Know the Limits for Every Body

Unit Facilitator’s Guide

Length of Lesson: 45 minutes – 1 hour

Unit Objectives
As a result of this lesson, individuals will:
• Understand that limiting fats, sugars and oils is an important part of a healthy diet, consistent with MyPlate guidelines.
• Identify ways to reduce the quantity of unhealthy fats, sugars and salt in the diet by planning, purchasing and preparing carefully.
• Participate in at least 30 minutes of moderate physical activity every day.

Evaluation
Healthy Choices for Every Body involves teaching numerous lessons over a period of time. Participants should be evaluated using the Kentucky Nutrition Education Program Reporting System (WebNEERS) Data Entry Forms before the first lesson, after the seven required lessons are completed, and upon graduation from the program. Entry/exit forms used to collect data include Client Enrollment Form, Client’s 24-Hour Diet Recall, Behavior Checklist and Kentucky Specific Additional Questions.
Materials List

☐ Presentation Materials:
  • Know the Limits for Every Body (available in English and Spanish) for flipchart or projector/laptop set-up

☐ Icebreaker supplies (will vary depending on activity selected)

☐ Food Demonstration food, supplies and materials (will vary depending on recipe selected)

☐ Activity supplies:
  • Fat, sugar and salt tubes teaching aids
  • Copies of high fat and/or high sugar recipes

☐ Handouts/Publications (available in English and Spanish):
  • NEP 207: Know the Limits for Every Body: Empty Calories
  • NEP 207A: Know the Limits for Every Body: Oils
  • NEP 207B: Know the Limits for Every Body: Solid Fats and Added Sugars (SoFAS)
  • NEP 207C: Know the Limits for Every Body: Salt & Sodium
  • Selected food demonstration recipe

Prior to Lesson

☐ Check the “24-Hour Food Recall Record” and the nutrition analysis.
  • Does the participant’s diet indicate certain food groups or key nutrients that need emphasis?
  • Are there overweight or underweight family members?
  • Do the family members exhibit signs of good health?
  • Ask if the participant or any of their children are enrolled in the Women, Infants, and Children Program (WIC). If yes, find out which health risk factors qualified each participant for the program.

☐ Check the participant’s progress records to note any questions or confusing concepts from the previous lesson that should be reviewed.

☐ Review the NEP publication for the lesson. Refer to the curriculum guide for additional background reading to develop additional understanding of the topic.

☐ Select an icebreaker activity from the curriculum guide and gather supplies and materials needed for the activity. For the Know the Limits for Every Body unit, the following icebreakers are suggested:
  • Bumper Stickers
  • Label Detective
  • Pour Some Sugar on Me
  • Go, Slow, Whoa
  • Nutrition Label Trivia

☐ Select a recipe to demonstrate from the curriculum guide and gather the food, supplies, and tools needed for the food demonstration. Set up the food demonstration station before beginning the lesson. For the Know the Limits for Every Body unit, the following recipes are suggested:
  • Asian Salad Dressing (pictured at left)
  • Creamy Italian Herb Dressing
  • Salt-Free All-Purpose Blend
  • Zesty Herb Salad Dressing

☐ Select a physical activity tip from the curriculum guide to share with the group.

☐ Copy all printed materials listed above. Remember to also print the recipe for the food dish that is being demonstrated that day.

☐ Gather teaching activity supplies listed above.

☐ Arrive at the facility early and set up the meeting space. No special meeting facilities are needed to conduct this lesson; however, a work table will be needed to present the food demonstration.
Presenting the Unit

Lesson Introduction & Icebreaker
Welcome everyone to the class. Introduce yourself and explain your position with the Nutrition Education Program.

If you have presented before, review the previous lesson and ask if there are questions. Ask if anyone tried anything new as a result of the last class.

Explain that fats, sugar and sodium will be the topics for the day. Tell participants the class will focus on:
- Understanding food choices that comprise a healthy diet—including healthy oils.
- How to plan and prepare healthy meals, limiting salt, fats and added sugars according to dietary guidelines.
- The benefits of at least 30 minutes of moderate physical activity every day.

Introduce the icebreaker activity and give directions to the group. Conduct the icebreaker, then transition to the lesson.

