



Introduction

To have the good physical, mental, and emotional health we all want, we must understand the role of food in our lives: how much is recommended, what nutrients each food provides, and how to make healthy choices. This unit will help you make better decisions about the food you eat.

Focus Assignment

- Go online to www.healthierus.gov/dietaryguidelines/ and open the *Dietary Guidelines for Americans 2005* PDF document. (You can also download the document for later reference.)
- In Table 3 (Chapter 2, page 12 of the pdf file), find the estimated calorie requirement for your gender, age group, and activity level. Is the estimated calorie requirement higher or lower than you thought?
- In Figure 2 (Chapter 3, page 17 of the pdf file), find the body mass index (BMI) for your height and weight. (BMI for adults and children, and waist circumference for adults, are two measures to approximate body fat.) What does your BMI tell you?



UNIT 5 MAKING HEALTHY FOOD CHOICES 1

? Have the students discuss what they think of when they hear “healthy food choices.”

★ Have students complete the Focus Assignments (or another activity that you prefer). Use an informal evaluation of the Focus Assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills.

INSTRUCTOR NOTES

**Unit
Objective**

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

**Specific
Objectives**

1. Identify why the body needs food.
2. Determine factors that influence food choices.
3. Match the relationship between good nutrition and good health.
4. Identify ways to make healthy food choices based on the *Dietary Guidelines for Americans*.
5. Identify recommendations for each food group.
6. Identify healthy practices to follow when eating away from home or dining out.
7. Match healthy substitutes for specific foods.
8. Distinguish nutrition facts from fallacies.
9. Recognize characteristics of fad diets.
10. Profile your personal food choices using a food diary. (Assignment Sheet 1)
11. Interpret a Nutrition Facts panel. (Assignment Sheet 2)
12. Analyze your daily diet for nutrient content. (Assignment Sheet 3)



2 LIFE SKILLS: INDEPENDENT LIVING SKILLS

INSTRUCTOR NOTES



Making Healthy Food Choices

Unit
5



Objective 1: Identify why the body needs food.



WORDS YOU SHOULD KNOW

food	nutritive material taken into the body to create energy
energy	the power the body uses to maintain life, measured in kilocalories
kilocalorie	a unit by which food energy is measured; the amount of heat required to raise the temperature of one kilogram of water one degree Celsius; known by the more familiar term <i>calorie</i>
nutrient	a chemical substance in food that contributes to the proper functioning of the body

- Satisfy hunger and give pleasure
- Provide the body with nutrients

✓ **NOTE:** Read the Supplement, "Impact of Nutrient Levels in the Diet." (It appears before the Assignment Sheets.)



UNIT 5 MAKING HEALTHY FOOD CHOICES 3




Have the students brainstorm why they think the body needs food. Be sure they discuss the information listed with this objective.



Have the students make a list as they brainstorm their ideas. After every idea is listed, have them look at the list and combine or eliminate ideas to make the list a useful length.

INSTRUCTOR NOTES

? If time permits, have the students read and discuss the “Did you Know” information.

 Have the students research the effects of poor nutrition on a person’s health and well being. Present the information to the class in chart or other presentation format.

- Provide and replenish energy
 - ✓ **NOTE:** The body constantly uses its energy supply, even while you are sleeping.
- Build and repair cells
 - ✓ **NOTE:** The components of your body are helped to grow by building new cells and replacing worn out ones.
- Regulate body processes



EXAMPLES: breathing, digesting food, building new red blood cells



Even though you’re probably sitting down while you’re reading this, your body is anything but static. Thousands of enzymes in your body toil away every second of every day, breaking apart the components of the foods you eat into energy for essential life processes. Vision, movement, memory—you name it, there are enzymes at work behind the scenes. Enzymes work by making it possible for chemical reactions inside your body to take place. While that might not seem significant, consider the fact that without the help of enzymes, the conversion of nutrients and minerals into usable biological molecules such as proteins and nucleic acids might take weeks, even years. Enzymes can make this happen in minutes, sometimes seconds.

Source: National Institutes of Health, National Institute of General Medical Sciences



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INSTRUCTOR NOTES

Objective 2: Determine factors that influence food choices.

- **advertising**—Advertisements have a strong appeal on food choices. Television, magazine, and Internet ads for foods appeal to our tastes, emotions, attitudes, and lifestyles. Advertisements also encourage you to try a new product or continue using one. A catchy phrase or attractive packaging can help to make food seem more desirable.
- **availability**—Seasonal foods, such as pumpkins, are available only at certain times of the year. Weather affects not only the availability, but also the abundance and price of food. Government policies and the economy also affect the supply and price of food.



Pumpkins are native to the Americas and are members of the Cucurbit (gourd) family, which includes watermelon, cucumbers, and zucchini squash. The ornamental jack-o-lantern remains the most popular use of pumpkins in the United States. Although the most popular food use remains the traditional pumpkin pie, other food uses include bread, muffins, pudding, custards, soup, stuffing, and roasted seeds.



Source: USDA, Economic Research Service

- **convenience**—In a society that is always on the go, convenience is a high priority. Convenience foods are quick and easy for people who are busy and have little time or desire to prepare food themselves.



UNIT 5 MAKING HEALTHY FOOD CHOICES 5



Ask the students where they plan to eat this week. Have them brainstorm the reasons why they decide to eat where or what they do. Be sure they discuss the information listed with this objective.



If time permits, have the students read and discuss the “Did you Know” information.

INSTRUCTOR NOTES

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Ice cream was primarily a soda fountain product until the 1930’s when home refrigeration and installations of refrigerated cabinets in grocery stores became common. The growth of supermarkets and the appearance of specialty ice cream stores, such as Baskin-Robbins, in the 1950’s and 1960’s markedly affected ice cream merchandising. Retail sales rapidly shifted to supermarkets after the introduction of prepackaged half-gallon containers in the late 1940’s. Specialty ice cream stores, mostly chains or franchised operations, sold relatively high-priced ice cream with higher butterfat content or a different texture than the products available in supermarkets—and they also offered a wider selection of flavors.



Source: USDA, Economic Research Service

- **cultural and religious influences**—Shared language, customs, and values of a group have a strong influence on a person’s preference and choice of food. Foods from different cultures vary considerably in ingredients, taste, texture, and presentation and may not appeal to people who are not familiar with it. Many of the foods eaten in the United States have Native American origins. These foods were combined with those of the people settling here from other countries. Groups immigrating to the U.S. brought their own cooking and eating customs with them. Religious beliefs may also restrict the consumption of certain foods. They also might direct which foods should be eaten on special occasions.



Although a type of wine-pickled sauerkraut was reportedly made in China over 2,000 years ago, the Germans are credited with being the first to ferment cabbage using salt near the end of the 16th century. The word “sauerkraut” means “sour cabbage” in German. Since it kept well and contained vitamin C, sauerkraut sailed the open seas and helped prevent scurvy. Sauerkraut was introduced to America by German immigrants in Pennsylvania.

