Nutrition Essentials

Teaching Tools for Healthy Choices

Nutrition Education Ideas for Secondary School Teachers

United States Department of Agriculture
Food and Nutrition Service

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Reviewers and Organizations

Linda Allen	Gunston Middle School, Arlington, VA
Susan Davis	Hartford Public Schools, Hartford, CT
Roberta Duyff	Duyff Associates, St. Louis, MO
Leslie Grey	Instructional Services Department, Fairfax County School District, VA
Nan Holl	Department of Health and Physical Education, Wakefield High School, Arlington County School District, VA
Jeanne Latham	Center for Food Safety and Applied Nutrition, Food and Drug Administration, DHHS
Joan Nachmani	Philadelphia City Schools, PA
Celeste Pegg	West Virginia Department of Education, WV
Melanie Polk	Department of Health and Human Services, Montgomery County, MD
Kathleen Smith	Center for Food Safety and Applied Nutrition, Food and Drug Administration, DHHS

Food and Nutrition Service, USDA

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This publication was prepared by
Elaine McLaughlin, M.S., R.D. Editor: Devra Massey
Food and Nutrition Service, USDA.

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- *READ IT before you EAT IT*!
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CD II.

Nutrition Decision—interactive games for students

WELCOME TO

Nutrition Essentials:
Teaching Tools for Healthy Choices

This resource will help involve students in learning skills for making food and physical activity choices that will enhance their health today and throughout their lives.

Food choices affect health

Nutrition Essentials is based on the principles of the 2005 *Dietary Guidelines for Americans* and the *MyPyramid Food Guidance System*. To stay healthy, teens need to develop lifelong habits based on getting enough physical activity and eating foods that give them the nutrients they need. With healthful habits, teens and adults may reduce their risk of many chronic diseases such as heart disease, type 2 diabetes, osteoporosis, and certain cancers—and increase their chance for a healthier life.

Why use this guide?

You may already have a variety of resources for teaching nutrition and health. So, why choose this one? Because *Nutrition Essentials* gives you nutrition information you need in an easy-to-use format. There are six sequential lesson plans—each one is based on a poster or other visual image that serves as the focus for class discussions and activities. There are also several reproducible work sheets and fact sheets for your students.

In addition, *Nutrition Essentials* provides a variety of supplemental materials on the two enclosed CDs. The *Nutrition Essentials* CD contains both the text of this booklet and additional enrichment materials, work sheets, fact sheets, objectives, and standards. The *Nutrition Decision* CD provides interactive games that allow your students to practice building skills using the Nutrition Facts panel on food labels. You can pick and choose among the materials on both CDs for enrichment activities.

A PowerPoint slide show, Overview of *Nutrition Essentials: Tools for Making Healthy Choices*, is on the Nutrition Essentials CD.

Nutrition Essentials assumes that your students are familiar with the five major food groups and have had some exposure to nutrition terms such as vitamins, minerals, fats, cholesterol, and calories. If your students are not familiar with these concepts, refer to the MyPyramid poster and the Vocabulary and Definitions list at the end of this booklet. Review of the Vocabulary and Definitions will enhance the depth of student comprehension for the concepts introduced in *Nutrition Essentials*.

NOTE:

- In your guidance to students, we encourage you to promote choosing low-fat or fat-free milk and other foods from the milk group as one way they can lower saturated fat in their diets.
- The term "Serving Sizes" and "Servings per Container" are used in this publication to refer to the amounts on the Nutrition Facts panel on food labels.
- In this publication, the word "calories" is used to describe a unit of food energy. It is purposely not used in relation to weight control. *Nutrition Essentials* encourages healthier food and physical activity choices - not calorie counting.

LESSON 1

Get the MyPyramid Amounts of Foods—for YOU

Overview:

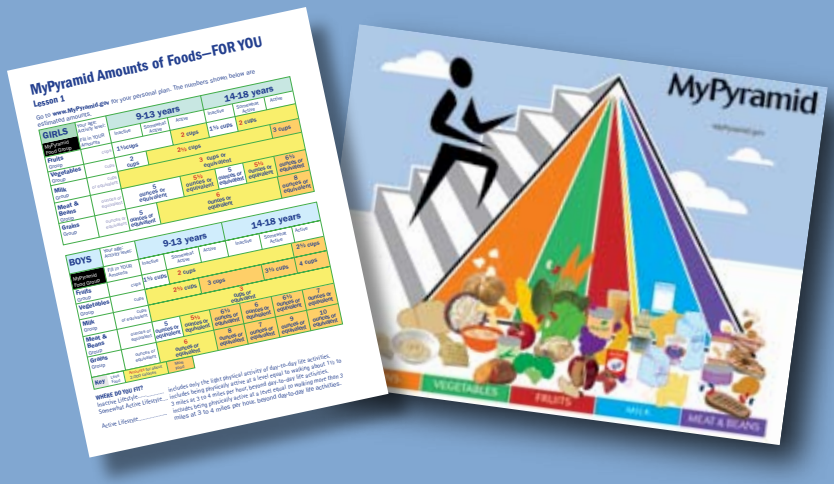
Go over the key concepts from the *MyPyramid: Steps to a Healthier You* poster, based on amounts of foods for 2,000 calories. Discuss how the recommended amounts vary by age, gender and physical activity level. Ask students to fill out the *MyPyramid Amounts of Foods–for YOU* worksheet and encourage them to go to **MyPyramid.gov** for more information.

After completing this lesson, students will be able to:

- State key ideas of the MyPyramid food guidance system.
- Identify the amounts and kinds of food they each need, based on age, gender, and level of physical activity.
- Compare the amounts of foods needed by boys and girls.
- Identify **MyPyramid.gov** as a source of additional information.

Display the *MyPyramid* poster. Copy and distribute the *MyPyramid Amounts of Foods—FOR YOU* worksheet (page 27). Write MyPyramid.gov on the chalkboard.

MyPyramid.gov



ASK **Does anyone recognize *MyPyramid: Steps to a Healthier You*? Is it different from the old Food Guide Pyramid? How?**

POINT OUT

Differences:

- The layers of food groups are now flipped on their side to make "stripes."
- The food images are all at the bottom of MyPyramid.
- A section on oils has been added. (Fats are covered in Lesson 3.)
- The food group amounts are described in common measures: cups or ounces.
- The combined amounts of foods from all the food groups provide about 2,000 calories for a day.
- The new MyPyramid shows how to locate more individualized information.

Similarities:

- It is a pyramid.
- The foods are divided into food groups.
- The five food groups are the same.

POINT OUT

The MyPyramid image is simple because it gives very basic information for choosing a day's worth of foods:

- Choose foods from every food group, plus oils*, every day, as shown by the stripes.
- Eat more from some food groups than others, as shown by the size of each stripe. MyPyramid gives the daily amounts of foods from each food group at about 2,000 calories.
- Choose nutrient-dense* foods from each group. The stripes' wide bases stand for foods with little or no solid fats or added sugars. Eat these foods more often. The narrow top stands for foods with a lot of added sugars or fats. Eat them less often.
- Be physically active. Do something active for at least 60 minutes every day or most days.
- Take one step at a time. Make small changes in what you eat and how you exercise. Start with one change and add others as often as possible.
- Make choices that are right for you. Use the *MyPyramid.gov* Web site to discover how to eat better and exercise more.

