

Nutrition for New Readers

An Internet Workbook



Fernando Cordova

Katie Dunlap

Mary Brence Martin

Produced by Project Read of Menlo Park Public Library, Menlo Park, California

Funded by a California Department of Education, English Literacy Civics Grant

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Computer Chapter by

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Preface

A project like this is never the work of just one person. Menlo Park Public Library employees and several other people worked together to turn the English Literacy Civics grant into a tangible project.

Inspired by an idea suggested by Judy Wilczak, former director of Project Read at Menlo Park Public Library, Fernando Cordova and Katie Dunlap wrote the grant to obtain funding for this workbook. Their awareness of their immigrant students' interest in developing and maintaining healthful eating habits motivated them to follow through and produce the workbook. Susan Homer, interim librarian at Menlo Park Public Library, and Karen Fredrickson, former librarian at Menlo Park Public Library, supported the project. Alice Bradshaw, Project Read's tutor-student coordinator, stood by, ready to assist if needed.

Fernando Cordova, with good judgement, patience and a sense of humor, managed the grant, conducted field-testing, hired and supervised a graphic designer and a writer, and assisted with the writing and editing. Before taking another job, Fernando provided thorough notes to help finish the project.

Katie Dunlap drew on her interest in writing and her experience teaching reading, writing and ESL at the community college level to tackle this job. She designed the pattern for each chapter, selected the chapter content and Web sites, wrote chapters, supervised the writing and assisted with the editing.

When the Project Read staff needed outside assistance to finish the project, Mary Brence Martin used her professional expertise as a writer and editor to creatively and enthusiastically write several chapters. She also served as the primary editor for the workbook, completing this task with the necessary knowledge and a fine eye for detail.

Karen Holmquist and Emma O'Hanlon, Stanford University students, wrote the first section of the workbook, "Before You Begin: How to Use a Computer," fulfilling a course requirement for Stanford University's Community Service Writing Program. Their skills, energy and enthusiasm got the project off to a great start.

Laura Rinaldi, with capability and flexibility, used her talent as a graphic designer to create a functional format for the workbook.

Finally, thanks to the Project Read students who field-tested the workbook and helped complete the project while improving their computer, reading and nutrition skills!

Purpose and Goals

This book is a content-based text designed for an intermediate-level literacy student to use with a tutor. A low-intermediate student working closely with a tutor can successfully complete the workbook. In addition, a tutor could use the book with a group of two or three mid-intermediates who have computer experience.

The initial chapter, “Before You Begin: How to Use a Computer,” teaches basic skills in computer use and Internet access. Chapters 1 through 5 focus on nutrition. The sixth chapter teaches students how to use the Internet to locate nutrition programs and services in California counties.

The workbook has four basic goals,

- to teach basic computer and Internet use,
- to improve reading comprehension,
- to increase nutrition awareness, and
- to show students how to access their county’s Web site to get information on nutrition programs and services.

The primary goal is to improve reading comprehension. Computer use and the Web sites related to nutrition are vehicles for increasing literacy.

Introduction

A tutor and student should allow 3 to 7 hours to complete a chapter. The exact number of hours will vary depending on the length and difficulty of the chapter and on the student's previous knowledge, reading ability and computer skills.

Following is a description of the sections found in each chapter and a brief description of field-testing results.

Goals

The goals state what the student will be asked to do in the evaluation at the end of the chapter. They also provide an introduction to the chapter's topics and activities. The goals are restated in the evaluation, so reading them is not necessary for beginning work on the chapter.

Getting Started Questions

The Getting Started Questions help students begin to think about each chapter's topics as these relate to their individual lives. In some chapters, students may write answers, while in others they may just discuss their answers with their tutor. The concluding sentence in this section states the chapter's topics.

Getting Started Vocabulary

The Getting Started Vocabulary section has a list of words relating to the chapter's topic. The definition for each word, as it is used in the chapter or on the Web sites used in the chapter, is provided immediately after. In addition, the Glossary (Appendix D) contains the vocabulary words presented in each chapter. The tutor should help the student pronounce and read these words.