Source: USDA, Economic Research Service



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INSTRUCTOR NOTES

- **health**—Special diets are often required for people with diabetes, heart disease, food allergies, and other medical concerns. People who are trying to lose or gain weight may also follow strict diets.
- **lifestyle**—Trends in lifestyle, family structure, and living arrangements also influence food choices and nutrition.
 - Planning nutritional meals and snacks that are practical for your own lifestyle can have a great impact on your overall nutrition.
 - Often, food choices (and your resulting nutrition) are influenced by people around you and by your lifestyle.
 - Many people have food preferences and eating habits similar to those of the family that helped shape their food patterns as a child.
 - Single parent families may have financial, time, and energy limitations that affect food preparation. Families with two working parents may have the money to buy a variety of food, but less time and/or energy for food preparation.
- **personal preference**—Food choices are personal and not always sensible. You have likes and dislikes. The tastes of sugar and salt are widely shared preferences of many people. People tend to like foods associated with happy occasions. You may attach an intense dislike to foods you ate when you were sick or when you were required to eat them.



*Located on the tongue and back of the mouth are sensory receptors called **taste buds**. Special hair cells in the taste buds are chemoreceptors that react to molecules of material taken into the mouth. Information received by the hair cells is transmitted to the brain, where it is interpreted as the sense of taste.*

Source: U.S. Army Academy of Health Sciences

- **personal resources**—Personal resources such as finances and education may determine the food you eat. The more you know about food, nutrition, and health, the better able you are to make wise food choices. Knowledge of the nutritional value of food may help you avoid illness and improve your physical well-being.



UNIT 5 MAKING HEALTHY FOOD CHOICES 7



If time permits, have the students read and discuss the “Did you Know” information.

INSTRUCTOR NOTES



If time permits, have the students read and discuss the “Did you Know” information.

- **social influences**—Families play a large part in your eating habits and food choices. A health-conscious family may discourage junk foods and promote nutritious snacks and meals instead. Peer pressure and the desire to conform may also influence what you eat. Friends may encourage or discourage you.
- **trends and technology**—Advancements in technology have greatly improved the availability of food. Processing, storing, and transportation make most foods available around the world. Trends in society affect consumer demand, which influences the kinds of foods manufacturers produce and market. For example, the fitness and wellness trend has increased the production and consumption of fat-free and low-fat foods.



*? ? ?
? Did You Know?
? ? ?*

In the late 1800s, potato production was centered in New York, Pennsylvania, and Ohio. However, as Americans moved west so did potato production. Michigan and Wisconsin became major producers in the early 1900s, but New York remained the leading producer until Maine took over in the mid-1920s. Rail transportation and the refrigerated railcar, combined with expanding potato production in western states, helped potatoes from Idaho, Colorado, and California begin to compete in eastern U.S. markets during the 1930s and 1940s. Maine remained the leading producer until the late 1950s, when the rising popularity of processed (especially frozen) potatoes vaulted Idaho into the lead with its Russet Burbank variety.

Source: USDA, Economic Research Service



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INSTRUCTOR NOTES

Objective 3: Match the relationship between good nutrition and good health.



WORDS YOU SHOULD KNOW

cholesterol	a fat-like substance found in all animal foods and saturated fats; chemical found in blood, tissue, and digestive juices
fatty acids	the basic chemical units in fat; either saturated, monounsaturated, or polyunsaturated (depending on the amount of hydrogen they contain)
fiber	“roughage”; contained only in foods that come from plants, such as fruits, vegetables, whole-grain breads and cereals, dry beans and peas, nuts, and seeds; helps keep the digestive tract healthy and aids in digestion by moving food through the intestine
osteoporosis	a condition of lowered bone mass or density
saturated fat	a type of fatty acid in foods that are usually of animal origin (meat and dairy products) and that are also found in some vegetable fats (such as in coconut, palm, and palm kernel oil)
soluble	can be dissolved

- **cancer**—Diets high in fat increase the risk of some types of cancer, such as cancers of the breast, colon, and prostate. Low-fat diets reduce the risks of some cancers. Diets low in fat and rich in fiber-containing grain products, fruits, and vegetables may reduce the risk of some types of cancer.



UNIT 5 MAKING HEALTHY FOOD CHOICES 9



Ask the students to discuss what they know about nutrition and health. Be sure they discuss the information listed with this objective.

INSTRUCTOR NOTES



If time permits, have the students read and discuss the “Did you Know” information.



In 1913, the word **cancer** was rarely spoken in public, and it was omitted from obituaries. *The Ladies’ Home Journal* launched one of the first public discussions of the disease in an article entitled “What Can We Do About Cancer?” The same year, the American Society for the Control of Cancer—the future American Cancer Society—was formed. It offered a public reading room with information on cancer symptoms and available treatments.

Source: U.S. Department of Health and Human Services

- **coronary heart disease**—Diets high in saturated fat and cholesterol increase blood cholesterol levels. As a result, such diets increase the risk of coronary heart disease. Diets low in saturated fat and cholesterol decrease the risk of coronary heart disease. Diets low in saturated fat and cholesterol and rich in fruits, vegetables, and grain products that contain fiber (particularly soluble fiber) may reduce the risk of coronary heart disease.

*The body needs cholesterol to function normally. However, the body makes all of the cholesterol that it needs. Over a period of years, extra cholesterol and fat circulating in the blood are deposited in the walls of the arteries that supply blood to the heart. These deposits make the arteries narrower and narrower. As a result, less blood gets to the heart and the risk of coronary heart disease increases. Cholesterol travels in the blood in packages called lipoproteins. **Low-density lipoprotein** (LDL) carries most of the cholesterol in the blood. Cholesterol packaged in LDL is often called “bad” cholesterol, because too much LDL in blood can lead to cholesterol buildup and blockage in the arteries. Another type of cholesterol, which is packaged in **high-density lipoprotein** (HDL), is known as “good cholesterol.” That is because HDL helps remove cholesterol from the blood, preventing it from piling up in the arteries.*

Source: National Institutes of Health, National Heart, Lung, and Blood Institute



If time permits, have the students read and discuss the “Did you Know” information.



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INSTRUCTOR NOTES

- **diabetes**—If you have diabetes, your body cannot make or use insulin. Insulin helps change sugar into energy to keep you alive. *Type 1 diabetes* is found mostly in children and young adults. *Type 2 diabetes* is usually found in people over age 45, who have diabetes in their family, who are overweight, who do not exercise, and who have cholesterol problems. It is also common in certain groups, such as African-Americans, Native Americans, and Hispanics, and in women who had diabetes when they were pregnant. Treatment for diabetes includes insulin injections, diabetes pills, and diet and exercise. People with diabetes must carefully control their blood sugar levels and check their blood sugar level every day. Eating healthy foods in the right amounts will also help people manage their weight and their diabetes.



A person's blood sugar level rises after eating any meal that contains carbohydrates or protein. Table sugar (also called sucrose) counts as a carbohydrate. Artificial sweeteners do not count as carbohydrates or fats. They make food taste sweet, but they do not raise blood sugar levels and have little or no calories.

Source: FDA

- **eating disorders**—Eating disorders, such as *anorexia nervosa* and *bulimia nervosa*, are treatable medical illnesses that rob the body of nutrients needed to create and maintain good health. People suffering from eating disorders can experience a wide range of physical health complications, including serious heart conditions and kidney failure that may lead to death.



- *Anorexia nervosa* is actually self-imposed starvation. A person with *anorexia nervosa* is very fearful of being “fat” (even when the person is extremely underweight), eats little or nothing, has eating “rituals” (such as cutting food into little pieces or eating very slowly), exercises as much as possible to burn calories, and denies being hungry.

- *Bulimia nervosa* is an eating disorder in which the person eats large amounts of food, then eliminates the food by vomiting or by using laxatives and/or diuretics.