*See Vocabulary and Definitions.

ASK **How much food is recommended for each food group on the poster?**

POINT OUT The recommended amount of foods from each food group varies. For 2,000 calories a day the amounts are:

2 cups	Fruits
2½ cups	Vegetables
3 cups	Milk
5½ ounces	Meat and Beans
6 ounces	Grains

ASK **Why is the amount of foods shown for a level of 2,000 calories a day?**

POINT OUT MyPyramid uses 2,000 calories a day as an example, because many people need about 2,000 calories in a day. Other people may need more or less than 2,000 calories a day.

POINT OUT The amounts of foods and calories you need depends on:

age, gender, physical activity level

ASK **What is YOUR activity level on most days?**

Inactive Lifestyle means only the light physical activity of typical, day-to-day life.

Somewhat Active Lifestyle includes being physically active at a level **equal to walking about 1½ to 3 miles** at 3 to 4 miles per hour, beyond day-to-day life activities.

Active Lifestyle includes being physically active at a level **equal to walking more than 3 miles** at 3 to 4 miles per hour, beyond day-to-day life activities.

Point out the chart *MyPyramid Amounts of Foods—FOR YOU***:**

- The *MyPyramid Amounts of Foods—FOR YOU* chart defines a measure of physical activity and what and how much food adolescents should eat. (**MyPyramid.gov** has an online calculator that provides guidance. Point to the Web site address on the chalkboard.)

ASK ▸ **Where do you fit on the chart? How physically active are you?** (Estimate activity levels based on definitions at the bottom of the worksheet.)

POINT OUT **Direct students to the worksheet's empty column:** Using the information on the worksheet, have students fill in the empty column.

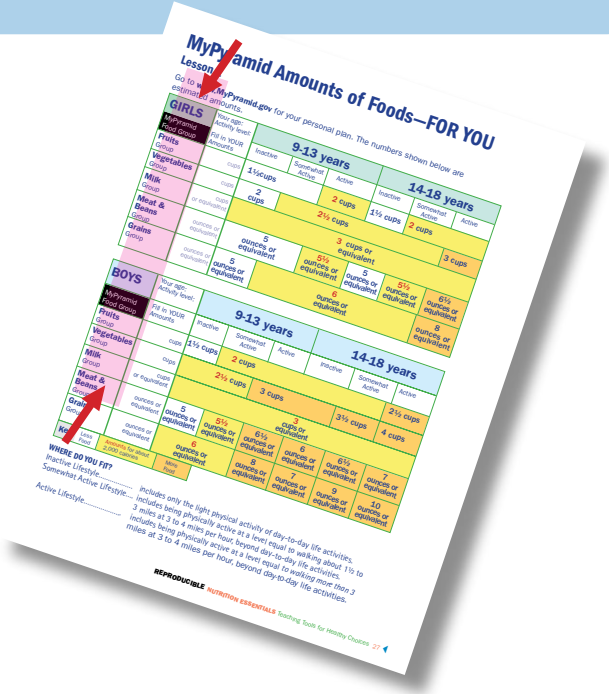
The amount of food and calories children and teens need changes over time, based on an individual's stage of growth, gender, and physical activity level. The chart shows that many teen girls who are *somewhat* active need the amount of foods (about 2,000 calories a day) shown on the poster. Boys age 9 and older, depending on their activity level, may also need that amount of food. Older boys need more food.

ASK ▸ **What is the main color used on the boy's chart and the girl's chart?**

POINT OUT Yellow covers the biggest area of both charts because many people need about 2,000 calories a day. Some people need a little more food (orange color) or a little less food (white). All teens need the same amount from the Milk Group. It is difficult to count calories precisely for a day. Pay more attention to the types and amounts of foods you eat.

SUMMARIZE:

- Remind the students to eat the recommended amounts and kinds of foods from the MyPyramid food groups, based on their own age, gender, and activity level.


MyPyramid Amounts of Foods—FOR YOU

Lesson

Go to MyPyramid.gov for your personal plan. The numbers shown below are estimated amounts.

GIRLS		9-13 years			14-18 years		
MyPyramid Food Group	Your age: Activity level: Fill in YOUR amounts	Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
Fruits group	cups	1½ cups			1½ cups		
Vegetables group	cups	2 cups			2 cups		
Milk group	cups or equivalent	2 cups			2 cups		
Meat & Beans group	ounces or equivalent	5 ounces or equivalent			5 ounces or equivalent		
Grains group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6 ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent

BOYS		9-13 years			14-18 years		
MyPyramid Food Group	Your age: Activity level: Fill in YOUR amounts	Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
Fruits group	cups	1½ cups			2 cups		
Vegetables group	cups	2 cups			2½ cups		
Milk group	cups or equivalent	2½ cups			3 cups		
Meat & Beans group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6 ounces or equivalent	5 ounces or equivalent	6½ ounces or equivalent	7 ounces or equivalent
Grains group	ounces or equivalent	6 ounces or equivalent	6½ ounces or equivalent	7 ounces or equivalent	8 ounces or equivalent	9 ounces or equivalent	10 ounces or equivalent
Kcal	Your kcal	2,000 to somewhat 2,200 calories			2,400		

WHERE DO YOU FIT?

Inactive Lifestyle—Includes only the light physical activity of day-to-day life activities.

Somewhat Active Lifestyle—Includes being physically active at a level equal to walking about 1½ to 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.

Active Lifestyle—Includes being physically active at a level equal to walking more than 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.

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LESSON 2 Choose the Foods YOU Need

Overview:

Review the food groups on the *MyPyramid* poster, based on amounts of foods for 2,000 calories for a day. Explain how Ingredient Lists are organized. Ask students to use the Ingredient Lists to identify amounts of food components such as fats, sugars, or whole grains in foods or mixed dishes.

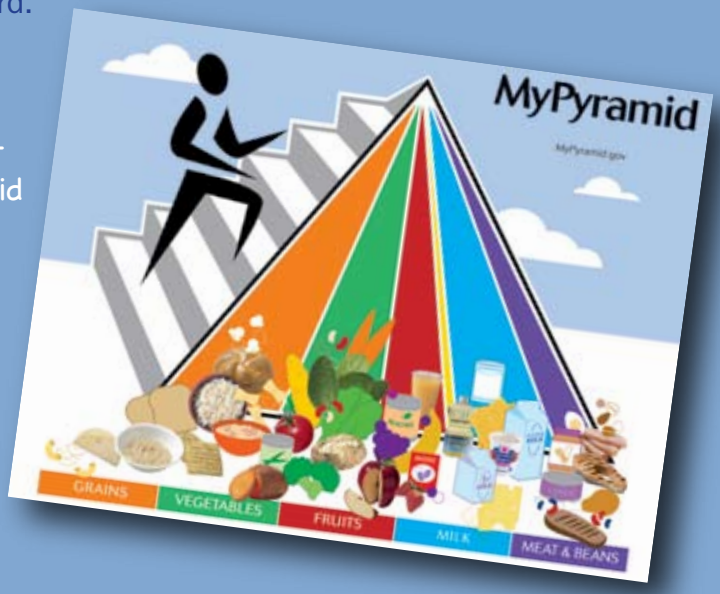
After completing this lesson, students will be able to:

- Identify recommended amounts for each of the food groups for 2,000 calories a day.
- Use Ingredient Lists to identify general amounts of food components.
- Describe the importance of making food choices over several days to get enough different kinds of foods and nutrients.
- Choose specific foods they need, using the MyPyramid food groups.