It is not necessary for students to know all the word meanings in order to succeed in the chapter. The list of meanings is presented as a reference guide, not as a list to be memorized. Intermediate students may already know many of the words. Since many of words are the names of specific foods, meanings will not be difficult to comprehend. In some chapters the words are presented and taught on the Web sites.

The tutor might have lower-level students read the list to find out which words they can pronounce and which ones they can define. The tutor and student could then select 5-10 words to focus on learning before continuing.

Vocabulary Exercises

The Vocabulary Exercises may be used differently by different students depending on their previous knowledge and individual wishes. For example, a student with solid intermediate skills who is familiar with some of the vocabulary may wish to skip the vocabulary exercises and start right into the Internet activities. A lower-level student may wish to do some or all of the exercises to become familiar with the vocabulary before starting the Internet activities. In any case, students will become more familiar with the words as they read them on the Internet and use them in the workbook. After students complete the Internet section, they can check their knowledge of the essential vocabulary by completing the Vocabulary Review section before they go on to the Evaluation. The answers for all the Vocabulary Exercises are in the Answer Key for Exercises (Appendix C).

Getting Information From The Internet

This section is the “meat” of the chapter. Each exercise is based on a particular Web site. The student uses the information on the Web site to complete the exercise in the workbook. By reading the Web sites and completing the accompanying workbook lessons and activities, students will improve their reading skills through guided practice in a meaningful context. They will build their vocabulary as well as their comprehension of English sentences and paragraphs.

The reading level of the Web sites and the difficulty level of the workbook exercises vary. Consequently a student may find an exercise in an earlier chapter hard to complete but find an exercise in a later chapter easy going. Also, the difficulty level and type of workbook activities vary. Some workbook activities ask students to complete relatively basic tasks like matching pictures of foods to their names or filling in sentence blanks based on information on the Web site. Other activities ask students to try a new food, select an appealing recipe and place its ingredients on the Food Guide Pyramid or locate a county nutrition program of interest to them.

Although we have selected Web sites we expect to have some longevity, you may encounter a Web site that is out of operation. If you have difficulty accessing a Web site, check that the URL is entered correctly. You might also skip that section for the time being and try the same Web site at the next session.

Answers and suggested answers for all exercises are in the Answer Key for Exercises (Appendix C).

Vocabulary Review

Chapters 1–6 have a sentence-completion exercise, a crossword puzzle or matching exercises to review chapter vocabulary. After completing these exercises and before going on to the Evaluation, the tutor may want to look at the goals for the chapter and review any part as needed.

Evaluation

The evaluations use a variety of methods to assess a student's ability to understand and use the information presented in the chapter. Some parts are matching or multiple choice tasks, while others may ask students to write sentences, access a Web site or make healthful menu choices.

An answer key is provided in Appendix E. The answer key and the tutor's judgment and discretion should be used to determine a student's score. The Overall Evaluation form in Appendix F can be used to keep a record of a student's score in each chapter.

Field Testing

Field testing of this workbook demonstrated that it was effective with students of varying levels of English proficiency and reading skills. However, assistance from the tutor was critical, particularly in reading certain Web sites with more technical nutrition information.

Some students involved in the testing had very limited previous computer experience and found mouse control and scrolling difficult initially. However, all students improved their basic computer skills with practice and were fairly adept after several sessions. They were excited about the nutrition information presented and were eager to use it. One student, for example, made plans to contact a county program that might help a family member with a nutrition-related health problem. All the students, even those already nutritionally conscious, expressed surprise at certain facts they learned and clearly saw how their food choices can affect their health.

Cautions and Disclaimers

There is no guarantee that the Web sites used in this workbook will continue to be available. We have selected sites that we believe will have longevity, but they are subject to change or removal.