- **hypertension**—Hypertension (high blood pressure) is a risk factor for coronary heart disease and stroke death. High sodium intake levels can raise blood pressure. Diets low in sodium may help lower blood pressure and reduce related risks in many people.



UNIT 5 MAKING HEALTHY FOOD CHOICES 11



If time permits, have the students read and discuss the “Did you Know” information.

INSTRUCTOR NOTES

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From primitive to modern times, every human being has had an association with salt. Prehistoric human beings obtained their salt primarily from the meat of the animals they hunted. These animals often were found congregating around salt springs or salt licks. With the beginning of an agricultural society, humankind found the need to supplement vegetable and cereal diets with extra quantities of salt.



Source: U.S. Department of the Interior, Bureau of Mines

- **osteoporosis**—Low calcium intake is one risk factor for osteoporosis. Adequate calcium intake throughout life helps maintain bone health by increasing the amount of bone formed in the teens and early adult years. It also helps slow the rate of bone loss later in life.



About 70% of fractures in people over the age of 45 are related to osteoporosis. Osteoporosis is more common in women than in men. The loss of hormones that occurs after women have gone through menopause causes their bones to become less dense, or thinner, and therefore more prone to breaking.

Source: U.S. Department of Health and Human Services

- **tooth decay**—Bacteria and sugar combine in the mouth to form dental plaque. The plaque provides a good surface for bacteria to live and multiply, leading to tooth decay. Stomach acid from purging by bulimics also erodes tooth enamel.



Enamel is the hardest substance of the human body.

Source: U.S. Army Medical Department Center and School



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INSTRUCTOR NOTES

Objective 4: Identify ways to make healthy food choices based on the Dietary Guidelines for Americans.

- **Know your daily calorie needs.** *The Dietary Guidelines for Americans, 2005* estimates calories needed to maintain energy balance based on gender, age, and level of physical activity:

Gender	Age (years)	Light Physical Activity	Moderately Active	Active
Child	2-3	1,000	1,000-1,400	1,000-1,400
Female	4-8	1,200	1,400-1,600	1,400-1,800
	9-13	1,600	1,600-2,000	1,800-2,200
	14-18	1,800	2,000	2,400
	19-30	2,000	2,000-2,200	2,400
	31-50	1,800	2,000	2,200
	51+	1,600	1,800	2,000-2,200
Male	4-8	1,400	1,400-1,600	1,600-2,000
	9-13	1,800	1,800-2,200	2,000-2,600
	14-18	2,200	2,400-2,800	2,800-3,200
	19-30	2,400	2,600-2,800	3,000
	31-50	2,200	2,400-2,600	2,800-3,000
	51+	2,000	2,200-2,400	2,400-2,800

Light Physical Activity = the light physical activity associated with typical day-to-day life
Moderately Active = the physical activity equal to walking about 1.5-3 miles per day at 3-4 miles per hour, in addition to the light physical activity associated with typical day-to-day life
Active = the physical activity equal to walking more than 3 miles per day at 3-4 miles per hour, in addition to the light physical activity associated with typical day-to-day life

- **Eat a variety of nutrient-packed foods every day within your calorie needs.**

- Emphasize fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products.
- Include lean meats, poultry, fish, beans, eggs, and nuts.
- Limit saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.



✓ **NOTE:** Read the Nutrition Facts labels on foods. Look for foods that are low in saturated fats and trans fats. Choose and prepare foods and drinks with little salt and/or added sugars.



UNIT 5 MAKING HEALTHY FOOD CHOICES 13



Ask the students to discuss their eating habits and compare them to the *Dietary Guidelines for Americans*. Be sure they discuss the information listed with this objective.



Using the internet or another reference source, have the students research the different roles of the FDA, USDA, and HHS.

INSTRUCTOR NOTES



If time permits, have the students read and discuss the “Did you Know” information.

- **Balance your food and physical activity.** Be physically active for at least 30 minutes most days of the week. (About 60 minutes a day may be needed to prevent weight gain.)



*If you eat 100 more food calories a day than you burn, you'll gain about one pound in a month. That's about 10 pounds in a year. The bottom line is that to lose weight, it's important to **reduce** calories and **increase** physical activity.*

Source: USDA and U.S. Department of Health and Human Services

- **Get the most nutrition from your calories.** Choose nutrient-dense foods from each food group each day. Foods that are rich in nutrients and have a low calorie count are nutrient dense. Nutrient-dense foods provide more nutrients than calories. For example, a bowl of vegetable soup is high in nutrient density. Low nutrient density foods have “empty” calories; they are high in calories without providing worthwhile nutrients. For example, a candy bar is low in nutrient density. The more foods and beverages that you consume that are low in nutrient density, the harder it will be for you to get enough nutrients without gaining weight.

- **Use the Nutrition Facts label on packaged foods.** The label can help you make healthier food choices.

► **Follow these tips:**

- Keep these LOW—saturated fats, trans fats, cholesterol, and sodium.
- Get enough of these—potassium, fiber, vitamins A and C, calcium, and iron.
- Use the % Daily Value (DV) column when possible—5% DV or less is low, 20% DV or more is high.

- **Know how many calories you are consuming.** Check the serving size and the number of servings per container. The calories and the % DV of the nutrients are based on one serving. *If you eat more than one serving, then you are actually multiplying the calories and the % DV listed.*



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INSTRUCTOR NOTES

- **Compare the calories with the nutrients listed.** Decide if the food is worth eating. If the food is low in nutrient density—if it has “empty calories”—then it may not be the best choice.

EXAMPLE: A candy bar is high in calories but does not provide any worthwhile nutrients. The calories are “empty.”

- **Look for foods and beverages that are low in added sugars.** Sugars contribute calories with few, if any, nutrients. Names for added sugars include sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose.

- **Look for foods that are low in saturated fats, trans fats, and cholesterol.** (Most of the fats you eat should be polyunsaturated and monounsaturated fats.) Keep your total fat intake between 20% and 35% of your calories.

✓ **NOTE:** *Saturated fat* boosts your blood cholesterol level more than anything else in your diet. Eating less saturated fat is the best way to lower your blood cholesterol level. *Unsaturated fat* does not raise blood cholesterol levels, but like all fats it has 9 calories a gram.

- **Reduce your intake of sodium (salt) and increase your intake of potassium.** Potassium counteracts some of the effects of sodium on blood pressure. Most of the sodium that people eat comes from processed foods—not from the saltshaker.



Your preference for salt is not fixed. After consuming foods lower in salt for a period of time, taste for salt tends to decrease.

Source: USDA and U.S. Department of Health and Human Services, Dietary Guidelines for Americans, 2005



UNIT 5 MAKING HEALTHY FOOD CHOICES 15




If time permits, have the students read and discuss the “Did you Know” information.

INSTRUCTOR NOTES



Ask the students to discuss the recommendations for each food group. Be sure they discuss the information listed with this objective. They may want to summarize the discussion by making a chart or list.


Objective 5: Identify recommendations for each food group.

