**Healthy Eating 101**

**Overview.** This is the first module of the HEALS toolkit. During this module students will learn the basic skills to make healthy food choices. This module, based on the Health Belief Model (Glanz, Lewis & Rimmer, 2002), is designed to:

1. Help students evaluate the risks associated with eating unhealthy foods
2. Increase awareness of the benefits of healthy eating foods
3. Decrease the barriers to healthy eating
4. Increase students’ confidence that they are capable to make healthy food choices

**Learning objectives.** Students will be able to:

1. Discuss the function of calories, fat, and protein
2. Describe how nutrition relates to health
3. Compare menu items from restaurants to determine which item is healthier
4. Demonstrate the ability to comparison shop when purchasing items for a recipe
5. Read and evaluate a nutrition facts label
6. Describe portion sizes and the associated calories

**Materials.** Computer with projector, chalk or dry erase board, internet access for students

**Getting ready.** Before educating your students about healthy eating, you will need to:

1. Read the instructor background information.
2. Review all components to the lesson. You may want to print out the PowerPoint presentations and review the information in the notes section.
3. Decide if you will use some or all discussion topics, classroom lessons, computer lab activities, worksheets and projects. Although it will be most effective if you teach all components, you may eliminate some if you face time constraints.
4. Go into the lesson ready to have interesting discussions and make nutrition fun.

**Instructor background information.**

According to a study published in the Journal of Nutrition Education, adolescents possess significant knowledge regarding healthy foods. The authors of this study conducted focus groups. Through these focus groups, they found that most adolescents believe that healthy eating involves moderation, balance, and variety. Despite this knowledge, they frequently consume foods they perceive as unhealthy because of lack of time, limited availability of healthy foods, and a lack of concern (Croll, Neumark-Sztainer, Story, 2001).

**Discussion Topics**

**Diet and Health. (15 minutes)** Have the students in class stand up. Ask all students who have a family member who has heart disease or who has died of a heart attack or other heart disease or heart attack to sit down. Then ask students who has a family member who has ever had cancer to sit down. Then ask any student who has a family member with diabetes to sit down. (Most of the students should be seated.) Discuss that overweight and obesity along with poor nutritional choices can lead to all of these conditions. (Activity adapted from California Project Lean, Jump Start Teens lesson plans.) As applicable, you may share the following information:

* Heart disease. People who are obese are more likely to die of heart disease than people who are not obese. Diets high in saturated fat and cholesterol (mostly from animal products like meat) are linked to heart disease. Lowering blood pressure and cholesterol, often through diet, is an effective way to lower risks of heart disease (CDC, Sept 11, 2008).
* Cancer. Being overweight or obese can lead to uterine, breast, prostate, and colorectal cancers (CDC, June 29, 2009).
* Diabetes. Type 2 diabetes, previously called adult-onset diabetes accounts for 90-95% of all diabetes cases. This type of diabetes is often caused by obesity. People with a family history of diabetes and people of African descent are at an even higher risk. Just by losing a little weight and increasing physical activity people can prevent diabetes. Diabetes was the seventh leading cause of death in 2006. The risk for death among people with diabetes is about double that of people without diabetes when comparing people of similar ages (CDC, 2008).

**What does “healthy food” mean? (30 minutes)** We have many definitions of healthy food. Many food trends and diets have gained popularity in recent years including low carbohydrate diets, vegetarian diets, cleanses, and organic foods. With all of the information available, how can students decide what is healthy? In this discussion students will have the opportunity to discuss what healthy food means to them. *Ties in with Choosing Healthy Food in the Cafeteria Discussion Topic and Worksheet #5.*

1. Ask students to name some healthy foods. Write them on the board.
2. Ask students if they agree that all of these foods are healthy. Find out which foods garner objection. Ask both sides to defend their position.
3. Share with the students that a lot of contradictory information exists about what makes a food healthy. Some health organizations even provide different information.
4. Share the following recommendations from the American Cancer Society (Mar 19, 2008). You can write them on the board or show them on a screen:
	1. Choose foods and drinks in amounts that help achieve and maintain a healthy weight
	2. Eat five or more servings of a variety of vegetables and fruits each day
	3. Choose whole grains over processed (refined) grains
	4. Limit intake of processed foods
	5. Limit intake of red meats
5. Direct students’ attention back to the list. Ask if they want to change their mind about any of them.
6. Ask if others have come to mind after seeing the recommendations.
7. Ask them to brainstorm some unhealthy foods.
8. You may have students complete Worksheet #5 based on this discussion.