Display the *MyPyramid* poster. Write out the two Ingredient Lists (see page 8) on the chalkboard.

Marmalade Jelly
INGREDIENTS: sugar, oranges, grapefuit juice, lemon juice, fruit pectin, citric acid

Oat Crispbread Crackers
INGREDIENTS: whole grain oat flour, wheat flour, oat flakes, rye flour, skimmed milk powder, yeast, canola oil, baking soda, salt



POINT OUT You need different kinds of nutrient-dense foods.

Fruits—*Focus on fruits*
Many people need MORE fruits than they usually eat. Choose whole or pieces of fruits that are fresh, frozen, canned, or dried. Go easy on juices.

Vegetables—*Vary your veggies*
Many people need MORE dark-green or orange vegetables, dried beans, and peas than they usually eat.

Milk and foods made from low-fat or fat-free milk—*Get calcium-rich foods*
Get ENOUGH low-fat or fat-free milk, or equivalent foods made from milk, for calcium. Teens have a critical need for calcium for their growing bones.

Meats, poultry, fish, eggs, nuts, and beans—*Go lean with protein*
Eat ENOUGH lean meats, poultry, fish, eggs, nuts, or beans for iron and protein. Teens need iron and protein from foods to grow new blood cells.

Breads, cereals, rice, and pasta—*Make half your grains whole*
Eat AT LEAST half of your grain foods as whole grains. Grain foods like breads, cereals, rice, and pasta are valuable sources of energy.

Plus, oils (liquid, unsaturated forms of fat) and foods containing oils (salad dressings, cooking oil, nuts, or fish) provide vitamin E. Most people get enough oils in foods they eat.

ASK **What difference does it make if you pay attention to the kinds of food you eat?**

POINT OUT It will help you get all the nutrients you need. Eating many kinds of foods from all the food groups makes it easier to get the nutrients you need to grow and stay healthy.

ASK **What difference does it make if you pay attention to the amounts of food?**

POINT OUT It can help ensure that you get enough, but not too much, of specific foods.

ASK ▶ **How do you think food labels' Ingredient Lists are organized?**

POINT OUT Ingredients are listed from the largest amount to the least amount (by weight). Check to see if sugars, fats, or whole grains are listed among the first few ingredients. Look at ingredients to choose more nutrient-dense foods.

Note: Focus this discussion on the first few ingredients; usually they are foods or food components.

Marmalade Jelly

INGREDIENTS: sugar, oranges, grapefruit juice, lemon juice, fruit pectin, citric acid

Oat crispbread crackers

INGREDIENTS: whole-grain oat flour, wheat flour, oat flakes, rye flour, skimmed milk powder, yeast, canola oil, baking soda, salt

POINT OUT Students can also check out ingredients in prepared foods and mixed dishes to see the amounts of various foods they contain. Here are two examples: Mashed potatoes usually have milk, butter, and salt added. A lasagna casserole might contain ingredients in the following descending order: noodles, tomato sauce, cheese, and meat.

POINT OUT Choose nutrient-dense foods from each food group.

There are some foods most people need to eat MORE often.
Eat more (at least half the grains you eat) whole grains such as oatmeal, brown rice, or whole wheat in breads, cereals, rice, and pasta. The Ingredient List shows if whole grains are among the first few ingredients. Many refined grains are "enriched" to give you extra B vitamins and iron. Also, eat more whole fruits and more variety of vegetables than you are used to eating.

There are some types of food most people need to eat ENOUGH, but not too much, of.
Teens need 3 cups of low-fat milk, or equivalent foods from the milk group, each day to get the calcium they need. Eat enough lean meats, poultry, fish, eggs, nuts, or beans to get some iron and protein every day.

There are some food components most people need to eat LESS of.
Solid fats and added sugars provide extra calories with few nutrients. Foods contain sizeable amounts of fats or added sugars if those are among the first few items on Ingredient Lists.

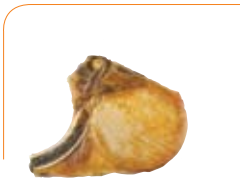
SUMMARIZE:

To get the kinds of food you need:

- Use the food groups as a guide to choose a variety of nutrient-dense foods.
- Use the Ingredients List to determine the main items in prepared foods or mixed dishes.
- *Get MORE, ENOUGH, or LESS of specific foods.*

ASK **How do you know how much to eat?**
(Use the *MyPyramid Amounts of Foods—FOR YOU* charts to identify the amounts of foods you need.)

POINT OUT Balancing food choices over several days helps you get enough different kinds of the foods and nutrients you need. If you come up short or overdo it one day —just make up for it the next day.



Go to **MyPyramid.gov** for help to plan up to a week of menus. The planning tool provides messages and compares food choices to help better meet the MyPyramid recommendations.

LESSON 3 Choose Foods for Their Nutrients

Overview:

Use the *READ IT before you EAT IT!* poster to explain the 5%-20% Daily Value (% DV) Guide (5% or less is LOW and 20% or more is HIGH) and discuss Serving Sizes.

After completing this lesson, students will be able to:

- Identify amounts of nutrients, calories, and Serving Sizes on Nutrition Facts labels.
- Explain how to use the 5%-20% DV Guide to get LESS of some nutrients and get ENOUGH of others.
- Compare food labels to determine which foods contain higher or lower amounts of nutrients or calories.
- Recognize that the Nutrition Facts label is based on 2,000 calories for a day.

Display the *READ IT before you EAT IT!* poster, a box of cereal, three sizes of bowls, a measuring cup. (Optional: Distribute Nutrition Facts cards found on the CD.)

To increase students' participation, ask them to open and close one hand several times, and say "5!" Ask the students to open and close both hands twice, and say "20!"

POINT OUT The poster's blue section of nutrients (fats, cholesterol, sodium) shows: GET LESS of these nutrients. Remember 5% or less of these nutrients is LOW, and 20% or more is HIGH.

Eating too much of these nutrients is linked to overweight and certain chronic diseases, including type 2 diabetes, and heart disease.

POINT OUT The poster's purple section of nutrients (vitamins and minerals) shows: GET ENOUGH of these nutrients. Again, 5% or less of these nutrients is LOW, and 20% or more is HIGH.

Eating enough of these nutrients can improve your health and reduce the chance of getting some chronic diseases.

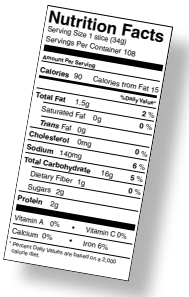
Look at the % DV for saturated fat* on the poster.

ASK

- **What is the color for saturated fat? *(It is blue.)***
- **Is the % DV HIGH or LOW?**
  (It is neither. It is in between.)
- **What if you ate twice as much?**
  (That would double the % DV.
  Two Serving Sizes = 2 x 15% = 30%.)
- **Is 30% DV HIGH or LOW?**
  (20% or more is HIGH, so 30% is HIGH)

ASK **Ask someone to talk about the purple and blue sections on five of the small labels on the bottom of the poster.**

- Compare the % DV for the same nutrient in similar or different foods.
- What is the total % DV for calcium for five of the foods?
  (Adults and children need 100% DV for calcium every day. Children need it for growing bones; adults need it to keep their bones healthy.)
- What is the total % DV for saturated fat in the same five foods?
- Is this total more than 100%?
  - If it is more than 100%, how could you reduce the percent?
    (Eat smaller amounts, cut out a food, choose another food with less saturated fat.)
  - If it is less than 100%, the amount is below the total limit of fat for the day. Less than 100% is okay.