GRAINS	EXAMPLES	HOW
<p>Make at least half of the total grains you eat, whole grains.</p>	<p>brown rice, buckwheat, oatmeal, wild rice, whole wheat bread, crackers, pasta, and tortillas</p> 	<ul style="list-style-type: none"> • Check the ingredients list on product labels. Look for “whole” or “whole grain” before the name of the grain. • Check the Nutrition Facts label for the fiber content—a clue to the amount of whole grain in the product. • Choose 100% whole grain breads or mixed whole and white flour breads. • Substitute for whole grain options as often as possible. • Add whole grains to soups, stews, and casseroles.
VEGETABLES	EXAMPLES	HOW
<p>Eat recommended amounts of vegetables and choose a variety of them each day.</p>	<ul style="list-style-type: none"> • fresh, frozen, and canned (preferably no-salt-added) vegetables • potassium-rich vegetables such as sweet potatoes, tomato products, lima beans, winter squash, spinach, and split peas 	<ul style="list-style-type: none"> • Include vegetables in lunch, dinner, and snacks. • Include vegetables in main dishes, side dishes, and salads. • Add vegetables to soups, stews, casseroles, and stir-fry dishes.
FRUITS	EXAMPLES	HOW
<p>Eat recommended amounts of fruit and choose a variety of them each day.</p>	<ul style="list-style-type: none"> • canned (in juice or water is best), frozen, and dried fruits • potassium-rich fruits such as prune juice, bananas, cantaloupe, honeydew, orange juice, dried peaches or apricots 	<ul style="list-style-type: none"> • Use fruit in salads, toppings, desserts, and/or snacks. • Use fruit in place of sweet toppings. • Choose fruits that are in season to increase variety.
MILK, YOGURT, AND CHEESE	EXAMPLES	HOW
<p>Consume 3 cups of fat-free or low-fat milk, or an equivalent amount of yogurt or cheese, each day.</p>	<ul style="list-style-type: none"> • 1 cup milk = 1 cup yogurt • 1 cup milk = 1-1/2 oz. natural cheese • 1 cup milk = 2 oz. of processed cheese • calcium-fortified beverages • fortified breakfast cereals 	<ul style="list-style-type: none"> • Drink fat-free (skim) or low-fat (1%) milk as a beverage. • Use fat-free or low-fat milk or yogurt on cereal. • Eat fat-free or low-fat yogurt as a snack. • Choose low-fat cheeses.



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INSTRUCTOR NOTES

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS	EXAMPLES	HOW
Make choices that are low-fat or lean.	lean meats, poultry, fish, eggs dry beans and peas, nuts and seeds 	<ul style="list-style-type: none"> • Choose cuts of meats that are low in fat and ground beef that is extra lean (at least 90% lean) • Trim fat from meat. Remove the skin from poultry before cooking or eating it. Drain fat from ground meats after cooking. • Use preparation methods that do not add fat, such as grilling, poaching, or roasting. • Choose lean turkey, roast beef, or ham or low-fat lunch meats.
FATS AND OILS	EXAMPLES	HOW
Choose mostly fats that are monounsaturated or polyunsaturated.	canola oil, olive oil, peanut oil, corn oil, sunflower oil	<ul style="list-style-type: none"> • Substitute vegetable oils for solid fats like butter, stick margarine, shortening, or lard. • Substitute nuts for meats or cheese as a snack or part of a meal. • Choose fish that are rich in omega-3 fats such as salmon, trout, and herring.
SUGARS AND SWEETS	EXAMPLES	HOW
Choose and prepare foods and beverages that contain little added sugars or caloric sweeteners.	added sugars include high fructose corn syrup, other syrups, sucrose, glucose, fructose, lactose, maltose, brown sugar, honey, molasses, fruit concentrates, and raw sugar	<ul style="list-style-type: none"> • Drink water, fat-free milk or unsweetened tea or coffee most often. • Limit sweet snacks and desserts. • Choose unsweetened cereals; then, add sugar or other sweeteners only to taste. • Choose canned fruits in 100% fruit juice or water—not syrup.



INSTRUCTOR NOTES



If time permits, have the students read and discuss the “Did you Know” information.



If time permits, show the video *Nutrition in the Fast Lane* available from CIMC. See the Resources list at the end of this unit. Have the students identify strategies as they watch. Some are already listed on the student page. Strategies are:

Ask for low-calorie dressings and for whole wheat bread.

Ask for a take-home box instead of eating everything. Eat in moderation.

Ask for substitutions.

Avoid fried foods.

Balance eating a variety of foods without getting too much fat, saturated fat, cholesterol, sugars, sodium or alcohol. Eat a variety of foods from each of the food groups.

Choose cooking methods that do not use fat. Choose low-salt and low-fat foods. Choose lower calorie foods.

Include milk in the diet each day.

Limit the extras such as gravies, sauces, and butter or margarine.

Limit sugar intake.

Order small portions; request the mini plate or lite plate if available.

Use mustard in place of mayonnaise or ketchup.

SALT	EXAMPLES	HOW
Choose and prepare foods with little salt.	<ul style="list-style-type: none"> Added salt (sodium) is often in processed meats and in fresh chicken, turkey, and pork enhanced with salt-containing solution Foods with less than 140 mg sodium per serving can be labeled as “low sodium” foods. 	<ul style="list-style-type: none"> Choose foods that have less sodium. Use the Nutrition Facts label. Prepare more foods using fresh ingredients—most sodium in the food supply comes from packaged foods.



Flavor is one of the most important qualities of orange juice, and aroma compounds are significantly responsible for the fresh-squeezed taste consumers prefer. Unfortunately, those aroma compounds evaporate away during the condensing process used to make frozen concentrated orange juice. The aroma compounds—blended into mixtures—are sold to juice companies as “flavor packs” and are added back into the juice along with water before the juice is marketed.

Source: USDA, Economic Research Service

Objective 6: Identify healthy practices to follow when eating away from home.

- Ask for a to-go box or bag instead of eating everything on your plate.
- Ask for substitutions.
EXAMPLE: A green vegetable or salad instead of French fries
- Avoid high-calorie foods such as French fries, desserts, fried foods, creamy salad dressings, malts, pasta salads, and soft drinks.
- Choose cooking methods that use little or no fat.
EXAMPLES: Stir-frying, broiling, baking, poaching, steaming, roasting, stewing
- Eat at different restaurants and choose restaurants that offer a variety of food.



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Though botanically a fruit, in 1893 the U.S. Supreme Court ruled the tomato was a vegetable (NIX v. HEDDEN, 149 U.S. 304). The import tax placed on vegetables (but not fruits) protected U.S. tomato growers from foreign markets.

Source: USDA



- Limit the extras such as gravies, sauces, and butter or margarine.
 - Order items that offer more nutrition.
- EXAMPLES: Salads, low-oil salad dressing, vegetable plates, whole-grain bread, milk, fruit juice
- Request the mini-plate if available.
 - Share a meal.
 - On a long commute or trip, avoid impulsive, less healthful snacks—pack fresh fruit, cut-up vegetables, string cheese sticks, unsalted nuts, and other healthier choices.

Objective 7: Match healthy substitutes for specific foods.

- Egg substitutes can take the place of whole eggs.
 - ✓ **NOTE:** Egg substitutes are made mostly from real egg whites. They contain no egg yolks. As a result, they are cholesterol-free, fat-free, and lower in calories than whole eggs. They compare closely to whole eggs in most nutrient values, but can cost more.
- In many instances, two egg whites can substitute for one whole egg.
- Legumes, nuts, and wheat and soy protein products can substitute for meat, poultry, and fish. When these and other plant foods are supplemented with milk, milk products, and eggs, this diet poses no serious health problems.
- Plain, unflavored yogurt can often substitute for sour cream.
- Milk can often substitute for cream in most sauces (but in a smaller amount).
- Dry cottage cheese may be used in place of ricotta cheese.



