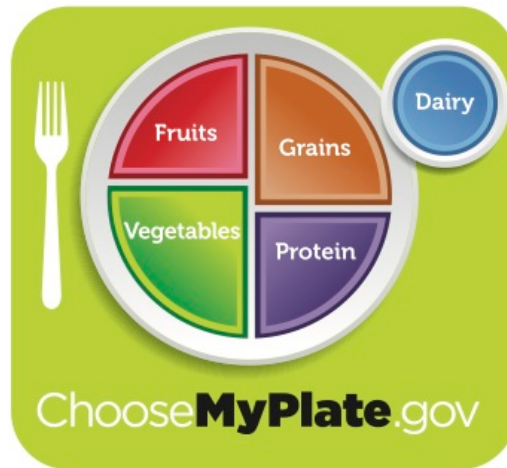


Eat Smart!

MyPlate & 2010 Dietary Guidelines



EDUCATOR'S RESOURCE GUIDE

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Related Learning Seed Programs

- *Eat Less: The Upside of Downsizing*
- *Personalizing MyPlate: Easy Changes for Eating Habits*
- *Pass (on) the Salt: Shaking the Habit*
- *Get off the SoFAS! Avoiding Solid Fats and Added Sugars*

Program Overview

Every day we're surrounded by convenient, high-calorie food. But we're less active than in the past and that's causing many people to become unhealthy and overweight! This program looks at the key messages in the USDA's 2010 Dietary Guidelines, with a focus on the MyPlate tool and concepts such as "nutrient-density" and "balancing calories."

Chapter 1 - We Need Guidelines Just to Eat?

- In the U.S. the majority of adults and about one-third of children are overweight or obese. They are often undernourished as well.
- Being overweight and being undernourished can both lead to serious health problems.

Chapter 2 - Use MyPlate to Choose Nutrient-dense Foods

- MyPlate is a visual model for healthy eating.
- MyPlate steers us toward nutrient-dense foods and beverages. Nutrient-dense foods are high in nutrients and relatively low in calories. They also tend to contain lots of fiber.
- MyPlate encourages us to make half our plate fruits and vegetables, to make half our grains whole grains, to eat a variety of lean protein, and to choose non-fat or low-fat dairy products.

Chapter 3 - Balance Calories to Manage Weight

- When nutrients are digested, they release energy. This energy is measured in calories.
- We all need a certain number of calories each day for our bodies to function.
- "Balancing calories" means you take in the same number of calories as you burn. To lose weight, consume fewer calories or burn more calories.

Chapter 4 - Avoid SoFAS and Sodium

- Avoid solid fats, added sugars and sodium, which are often found in processed food.
- Solid fats — like butter, lard, fat on meat, and partially hydrogenated oils (*trans* fats) — are unhealthy because they clog arteries.
- Soda is a major source of added sugar — 1 serving can contain as much as 13 teaspoons.

Chapter 5 - Make MyPlate Be Your Plate (conclusion)

Before and After

Prompts and Activities to generate interest, ideas, and inquiry

Before viewing

To spark interest, activate prior knowledge, and set a purpose for viewing

- The U.S. government has a department charged with advising Americans about healthy eating. Why might the government think this is important? What advice would *you* give someone about healthy food choices?

After viewing

To promote critical thinking

- Why don't more people eat like MyPlate? List possible reasons; then brainstorm ways to address those reasons.
- How has technology affected the amount of physical activity in people's lives? Discuss changes in transportation, school, home, and work since the early 1900s and evaluate technology's impact on our health.
- Solid fats, added sugars, and sodium are major contributors to obesity and serious diseases. Some people say there should be laws requiring food manufacturers and restaurants to limit their use of SoFAS and sodium. What do you think?

