



MAKING THE MOST OF FOOD

Lesson 3: Making Healthy Choices, Part 1

Date: ____/____/____ Borough: MN BX BK QN SI

Educator(s) Name(s): _____

Host Site: _____

Objectives:

By participating in today's lesson, participants will:

1. **Assess** the amount of sugar in popular beverages and identify nutritious choices.
2. **Compare** Nutrition Facts labels for sodium content to identify low sodium foods.
3. **Assess** the amount fat in popular foods and decide on strategies to decrease the amount of total fat.
4. **Prepare** recipes incorporating strategies from this lesson.

Every Session Kit:

- | | |
|-----------------------|----------------------|
| - MyPlate poster | - Markers |
| - Food Safety poster | - Name Tags |
| - Post-it® Notes | - Cornell sign |
| - Measuring Spoons | - CE's Name sign |
| - Dry measuring cups | - Tape |
| - Liq. measuring cups | - Golf Pencils |
| - ESNY! Tablecloth | - Post-it® Flipchart |
| - Plastic Tablecloth | - Lively Music |
| - Flowers/Decoration | - Food Models |
| - Parking Lot Sign | - Apron |

Suggested Nutrition Education Lesson Reinforcement: *Cut the Junk Pamphlet*

INTRODUCTION & REVIEW (5 minutes)

Welcome the participants.

Note: Please make sure that all new participants complete the WebNEERS Entry forms by the end of this session. Also, clarify any information that was missing or unclear from the Entry forms completed during the previous session.

Note: This is the last week that someone can enroll in the workshop to be able to complete 6 sessions. Please let any participants starting today know they **MUST** attend all remaining sessions to receive a certificate from Cornell.

Ask the following open-ended questions and record any responses below:

- What was the most valuable thing you learned in the Food Safety lesson?
- Because of what you've learned, what are you doing differently?

Answer any questions in the Parking Lot from the previous session.

ANCHOR (5 minutes)

In groups of 2 or 3, discuss how you make decisions about the foods you are going to eat. Afterwards, we will invite some of you to share.

Who would like to share their ideas?

ADD (20 minutes)

Nutrition Facts Activity (10 minutes):

Introduce participants to the Nutrition Facts on the food label. Divide participants into 4 to 5 smaller groups and hand-out the mini “Read It Before Your Eat It” posters. Discuss the following with participants:

- **Serving size:** A standardized amount of a food, such as a cup or an ounce, used in providing information about a food within a food group, such as in dietary guidance.
- **Servings per container:** The number of servings provided in a container.
- **Calories:** The amount of energy provided by a food. Balance calories from foods with calories expended during physical activity.
- **Total fat:** Keep within 20-35% of *daily calories* for adults (with the majority coming from poly- and monounsaturated fats).
 - **Saturated fat:** Solid at room temperature and usually come from animal foods (with the exceptions of palm, palm kernel, and coconut oils, which contain saturated fat). These fats tend to *increase* “bad cholesterol” in the blood (LDL) which *increases* the risk for heart disease. Consume less than 10% of calories from saturated fat (which is no more than 20 grams a day on a 2000 calorie diet).
 - **Poly- and monounsaturated fats:** Liquid at room temperature and usually come from plant sources. These fats tend to *decrease* “bad cholesterol” in the blood (LDL) which *reduces* the risk for heart disease.
 - **Trans fat:** These are formed when liquid oils are chemically changed into solid fats (in a process called “hydrogenation”). Some examples include stick margarine, shortening, and fats found in some commercially-prepared baked goods, snack foods, and fried foods. *Trans* fats are also produced by grazing animals so small amounts are found in meat and milk products. Consume as few grams of *trans* fats as possible by choosing fat-free or low-fat milk and milk products as well as lean meats and poultry. **NOTE:** Since some *trans* fats occur naturally, complete elimination of *trans* fats is not recommended as this can affect other nutrients in the body.
 - **Dietary Cholesterol:** This is found in foods of animal origin only. Plant foods, such as grains, fruits, and vegetable, and oils contain no dietary cholesterol. As humans produce enough

cholesterol naturally, dietary cholesterol is not a required nutrient. Consume less than 300 mg per day.