UNIT 5 MAKING HEALTHY FOOD CHOICES 19



Provide samples of restaurant menus. Discuss how to make healthy choices from them.



If time permits, have the students read and discuss the “Did you Know” information. Have the students explain why it is actually a fruit.



Ask the students to discuss food substitutes they know about. Ask how many of them they have tried. Be sure they discuss the information listed with this objective.

INSTRUCTOR NOTES

? If time permits, have the students read and discuss the “Did you Know” information.

? Ask the students to discuss nutrition and diets. Ask if they ever believed any of the fallacies. Be sure they discuss the information listed with this objective.

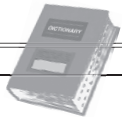
- Cooking oil can substitute for melted shortening (but not for a solid fat in baking).
- For added fiber and nutrients, whole-grain flour can substitute for half the amount of all-purpose flour.
- If a recipe calls for butter, its cholesterol and saturated fat content can be lowered by substituting all-vegetable shortening or margarine.



In the second half of the 19th century, Americans were the tallest people in the world and relatively underweight compared with Northern Europeans. Americans, however, lost the height advantage in the second half of the 20th century and today are shorter than Northern Europeans while becoming among the heaviest people in the world.

Source: USDA, Economic Research Service

Objective 8: Distinguish nutrition facts from fallacies.



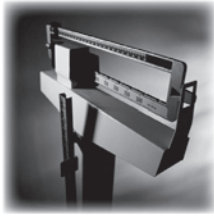
WORDS YOU SHOULD KNOW

fad diet	a weight loss program that is popular for a short period of time
fallacy	a wrong or false idea



20 LIFE SKILLS: INDEPENDENT LIVING SKILLS

INSTRUCTOR NOTES

FALLACY	FACT
A fad diet is a nutritionally sound way to lose weight.	<ul style="list-style-type: none"> • Initial weight loss is mostly water loss. Most weight lost is quickly regained after fad dieting is over. • Fad diets do not contain all of the necessary nutrients. • Possible effects of fad diets include muscle weakness, fatigue, depression, interference with the body's normal functions, and/or death.
Diet pills are a safe and effective way to lose weight. 	<ul style="list-style-type: none"> • No scientific proof exists of any benefit to most people from diet pills. • Diet pills may be dangerous. People with high blood pressure, pregnant women, or women nursing babies should not use diet pills without first checking with a health care professional. • Diet pills purchased without a prescription contain one or more mild stimulants (such as caffeine). • People who take diet pills often regain weight faster than dieters who only temporarily change their eating habits.
Taking a multi-purpose vitamin every day is a healthy substitute for eating a variety of foods.	<ul style="list-style-type: none"> • Eating a variety of foods is the best way to get all the nutrients the body needs. The body needs protein, carbohydrates, fiber, and essential fats that are not present in vitamin pills.
Eating a completely fat-free diet is a wise choice.	<ul style="list-style-type: none"> • Reducing—not eliminating—fat is the wisest choice. The body needs some fat to store energy, to circulate fat-soluble vitamins, and to support cell walls.
Starchy foods—like potatoes, pasta, and bread—are fattening.	<ul style="list-style-type: none"> • Starchy foods are generally low in fat and high in complex carbohydrates and fiber. It is the fat often used in cooking starchy foods, in addition to the sauces and butter often served with them, that are fattening.
Large doses of vitamin C can help prevent and cure the common cold.	<ul style="list-style-type: none"> • No proven research exists that any amount of vitamin C can prevent or cure colds. • Large doses of vitamin C have been linked to the formation of kidney stones, stomach illnesses, and other health problems.



INSTRUCTOR NOTES



Ask the students if they have ever tried, or knew someone who tried, a fad diet. Have them discuss diets they see advertised. Be sure they discuss the information listed with this objective.



If time permits, have the students read and discuss the "Did you Know" information.

Objective 9: Recognize characteristics of fad diets.

- Sounds too good to be true.
- Promises weight loss without exercise or lifestyle changes.
- Allows unlimited portion sizes.
- Promises weight loss of more than 1-2 pounds per week.
- Backs up weight loss claims only with personal testimonials and case studies (not verified with scientific data).
- Lists "good" and "bad" foods and/or focuses on whole food groups (to include or exclude).
- Requires you to purchase special pills, bars, shakes, or other foods.
- Uses terms such as "fat blocker," "fat burner," and others.
- Does not warn about possible medical problems or complications.
- Tries to scare you into following a specific diet plan.



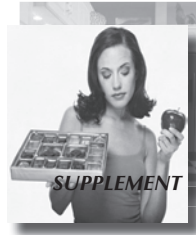
Lifestyle change in diet and physical activity is the best first choice for weight loss.

Source: DHHS and USDA, *Dietary Guidelines for Americans*, 2005



INSTRUCTOR NOTES

IMPACT OF NUTRIENT LEVELS IN THE DIET



CARBOHYDRATES

Functions

- Provide a quick source of energy for the body. (Carbohydrates are digested and absorbed into the body more quickly than proteins or fats.)
- Keep tissue proteins (such as that found in muscle) from being broken down by the body for use as an energy source.
- Prevent fats from being inefficiently combined with oxygen to be burned by the body cells for fuel and energy.
- Provide bulk to aid digestion and elimination (fiber).
- Provide glucose, an immediate energy source.
- Provide lactose (milk sugar).

Principal Food Sources

- Sugar—fruit, fruit juice, table sugar, honey, molasses, soft drinks and other sweets, milk (lactose or milk sugar)
- Starch—grains (bread, cereal, pasta), potatoes, rice, legumes (dried peas and beans)
- Fiber—bran, whole grain foods, vegetables (raw and unpeeled), fruit (raw and unpeeled), nuts, seeds, popcorn, legumes (dried peas and beans)



UNIT 5 MAKING HEALTHY FOOD CHOICES 23

INSTRUCTOR NOTES

Nutrient	If Too Much	If Not Enough
CARBOHYDRATES	<ul style="list-style-type: none"> • Store extra starch and sugar as fat • Tooth decay and gum disease 	<ul style="list-style-type: none"> • Kidney damage • Fatigue, lack of physical energy • Constipation, intestinal diseases

FATS (triglycerides)

Functions

- Are a more concentrated source of heat and energy than carbohydrates or proteins.
- Are a source of essential fatty acids needed for normal cells and metabolism and for the normal growth and maintenance of tissue.
- Store energy in adipose tissue (groups of cells that store fats). (Fats provide padding to protect vital organs against trauma. Fats also act as insulation for body temperature.)
- Slow digestion in the stomach. (Fatty food remains in the stomach longer and gives a feeling of fullness.)
- Add flavor to food.
- Are needed to transport fat-soluble vitamins (vitamins A, D, E, and K).