Major Points & Learning Activities
NOTE: Use a flip chart or the PowerPoint® presentation as a visual aid during teaching to explain these major concepts related to the lesson objectives:

Explain that limiting fats, sugars and oils is important for a healthy diet, consistent with MyPlate guidelines.

The USDA Dietary Guidelines for Americans recommend a certain amount of healthy oils from vegetables, fish and nuts for every calorie level. Participants can find out how many teaspoons of oils they need daily by visiting www.choosemyplate.gov or by using the MyPlate Worksheet, NEP-201C. Generally, the USDA Dietary Guidelines recommend limiting calories from SoFAS to 5 percent to 15 percent of total calories.

Most Americans eat too many calories from solid fat and added sugars. Most American diets are also too high in salt (sodium.) This contributes to high incidence of obesity and chronic diseases such as diabetes, heart disease, cancer and arthritis.

ACTIVITY: Ask participants to make a list of some of their favorite snack foods and drinks. After a list is made, ask participants if they know the fat, sugar and/or sodium content of those foods. If participants have a mobile device, ask them to search the nutrition content using Supertracker and share what they find with the group. Or, encourage participants to investigate the nutrition content of some of their favorite foods when they are at home or in the grocery store by examining food nutrition labels.

Identify ways to reduce the amount of unhealthy fats, sugar and salt in the diet by planning, purchasing and preparing carefully.

Fat, saturated fat and sugar can be found in almost every food group. Pies, cakes and pastries are sources of added sugar and often are sources of fat. Rich sauces can turn vegetables and casseroles into sources of fat and salt (sodium). High-fat meats such as sausages, lunch meats and bacon are sources of saturated fat, cholesterol and sodium. All cured meats are high in sodium. Cream, whole milk, 2% milk and 1% milk are also sources of fat. Dairy products made from milk that has fat in it are high in fat. This includes ice cream, pudding, butter, cream, sour cream, yogurt, and cheeses. Flavored yogurt may also have added sugar. Most condiments are sources of sodium, fat or sugar.

Sugar is a source of calories that provides no vitamins, minerals or other nutrients. For this reason, it is often referred to as an “empty-calorie” food. Sugar also contributes to tooth decay. Eating sugar frequently or eating a sticky source of sugar causes acid to erode the enamel that protects the teeth, allowing decay.
Children develop a taste for sweets early in life. They will be more likely to develop good eating habits if they do not drink sweetened beverages when they are young; sweet desserts and snacks are limited; sweets are not used to reward good behavior; sugar, honey, soft drinks or other sweetened drinks are put in their baby bottles.

Much of the sugar in Americans’ diets comes from foods that are noticeably sweet, including soft drinks, desserts, candy and condiments such as jelly. However, the amount of sugar added at the table has decreased in recent years, while the amount of sugar added during processing has increased. To find added sugar in a product, look at the ingredient list. All ingredients are listed in order of weight so the ingredient present in the greatest weight is listed first. Almost any ingredient that ends in “ose” is a sugar. The Nutrition Facts label will include grams of sugar listed under “Total Carbohydrates."

Fat contributes 9 calories per gram, more than twice as much as carbohydrates or protein. Often, foods that are high in fat have few other nutrients. Diets high in certain fats are linked to obesity and chronic diseases such as heart disease, stroke and some cancers. To reduce fat in the diet avoid fried foods; bake, broil or grill instead of frying; trim excess fat from meat before cooking; remove skin from chicken before cooking; limit use of high-fat salad dressings, mayonnaise, sauces, gravies, butter and margarine; and use low-fat or fat-free milk.

Saturated fat increases cholesterol in the blood, which is a risk factor for heart disease. A diet high in saturated fat is linked to obesity, heart disease and some cancers. Saturated fat is usually solid at room temperature. The more solid it is, the more saturated it is. Saturated fat is usually from an animal source and contains cholesterol as well. Examples include meat, butter, lard, egg yolk, whole milk and cream. Tropical oils like palm oil, coconut oil, palm kernel oil and cocoa butter also contain saturated fat. These oils are often found in bakery products.