- **Sodium:** Helps regulate fluid balance in the body. Salt is sodium chloride. Usually, the higher a person's salt intake, the higher their blood pressure. Keeping our blood pressure in the normal range reduces the risk of stroke, heart disease, heart failure, and kidney disease. The recommendation is that we reduce our daily sodium intake to less than 2,300 mg (which is approximately the amount in 1 tsp. of salt). However, anyone who is 51 years and older, African American, or has high blood pressure (hypertension), diabetes, or chronic kidney disease should reduce their daily sodium intake to 1,500 mg. Choose foods low in sodium (less than 5% of the Daily Value).
- **Sugar:** Supplies the body with energy. Although the body's response to sugars does not depend on whether they are naturally present in a food or added to the food, added sugars supply calories but few to no other nutrients. Individuals who consume more added sugars tend to consume more calories than those who consume low amounts of added sugars.

Note to Educator: Please make sure to emphasize the 5%/20% rules explained on the "Read It" poster.

Tell Participants: Dietary Fiber will be discussed in the next lesson.

Look at the Label (10 minutes):

Have participants work in groups of 2 – 4 people to examine different food labels (preferably real food labels that have been laminated). Let them report back on what they have discovered about the servings, calories, fat, sodium, and sugar content. As the facilitator, guide participants in connecting the 5%/20% rule from the "Read It" poster to the labels that they are presenting to the group (i.e., how high/low is the sugar, fat, and sodium content?). Once each group has reported, the facilitator can make any adjustments/clarifications needed in the information provided by the participants.

NOTE: Please be familiar with the labels that you give to the participants. This will help you in adjusting and clarifying information that the participants share.

ASK: What surprised you about the labels you read? Write 1 or 2 of the participants' responses below.

PHYSICAL ACTIVITY (5 minutes)

Choices (Please indicate the one done with participants)

- Leg Curls
- Chair Exercises
- Walking in place to lively music
- Other: _____

APPLY (30 minutes)

Sugar, Sodium, and Fat Activities (20 minutes):

When making decisions about the foods we will eat, it is important to use the Nutrition Facts section on the food labels to help us. Three areas in particular to be aware of are the sections called “Total Fat,” “Sodium,” and “Sugars.” To help you understand what these sections are indicating, we will do some activities: “Sugar Content of Beverages,” “Measuring Sodium Content,” and “Measuring Fat Content”.

Divide participants into 3 groups by having them call out “fat,” “sodium” and “sugar”. One group will do the “Measuring Fat Content,” the second will do “Measuring Sodium Content,” and the third group will do “Sugar Content of Beverages.”

Measuring Fat Content: This group will compare 2 meals to determine their fat content. Using the Nutrition Facts on each of the food items, determine the total fat in each meal. Explain that each yellow cube is equal to one gram of fat. Have participants count out the total number of cubes (grams) of fat for each meal and compare them.

Measuring Sodium Content: This group will use the Nutrition Facts on various food labels to determine their sodium content. Using the amount of milligrams (mg) in each product, participants should rank the foods from lowest to highest. Then have them look at the foods to note the similarities among the foods with the lower sodium content as well as the higher sodium content.

Measuring Sugar Content: For this activity, have the group complete the worksheet to calculate the number of teaspoons of sugar in each beverage. Then, they should measure out the teaspoons of sugar for each beverage into a plastic cup and compare them.

Have each group report their findings. What, if anything, surprised them?

Nutrition Education Lesson Reinforcement (5 minutes):

Distribute the lesson reinforcement *Cut the Junk* to each participant and explain that this pamphlet is designed to assist them with making healthier food choices. Guide participants in the use of this pamphlet by having them compare:

- The difference in the total fat and sodium when the item is purchased in the store vs. prepared at home.
- The differences in cost when the item is purchased in the store vs. prepared at home.

Ten Tips for Making Healthy Choices (5 minutes)

Distribute the following ten tips to participants in their groups:

- *Make Better Beverage Choices*
- *Salt and Sodium* and
- *Build a Better Meal.*

Give them a few minutes to select one of the tips and then invite 2 to 3 participants share:

- Which tip they selected
- One way they can put that tip into action.