Neither Project Read nor the writers of this workbook endorses any product that sponsors a Web site or is depicted or advertised on a Web site.

No one involved in the writing or production of this workbook has academic training in nutrition, but the Web sites used present, up-to-date, commonly accepted information.

The information in this book is not intended as medical advice. For specific nutritional advice, consult a physician or nutritionist.

The Food Guide Pyramid used in this workbook represents the United States Department of Agriculture's (USDA) current view of good nutrition. As the name USDA implies, this view is influenced by various factors, including the agriculture industry and food-processing corporations. Alternative food pyramids, such as the Latin American or vegetarian pyramids, can be accessed through the URL, <http://www.nal.usda.gov/fnic>. Also, revised guidelines for good nutrition can be found on Web sites such as, <http://www.health.harvard.edu>.

Feedback

Writing a useful textbook is a two-way street. The authors as well as the tutors and students travel on this street. We would appreciate your feedback about your journey through this book. To send us your comments and suggestions you may use the Feedback Form in Appendix A or e-mail: katiekd@pacbell.net.

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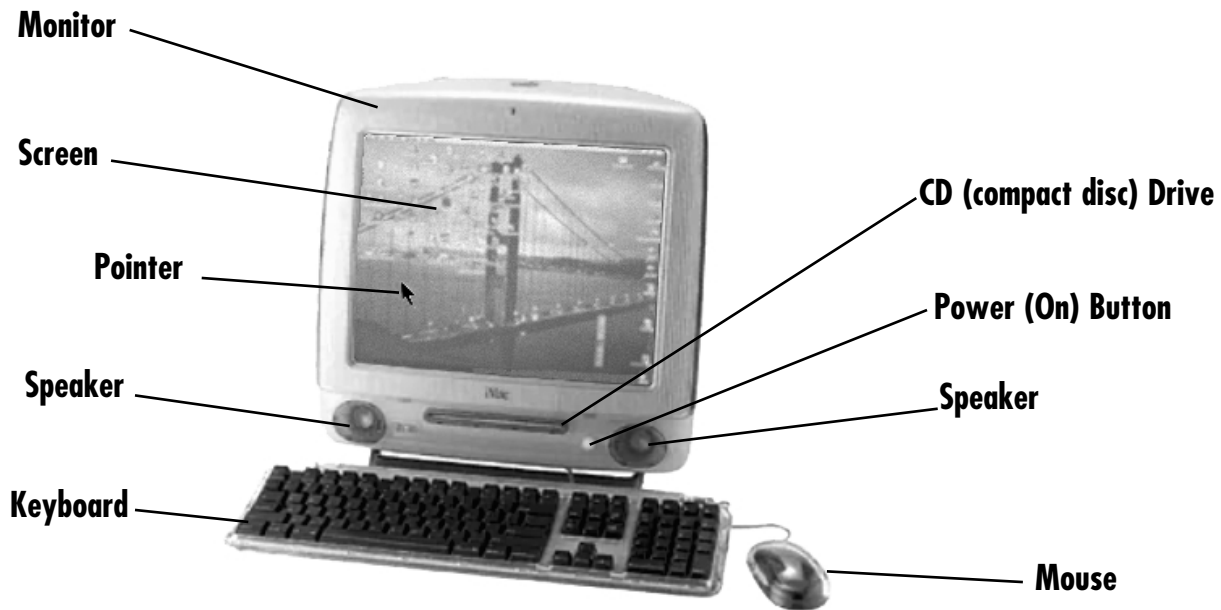
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Before You Begin: How to Use a Computer

*By Karen Holmquist and Emma O'Hanlon
through Stanford University's Community Service Writing Program*