After viewing

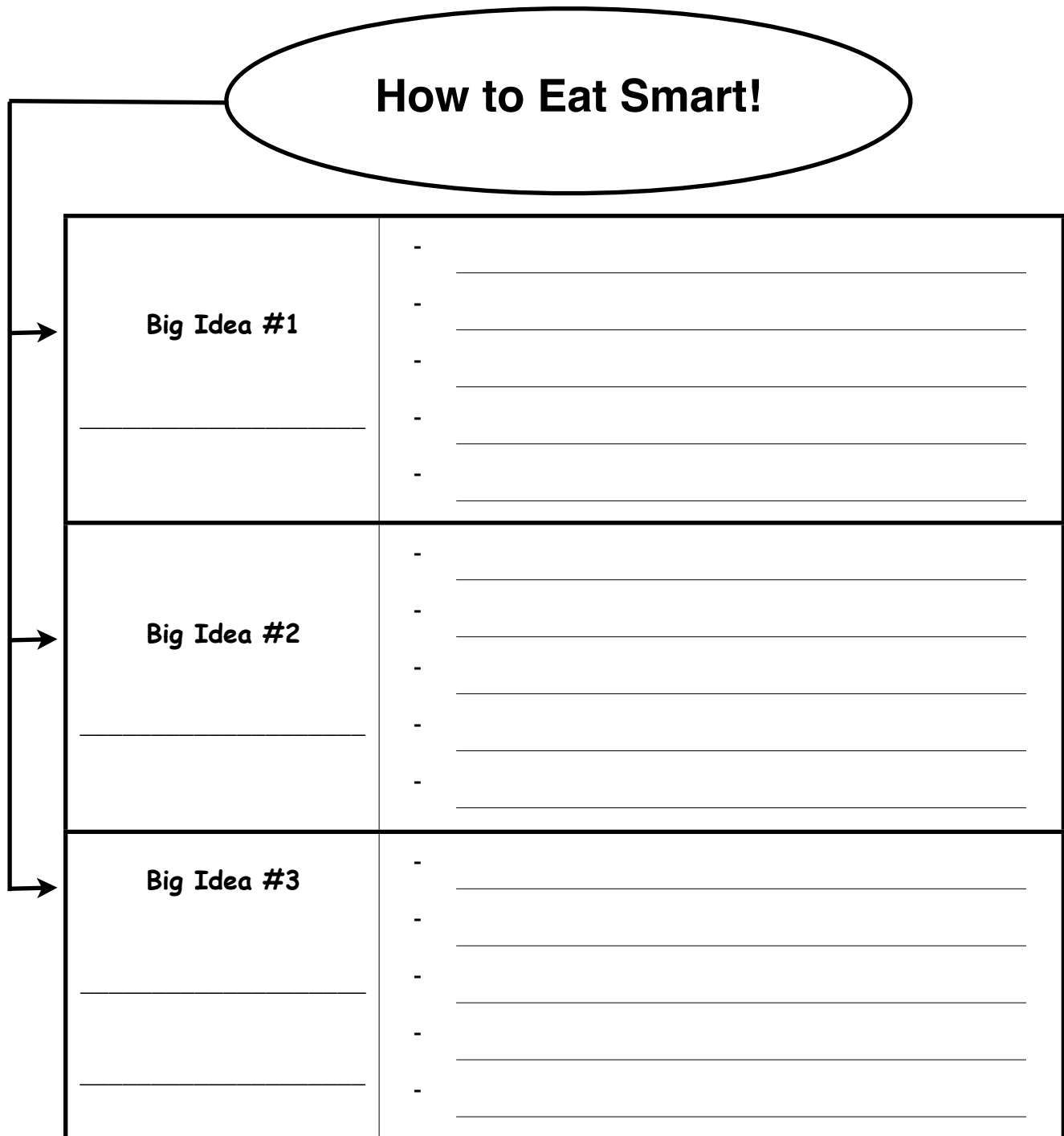
To extend learning

- Direct students to the online tools at www.choosemyplate.gov to find their own daily calorie requirement. Ask them to enter food and beverages for one or more of their typical meals in the *SuperTracker* tool and then to evaluate their meal. Were there surprises? Anything they would change?
- Instruct students to find images of meals in magazines or online (recipe sites are good choices). Tell each student to choose 2 meals or dishes to analyze and compare to MyPlate. Then ask students to label pictures of the meals to show what they would add ("*needs a dairy product*"), take away ("*too much meat!*"), or modify ("*make the pasta whole grain*") so that each meal reflects MyPlate's recommendations.

Name _____

Date _____ Class Period _____

While You Watch... use the graphic organizer to record key words and information.



Name _____

Date _____ Class Period _____

Check Your Understanding

Write short answers for the following questions about the *Eat Smart!* video:

1. What is the “global epidemic” that causes serious problems like heart disease and type-2 diabetes?
2. Draw MyPlate and label the sections with the five food groups.
3. What do we mean when we say that a food or beverage is “nutrient-dense”?
4. Name three foods you can eat for protein instead of meat. Include the “wonder food.”
5. What are two reasons it’s good to eat foods that contain fiber?

Check Your Understanding (continued)

- 6.** What is a calorie? What does it mean to “balance calories”?

- 7.** What are two ways to tip the balance of calories so you lose weight?

- 8.** How many minutes of exercise should adults get every day?

- 9.** What are SoFAS?

- 10.** How much sodium do we really need each day?

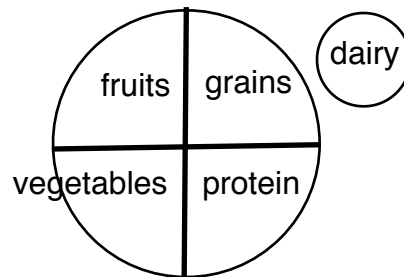
Check Your Understanding Answer Key

Write short answers for the following questions about the *Eat Smart* video:

1. What is the “global epidemic” that causes serious problems like heart disease and type-2 diabetes?

overweight and obesity

2. Draw MyPlate and label the sections with the five food groups.



3. What do we mean when we say that a food or beverage is “nutrient-dense”?

Nutrient-dense foods and beverages are high in nutrients and low in calories.

4. Name three foods you can eat for protein instead of meat. Include the “wonder food.”

Eggs, fish, unsalted nuts and seeds, soy products, and the wonder food -- legumes (dried beans and peas).

5. What are two reasons it’s good to eat foods that contain fiber?

Fiber keeps your digestive system healthy. Fiber makes you feel full.

