

## Lesson Overview

### GOAL:

To educate and empower participants to make healthier food choices using the Nutrition Facts Label.

### OBJECTIVES:

By the end of the class, participants will:

1. Identify the serving size, calories per serving, macronutrients, cholesterol, and sodium on the Nutrition Facts Label.
2. Relate serving sizes to portion control.
3. Compare a variety of food products and choose healthier products using the Nutrition Facts Label.
4. Apply knowledge of the Nutrition Facts Label to their grocery shopping.

### MATERIALS:

1. Handouts/Worksheets.
2. Equipment for PowerPoints and other audiovisuals when applicable.
3. A collection of food packages and beverage bottles for comparison. Suggestions: Cereal boxes (e.g., corn flakes versus bran flakes), bread (white versus whole wheat), chips (baked versus regular), soda (diet versus regular), meat (>95% lean ground turkey versus <90% ground beef), milk (fat-free versus whole).

# BHL Week 6 Guide for Instructors



## Face the FACTS

## Getting Started:

### HOUSEKEEPING

- Welcome the class & introduce yourself.
- Cover questions/comments/concerns related to both fitness and/or nutrition, and refer to the appropriate BHL staff member if unable to answer or console.
- Review the past week's *FADS* and *Weekly 3 C's*.
- Review the past week's *Weekly Challenge* when applicable.
- Have trained BHL staff take anthropometric measurements, distribute any materials or information, or make announcements when applicable.
- Have participants sign-in on attendance sheet.
- Give MetroCard to those applicable.
- Ensure that healthy snacks and water are provided.
- Distribute the lesson handouts.
- After each **TOPIC**, ask if the material is clear and if there are any questions.

## Today's Lesson:

### #1 THE NUTRITION LABEL

- The Food and Drug Administration: *The Nutrition Label* (Handout #1 or PowerPoint)

### TOPICS

- 1. Introduction:** We've learned a lot of information over the past few weeks. You learned about diabetes, sugary beverages, the food groups, and portion sizes. Today, we are going to continue reviewing all of these topics, while adding one more fact to your knowledge—the Nutrition Facts Label. You've probably seen the Nutrition Facts Label. It's found on every packaged food you buy. Sometimes it's very large, like on cereals, sometimes it's small, like on granola bars, but it's always there. First, I'm going to take you talk about the Nutrition Facts Label in a brief presentation, and then you are going to practice using the Nutrition Facts Label hands-on. By the end of class, you will be a Nutrition Facts Label pro!
- 2. Presentation:** Read through the PowerPoint presentation. Use the notes in the PowerPoint presentation as a script guide. Instruct the class to save questions and comments for a later time. As you go through the hands-on practice activities with the class, the content will become clearer to them. Encourage them to take small notes on what they think may be important or the key notes they got from this. Ask them to write down all questions or notes of clarification on a separate piece of paper.

(Continued on page 2)

(Continued from page 1)

## #2 THE NUTRITION FACTS LABEL

- Centers for Disease Control and Prevention: *Rethink Your Drink* (Handout #2, ENG/SPN)
- BOLD Healthy Living Program: *Practice with Potatoes—Nutrition Facts Label Reading* (Handout #3, ENG)

### TOPICS

1. **Transition:** We are now going to practice reading food labels.
2. **Discussion:** Read through worksheet. Begin with topic #1—serving size, and end with #6—footnote. Emphasize the most important aspect of the food label is “calories” and “servings per container.” It is highly likely that participants will ask about reading the “sugars.”
  - Here is the recommendation by the American Diabetes Association: Look at the grams of total carbohydrate, rather than the grams of sugar. Total carbohydrate on the label includes sugar, complex carbohydrate, and fiber. If you look only at the sugar number, you may end up excluding nutritious foods such as fruits and milks thinking they are too high in sugar. You might also over eat foods such as cereals and grains that have no natural or added sugar, but do contain a lot of carbohydrate. The grams of sugar and fiber are counted as part of the grams of total carbohydrate.
  - Emphasize that all these foods are good for you in moderation and that you need them in your diet to maintain a balance. Balance is the goal throughout this program.
3. **Activity—Label Reading Practice (Handout #3):** (1) Read through top of page 1. (2) Answer the questions for “baked potato” together as a class. Have them complete “French fries,” “hash brown patties,” and “potato chips” individually. Have them go over answers with someone sitting next to them. Encourage them to help each other and share thoughts of all the foods listed. (3) Review their answers. Allow time for questions/comments and clarify confusion. You may have to provide help on an individual basis. (4) Pair participants into groups of 2-3. Have them complete page 2 in their groups. (5) Have groups share responses. Review the correct answers. Allow time for questions/comments and clarify confusion.