Principal Food Sources

- Saturated fats from plant sources—chocolate, coconut and coconut oil, palm oil, palm kernel oil, hydrogenated vegetable shortenings
- Saturated fats from animal sources—red meats, egg yolks, lard, butter, cream or whole milk, ice cream, whole milk cheese, poultry
- Unsaturated fats (monounsaturated and polyunsaturated) from plant sources—vegetable oils that have not been hydrogenated, avocados and a variety of nuts, monounsaturated fats (found mainly in olive, canola and peanut oils), monounsaturated fats (found in semisoft margarine made from vegetable oils), polyunsaturated fats (found mainly in fats from plants such as corn, sunflower, cottonseed, and soybean oils)



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INSTRUCTOR NOTES

- Unsaturated fats from animal sources—polyunsaturated and monounsaturated fats (found in some types of fish), monounsaturated fats (found in some types of poultry)

Nutrient	If Too Much	If Not Enough
FATS (triglycerides)	<ul style="list-style-type: none"> • Stored as body fat • Heart disease, high blood pressure 	<ul style="list-style-type: none"> • Loss of weight, loss of energy

PROTEINS

Functions

- Help the body build new cells and repair old ones.
- Are used for energy if the body does not get enough carbohydrates or fat.
- Help make antibodies that fight infection.
- Help form hormones that regulate body processes.
- Combine with the mineral iron to form hemoglobin in red blood cells.
- Help with normal blood clotting.

Principal Food Sources

- Complete proteins—fish, poultry, meat, dairy products, eggs
- Incomplete proteins—grains (bread, cereal, pasta), nuts, legumes (dried peas, beans)

✓ **NOTE:** Incomplete proteins can be combined in the diet to make complementary proteins that provide the essential amino acids found in complete proteins. (Amino acids are the building blocks of proteins. Essential amino acids are the ones your body cannot make.) The body makes its own complete proteins if a variety of plant foods and enough calories are eaten during the day. Complementary proteins can be used by vegetarians to maintain good health. For example, pinto beans and cornbread or peanut butter and wheat bread will provide the essential amino acids found in a complete protein.



UNIT 5 MAKING HEALTHY FOOD CHOICES 25

INSTRUCTOR NOTES

Nutrient	If Too Much	If Not Enough
PROTEINS	<ul style="list-style-type: none"> • Converted and stored as fat • Large doses of amino acids supplements can be toxic; may promote cancer; blood disease 	<ul style="list-style-type: none"> • Poor muscle development • Lower resistance to infection; slower recovery from injuries or illness • Loss of weight and energy • Kwashiorkor (deficiency disease that causes mental retardation); inability to resist disease; stunted growth

VITAMINS

Functions

- Help speed the chemical processes in your body.
- Do not provide energy.
- Do not become part of or build any part of your body.

PRINCIPAL FOOD SOURCES

- Vitamin A—liver, whole milk, cream, butter, cheese, egg yolk, green and yellow vegetables, yellow fruits
- Vitamin D—vitamin D fortified milk, egg yolks, liver
- Vitamin E—vegetable oils, egg yolks
- Vitamin K—green leafy vegetables, liver, cauliflower, cabbage
- Vitamin C—citrus fruits, tomatoes, cabbage, potatoes, strawberries
- Vitamin B1—enriched and whole grain cereals, pork, legumes (beans and dried peas), liver, oysters



26 LIFE SKILLS: INDEPENDENT LIVING SKILLS

INSTRUCTOR NOTES

- Vitamin B2—milk, cheese, yogurt, liver, kidneys, legumes, whole grain and enriched cereals
- Vitamin B6—whole grain and enriched cereals, avocados, bananas, green leafy vegetables, potatoes, oatmeal, meat (especially organ meat), fish
- Vitamin B12—lean meat, organ meat, eggs, dairy products
- Niacin—enriched breads and cereals, organ meats, legumes, nuts
- Folic acid—green leafy vegetables, organ meats, asparagus, lima beans
- Biotin—egg yolk, organ meats, mushrooms, peanuts, dark green vegetables
- Pantothenic acid—organ meats, eggs, whole grain cereals and breads, nuts, dark green vegetables



As World War II loomed in Europe, some critics began to complain about the vitamin deficiencies of processed food, particularly bread, and they linked such food to the dismal health status of many new military recruits. In 1940 and 1941, physicians at Mayo Clinic found that teenagers placed on a diet low in thiamine (vitamin B1) became surly and uncooperative. As a result, the Federal Government had millers restore thiamine (dubbed the “morale vitamin”) into bread flour.

Source: USDA, Economic Research Service

Nutrient	If Too Much	If Not Enough
VITAMINS		
Vitamin A (retinol)	Excess unlikely; fatigue, headaches, nausea, stunted growth in children	Eyes sensitive to light, night blindness, stunted growth in children
Vitamin D (calciferol)	Weight loss, kidney stones, lung damage, deafness	Rickets (disease), body will not use calcium and phosphorus properly
Vitamin E (tocopherol)	Nausea, dizziness, extreme fatigue, muscle weakness	Shortage is rare; muscles become wasted
Vitamin K (phytonadione)	Jaundice in infants	Shortage is rare; loss of calcium from bones
Vitamin C (ascorbic acid)	Diarrhea, kidney and bladder infections	Weakness, bleeding gums, bruising, appetite and weight loss

UNIT 5 MAKING HEALTHY FOOD CHOICES 27



If time permits, have the students read and discuss the “Did you Know” information.

INSTRUCTOR NOTES

Nutrient	If Too Much	If Not Enough
Vitamin B1 (thiamine)	Unknown	Swelling of heart, leg cramps, numbness in hands and feet
Vitamin B2 (riboflavin)	Unknown	Sore tongue, eyes sensitive to light, skin disorders
Vitamin B6	Joint stiffness, dependency on high doses	Skin disorders, nausea, anemia, kidney stones, depression
Vitamin B12	Unknown	B12 deficiency anemia, paleness, heart fluttering, numbness in hands and feet, loss of balance
Niacin	Increased blood sugar, liver abnormalities, ulcers	Sore mouth, mental confusion, cracked skin
Folic acid	May mimic symptoms of B12 shortage	Anemia
Biotin	Unknown	Shortage is rare; loss of appetite, fatigue, depression
Pantothenic acid	Need for thiamine increases, thiamine shortage possible	Shortage is rare; abdominal cramps, fatigue, restlessness, inability to sleep

MINERALS

Functions

- Used by the body for many different processes.
- Become part of the body: bones, tissues and fluids.

Principal Food Sources

- Calcium—milk and milk products, egg yolks, green leafy vegetables, fish eaten with bones (such as canned fish)



28 LIFE SKILLS: INDEPENDENT LIVING SKILLS

INSTRUCTOR NOTES



Calcium is the most abundant mineral in the human body and it is essential for life. Over 99 percent of total body calcium is found in the teeth and bones. The remainder is present in blood, extracellular fluid, muscle, and other tissues, where it helps regulate the heartbeat and blood pressure, sends nerve impulses, helps clot blood, stimulates hormone secretions, and activates enzyme systems.

USDA, Economic Research Service

- Phosphorus—milk and milk products, fish, poultry, legumes, whole grain breads and cereals
- Magnesium—organ meats, whole grain cereals and breads, nuts, legumes, green leafy vegetables, milk, egg yolks
- Sodium—found in most foods, table salt, baking powder, baking soda, cheese, processed foods
- Chlorine—found in most foods, table salt
- Potassium—fish, meat, bananas, citrus fruit, milk
- Iodine—saltwater seafood, iodized salt, most foods of animal origin
- Zinc—seafood, meat, eggs, poultry, milk, whole grains
- Iron—liver, kidney, heart, lean meats, egg yolks, nuts, dried fruits, whole grain and enriched breads and cereals, legumes



Iron is found in all body cells. As a component of hemoglobin in the blood and myoglobin in the muscles, iron carries oxygen. Iron-deficiency anemia is the most common nutritional deficiency in the United States; symptoms include decreased exercise tolerance, fatigue, and decreased immunity to illnesses and, particularly in children, abnormal growth and cognitive development.