Check Your Understanding Answer Key

6. What is a calorie? What does it mean to “balance calories”?

A calorie is a unit of measurement for energy. When you balance calories, the number of calories you consume equals the number of calories you burn, or use.

7. What are two ways to tip the balance of calories so you lose weight?

Eat and drink fewer calories and use more calories through physical activity.

8. How many minutes of exercise should adults get every day?

30 - 60 minutes

9. What are SoFAS?

Solid fats and added sugars

10. How much sodium do we really need each day?

A teaspoon or less

Name _____

Date _____ Class Period _____

Quiz - True or False?

Write T or F in the blank to tell whether the statement is True or False.

- _____ 1. The United States is the only country where an overweight population is a problem.
- _____ 2. Being overweight can lead to serious health problems, such as heart disease and type-2 diabetes.
- _____ 3. MyPlate shows that half your plate should be protein.
- _____ 4. A whole grain is one that has not been stripped of its fiber and nutrients.
- _____ 5. *The Guidelines* recommend that we eat fish twice a week, except for the types that have moderate or high levels of mercury.
- _____ 6. A “calorie” is the unit we use to measure the energy we get from food and use to live.
- _____ 7. When you balance calories, you eat the same amount of food every day.
- _____ 8. Solid fats and added sugars are known as “empty calories” because they have very few nutrients.
- _____ 9. Most of the sodium we eat comes from the salt we shake on our food.
- _____ 10. *The Guidelines* encourage us to drink water instead of soda.

Quiz - True or False? Answer Key

- F** 1. The United States is the only country where an overweight population is a problem.
Overweight and obesity are now problems in many countries.
- T** 2. Being overweight can lead to serious health problems, such as heart disease and type-2 diabetes.
- F** 3. MyPlate shows that half your plate should be protein.
Half your plate should be fruits and vegetables.
- T** 4. A whole grain is one that has not been stripped of its fiber and nutrients.
- T** 5. *The Guidelines* recommend that we eat fish twice a week, except for the types that have moderate or high levels of mercury.
- T** 6. A “calorie” is the unit we use to measure the energy we get from food and use to live.
- F** 7. When you balance calories, you eat the same amount of food every day.
To balance calories, the number of calories you eat is the same as the number of calories you use.
- T** 8. Solid fats and added sugars are known as “empty calories” because they have very few nutrients.
- F** 9. Most of the sodium we eat comes from the salt we shake on our food.
Most of the sodium we eat is in processed foods, such as cured meat, baked goods, and snack foods.
- T** 10. *The Guidelines* encourage us to drink water instead of soda.

Glossary

balance calories	To consume the same number of calories as the number of calories you use, or burn.
calorie	A unit of measure for energy from food that is used by the body or stored as fat.
daily value	The amount of each nutrient you need each day to be healthy. The nutrition label on a food or beverage shows “% D.V.” to indicate how much of that amount it supplies.
hypertension	Another word for high blood pressure.
legumes	A member of the family of plants whose seeds grow in pods that split open, such as peas or beans.
nutrients	The components of foods and beverages that help your body function, grow, and repair itself. The main nutrients are protein, carbohydrates, and fat.
nutrient-dense	Describes a food or beverage that is high in nutrients and low in calories; the opposite is “empty-calorie” or “energy dense.”
obese	Very overweight, with a body mass index ≥ 30 .
omega-3 fatty acids	Essential fatty acids that have many healthy benefits. Found in fish like salmon, mackerel, and herring, as well as flaxseed, soy products, and nuts.
saturated fats	Unhealthy fats known to contribute to heart disease. Found mainly in animal products, such as fatty cuts of meat, butter, and lard.
SoFAS	An acronym for “solid fats and added sugars.”
trans fats	Unhealthy fats made when a vegetable oil undergoes a process called “hydrogenation” to make it solid.
unsaturated fats	Healthy fats from plants, such as olives, nuts, and avocados, often in the form of oils.

Resources for Educators

Educational Standards

National Standards for Family and Consumer Sciences

Nutrition and Wellness

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
- 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
- 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

National Health Education Standards

Standard 7 for Grades 9 -12: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Useful Internet Resources

- USDA's ChooseMyPlate resource page
choosemyplate.gov
The official site of the USDA's guidelines and MyPlate offers tip sheets related to specific food groups and weight management information. The "Interactive Tools" link includes the *SuperTracker*, which allows users to record daily intake. *MyFoodapedia* provides nutritional information on food items, including "mixed" dishes like macaroni and cheese.
- World Health Organization: Obesity and Overweight Fact Sheet
who.int/mediacentre/factsheets/fs311/en/index.html
The WHO collects and analyzes data on serious health issues. From this page, students can link to interactive maps and databases to will help them analyze the global weight epidemic.
- The American Heart Association
heart.org/HEARTORG/
The Getting Healthy page of the AHA site has especially helpful information on Fats and Oils. Another great feature is the monthly story of real people who successfully lost weight through changes in diet and physical activity. This site is hard-hitting about the direct connection between being overweight and heart disease.

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