**See Vocabulary and Definitions*

ASK ▶ **What does the % DV show you about the amount of nutrients in the foods you choose?**

The % DV shows the amount of a nutrient in one Serving of a food compared to the recommended amount of the nutrient for 2,000 calories.

ASK ▶ **How can you use the Nutrition Facts label to make food choices?**

- See how the nutrients and calories change with amounts of food that are bigger or smaller than the Serving Size.
- Compare the nutrients in two similar kinds of foods.
- Choose foods to GET LESS of some nutrients and GET ENOUGH of others.

POINT OUT The yellow section shows the Serving Size and Servings per Container.

ASK ▶

- **How many Servings are in one container or package?**
- **How much is one Serving Size on a label?**
  (It varies according to the food item, but the Serving Size is shown as a common measured amount such as ½ cup, 1 cup, or 1 ounce).

- **How does the amount you eat change the amount of the %DV?**
  (It varies with how much more, or less, you eat than one Serving Size.)

ASK

- **Where do you find out how many calories are in a Serving Size?**
- **Where do you find the common, measured amount of the Serving Size?**

SHOW

A box of cereal, three different-sized bowls, and a measuring cup.

ASK

- **How much would you normally put in the bowl?** (Let someone pour that amount of cereal into a bowl.)
- **How does that compare to the amount of a Serving Size on the food label?** (Have someone measure the Serving Size of cereal and pour it into a bowl.)
- **Is your normal amount the same as the Serving Size on the package label? Is it less? How much less? Or, is it more? How much more?**
- **How does the amount you eat alter the amount of fats, fiber, vitamins, minerals, or calories in your bowl of cereal?**

SUMMARIZE:

Refer to the poster and summarize (while opening and closing one or both fists to visually show the numbers 5 and 20):

5% or less is LOW and 20% or more is HIGH

- choose foods with lower % DV for nutrients you need LESS of.
- choose foods with a higher % DV for nutrients you need to get ENOUGH of.

Lesson 3 Note:

Keep it simple. Stay focused on the % DV and Serving Size. Many foods naturally containing iron have less than 5% DV. Iron-fortified foods have higher levels. The % DV does not exist for sugars, *Trans* fats, or protein.

Go to the Food and Drug Administration's link to practice the content covered in this lesson: www.cfsan.fda.gov/labelman.

LESSON 4 Estimate Amounts of Foods

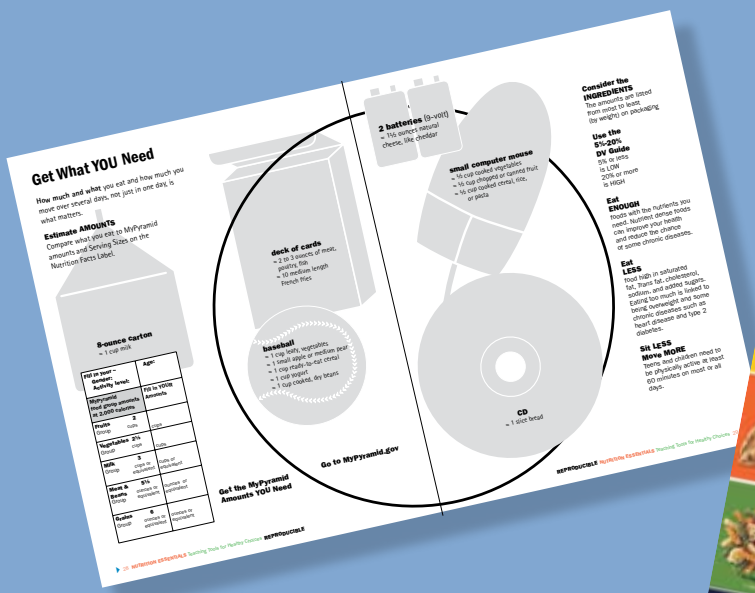
Overview:

Use the *How Much Do YOU Eat*? poster to explore the size of common measures (such as ½ cup, or 1 cup, or 1 ounce) used as Serving Sizes on the Nutrition Facts label. These measures are also used for the recommended food group amounts.

After completing this lesson, students will be able to:

- Estimate amounts of foods by using common objects for comparison.
- Compare amounts of food they eat to Serving Sizes on food labels.
- State the amounts recommended for each food group for 2,000 calories a day.

Display the How Much Do YOU Eat? poster. (Optional: display real objects.) Copy from CD, and distribute: Nutrition Facts cards and the *Get What YOU Need* handout.



POINT OUT The objects on the poster show amounts similar to standard, common measures. These objects can help you estimate how much you are getting from each of the food groups or the amount of food in a Serving Size on a food label.

Common objects on poster	Common measures	Examples of foods
baseball	1 cup	1 cup cooked dry beans, or 8 fluid ounces low-fat or fat-free milk, or yogurt, or 1 cup raw vegetables, or 1 small apple, 1 medium pear or 1 cup ready-to-eat cereal
deck of cards	2 to 3 ounces meat	2 to 3 ounces of meat, fish, poultry or 10 medium length French fries
CD (and about ½ inch thickness)	1 slice	1-ounce slice of bread
small computer mouse	½ cup	½ cup vegetables, or ½ cup cooked rice, pasta, or cooked cereal, or ½ cup fruit, canned or chopped
two 9-volt batteries	1½ ounces	1½ ounces natural cheese, such as cheddar
one 9-volt battery	1 tablespoon	1 tablespoon peanut butter
4-fluid-ounce juice box	½ cup	4 fluid ounces fruit juice

ASK **Which object is about equal to these common measures?**

- ½ cup — *small computer mouse*
- 1 cup — *baseball or 8-fluid-ounce carton of milk*
- 2 or 3 ounces of meat — *deck of cards*
- 1-ounce slice of bread — *CD (and about ½-inch thickness)*
- 1½ ounces of cheese — *two 9-volt batteries*
- ½ cup (liquid) — *4-fluid-ounce juice box*
- 1 tablespoon — *one 9-volt battery*

ASK **Can you use the objects on the poster to estimate the amounts of foods you often eat at one time?**

beans?
French fries?
cheese?
cut-up or canned fruits or vegetables?
meat or chicken?
peanut butter?
low-fat or fat-free milk?
juice?

ASK **Can you use familiar objects to estimate a Serving Size?**
How does what you eat compare with the amount of a Serving Size?
About how much pasta would you eat as part of one meal?

POINT OUT The poster shows the size of common measures. It also gives numbered amounts for each MyPyramid food group at 2,000 calories.

- Using common objects helps you estimate the amount you usually eat and compare the amount you eat to the recommended amounts from each of the food groups.
- It also shows standard, common measures of foods for the Serving Sizes on Nutrition Facts labels.

ASK **Do you know about how much food you eat at one time, or during an entire day?**

- Compare how much fruit you eat in a day to the 2 cups for the fruit group.
- Compare how much milk or foods made from milk you get compared to the 3 cups or equivalent for the milk group.