Have 2 or 3 participants share their thoughts about this and record the information in the box.

5-Minute Break

FOOD PREPARATION (45 minutes)

Have participants review the Food Safe principles before preparing the recipes.

Participants should stay in their Fat, Sodium, and Sugar groups. Have participants prepare the following recipes. **Note to Educator:** As we are still in the process of demonstrating how a complete meal should look, please make sure **all** recipes are prepared.

Group	Recipe Set #1	Recipe Set #2	Recipe Set #3 (non-cook)
Fat	Stewed Chick Peas	Fried Rice	Apple-Tuna Sandwiches
Sodium	Tossed Salad with Lite Vinaigrette Dressing		
Sugar	Refreshing Pineapple Fizz		

(NOTE: Once the Sugar group finishes, they should help the other groups.)

ASK: What else do we need to meet the MyPlate recommendations?

How to reinforce Lessons 1 - 3 during the food preparation activity:

- Lesson 1:
 - Display a demonstration plate with food in the recommended serving sizes according to MyPlate
- Lesson 2:
 - Wash hands and surfaces thoroughly before and after any food preparation.
 - Wear gloves (and change them often) during food preparation.
 - Wear hairnets and aprons during food preparation.
 - Clean vegetables under cold running water with a vegetable brush.
 - Do not talk over the food while it is being prepared or served.
- Lesson 3:
 - Keep Sodium, Sugar, and Fat low in food preparation.

Have 1 or 2 participants give their comments about the recipes. Record their responses below.

AWAY (5 minutes)

Write the following questions on a flipchart. Have participants write their responses on Post-it[®] notes and place them below each question on the flipchart (one Post-it[®] per question). Collect the Post-it[®] notes and attach them under each question below.

- What surprised you most about what you learned today?

- Name 2 to 3 ways of reducing your daily fat, sodium, or sugar intake.

- What, if anything, will you do differently in your life or at your feeding program based on what you have seen today?

Explain that any questions posted in the Parking Lot will be answered at the beginning of the next session.

MAKING THE MOST OF FOOD

Lesson 3: Making Healthy Choices (Part 1)

Materials List

- Every Session Kit **and** WebNEERS Entry Forms for new participants
 - Questions from previous session (with answers ready for participants)
 - Additional Poster: *Read It Before You Eat It*
 - Post-it® Flipchart paper
 - CD Player and lively, appropriate music
 - Cornell ESNY tablecloth
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- *Read It Before You Eat It* mini poster
http://teammnutrition.usda.gov/Resources/read_it.pdf
(4 to 5 laminated mini-posters for class use plus, one mini-poster to leave with the agency contact.)
 - Food labels from various types of food items (inc. popular snack foods)
 - Sugar content Activity supplies:
 - Empty containers: 20 oz. Soda, Fruit drink, 100% juice, Water
 - Container with Sugar
 - 1 tsp. Measuring spoon
 - Plastic cups (4)
 - Plastic Knife
 - Sugar Content calculation worksheet (from the Sugar Learning Station)
 - Pencil
 - Conversion Chart (from the Sugar Learning Station)
 - Sodium Content Activity supplies:
 - Bag containing Dairy Council food models
 - Labels / packages for Ramen Noodles, Ravioli and/or Spaghetti & meatballs
 - Fat Content Activity
 - Bag Containing
 - Meal #1: Fast Food Meal: French Fries, Apple Pie, Whole Milk, Cheeseburger
 - Meal #2: Dairy Council Food Models: Beef and Vegetable Stew, Whole Wheat Dinner Roll, Fresh Pear, Glass of 1% (Low fat) Milk,
 - 2 large paper plates
 - Fat gram cubes
 - Calculators (one for each group)
 - *Cut the Junk* pamphlet (one for each participant) **NEW ITEM!!**
 - 10 Tips from www.choosemyplate.gov (one set for each participant)
 - *Make Better Beverage Choices*
 - *Salt and Sodium*
 - *Build a Better Meal*
 - Copies of the recipes for the participants

- Kitchen equipment needed for recipes (use your own materials and consult with your site contact to find out if you may borrow equipment from the host facility)
- Pencils
- Gloves & hairnets