The Parts of a Computer



Goals

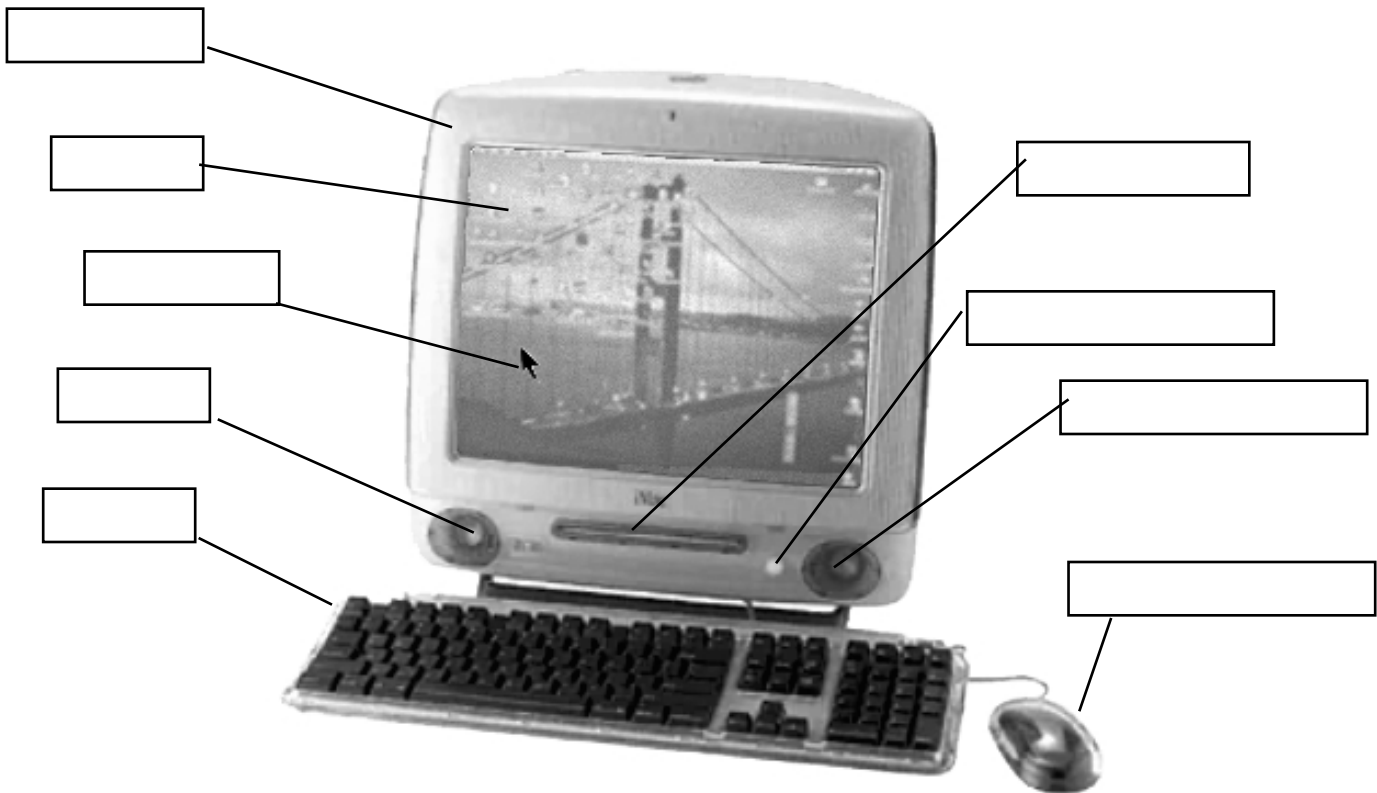
1. Student will be able to identify the main parts of the computer. (8 points)
2. Student will be able to operate the computer by turning it on, exiting, and using the mouse properly. (5 points)
3. Student will be able to access the Internet and access information online. (7 points)
4. Student will perform Steps 1-3 with an overall accuracy of 70%.

Practice

With your tutor, make flashcards with the names of the computer parts. Practice reading the names of the computer parts aloud. Then, read each name of a computer part and locate it on the computer. After you have become familiar with the computer parts, complete the activity on this page.