POINT OUT

Physical activity and nutrition work together for better health. Remember that physical activity is important for keeping your weight in balance and your bones healthy. Being physically active increases the amount of food you need, which makes it easier to get the nutrients you need from foods.

You need to eat less if you move less: you can eat more if you move more.

POINT OUT

- You need to know how much you eat of foods from the food groups to know if you are getting the nutrients you need.
- Being able to estimate amounts of food will help you get enough but not too much of the foods and nutrients you need.

SUMMARIZE:

- Remind students to use common objects like the ones on the poster to estimate the amount they eat.
- Have students estimate the amount they eat of different foods and compare those amounts to the food group recommendations for 2,000 calories, and to the Serving Sizes found on the Nutrition Facts labels.

LESSON 5 Put It All Together—Food for a Day

Overview:

Use the *Food for a Day* poster to review one day's example of food choices, at 2,000 calories for a day. Ask the students to use the *Food Group Choices* worksheet to practice choosing foods and amounts to meet the MyPyramid recommended amounts for each food group at 2,000 calories. Ask the students to identify how much more or less food they individually need than 2,000 calories (based on the Lesson 1 worksheet).

After completing this lesson, students will be able to:

- Describe amounts and kinds of foods needed to meet the MyPyramid food group recommendations for a day, at about 2,000 calories.
- Choose the total amount and kinds of foods needed to meet the food group recommendations for themselves for a day.
- State that they need to eat recommended amounts and kinds of foods to grow and stay healthy. The exact amounts do not need to be eaten every day, but on the average over time.

Display the Food for a Day poster. Copy the *Food Group Choices* worksheet and distribute *to each student; make extra copies available.* Display and refer to the *MyPyramid Amounts of Foods—FOR YOU* worksheet.

POINT OUT The *Food for a Day* poster shows one example of food choices and amounts that meet the food group recommendations for a day, at 2,000 calories.

ASK ▶ **Which foods on the poster meet the amount of grains group foods, vegetables group foods, and fruits group foods?**

ASK ▶ **How does the amount of any of these foods compare to the amount you need to eat?**

POINT OUT The *MyPyramid Amounts of Food—FOR YOU* worksheet (from Lesson 1) shows the amounts of foods needed by individual teens depending on their age, gender, and activity level.

ASK ▶ **How do the kinds and amounts of foods on the poster compare with what you eat in a day?**
What foods might you eat in place of the chili? Or meat?
Or, what foods would you eat instead of broccoli or tomatoes?

POINT OUT The legend on the bottom of the poster shows specific amounts and kinds of foods for each of the food groups, for a total of 2,000 calories a day.

ASK ▶ **Who might need less food than the poster shows?**
Children and inactive adult women.

ASK ▶ **Who would need more food?**
Teen boys and active adult men.

Ask the students to complete the *Food Group Choices* worksheet.

Ask the students to call out the foods from each food group.

ASK ▶ **What kinds or amounts of foods might you need to eat LESS often?**
What kinds or amounts of foods might you need to eat MORE often?

POINT OUT The poster shows one example of the right amounts of foods from the food groups for a day.

ASK ▶ **Using the squares from the chart of *Food Group Choices* worksheet, ask students to discuss another example of a day's food choices. What will it look like?**

- Use the filled-out squares of paper. Have each student group his or her squares in categories of morning, mid-day, evening, and snacks, or in the way they might choose to eat foods throughout a day.
- Create an example of one day. Make a list on the blackboard of all the foods and amounts of food the students chose for the entire day. As a group, figure out the kinds and amounts of foods that would meet the food group recommended amounts shown on the poster.

ASK ▸ **How much food do you think you eat from the grains group at one time, and during an entire day? About how much from the grains group do YOU need daily?**

POINT OUT The amounts from the grains group (such as pasta or rice) may seem small. But look at the total amount you can eat from the grains group per day.

POINT OUT You need less food from some food groups if you move less, and more if you move more.

ASK ▸ **How much food from the grains group do YOU need each day?**
(Use worksheets)
Milk group? Meat & Beans group? Vegetables group? Fruits group?

POINT OUT The poster shows the *kinds and amounts* of foods many people need for an entire day, at 2,000 calories.

Teen girls and active women need more food than inactive women. Some teen boys need more food than teen girls. All teens need 3 cups of low-fat or fat-free milk each day, or other foods to get the amount of calcium from other food sources.

SUMMARIZE:

- Remind students to enjoy different foods in their meals and snacks, but also to choose those foods because of the nutrients they contain.
- Encourage them to choose foods using the food groups and food label information.
- Point out that what and how much you eat over several days, not just one day, is what matters.

LESSON 6 *Move It!* To Keep Your Health in Balance

Overview:

Use the *Move It*! poster to explore types and levels of physical activities, benefits of being active, and the recommended amount of time for teens to be physically active. Explain the "Talk-Sing Test" as a general measure of physical activity.

After completing this lesson, students will be able to:

- Identify the recommendation to be physically active at least 60 minutes on most or all days of the week.
- Give examples of various levels of physical activity.
- Discuss benefits of being physically active.

Display the *Move It!* poster to focus conversation on moving more and sitting less.

POINT OUT Look at the PLENTY section of the Activity Pyramid.
Do PLENTY of these moderate-level physical activities.

ASK **What kinds of common, everyday activities could you do just to move your body?**

(Walking briskly, dancing, riding a bike, hiking, and climbing stairs all count. Keep moving whenever you can. Fit physical activity into everyday living.)

POINT OUT Look at the MORE section of the Activity Pyramid.
Do MORE of these vigorous-level physical activities.

ASK **What kinds of things could you do to get your heart beating faster?**

(Running or jogging, swimming, walking fast, or jumping rope can do it for you. Vigorous activities warm you up and increase your heart rate and breathing rate.)

POINT OUT Look at the ENOUGH section of the Activity Pyramid.
Do ENOUGH of these stretching and strengthening activities.

ASK **What kinds of things could you do to get stronger? What could you do to keep your muscles and bones strong?**

(Do enough strengthening activities, such as weight training, to increase strength, keep your muscles firm, and build endurance. Resistance exercises, as well as carrying a backpack or groceries, can strengthen muscles.)

POINT OUT Look at the LESS section at the top of the Activity Pyramid.
Do LESS of these activities.

ASK **What kinds of things should you do less often?**

(Sitting around, watching TV, using the computer are examples.
Too much sitting is linked with overweight and certain diseases.)

POINT OUT Being physically active benefits your health because it:

- Increases physical fitness.
- Helps improve body weight.
- Promotes fun with family and friends.
- Improves relations within your family.
- Makes the most of physical appearance.
- Builds muscle strength and stamina.
- Helps you feel good about yourself.
- Helps you sleep better.
- Reduces feelings of stress.
- Maintains healthy bones and joints.
- Lowers the risk of heart disease, hypertension, type 2 diabetes, obesity, and some cancers.

REVIEW We all need to move more to stay healthy, keep a healthy weight, and have fun.

To stay healthy consider the amount of time you spend being physically active: on most or all days, teens need to get at least 60 minutes of physical activity, beyond the typical activities of day-to-day life.