**Family, Health, and Food. (30 minutes)** Family and environment effect students’ food choices. Worksheet #2 (attached) provides some questions for discussion. You may want to have students complete the worksheet, and then have a class discussion about the questions. Prior to this worksheet and discussion, it will be helpful to have the above discussion around the concept of healthy food and to work through the computer lab activities. *Ties in with Worksheet #2.*

**Classroom Lessons**

**Nutrition Jeopardy. (30 minutes)** “Let’s Play Nutrition Jeopardy” was designed to help your students learn the basics about dietary fat, carbohydrates, protein, and making healthier choices. It is recommended that you print the presentation out and familiarize yourself with the correct answers prior to playing the game. In the notes section of the PowerPoint, you will find information about the correct answers to share with your students.

To play, you can break students into three teams or allow each student to play individually. Start by selecting the first dollar amount. Click on the dollar amount to reveal the question. The student who raises his or her hand first has the opportunity to answer the question. For every question a student or team answers correctly, they receive the corresponding number of points. For every questioned answered incorrectly, the student or team loses the corresponding number of points. Different students should have the opportunity to answer the question until a student gets the answer correct or no additional students volunteer to answer the question. When a student provides a correct answer (or an answer you deem to be “close enough,” click the question mark in the lower right hand corner of the screen to reveal all possible correct answers. After the answers are revealed and discussed, click the house icon to return to the game board. Dollar amounts that have already been chosen will change color. The student who answers the question correctly picks the next dollar amount. The team or individual with the most points after all questions are answered wins the game.

**Choosing Healthy Food in the Cafeteria.** **(15-30 minutes)** Invite your centers’ food service manager to speak with the class about how the menu he or she develops supports healthy eating. He or she should explain which menu items are healthier choices. *Ties in with What Does “Healthy Food” Mean and Worksheet #5.*

**Computer Lab Activities**

**Make Your Calories Count—Use the Nutrition Facts Label for Healthy Weight Management. (30-45 minutes)** This interactive learning program from the Food and Drug Administration (FDA) will help students learn to use food labels to make decisions about healthy food. Through this course, they will learn about calories, serving sizes and nutrients. Available at: [http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm114022.htm](http://www.subway.com/applications/Menu/index.aspx)

**MyPyramid Tracker. (20 minutes)** The MyPyramid Tracker helps is designed to help people evaluate their diet and exercise. Students should begin by viewing the tutorial at ([http://www.mypyramid.gov/tracker/trackertutorial.html](http://www.kfc.com/nutrition/)). Click “Start the MyPyramid Tracker Tutorial,” then press F5 to view the presentation. After viewing the tutorial, students should register for an account on the MyPyramid Tracker ([http://www.mypyramidtracker.gov](http://www.potbelly.com/Food/Nutrition.aspx)). *See worksheet #4 below for assignment.*

**Portion Distortion from the National Heart, Lung, and Blood Institute. (30 minutes)** This Web site offers two interactive activities on portion size and calories. You can go through the activities together with the class or allow students to work through them independently. Available at: [http://hp2010.nhlbihin.net/portion](http://www.quiznos.com/subsandwiches/Products.aspx)

**Worksheets and Projects**

**Worksheet #1: How Can You Eat Healthy When You Eat Out? (1 hour)**  This worksheet helps students become informed consumers when eating at their favorite restaurants and fast food establishments. This worksheet consists of four pages: a menu activity, a reflection, resources to find nutrition information, and tips for making better nutritional choices. Through this activity, students will have the opportunity to explore fast food menus and compare calorie, fat, and fiber content of items. If students do not have access to computers during class, you can print nutrition information from various restaurants’ Web sites. Note: If you decide against using this worksheet, you may still want to give students the “Have It Your Way” information sheet to help them make better choices when eating out.