Vocabulary Activity

Now, on your own, label each part of the computer on the picture below.



CD (compact disk)	A round disk that stores programs and information for your computer.
CD-ROM Drive	The place on the computer where you insert a compact disk.
keyboard	The part of the computer used to type and enter information into the computer.
monitor	The large TV-like part of the computer that contains the screen.
mouse	A part of the computer that allows you to control the pointer on the screen and pick programs.
pointer	A little arrow that is on the screen when the computer is on. You use the mouse to move the arrow.
power button	The button/key that turns the computer on or off.
screen	The central part of the monitor that displays information.
speaker	The part of the computer that projects sound.

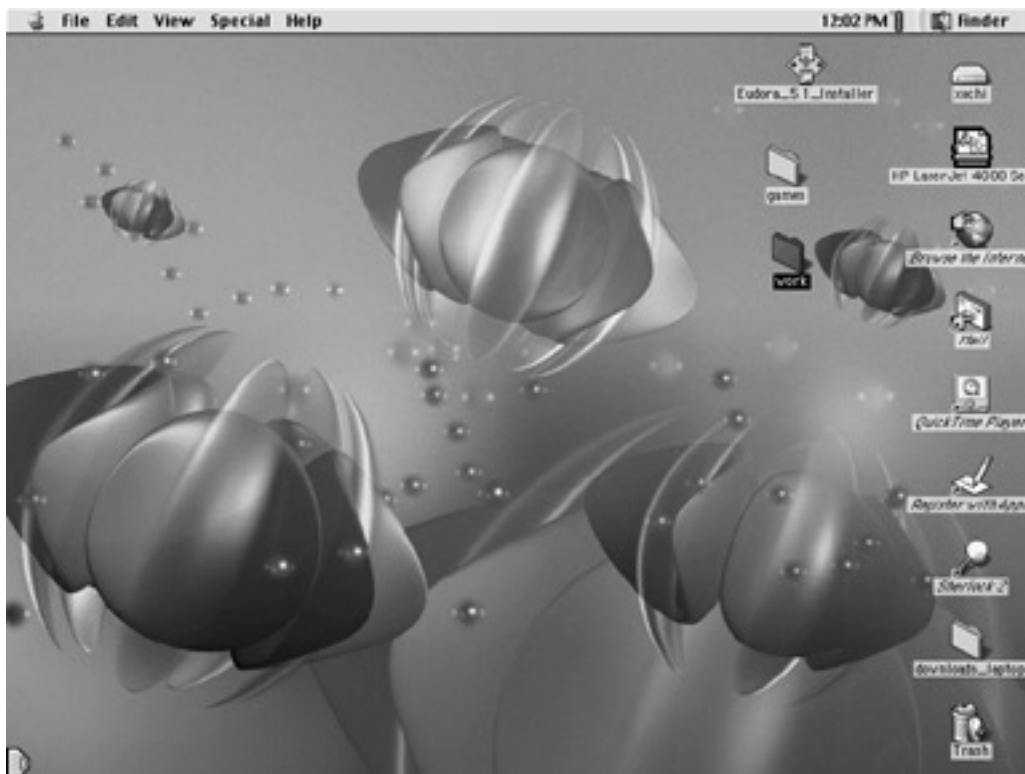
How to Turn on a Computer

Step 1: Find the power button.

Step 2: Press the power button firmly until you hear the computer start (about 1 second). Then release the power button.

Step 3: Wait for the computer to **load**. It may take one to two minutes to load. The computer is ready to use when the screen looks like this:

Note: The main picture on your screen may look different from this example.



This is the main screen. It is called a **desktop**. It shows many **programs**.

desktop
load
program

The main screen of the computer that shows the computer's programs.
The act of the computer taking in information to display on the screen.
A list of information that tells the computer to do a specific job.

How to Use the Mouse

Step 1: This is how you hold the **mouse**:

Make sure the mouse lies flat on the **mouse pad**.