ASK **How do you know how to judge your level of effort in being physically active?**

- Being **Physically Active** means moving your body at a level equal to walking for more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity of day-to-day life.
- Being **Somewhat Physically Active** means moving your body at a level equal to walking about 1½ to 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.
- Being **Physically Inactive** includes only the light physical activity of typical, day-to-day life.

ASK ▸ **How can you tell if you are moving enough for your health?**

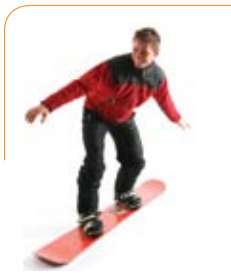
(Keep track of the amount of time you move, and pay attention to the level of effort. Try setting a personal activity goal. Use the "Talk-Sing Test" below to see if you are moving at a rate that is good for you.)

The Talk-Sing Test
If you can talk while doing a physical activity, you are probably moving at a pace that is right for you. If you are too breathless to talk, slow down.
If you can sing, you may not be moving enough. Pick up the pace.

POINT OUT Keep moving. Get regular physical activity to help you use up the calories from the foods you eat.

POINT OUT Being physically active is good for everyone. Do your friends and family a favor, and ask them to keep you company while you move more.

POINT OUT Physical activity and nutrition work together for better health. Physical activity is important for keeping your weight in balance and your bones healthy. It allows you to eat more, which makes it easier to get the nutrients you need.



SUMMARIZE:

- Remind students to get at least 60 minutes of physical activity, in addition to their day-to-day life activities, on most or all days of the week.
- Remind students about the types, amounts, and benefits of physical activity.

Reproducibles and Posters

Reproducibles

- *MyPyramid Amounts of Foods—FOR YOU* charts
- *Get What YOU Need*—student handout
- *Food Group Choices*—worksheet
- Vocabulary and Definitions
- Sources of Nutrition Information

Mini-Posters

- *MyPyramid*
- *READ IT before you EAT IT*!
- *How Much Do YOU Eat*?
- *Food for a Day*
- *Move It! Choose Your Fun!*

MyPyramid Amounts of Foods—FOR YOU

Lesson 1

Go to **MyPyramid.gov** for your personal plan. The numbers shown below are estimated amounts.

GIRLS	Your age: Activity level:	9-13 years			14-18 years		
MyPyramid Food Group	Fill in YOUR Amounts	Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
Fruits Group	cups	1½ cups		2 cups	1½ cups	2 cups	
Vegetables Group	cups	2 cups	2½ cups				3 cups
Milk Group	cups or equivalent	3 cups or equivalent					
Meat & Beans Group	ounces or equivalent	5 ounces or equivalent		5½ ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent
Grains Group	ounces or equivalent	5 ounces or equivalent	6 ounces or equivalent				8 ounces or equivalent

BOYS	Your age: Activity level:	9-13 years			14-18 years		
MyPyramid Food Group	Fill in YOUR Amounts	Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
Fruits Group	cups	1½ cups	2 cups				2½ cups
Vegetables Group	cups	2½ cups		3 cups		3½ cups	4 cups
Milk Group	cups or equivalent	3 cups or equivalent					
Meat & Beans Group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent	6 ounces or equivalent	6½ ounces or equivalent	7 ounces or equivalent
Grains Group	ounces or equivalent	6 ounces or equivalent		8 ounces or equivalent	7 ounces or equivalent	9 ounces or equivalent	10 ounces or equivalent

Key	Less Food	Amounts for about 2,000 calories	More Food

WHERE DO YOU FIT?

Inactive Lifestyle..... includes only the light physical activity of day-to-day life activities.

Somewhat Active Lifestyle... includes being physically active at a level equal to walking about 1½ to 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.

Active Lifestyle..... includes being physically active at a level equal *to* walking more than 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.

Get What YOU Need

How much and what you eat and how much you move over several days, not just in one day, is what matters.

Estimate AMOUNTS

Compare what you eat to MyPyramid amounts and Serving Sizes on the Nutrition Facts Label.

8-ounce carton
= 1 cup milk

Fill in your -- Gender: Activity level:	Age:
MyPyramid food group amounts at 2,000 calories	**Fill in YOUR Amounts**
Fruits Group **2** cups	cups
Vegetables Group **2½** cups	cups
Milk Group **3** cups or equivalent	cups or equivalent
Meat & Beans Group **5½** ounces or equivalent	ounces or equivalent
Grains Group **6** ounces or equivalent	ounces or equivalent

deck of cards
= 2 to 3 ounces of meat, poultry, fish
= 10 medium length French fries

baseball
= 1 cup leafy, vegetables
= 1 small apple or medium pear
= 1 cup ready-to-eat cereal
= 1 cup yogurt
= 1 cup cooked, dry beans

Get the MyPyramid Amounts YOU Need

Go to MyPyramid.gov

2 batteries (9-volt)
= 1½ ounces natural cheese, like cheddar

small computer mouse
= ½ cup cooked vegetables
= ½ cup chopped or canned fruit
= ½ cup cooked cereal, rice, or pasta

CD
= 1 slice bread

Consider the INGREDIENTS
The amounts are listed from most to least (by weight) on packaging

Use the 5%-20% DV Guide
5% or less is LOW
20% or more is HIGH

Eat ENOUGH
foods with the nutrients you need. Nutrient dense foods can improve your health and reduce the chance of some chronic diseases.

Eat LESS
food high in saturated fat, *Trans* fat, cholesterol, sodium, and added sugars. Eating too much is linked to being overweight and some chronic diseases such as heart disease and type 2 diabetes.

Sit LESS Move MORE
Teens and children need to be physically active at least 60 minutes on most or all days.

Food Group Choices

What and How Much Would YOU Eat for a Day?

Use this chart to plan a day's worth of foods YOU like to eat that will give you the kinds and amounts of foods you need.

Food group amounts based on age, gender, activity level				
	Less Food	**Food Amounts for 2,000 calories**	**More Food**	**Fill in Amounts YOU need**
Fruits	1 ½ cups	2 cups	2 ½ cups	
Vegetables	2 cups	2 ½ cups	4 cups	
Milk	3 cups	3 cups	3 cups	
Meat and Beans	5 ounces	5 ½ ounces	7 ounces	
Grains	5 ounces	6 ounces	10 ounces	

How to use the *Food Group Choices* Worksheet:

1) Write the names of foods on the squares for each food group on the worksheet.

- Divide the total amount for a day (5½ oz. or equivalent) among the three Meat and Beans group squares.
- Choose two vegetables (try to get dark-green and orange-colored ones).
- Choose grain foods made with whole grains (for extra credit).

2) Cut, or tear apart, the square sections of this chart.

3) Sort the squares into piles according to the way you would eat them as part of meals or snacks.

