr>
<td>9</td>
<td>27.6</td>
<td>28.2</td>
</tr>
<tr>
<td>10</td>
<td>29.3</td>
<td>29.9</td>
</tr>
<tr>
<td>11</td>
<td>30.7</td>
<td>31.5</td>
</tr>
<tr>
<td>12</td>
<td>31.8</td>
<td>33.1</td>
</tr>
<tr>
<td>13</td>
<td>32.6</td>
<td>34.6</td>
</tr>
<tr>
<td>14</td>
<td>33.2</td>
<td>36.0</td>
</tr>
<tr>
<td>15</td>
<td>33.6</td>
<td>37.5</td>
</tr>
<tr>
<td>16</td>
<td>33.9</td>
<td>39.1</td>
</tr>
<tr>
<td>17</td>
<td>34.4</td>
<td>40.8</td>
</tr>
</tbody>
</table>

Table 2 – Abbreviated NHLBI Blood Pressure Table

<table>
<thead>
<tr>
<th>AGE</th>
<th>BOYS HEIGHT %</th>
<th>GIRLS HEIGHT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>90%</td>
<td>50%</td>
</tr>
<tr>
<td>2 Yr</td>
<td>106/61</td>
<td>109/63</td>
</tr>
<tr>
<td>5 Yr</td>
<td>112/72</td>
<td>115/74</td>
</tr>
<tr>
<td>8 Yr</td>
<td>116/78</td>
<td>119/79</td>
</tr>
<tr>
<td>11 Yr</td>
<td>121/80</td>
<td>124/82</td>
</tr>
<tr>
<td>14 Yr</td>
<td>128/82</td>
<td>132/84</td>
</tr>
<tr>
<td>17 Yr</td>
<td>136/87</td>
<td>139/88</td>
</tr>
</tbody>
</table>

Table 3 – Symptoms and Signs of Conditions Associated with Obesity

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety, school avoidance, social isolation (Depression)</td>
<td>Poor linear growth (Hypothyroidism, Cushing’s, Prader-Willi syndrome)</td>
</tr>
<tr>
<td>Polyuria, polydipsia, weight loss (Type 2 diabetes mellitus)</td>
<td>Dysmorphic features (Genetic disorders, including Prader–Willi syndrome)</td>
</tr>
<tr>
<td>Headaches (Pseudotumor cerebri)</td>
<td>Ananthosis nigricans (NIDDM, insulin resistance)</td>
</tr>
<tr>
<td>Night breathing difficulties (Sleep apnea, hypoventilation syndrome, asthma)</td>
<td>Hirsutism and Excessive Acne (Polycystic ovary syndrome)</td>
</tr>
<tr>
<td>Daytime sleepiness (Sleep apnea, hypoventilation syndrome, depression)</td>
<td>Violaceous striae (Cushing’s syndrome)</td>
</tr>
<tr>
<td>Abdominal pain (Gastroesophageal reflux, Gall bladder disease, Constipation)</td>
<td>Papilledema, cranial nerve VI paralysis (Pseudotumor cerebri)</td>
</tr>
<tr>
<td>Hip or knee pain (Slipped capital femoral epiphysis)</td>
<td>Tonsillar hypertrophy (Sleep apnea)</td>
</tr>
<tr>
<td>Oligomenorrhea or amenorrhea (Polycystic ovary syndrome)</td>
<td>Abdominal tenderness (Gall bladder disease, GERD, NAFLD)</td>
</tr>
<tr>
<td></td>
<td>Violaceous striae (Cushing’s syndrome)</td>
</tr>
<tr>
<td></td>
<td>Tonsillar hypertrophy (Sleep apnea)</td>
</tr>
<tr>
<td></td>
<td>Abdominal tenderness (Gall bladder disease, GERD, NAFLD)</td>
</tr>
<tr>
<td></td>
<td>Violaceous striae (Cushing’s syndrome)</td>
</tr>
</tbody>
</table>

Table 4 – A Staged Approach to Obesity Treatment

<table>
<thead>
<tr>
<th>BMI 85-94%ile No Risks</th>
<th>BMI 85-94%ile With Risks</th>
<th>BMI 95-98%ile</th>
<th>BMI &gt;= 99%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention Counseling</td>
<td>Initial: Stage 1</td>
<td>Highest: Stage 2</td>
<td>Initial: Stage 1</td>
</tr>
<tr>
<td>Age 2-5 Years</td>
<td></td>
<td>Highest: Stage 3</td>
<td>Highest: Stage 3</td>
</tr>
<tr>
<td>Age 6-11 Years</td>
<td>Initial: Stage 1</td>
<td>Highest: Stage 2</td>
<td>Initial: Stage 1</td>
</tr>
<tr>
<td>Age 12-18 Years</td>
<td>Initial: Stage 1</td>
<td>Highest: Stage 3</td>
<td>Highest: Stage 3</td>
</tr>
</tbody>
</table>