Source: USDA, Economic Research Service

Nutrient	If Too Much	If Not Enough
MINERALS		
Calcium	Kidney stones	Osteoporosis (bone loss), poorly formed bones and teeth, high blood pressure



UNIT 5 MAKING HEALTHY FOOD CHOICES 29



If time permits, have the students read and discuss the “Did you Know” information.



If time permits, have the students read and discuss the “Did you Know” information.

INSTRUCTOR NOTES

Nutrient	If Too Much	If Not Enough
Phosphorus	Removal of calcium from bones	Poor bones, teeth and growth
Magnesium	Unknown	Muscle tremors, shaking
Sodium, Chlorine, Potassium	High blood pressure, edema (swelling)	Fainting, vomiting, water balance is upset
Iodine	Unknown	Goiter (large swelling of thyroid gland in neck)
Zinc	Fever, nausea, vomiting	Loss of sense of smell, poor appetite, slow healing, retarded growth
Iron	Liver damage, constipation	Iron deficiency anemia, fatigue, weakness
Water	Not a health hazard. Water is lost through elimination and perspiration.	Dehydration, dry mouth, fatigue

WATER

Functions

- Helps change food into nutrients.
- Transports water-soluble vitamins.
- Transports nutrients to the cells.
- Carries wastes to intestines for elimination.
- Regulates body temperature.



Only one percent of all the world's water can be used for drinking. Nearly 97 percent of the world's water is salty or otherwise undrinkable, and the other two percent is locked away in ice caps and glaciers. There is no "new" water: whether our source water is a stream, river, lake, spring, or well, we are using the same water the dinosaurs used millions of years ago.

Source: EPA, *Water On Tap: what you need to know*



30 LIFE SKILLS: INDEPENDENT LIVING SKILLS

? If time permits, have the students read and discuss the "Did you Know" information.

INSTRUCTOR NOTES



Unit 5

Making Healthy Food Choices

Name _____

Score _____



i For general instructions on all Assignment Sheets refer to the upfront materials at the beginning of this book. (The general instructions appear in the introductory pages of this edition.)

Objective 10: Profile your personal food choices using a food diary.

Basic Skills



Introduction

Many factors influence your choice of foods. Often, you may not realize all of the factors that affect your decisions. A food diary can help you to profile your food choices—and why you made them.

Equipment and Supplies

- Pen or pencil



ANSWERS

Accept reasonable answers.

Instructions

- Start a *food diary* on the sheet provided (or create your own). List all of the foods and beverages you consumed each day for one week. Include foods you consumed as snacks in addition to meals. Identify whether you ate each meal at home or away from home. If you miss or skip a meal, write "Miss" or "Skip" in the space for that meal.
- Include the *portion size* of each food (3 cookies, 1 piece chicken breast, etc.). In the column headed "Influences," describe what influenced your choice(s) for each meal. For snacks, state what you were doing at the time of each snack (your activities). Examples of influences appear below.

EXAMPLES: advertisement, availability, convenience, cost, ethnic/cultural background, family, friends, health, religion

- Answer the questions after completing your food diary.

DAY	BREAKFAST	LUNCH	DINNER	INFLUENCES
M	__Home __Away	__Home __Away	__Home __Away	
T	__Home __Away	__Home __Away	__Home __Away	
W	__Home __Away	__Home __Away	__Home __Away	
Th	__Home __Away	__Home __Away	__Home __Away	



DAY	BREAKFAST	LUNCH	DINNER	INFLUENCES
F	__Home __Away	__Home __Away	__Home __Away	
S	__Home __Away	__Home __Away	__Home __Away	
S	__Home __Away	__Home __Away	__Home __Away	

1. Did you eat any foods when you were bored or frustrated? If so, which ones?

2. Did you prepare any of the foods yourself? If so, why?



3. Did you eat any foods that you wish you had not eaten? Why?

4. Do you eat more often at home or away from home?

5. Which meals do you always/usually eat?

6. Which meals do you always/usually *miss* or *skip*?

7. Does a pattern exist in the *kinds* of foods that you eat?

8. What seems to be the *primary influence* on your food choices?

9. Does a pattern exist in your activities when you eat *snacks*?





Making Healthy Food Choices

Unit 5

Name _____

Score _____



i For general instructions on all Assignment Sheets refer to the upfront materials at the beginning of this book. (The general instructions appear in the introductory pages of this edition.)

Objective 11: Interpret a Nutrition Facts panel.

Basic Skills



Introduction

The United States Department of Agriculture outlined labeling requirements in 1990 in the Nutrition Labeling and Education Act. Since then, we have become accustomed to looking at the product labels for health and serving information. The “Nutrition Facts” panel on foods offers a wealth of information.

Equipment and Supplies

- Food labels
- Pen or pencil



UNIT 5 MAKING HEALTHY FOOD CHOICES 35

ANSWERS

Accept reasonable answers.

Instructions

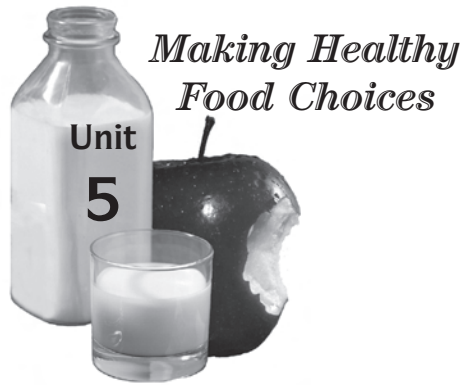
- Read the supplemental resources about the "Nutrition Facts" panel. (Your instructor will provide these resources.)
✓ NOTE: One resource is the brochure *Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans*. It is available free online at: www.healthierus.gov/dietaryguidelines/
- Find three (3) "Nutrition Facts" labels from foods in the following categories:
 - packaged (prepared) foods, such as pasta dinners or ready-to-eat frozen foods
 - canned vegetables, fruits, or beans
 - convenience or snack items
- Provide the information below.

	PACKAGED	CANNED	CONVENIENCE
1. Serving size and number of servings?			
2. Ingredients?			
3. Calories in one serving?			
4. Calories from fat?			





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Making Healthy Food Choices

Unit
5



Objective 12: Analyze your daily diet for nutrient content.

Basic Skills



Introduction

Journaling is an important part of many successful healthy eating plans. Writing down what you eat increases your awareness—and your accountability. It may also reveal surprising facts about your food intake!

Equipment and Supplies

- Calculator (optional)
- Paper
- Pen or pencil



For general instructions on all Assignment Sheets refer to the upfront materials at the beginning of this book. (The general instructions appear in the introductory pages of this edition.)

ANSWERS

Accept reasonable answers.

Instructions

Part 1

- Record all of the foods you eat for one day. Use the form provided.
- Total your results on the form.

Part 2

- Find the “Nutrition Facts” information for the foods you ate. For individual food items, keep the “Nutrition Facts” labels. For recipes, look for nutrition information in the recipe. For foods eaten in restaurants, ask the management for nutrition information for the menu items you chose.

- Calculate the total number of calories you consumed that day, based on a 2000-calorie diet. (A 2000-calorie diet is the basis for the Percent Daily Values on the “Nutrition Facts” label.)

✓ **NOTE:** Although a 2000-calorie level is a reference for consistency with the “Nutrition Facts” panel, the recommended calorie intake can be different for different individuals based on age, gender, and activity level. At each calorie level, people who eat nutrient-dense foods may be able to meet their recommended nutrient intake while consuming *fewer* calories.