**Worksheet #2: Family and Food. (20 minutes plus discussion)** The food we eat as children plays a big part in our food choices later in life (ref). Some of your students probably grew up eating home cooked meals full of vegetables. Others probably ate at fast food restaurants or reheated convenience foods. This worksheet will help students explore their family’s nutrition habits and the associated health benefits and draw backs. After students complete this worksheet they can discuss it in small groups or you can lead a class discussion.

**Worksheet #3. Navigating a Grocery Store. (2-3 hours depending on distance from grocery store and number of students)** After leaving Job Corps, many students will be responsible for shopping for and cooking their own food for the first time in their lives. It is important that we equip students with these skills. This worksheet is meant to be part of a fieldtrip. First, students will be asked to find a recipe. You can supply them with cookbooks or cooking magazines or they can search for a recipe online. This recipe should follow the guidelines set forth in the first step of the worksheet. Students will then use the worksheet to make a grocery list. As a class, you will visit a nearby grocery store and comparison shop for the items. After the trip to the grocery store, have students answer the questions on the Post Field Trip Reflection. Discuss as a class. Optional: If you have the kitchen resources and budget, you may allow students to purchase their recipe items and prepare their meal.

**Worksheet #4. MyPyramid Tracker. (30 minutes)** In this activity, students will log in everything that ate or plan to eat today. They will then answer questions about their food intake. *Note: Students should do the MyPyramid Tracker* computer labactivity prior to completing this worksheet.

**Worksheet #5. Healthy Choices. (30 minutes)** Gather copies of the cafeteria menu for the week and distribute to students. After you have the discussion on “What does healthy food mean?” have students complete the worksheet. Students may do this in groups or alone.

**How Can You Eat Healthy When You Eat Out?**

Most chain restaurants offer nutrition information on their websites. Some also post the information in the restaurant lobby. By using this information you can make a healthy choice. Use the websites on the next sheetand/or search for your favorite place to eat. Find three meals that you would eat that contain:

* less than 600 calories
* less than 20 grams of fat
* more than 5 grams of fiber
* a serving of fruit or vegetables

Here is a sample meal:

Restaurant name: Wendy’s

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meal #1** | **Menu item** | **Calories** | **Fat** | **Fiber** |
| Menu item #1  | Ultimate Chicken Grill | 320 | 7 | 2 |
| Menu item #2 | Mandarin Oranges | 80 | 0 | 1 |
| Menu item #3 | Side Salad w/ Light Ranch | 130 | 8 | 3 |
| **Totals** |  | 530 | 15 | 5 |

Your turn!

Restaurant name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meal #1** | **Menu item** | **Calories** | **Fat** | **Fiber** |
| Menu item #1  |  |  |  |  |
| Menu item #2 |  |  |  |  |
| Menu item #3 |  |  |  |  |
| **Totals** |  |  |  |  |

Restaurant name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meal #2** | **Menu item** | **Calories** | **Fat** | **Fiber** |
| Menu item #1  |  |  |  |  |
| Menu item #2 |  |  |  |  |
| Menu item #3 |  |  |  |  |
| **Totals** |  |  |  |  |

Restaurant name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meal #2** | **Menu item** | **Calories** | **Fat** | **Fiber** |
| Menu item #1  |  |  |  |  |
| Menu item #2 |  |  |  |  |
| Menu item #3 |  |  |  |  |
| **Totals** |  |  |  |  |

How would you rate this activity? (circle one)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very hard | Kind of hard | Just right | A little easy | Too easy |

**Thinking Ahead**

The next time I go to a fast food restaurant, I might think about doing the following things differently:

I may run into the following obstacles:

To move past these obstacles, I could:

**Nutrition Websites**

**Burgers, fries, and chicken sandwiches**

Wendy’s—[http://www.wendys.com/food/Nutrition.jsp](http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm114022.htm)