Stage 1 | Prevention Plus | Primary Care Office
Stage 2 | Structured Weight Management | Primary Care Office with Support
Stage 3 | Comprehensive, Multidisciplinary Intervention | Pediatric Weight Management Center
Stage 4 | Tertiary Care Intervention | Tertiary Care Center

Table 5 – Weight Loss Targets

<table>
<thead>
<tr>
<th>BMI 85-94%ile No Risks</th>
<th>BMI 85-94%ile With Risks</th>
<th>BMI 95-98%ile</th>
<th>BMI &gt;= 99%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 2-5 Years</td>
<td>Maintain weight velocity</td>
<td>Decrease weight velocity or weight maintenance</td>
<td>Weight maintenance</td>
</tr>
<tr>
<td>Age 6-11 Years</td>
<td>Maintain weight velocity</td>
<td>Decrease weight velocity or weight maintenance</td>
<td>Weight maintenance or gradual loss (1 lb per month)</td>
</tr>
<tr>
<td>Age 12-18 Years</td>
<td>Maintain weight velocity</td>
<td>Decrease weight velocity or weight maintenance</td>
<td>Decrease weight velocity or weight maintenance</td>
</tr>
</tbody>
</table>

* Excessive weight loss should be evaluated for high risk behaviors

Your Health Matters: Nutritious Eating
Participant Handbook ~ June 2014
Diabetes Bonus Material

American Diabetes Association

Diabetes Risk Assessment
Online Tool

Activity: The Pancreas and Blood Sugar Levels

Activity: Case Study Living with Diabetes

Activity: Diabetes Poster/Brochure
Circle the pancreas in the picture below.

List the two functions (jobs) of the pancreas.
1. 
2. 

Label the fasting blood sugar levels listed below as Normal or High.

<table>
<thead>
<tr>
<th>Blood Sugar Level</th>
<th>Normal</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>107 mg/dl</td>
<td>100 mg/dl</td>
<td>126 mg/dl</td>
</tr>
<tr>
<td>135 mg/dl</td>
<td>147 mg/dl</td>
<td>110 mg/dl</td>
</tr>
<tr>
<td>100 mg/dl</td>
<td>75 mg/dl</td>
<td>137 mg/dl</td>
</tr>
</tbody>
</table>
Activity: Case Study: Living with Diabetes

Case Study: Living with Diabetes

Helen loves to cook, and used to be a gourmet chef. She would cook delicious meals for her family with little regard for calories. For a long time, Helen accepted her overweight body as just the way she was. Despite a father who had type II diabetes, Helen never worried about ever becoming chronically ill.

Then in August 2003, Helen moved back to her home state of Texas. Her allergies and asthma were acting up and she was desperate for some relief from the symptoms. She made an appointment with a doctor who specializes in the treatment of allergies. The doctor ran several tests on Helen; one of the tests came back positive for type II diabetes. Helen was shocked to find out that she may have been living with this disease for as long as seven or eight years. Half of all people with diabetes may go that long without even knowing it. Helen’s life began to change dramatically.

Helen learned about her own diabetes as well as how to manage it. Like most of all adult diabetics, Helen’s management of her diabetes doesn’t require her to take insulin shots. The approach she has taken involves lifestyle choices such as regular exercise and careful eating habits. Beginning an exercise program was not easy, but Helen found that walking and water aerobics worked well for her. Changing eating habits was equally challenging. Helen’s family had always eaten fairly healthy and Helen enjoyed cooking, but she admits that they often ate too much and too often. It was hard for Helen to change her habits, but she developed lower-calorie versions of gourmet recipes filled with whole grains, fruits, and vegetables that help her to still enjoy being in the kitchen and cooking. In addition to diet and exercise, she must get regular blood glucose tests and take some medication. Helen sees her doctor often.

The other thing that Helen learned is that coping with an illness can be very difficult, even depressing at times. Working closely with a support group and interacting with others has helped her to get through the hard times. Helen’s involvement with others and their health concerns prompted her to decide she wanted to return to school to pursue a master’s degree in public health. Although Helen is happy to be following her dream, her return to school has made managing her diabetes even harder. She drives a long distance several times each week to attend classes and finds it increasingly difficult to make time for exercise and to take the time to cook right, but she is learning to adapt. Effective management of diabetes is about routine and balancing other demands with a busy lifestyle.

Our modern lifestyle can be full of poor eating habits (by choosing foods that are high in sugar and fat) and a serious lack of physical activity. Type II diabetes is becoming increasingly common among adults and many doctors are giving patients over the age of 40 annual tests for diabetes so that it doesn’t go undiagnosed and unmanaged for years before serious symptoms appear. In addition, these tests are being given to
young children as childhood obesity is now a problem. Years ago, it was rare for young people to be diagnosed with type II diabetes; now it is more common.