## #3 WHICH FOOD SHOULD YOU CHOOSE?

- BOLD Healthy Living Program: *Which Food Should You Choose?* (Handout #4, ENG/SPN)
- NYC Department of Health and Mental Hygiene: *Learn to Read Food Labels* (Handout #5, ENG/SPN)

### TOPICS

1. **Transition:** We are now going to practice another example. Reiterate the importance of practice.
2. **Activity—Which Food Should You Choose (Handout #4):** (1) Read the handout headline. (2) Instruct them to answer the question by comparing Cereal A to Cereal B. (3) Recruit volunteers to answer. Have them justify their answer. (4) Point out that Cereal A has more fiber, but it also has 10 less calories and 1 more gram of protein and fat—fiber, protein, and a small amount of fat will increase their satiety so that they are less likely to snack in-between meals.

3. **Activity—Learn to Read Food Labels (Handout #5):** (1) Read through. (2) Emphasize importance of checking for sodium. Eating less sodium is good for heart health and disease prevention. (3) Ask them which soup they would choose based on the sodium content. Ask several reinforcing questions, such as how many calories are in this whole can of soup? Would it be better if they didn't drink the entire can of soup but instead on half and supplement the rest of the meal with a salad instead?

#### #4 LABEL COMPARISON

- Nourish Interactive: *Compare Food Labels Worksheet* (Handout #3, English/Spanish)

#### TOPICS

1. **Transition:** We are now going practice using real food packages, like you're shopping in the store! Over the next week, you should practice reading food labels every time you shop. Make educated decisions on what you decide to put into your basket.
2. **Activity—Learn to Read Food Labels (Handout #5):** (1) Have participants pair into groups of 2-3. Distribute 2 similar types of food (e.g., 2 types of crackers, 2 cans of soup, etc...) to each group. Make sure there is a stark nutrition contrast between the 2 foods (e.g., 20 cookies per 150 calorie serving versus 2 crackers per 150 calorie serving). (2) Remind them of key points to look for on the Nutrition Facts Label. (3) Have them complete the worksheet. Provide assistance where necessary. (4) Ask each group which food they would choose based on which was healthier. Have each group provide an overview of the comparison, including things they found really interesting. (5) Did anyone bother to read the ingredients, too? Remind them that the ingredients label is also important to read. (6) Offer time for final questions/comments. Double check that everyone is OK—assist individuals who seem hesitant.

## Closing:

#### HOUSEKEEPING

- Allow time for questions, comments, and concerns.
- Make sure that everyone has 3 blank *FAD* worksheets and 1 blank *My 3 C's* worksheet to complete over the week.
- Read their weekly *FAD* instructions (*Week-by-Week Guide* in *Orientation Packet*).
- Remind the class to review the *BHL Weekly Checklist*.
- Make sure that everyone knows the time/location of the next fitness and nutrition classes.
- Thank everyone for coming and offer your availability after class for questions, comments, or concerns. Provide referrals as necessary to the appropriate professionals.

## Material References:

### **Handout #1:**

The Nutrition Label: Easy Ways to Use the Label for Healthy Eating. U.S. Department of Health and Human Services Website. Available at: <http://www.health.gov/dietaryguidelines/dga2005/toolkit/Label.ppt>. Accessed July 10, 2013.

### **Handout #2:**

A Key to Choosing Healthful Foods: Using the Nutrition Facts on the Food Label. U.S. Food and Drug Administration Web Site. Available at: <http://www.fda.gov/Food/ResourcesForYou/Consumers/ucm079449.htm>. Published 2012. Accessed July 10, 2013.

### **Handout #3:**

Nutrition Label Comparison. Super Kids Nutrition Web Site. Available at: [http://www.superkidsnutrition.com/pdf/Nutrition\\_Label\\_Reading5to7.pdf](http://www.superkidsnutrition.com/pdf/Nutrition_Label_Reading5to7.pdf). Accessed July 10, 2013.

### **Handout #4:**

B.O.L.D. Healthy Living Program. *Which Food Should You Choose? (worksheet)*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

### **Handout #5:**

Learn to Read Food Labels. New York City Department of Health and Mental Hygiene Web Site. Available at: <http://www.nyc.gov/html/doh/html/cardio/cardio-sodium.shtml>. Accessed July 10, 2013.

### **Handout #6:**

Compare Food Labels Worksheet. Nourish Interactive Web Site. Available at: <http://www.nourishinteractive.com/nutrition-education-printables/category/6-food-labels-worksheets-printables-teaching-kids-reading-food-labeling-nutrition-facts-free-learning-printouts-activity>. Published 2011. Accessed July 10, 2013.