Trans-fatty acids or trans-fats are found in vegetable shortening and some margarines. They are also found in “hydrogenated” oils. Trans-fats increase blood cholesterol. Flaky pastries made with vegetable shortening are sources of trans-fatty acids or trans-fat.

**TEACHING AID:** Use fat, sugar and salt tubes to discuss the quantities found in a variety of foods to illustrate the discussion. Pass tubes around for participants to view closely.

The Nutrition Facts label will identify if a food is a source of saturated fat, trans-fats or cholesterol.

Some fat is necessary in our diet to supply energy; to improve the taste of food; to provide a feeling of fullness and satisfaction; to aid in the absorption of vitamins A, D, E and K; and, to make hormones, which regulate many body processes. Unsaturated vegetable oils are healthier than saturated oils.

Our bodies need only about 200 milligrams of sodium a day – about ⅛ teaspoon of salt! Salt is a common additive to foods, and most people have developed a taste for it. American diets are high in salt (sodium).

In some people, excess sodium causes high blood pressure (hypertension). High blood pressure can lead to heart attack, stroke and kidney failure. Sodium is found in processed foods such as canned soups, prepared sauces and gravies, condiments, seasoning mixtures, cured meats, luncheon meats, sausages, pickles, relishes and olives. Other high sodium foods include cheeses, salty snacks (chips, salted nuts) and soft drinks.

The Nutrition Facts label shows how much sodium is in a food item. The USDA Dietary Guidelines advise that people consume no more than 2,300 milligrams of sodium daily. Adults ages 51+, African Americans ages 2+, people ages 2+ with high blood pressure, diabetes or chronic kidney disease should consume no more than 1,500 milligrams of sodium per day. Make sure you purchase iodized salt. Iodine has been added to this salt to reduce the chance of developing a goiter.
**ACTIVITY:** Select some high-fat, high-sugar recipes from a newspaper, cookbook or the Internet. Distribute copies to participants (They can also work in pairs.) and discuss possible ways to modify the sugar and fat content.

Maintaining a healthy weight is all about the calories. As long as the number of calories eaten equals the number of calories used for body function (heartbeat, breathing, digestion) and activity, your weight stays constant. If more calories are eaten than used, the excess is stored as fat. The human body is very efficient at preserving stored energy. To burn stored fat, one might need to be physically active for 60 to 90 minutes each day. It is much easier to prevent weight gain than to lose weight.

**FOOD DEMONSTRATION:** Select one of the recommended food demonstration recipes that best meet the needs of the participants. During the presentation, reinforce the main ideas of the lesson—the importance of eating foods that are low in sugar, fat and sodium and choosing healthy fats, how to look for hidden sugars in foods, and how to use nutrition labels. Encourage participants to be involved by asking volunteers to cut, measure and mix ingredients.

**PHYSICAL ACTIVITY TIP:** Remind participants they need 30 minutes of moderate physical activity every day.

Remember, it is important for everyone to get 30 minutes to one hour of physical activity per day even if weight loss is not necessary.

Share the selected physical activity tip of the day.

**Lesson Review**

At the conclusion of the lesson, ask participants, what are the take-home messages from today’s lesson? Specifically, remind participants that:

- Sugars, fats, and salt must be limited in the diet.
- MyPlate guidelines recommend specific quantities of healthy oils.
- 30 minutes of moderate physical activity is encouraged each day.

Ask participants if they have questions or if anything should be explained further. Ask participants to talk about what they will try at home based on what they learned during the lesson.

**After the Program**

**Reflection**

- If the concepts and information presented seemed to confuse participants follow up with them and make a note on the participant’s progress report of key concepts to review during the next session.
- Document strengths and weaknesses of the program for future improvements. Use questions from participants to assess your teaching and lessons and work to improving discussions and teaching concepts more clearly.
- Note additional needs, props and other items needed for future lessons.
- Incorporate participant ideas to improve future presentations.

**Author(s):** Brooke Jenkins-Howard, MS

Copyright © 2015 for materials developed by University of Kentucky Cooperative Extension. This publication may be reproduced in portions or its entirety for educational or nonprofit purposes only. Permitted users shall give credit to the author(s) and include this copyright notice.

Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability or national origin.

Revised 2015.