Helen doubts that there is much she could have done to prevent her diabetes. Although she admits that a regular exercise program and a more healthy diet may have delayed her symptoms, she believes that with her family history (genetics) there would have been no escaping it. Not too long after Helen’s diagnosis, her mother was also diagnosed with diabetes. Besides both parents, her grandmother also had diabetes for twenty years before her death. Helen’s brothers and sisters are concerned that they will also develop the disease so they are tested regularly.

Despite her struggles, Helen is grateful that her disease has led her into public health. Perhaps with her knowledge and personal experience she will be able to influence and help even more individuals dealing with diabetes or other chronic illness.
Case Study: Living with Diabetes
Worksheet

Getting the Facts

1. What kind of a doctor first diagnosed Helen’s diabetes? ____________________

2. Some diabetics may go how many years before being diagnosed? (circle one)
   a) 1-2
   b) 15-20
   c) 7-8
   d) 3-4

Making Inferences

3. What do you think the word “chronic” in the first and last paragraphs means? (circle one)
   a) Painful
   b) Unimportant
   c) a way to describe a disease that comes and goes
   d) a way to describe a disease that is always with a person

4. Do you think Helen has lost weight since she found out she was diabetic? Give two reasons to support your answer.
   __________________________________________
   __________________________________________

   Why does Helen think that even with a good diet and exercise she would not have been able to avoid getting diabetes?
   __________________________________________
## Glossary of Terms for Diabetes

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Glucose/ Blood Sugar</td>
<td>the main sugar found in the blood and the body's main source of energy</td>
</tr>
<tr>
<td>Diabetes</td>
<td>a chronic, incurable disease that results when the body either does not produce enough insulin or the body cannot properly use the insulin it does make</td>
</tr>
<tr>
<td>Gestational Diabetes</td>
<td>a form of diabetes similar to Type 2 diabetes that some women develop during pregnancy</td>
</tr>
<tr>
<td>Glucose</td>
<td>a simple sugar that human cells use for energy</td>
</tr>
<tr>
<td>Insulin</td>
<td>a hormone that helps the body use energy from foods; insulin acts like a gatekeeper opening gates on cell membranes so that glucose can flow into the cell and be used immediately for energy</td>
</tr>
<tr>
<td>Pancreas</td>
<td>the organ located behind the lower part of the stomach and is about the size of a hand; the pancreas produces juices that help the small intestine digest fats and proteins and makes insulin and enzymes for digestion</td>
</tr>
<tr>
<td>Pancreatic Beta Cells</td>
<td>cells in the body that produce insulin</td>
</tr>
<tr>
<td>Pre-Diabetes</td>
<td>a condition characterized by blood glucose levels that are higher than normal but not yet high enough to be diagnosed as diabetes</td>
</tr>
<tr>
<td>Prevalence</td>
<td>percentage of people that have a specific disease at a given point in time</td>
</tr>
<tr>
<td>Type 1 Diabetes</td>
<td>formerly called Juvenile diabetes because it usually appears in children or young adults; the body does not produce enough (or any) insulin; develops when the body's immune system destroys the pancreatic beta cells</td>
</tr>
<tr>
<td>Type 2 Diabetes</td>
<td>accounts for about 90% of all patients with diabetes; sometimes called insulin-resistant diabetes; the body produces insulin, but the cells stop properly latching that insulin into place on the cell membrane so that it can open the gates for glucose to flow through</td>
</tr>
</tbody>
</table>

**Acknowledgements:**
Adapted with permission from the HEADS UP project © 2009 University of Texas Health Science Center at Houston
American Diabetes Association Web site [www.diabetes.org](http://www.diabetes.org)
Nutrition Guidelines for People with Diabetes

1. Develop a routine. Eat about the same time each day. Space meals no more than 4 1/2 or 5 hours apart when awake. **Do not skip meals.** If hungry between meals, eat fresh vegetables (like: cucumber, celery, tomatoes, carrots, broccoli or radishes).

2. Eat three (3) balanced meals daily. **Control your portion sizes and avoid second helpings.** Eat a variety of foods. Limit protein foods to approximately 6 ounces per day. Eat lean meats, fat-free or low-fat cheeses and dairy products.

3. **Try to eat fewer calories if you need to lose weight.** Your doctor can refer you to a registered dietitian for nutrition counseling. The dietitian can help you with meal plans that are individualized for your needs. Also, ask your doctor if it is safe to be physically active. Being active can help you burn calories and keep you fit.