Food Group Choices Worksheet

Grains Group 1 oz. or equivalent	**Grains** Group 1 oz. or equivalent	**Grains** Group 1 oz. or equivalent
Grains Group 1 oz. or equivalent Name a food made from whole grains	**Grains** Group 1 oz. or equivalent Name a food made from whole grains	**Grains** Group 1 oz. or equivalent Name a food made from whole grains
Vegetables Group ½ cup Choose an ORANGE colored vegetable	**Vegetables Group** ½ cup Choose a dark-GREEN colored vegetable	**Vegetables Group** ½ cup
Vegetables Group ½ cup	**Vegetables Group** ½ cup	**Fruits Group** ½ cup
Fruits Group ½ cup	**Fruits Group** ½ cup	**Fruits Group** ½ cup
Milk Group 8 oz. cup or equivalent	**Milk Group** 8 oz. cup or equivalent	**Milk Group** 8 oz. cup or equivalent
Meat & Beans Group Write # ounces, or equivalents (for a total of 5½ oz. for a day)	**Meat & Beans Group** Write # ounces, or equivalents (for a total of 5½ oz. for a day)	**Meat & Beans Group** Write # ounces, or equivalents (for a total of 5½ oz. for a day)

Vocabulary and Definitions

Key Concepts are **underlined**

Active Lifestyle Includes being physically active at a level equal to walking **more than 3 miles** at 3 to 4 miles per hour, in addition to the light physical activity of day-to-day life.

Calcium A mineral nutrient that helps build and renew bones and teeth. It is also important in regulating the function of the heart, muscles, and nerves.

Calories (Food Energy) A measure of the energy used by the body, and of the energy that food supplies to the body.

Carbohydrates Essential nutrients that are the body's main source of energy. Sugars are simple forms of carbohydrates and starches are complex forms of carbohydrates.

Cholesterol Cholesterol is a waxy substance found in every cell of humans and animals.

Common Measures Often called household measures, common measures are often used in cooking and food preparation. Examples include cup measurements, tablespoons, and unit measures such as 1 egg or 1 slice of bread.

Daily Value (DV) Daily Values (DVs) are recommended amounts of key nutrients, based on 2,000 calories a day. The amounts shown for the DV nutrient levels for 2,000 and 2,500 calories are provided on many Nutrition Facts labels.

% DVs The % Daily Values (% DV) show specific amounts of nutrients for each food. The % DVs make it easier to compare the amounts of nutrients in a food to the amount of nutrients people need each day.

Dietary Fiber Plant material that cannot be digested.

Fat A nutrient that supplies energy, promotes healthy skin and growth, and is a carrier of certain vitamins. Oils are liquid fats.

Fluids All the liquids and water in beverages and foods. Thirst and normal drinking behavior, especially drinking fluids with meals, are usually adequate to meet the body's need for liquids. People need to drink more when it is hot and during vigorous physical activity.

Inactive Lifestyle An inactive lifestyle includes only the light physical activity of standard day-to-day life such as getting dressed, preparing food, talking with your family, and attending class, with much of the time spent sitting.

Iron A mineral nutrient that helps build and renew the part of red blood cells (called hemoglobin) that carries oxygen to cells.

Lactose Intolerance The body's inability to digest lactose, the natural sugar found in milk and milk products, and which may cause intestinal discomfort.

Minerals Nutrients such as calcium, iron, and zinc; some regulate body processes while others become part of body tissues.

Milk Products Milk and foods made with milk, such as yogurt and cheese, are important sources of calcium for teens. Adolescents have a critical need for calcium during the growth spurt and until they become adults. All calcium-rich food sources can help bones grow. Low-fat and fat-free milk and foods made from low-fat or fat-free milk are recommended as one way to reduce saturated fats.

MyPyramid *MyPyramid: Steps to a Healthier You* is the food guidance system developed by the U.S. Department of Agriculture to guide healthful eating and active living. It gives the amounts and kinds of foods we need daily from the five food groups, plus a category for oils, and guidance on physical activity levels. For more information go to MyPyramid.gov.

Nutrient-Dense Foods Nutrient-dense foods provide high amounts of vitamins and minerals and are lower in calories than similar types of foods. Use the % DV Guide to identify foods with high amounts of vitamins and minerals. Compare and choose foods that are lower in calories.

Nutrients The substances found in food that nourish your body. Nutrients should come primarily from foods. Some foods are fortified with nutrients (such as vitamin D in milk) to meet a recognized public health need.

Nutrition Facts Panel The section of a food label that shows the Serving Size, Calories, and key nutrients by % DV, in one measured amount of food.

Oils Forms of fats that are liquid at room temperature. Oils, such as vegetable oils, are higher in unsaturated fats and lower in saturated fats than solid fats.

Physical Activity Any action that uses your muscles to move your body and uses up energy.

Protein An essential nutrient that helps your body grow, repair itself, and fight disease; it can also provide energy if needed.

Saturated Fats Fats that are solid at room temperature, such as the fat in meats, poultry skin, and foods made from whole milk. They increase blood cholesterol levels and the risk of heart disease.

Serving Size A term that indicates a fixed amount of food, such as 1 cup or 1 ounce, shown on the Nutrition Facts labels. It is useful in determining how much of that food you eat and what amount of nutrients you are getting, and in making comparisons among foods.

Sodium A mineral nutrient that contributes to balancing the movement of fluid in and out of your cells, regulating blood pressure, and transmitting nerve impulses. Table salt is 40 percent sodium and 60 percent chloride.

Somewhat Active Lifestyle A lifestyle that includes being physically active at a level equal to walking **about 1½ to 3 miles** at 3 or 4 miles per hour, beyond day-to-day life activities.

Sugars The simple form of carbohydrates that usually taste sweet and are quickly absorbed. There are many forms of sugars; their names often end in ose, as in sucrose (table sugar), lactose (milk sugar), or fructose (fruit sugar).

Supplements A dietary supplement is a product that provides extra amounts of parts of foods, such as vitamins, minerals, amino acids, fiber, herbal products, and many other substances. A dietary supplement is taken by mouth as a pill, capsule, tablet, or liquid. More information is available at: www.mypyramidtracker.gov/supplements.aspx#1.

Talk-Sing Test This is a simple way for people to be aware of their aerobic level. *If you can talk while doing a physical activity, you are probably moving at a pace that is right for you. If you are too breathless to talk, slow down. If you can sing, you may not be moving enough. Pick up the pace.*

***Trans* Fats** *Trans* fats are formed when liquid oils are made into solid fats like shortening and hard margarine. *Trans* fat can be found in some processed foods such as crackers, cookies, snack foods, fried foods, and baked goods. It increases blood cholesterol levels and the risk for heart disease.

Unsaturated Fats Fats that are liquid at room temperature, such as the fat in vegetable oils, nuts, fish, and olives.

Vitamins Nutrients that do not provide energy or build body tissue, but help regulate body processes.

Vitamin A A nutrient that promotes growth and healthy skin and hair. It also helps the body resist infections, and helps eyes adjust to darkness.

Vitamin C A nutrient that increases resistance to infections and helps wounds heal. It is also important in helping to keep blood vessels and gums healthy.

Volume Equivalents Objects that have the same volume, when compared to another item of equal size. For example, 8 fluid ounces equals 1 cup, and a baseball also has an 8-ounce volume.

Whole Grains Whole grains contain the entire grain kernel: the bran, germ, and endosperm. Examples include foods like cereals, breads, pasta, or foods that contain the following: whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, brown rice.

Sources for Nutrition Information

Information on nutrition guidance, making food choices, food labeling, and other food, nutrition, health issues, and educational resources are available from Federal Government Web sites.