McDonald’s—<http://www.mcdonalds.com/usa/eat.html>

Sonic—[http://www.sonicdrivein.com/home.jsp#/menu](http://www.mypyramid.gov/tracker/trackertutorial.html#/menu)

Burger King—[http://www.bk.com/en/us/menu-nutrition/index.html](http://www.cancer.org/docroot/PED/content/PED_3_2X_Diet_and_Activity_Factors_That_Affect_Risks.asp)

Arby’s—<http://www.arbys.com/nutrition/>

Carl Jr.—[http://www.carlsjr.com/menu/](http://www.wendys.com/food/Nutrition.jsp)

Checkers—<http://www.checkers.com/pdfs/nutrition.pdf>

**Chicken**

KFC—[http://www.kfc.com/nutrition/](http://www.mypyramidtracker.gov)

Popeye’s—[http://www.popeyes.com/](http://www.cdc.gov/obesity/childhood/prevalence.html)

Chick-Fil-A—<http://www.chickfila.com/#nutrition>

**Mexican**

Taco Bell—[http://www.tacobell.com/nutrition/](http://www.sonicdrivein.com/home.jsp)

Baja Fresh—[http://www.bajafresh.com/menu.php](http://www.bk.com/en/us/menu-nutrition/index.html)

**Pizza**

Papa John’s—[http://www.papajohns.com/menu/nutritional\_info.shtm](http://hp2010.nhlbihin.net/portion)

Domino’s Pizza—[http://www.dominos.com/home/menu/nutrition.jsp](http://www.carlsjr.com/menu/)

Pizza Hut—<http://www.pizzahut.com/Nutrition.aspx>

**Subs**

Subway—[http://www.subway.com/applications/Menu/index.aspx](http://www.tacobell.com/nutrition/)

Potbelly—[http://www.potbelly.com/Food/Nutrition.aspx](http://www.bajafresh.com/menu.php)

Quizno’s—[http://www.quiznos.com/subsandwiches/Products.aspx](http://www.popeyes.com/)

**Have It Your Way!**

**Watch the sauces!**  Sauces like mayonnaise, tartar sauce, and “secret sauce” are almost always chocked full of fat and calories. Instead of the heavier sauces, opt for ketchup, mustard, or BBQ sauce. You could save over 100 calories this way.

**Grilled is good.** Look for grilled or flame broiled chicken. Fried or “crispy” chicken is usually dripping with artery clogging fat.

**Salad doesn’t always equal healthy.** This is one of the oldest tricks in the book! Salads contain a lot of good stuff—vegetables, fruit, and lean protein. Too often salads are loaded with ingredients that make them a fat nightmare. Regular salad dressing, cheese, bacon, croutons, and fried chicken all add a lot of flavor and a lot of fat. To keep your salad healthy, order it with a low fat dressing and go easy on the fattening toppings. Some places offer starchy “salads” like potato salad. If you’re watching your calories and fat, beware of these. Potato salad contains more fat and calories ounce for ounce than any other food!

**Kick the soda habit!** You’ve probably heard this before. Soda is made up of empty calories. This means that soda is full of calories but doesn’t provide any nutrition value, e.g., vitamins, minerals. Plus, the calories you consume from drinking a soda don’t fill you up nearly as much as those you consume eating food. Most fast food places have water as an option now. If you feel like you need a soda, consider diet.

**Be mindful of your sides.** Traditionally, fast food meals come with fries. Now, restaurants are offering a lot of healthier choices. Many offer sides of mandarin oranges, apple slices, side salads or baked potatoes (light on the sour cream and butter, please.) If you really have a craving for French fries, opt for the smaller sizes. If you order the small instead of a large, you can save up to 400 calories.

**Customize it.** Most places allow you to add and remove condiments. To cut down on calories ask for no cheese, bacon, or mayonnaise.

**Back to basics.** Ordering a hamburger is almost always one of your better menu choices. You start to get in trouble when you move into the big specialty sandwiches.