4. **Limit starchy foods to 1-2 servings per meal:**
   - 1/2 cup corn
   - 1/2 cup peas
   - 1/2 cup pinto beans
   - 1/3 cup rice
   - 1/2 cup winter squash
   - 1/3 cup pasta
   - 1 slice bread, roll or biscuit
   - 1/2 cup cooked cereal
   - 3/4 cup dry cereal
   - 1 tortilla, corn/flour
   - 6 plain crackers
   - 3 graham cracker squares
   - 1/2 hot dog or hamburger bun
   - 1/4 bagel (4 oz)
   - 1/2 potatoes

5. **Limit fruits to 1 serving for lunch and 1 serving for supper.** No fruit for breakfast. Avoid fruit juice, except for low blood sugar.

6. **Limit milk to 2 cups of skim or fat-free milk per day for adults.**

7. Avoid foods high in fat or oil (like: fried foods, bacon, sausage, bologna, mayonnaise, salad dressing and cheeses).

8. **Eat more high fiber foods, like beans, whole grains** (whole wheat bread, brown rice) fresh fruits and vegetables. Don’t peel your fruit, it has lots of fiber. Eat 14 grams of fiber for every 1,000 calories on your meal plan per day. Example: 21 grams of fiber for 1,500 calories, 28 grams of fiber for 2,000 calories. Fiber works best when you drink plenty of water!

9. **Use sugar substitutes like Equal, Splenda, and Sweet’N Low to sweeten your beverages.** Drink all beverages sugar-free such as sodas and sports drinks. Try using a sugar substitute when making a dessert.
10. **Limit alcoholic drinks.** They can interact with your medicine. If you drink alcohol, make sure you have eaten some food. Alcohol lowers your blood sugar. It also has calories that you may not want.

11. **Limit desserts to one of the following and count as a starchy food at mealtime.**
   - One slice of plain cake (such as angel food), no icing
   - Six vanilla wafers or 3 gingersnap cookies
   - One-half cup sugar-free ice cream or pudding
   - One slice sugar-free pie (count as 1 fruit and 2 fats)

12. **Limit low-calorie foods to 20 calories per meal.**
    Examples: 1 tablespoon regular catsup, 1 tablespoon low-sugar jam or jelly

12. **Use sugar-free, calorie-free items as desired.**
    Examples are: tea, sugar-free Kool-Aid, diet soda, diet gelatin, sugar-free popsicles, sugar-free syrup, sugar-free jelly, sugar-free gum, etc. Note: Sugar-free candies and cookies have sugar-alcohols that might cause you to get diarrhea. If you eat them, try not to eat too many. They still have calories and fat.

**FOODS TO LIMIT**

- sugar
- syrup
- brownies
- regular chewing gum
- honey
- jelly/jam
- cake with icing
- regular (sugared) soft drinks
- glazes
- ice cream
- doughnuts
- sweet pickles
- sorbet
- preserves
- pie
- breath mints
- gelatin
- sherbet
- pudding
- molasses
- candy
- pan dulce
- cobblers
- brown sugar

Any meat or vegetable made with a glaze or syrup, and all foods and beverages prepared with regular sugar.
New Food Labels Are Here!

The new food label can be found on food packages in your supermarket. Reading the label tells more about the food and what you are getting. What you see on the food label—the nutrition and ingredient information—is required by the government.

This brochure shows what the new label looks like and explains some of its new features.

### Nutrition Facts Title
The new title "Nutrition Facts" signals the new label.

### Serving Size
Similar food products now have similar serving sizes. This makes it easier to compare foods. Serving sizes are based on amounts people actually eat.

### New Label Information
Some label information may be new to you. The new nutrient list covers those most important to your health. You may have seen this information on some old labels, but it is now required.

### Vitamins and Minerals
Only two vitamins, A and C, and two minerals, calcium and iron, are required on the food label. A food company can voluntarily list other vitamins and minerals in the food.

### Label Numbers
Numbers on the nutrition label may be rounded for labeling.

### Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong></td>
<td>90</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>3g</td>
<td>5%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>300mg</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>13g</td>
<td>4%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
<td>12%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>3g</td>
<td></td>
</tr>
</tbody>
</table>

### Vitamin A 80%
Calculated based on a 2,000 calorie diet.

### Calcium 4%
Iron 4%

### Why do some food packages have a short or abbreviated nutrition label?
Foods that have only a few of the nutrients required on the standard label can use a short label format. What's on the label depends on what's in the food. Small- and medium-sized packages with very little label space can also use a short label.

### Daily Values Footnote
Daily Values are the new label reference numbers. These numbers are set by the government and are based on current nutrition recommendations. Some labels list the daily values for a daily diet of 2,000 and 2,500 calories. Your own nutrient needs may be less than or more than the Daily Values on the label.

### Calories Per Gram Footnote
Some labels tell the approximate number of calories in a gram of fat, carbohydrate, and protein.