For MyPyramid information:
Web site: **MyPyramid.gov**

Nutrition.gov
Easy access to nutrition and health
Web sites from across the Federal government
Web site: **www.nutrition.gov**

Food and Nutrition Information Center
USDA/National Agricultural Library
Rm. 304, 10301 Baltimore Blvd.
Beltsville, MD 20705-2351
Tel: 301-504-5719 Fax: 301-504-6409
Educators can email information and
publication requests to fnic@nal.usda.gov
Web site: **http://fnic.nal.usda.gov**

Center for Nutrition Policy and Promotion/USDA
3101 Park Center Drive, Room 1034
Alexandria, VA 22302
Web site: **www.cnpp.usda.gov**

Food and Nutrition Service/USDA Team Nutrition
3101 Park Center Drive, Rm. 632
Alexandria, VA 22302
Web site: **teamnutrition.usda.gov**

Eat Smart. Play Hard.™
3101 Park Center Drive, Rm. 1020
Alexandria, VA 22302
Web site: **www.fns.usda.gov/eatsmartplayhard**

Food and Drug Administration
Center for Food Safety and Applied Nutrition
5100 Paint Branch Road,
College Park, MD 20740-3835
For food labeling information:
Web site: **www.cfsan.fda.gov**

MyPyramid
MyPyramid.gov
GRAINS
VEGETABLES
FRUITS
MILK
MEAT & BEANS
PEACHES
RAISINS
OIL
MILK
MILK
TUNA

READ IT *before you EAT IT!*

How many servings are you eating?

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 Calories from Fat 110

	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans fat 0g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	

Vitamin A	4%	• Vitamin C	2%
Calcium	20%	• Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

Calories:		2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

What food would have this Nutrition Facts label? *Answer below.**

Get What You Need!

Get LESS
5% or less is low
20% or more is high

Get ENOUGH
5% or less is low
20% or more is high

What's the Best Choice for You?

Use the Nutrition Facts Label to Make Choices

***Answer:**
Box of macaroni and cheese.

How do your choices stack up? This combination of foods and amounts meets the *MyPyramid* food group recommendations for about 2,000 calories a day. The photos show approximate serving sizes from the five major food groups of the MyPyramid. This combination of food choices shows the servings from the Pyramid for an older child, or teen girl, for one day. Teen boys may need more servings of foods.

teamnutrition.usda.gov

How Much Do YOU Eat?

Use these everyday items to estimate the amount you eat.

MyPyramid.gov
STEPS TO A HEALTHIER YOU

Amounts of foods
For 2,000 calories

United States Department of Agriculture Food and Nutrition Service. USDA is an equal opportunity provider and employer. For more information, check out: teamnutrition.usda.gov January 2007

Food for a Day
Putting it All Together
morning...
mid-day...
evening...
Amounts and types of food based on a total of 2,000 calories
2 Cups
Fruit Group
2 1/2 Cups
Vegetable Group
3 Cups
or equivalent
Milk Group
5 1/2 Ounces
or equivalent
Meat and Beans Group
6 Ounces
or equivalent
Grains Group
MyPyramid.gov
www.nutrition.usda.gov

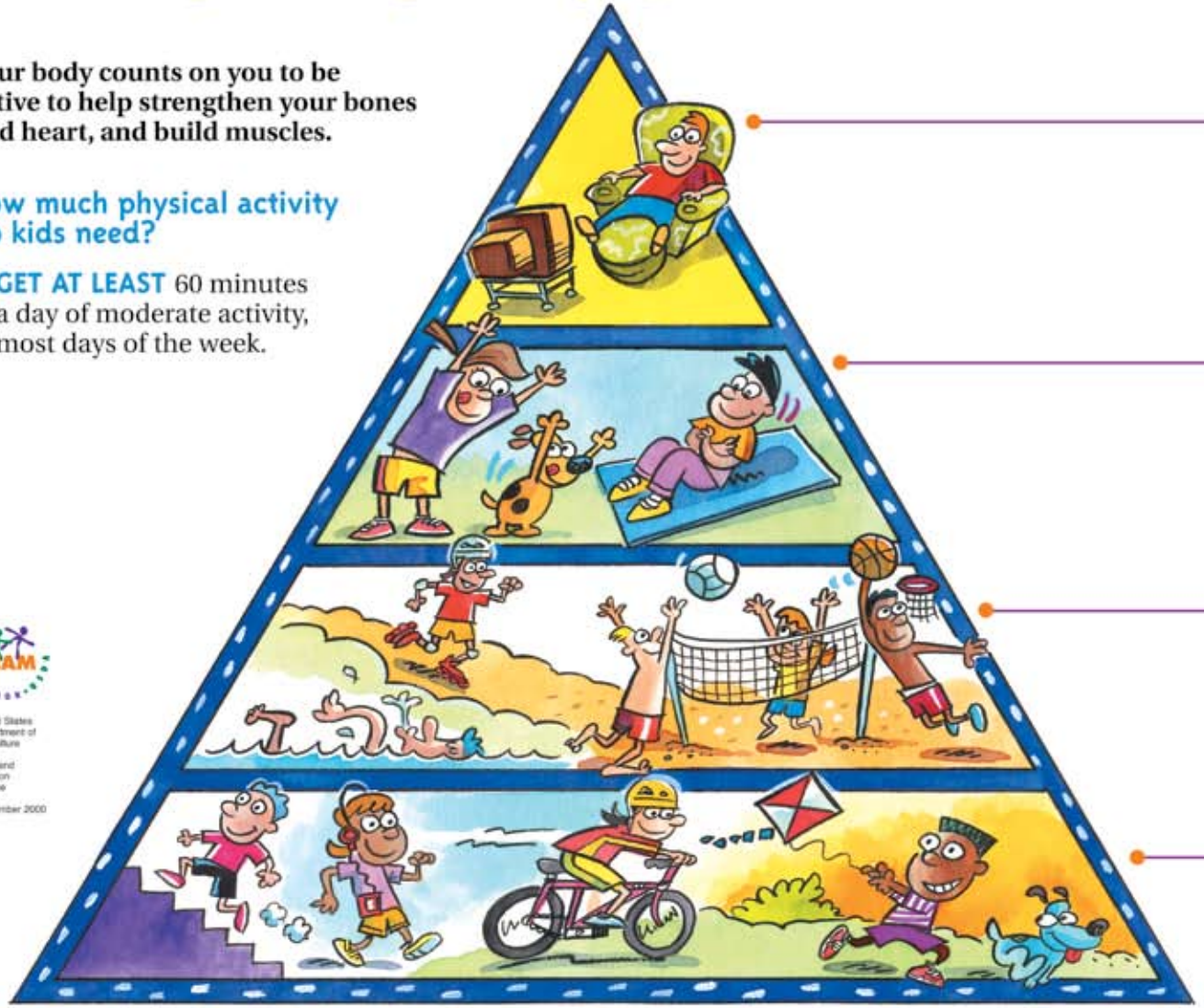
Move It!

Choose your FUN!

Your body counts on you to be active to help strengthen your bones and heart, and build muscles.

How much physical activity do kids need?

- **GET AT LEAST** 60 minutes a day of moderate activity, most days of the week.



Do...

LESS

Spend less time sitting around watching TV or using the computer.

ENOUGH

Do enough strengthening activities to keep your muscles firm.

MORE

Do more intense activities that warm you up and make you glow!

PLENTY

Walk, wiggle, dance, climb the stairs. Just keep moving whenever you can.

TEAM Nutrition

United States Department of Agriculture

Food and Nutrition Service

September 2000

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