- Calculate the number of calories from fat. Then, calculate the percentage of the day’s total calories that came from fat.
- Add up the amounts of nutrients you consumed. Express the amounts in terms of milligrams (mg), grams (g), and Percent Daily Values.

EXAMPLE: Nutrients can include total fat, cholesterol, sodium, total carbohydrates (including fiber and sugars), protein, vitamins, and minerals.

- Evaluate your daily diet:

1. How many calories did you consume above or below the 2000-calorie reference level?

2. How well did you do in limiting fat according to the Dietary Guidelines for Americans?



3. Of which nutrients did you consume more than you needed? Of which did you consume less? For those nutrients that you did not eat enough of, what could you have eaten to make up the difference?

4. What steps will you take tomorrow to improve your diet?





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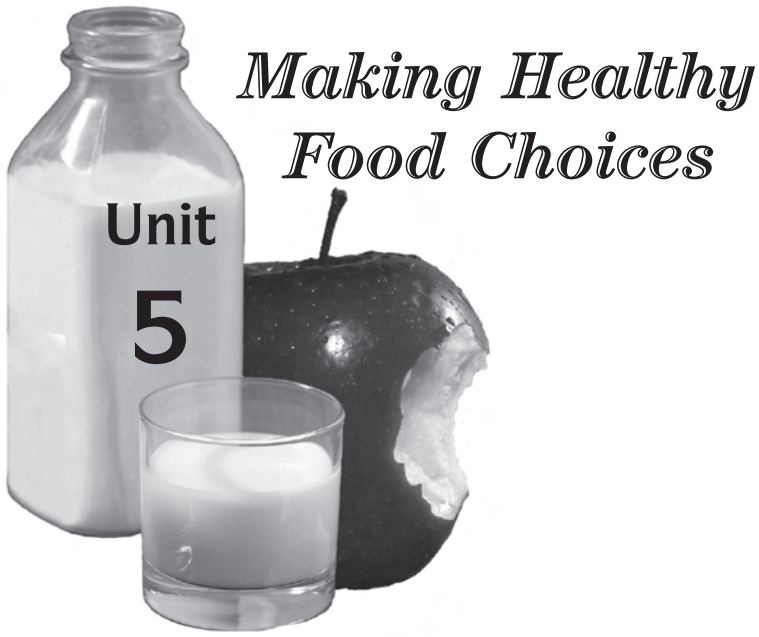


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Teachers: The written test and answers have been deleted from this free sample to prevent student access.

May be photocopied for student use.



Making Healthy Food Choices



Online Resources

- American Heart Association—Cholesterol
<http://www.americanheart.org/presenter.jhtml?identifier=1516>
- Database of Calorie Information for Foods and Restaurants
<http://calorielab.com>
- Dietary Guidelines for Americans
<http://www.health.gov/dietaryguidelines/>
- The Family Corner
<http://www.thefamilycorner.com/homegarden/organize/2.shtml>
- Food Advertising - Separating Fact From Fiction
<http://www.mayoclinic.org/news2006-mchi/3274.html>
- Gateway to government food safety information
www.FoodSafety.gov
- How Stuff Works: Caffeine
<http://health.howstuffworks.com/caffeine1.htm>
- MyPyramid: Steps to a Healthier You
<http://www.mypyramid.gov/>
- Nutrition: Separating Fact from Fiction
http://www.doe.state.in.us/food/pdf/training_fact_fiction.pdf
- Nutrition Fact vs. Fiction
http://ces.purdue.edu/ces/Union/news/nutrition_fact_vs_fiction.pdf
- Spot the Block (the Nutrition Facts Label)
<http://www.spottheblock.com>

- Thiamin
<http://www.hoptechno.com/book29g.htm>
- Timely Topics: Nutrition Fact vs. Fiction
<http://pctimelytopics.blogspot.com/2008/03/nutrition-fact-vs-fiction.html>
- Tips for Eating Out
<http://www.americanheart.org/presenter.jhtml?identifier=531>
- United States Department of Agriculture
<http://www.usda.gov>
- USDA Healthy Meals Resource System
<http://healthymeals.nal.usda.gov>
- USDA Cooperative State Research, Education, and Extension Service
www.csrees.usda.gov
- United States Department of Health & Human Services
<http://www.hhs.gov>
- United States Food and Drug Administration: Food Safety and Nutrition
<http://www.cfsan.fda.gov/list.html>
- United States Food and Drug Administration: Food Labeling and Nutrition
<http://www.cfsan.fda.gov/label.html>
- Vitamin and Mineral Information
<http://www.satisfied-mind.com/drugstore/>
- Want to Watch Calories When Dining Out?
<http://www.restaurant.org/dineout/nutrition.cfm>

Books/Publications

- Adult and Family Living. Stillwater, OK: Oklahoma Department of Career and Technology Education, CIMC, 2003.
- Chemistry of Food. Stillwater, OK: Oklahoma Department of Career and Technology Education, CIMC, 2009.
- Eating Disorders: Facts About Eating Disorders and the Search for Solutions. Bethesda, MD: National Institute of Mental Health, 2001.
- Facts About Fad Diets. Ames, IA: Iowa State University, University Extension, August 2004
- Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans. Washington, DC: U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005.

- Food Science and Personal Nutrition. Stillwater, OK: CIMC, Oklahoma Department of Career and Technology Education, 2002.
- Parnell, Frances Baynor. Skills for Living. Tinley Park, IL: The Goodheart-Willcox Company, Inc., 2001.
- Quick Information—Diabetes. Rockville, MD: Department of Health and Human Services, Food and Drug Administration, March 2002
- Ryder, Verdene, and Marjorie B. Harter. Contemporary Living. Tinley Park, IL: The Goodheart-Willcox Company, Inc., 2000.
- Wehlage, Nancy, and Mary Larson-Kennedy. Goals for Living: Managing Your Resources. Tinley Park, IL: The Goodheart-Willcox Company, Inc., 2001.
- Kitchen Fundamentals. Owatonna, MN: Learning Zone Express
✓ NOTE: Available from Learning Zone Express, PO Box 1022, Owatonna, MN 55060, 507-455-9076, or <<http://www.learningzonexpress.com>>. Video also available.

Video/Software

- Eat Right!
✓ NOTE: Available from Learning Seed, 800.634.4941, or <www.learningseed.com>.
- Feed Me! Kids And Nutrition
✓ NOTE: Available from Learning Seed, 800.634.4941, or <www.learningseed.com>.
- Food-Borne Illnesses and Their Prevention
✓ NOTE: Available from CEV Multimedia, PO Box 65265, Lubbock, TX 79464, 800-922-9965, or <<http://www.cev-inc.com>>.
- Food Safety, CD-ROM
✓ NOTE: May be ordered from CIMC Customer Service, 1500 W. Seventh. Stillwater, OK 74074. Phone 800-654-4502.
- How Much Should I Eat?
✓ NOTE: Available from Learning Seed, 800.634.4941, or <www.learningseed.com>.
- Nutrition in the Fast Lane. CEV Multimedia, Inc. Available from CIMC. (Must be purchased separately.) Look for item HE7142.
- Steps To A Healthier You,
✓ NOTE: Available from Learning Seed, 800.634.4941, or <www.learningseed.com>.
- Your Nutrition Style,
✓ NOTE: Available from Learning Seed, 800.634.4941, or <www.learningseed.com>.