**Family and Food**

A lot of our food choices, both healthy and unhealthy, are influenced by where we live and our families. Unfortunately, choosing unhealthy foods can lead to poor health. Luckily, we are not stuck making these choices for the rest of our lives.

1. What foods does your family most often eat?
2. Do you think these foods are healthy? Why or why not.
3. Have any of your family members had health problems because of their poor nutrition? If yes, who? What happened?
4. Could this happen to you in the future? If no, why not?

1. If you eat healthy, will you be able to avoid these negative effects? Why or why not?
2. What stops you from making healthier food choices?
3. How can you overcome these obstacles?

**Navigating the Grocery Store**

**Step #1.** Find a recipe in a cookbook or online that sounds appealing. It should be something that you feel that you would be able to make without too much difficulty. Your recipe should have at least five ingredients but not more than 10. Do not count water or salt and pepper in your ingredient list.

**Step #2.** Make a grocery list in the chart below. Be sure to include how much of every ingredient you need in the “Amount needed” column. Before going to the store, the first two columns should be completed.

**Step #3.** As a class, you will visit a grocery store and shop for your items.

**Step #4.** While at the grocery store, complete the “Cost of item” column in the chart below by locating the least expensive items available to make the recipe you selected. (Make sure you look at the different brands to comparison shop. Sometimes the least expensive will be the store (generic) brand. Other times it may be the brand that comes in the smallest container that fits your needs. Sometimes it might be an item that is on sale.)

**Recipe name:**

|  |  |  |
| --- | --- | --- |
| **Item** | **Amount needed** | **Cost of item** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Total cost |  |

**Post Field Trip Reflection**

1. Did the cost of any item(s) surprise you? If so, which item(s)?
2. Which items were the least expensive? Generic? Small containers? Sale items?
3. Would you always buy the least expensive item? What other factors might you take into consideration?
4. If you were to double this recipe (i.e., make it twice), how do you think it would affect the cost?
5. You may have leftovers of some of your ingredients after you make the recipe. What could you do with the leftover ingredients?
6. Would you consider your recipe healthy? Why or why not?

1. How much do you think this meal would cost if you purchased it in a restaurant?
2. How confident do you feel that you will be able to grocery shop for recipe ingredients after you leave Job Corps?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very confident | Somewhat confident | Neutral | Not very confident | Not confident at all |

**MyPyramid Tracker Activity**

**Step #1.** Log into your account at [http://www.mypyramidtracker.gov/](http://www.dominos.com/home/menu/nutrition.jsp).

**Step #2.** Select “Proceed to Food Intake.”

**Step #3.** Enter everything you have already eaten or plan to eat today.

**Step #4.** Click “Select Quantity” and estimate how much of each food you ate or plan to eat.

**Step #5.** Click “Save & Analyze.”

**Step #6.** Click “Calculate DG Comparison.”

Step #7. Make your choice and click “Go!”

Step #8. Answer the following questions.

1. Based on the emoticons (happy, sad, and neutral faces), how would you rate your diet? Healthy? Not so healthy?
2. If you could go back and change what you ate today, what changes would you make?
3. What can you do differently in the future to get more smiley faces?

**Healthy Choices**

**Step #1.** Using the cafeteria menus provided, circle all of the foods that you think would be considered healthy based on the classroom discussion.

**Step #2.** For the next three days, choose the healthiest option for each meal and write it in the table below. If you do not feel that something on the list is a healthy choice, you may choose a salad. If a salad bar is not available, write “no healthy choice.” Make sure to list all components of the healthy meal (e.g., vegetable, grain, protein, and fruit). If you do not think that you would eat the healthiest choice, write down the second healthiest.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tomorrow** | **Day after tomorrow** | **The day after that** |
| Breakfast |  |  |  |
| Lunch  |  |  |  |
| Dinner |  |  |  |

**Step #3.** Answer the following questions.

1. Looking at tomorrow’s menu, why do you think that these foods are healthiest?
2. Is there anything missing from the menu that might round out your healthy choices?
3. If you feel like something is missing or a healthy choice is not available at a given meal, how could you request a healthy choice? Is there someone you could talk to?

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