Mouse button
Mouse
Mouse pad



Step 2: Slowly push the mouse around the mouse pad. The mouse moves the pointer around the screen.

Note: If the mouse goes off the mouse pad, pick up the mouse and put it back on the center of the mouse pad. Now, you can begin to push the mouse again.

Note: If the pointer disappears from the screen, put the mouse in the center of the mouse pad. Slowly push the mouse in different directions and look for the pointer to reappear.

Note: If you **click** once on a word or an icon on the main screen, it will become **high-lighted**. If you click twice on an **icon**, that program will start.

Step 3: If you would like to move an item on the screen, place your pointer on that item. Hold down the **mouse button** and move the mouse to a new place. This will make the item move. When the item is where you want it, release the mouse button. This process is called "**click and drag**."



Note to tutor: In order to practice using the mouse, we recommend Apple's "Mouse Practice" program.

click	A quick downward press on the mouse button.
click and drag	The act of selecting an object on the screen and moving it to a different location with the mouse.
highlighted	A selected program or word that is a different color from the rest of the information on the screen.
icon	A small picture on the computer's main screen that represents a program. By double clicking on the icon, you can open the program.
mouse	A small object you put your hand on. It controls the pointer on the screen.
mouse button	The top part of the mouse. This is the part of the mouse you click.
mouse pad	A small rubber pad that is placed under the mouse.

How to Pick a Program



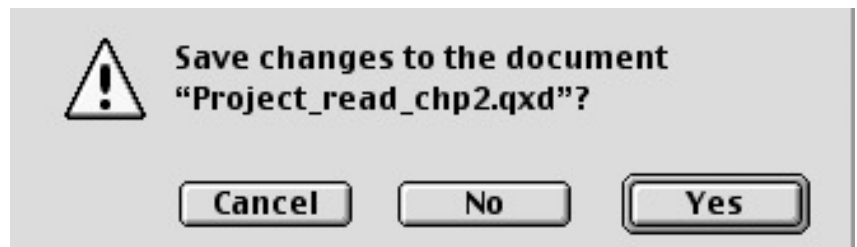
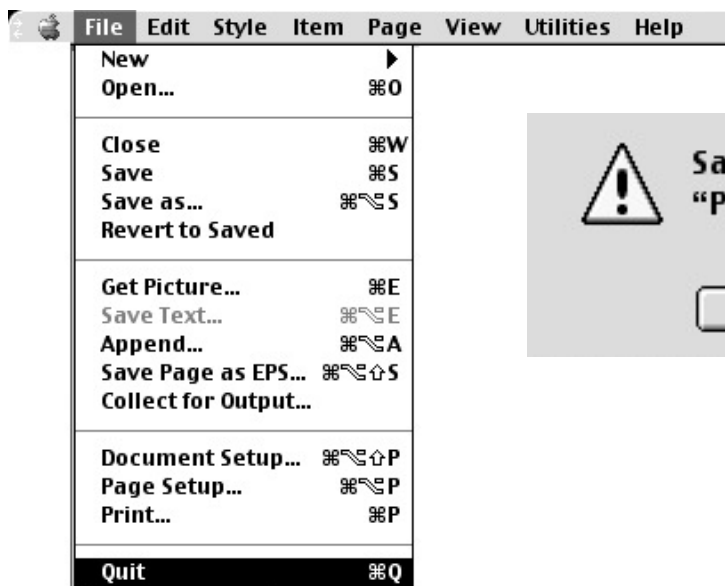
Outlook Express

Step 1: Move the pointer onto an icon.

Step 2: Gently, but quickly, **double-click** the mouse button while the pointer is on the icon. This will start the program you have chosen.

How to Close a Program

Step 1: When you are done using the program, click on the word *File* at the top of the screen. A **menu** will appear. There is an example of a menu on the left.



Step 2: Drag the pointer down the list of words until it is on the word *Quit*. The word *Quit* will be highlighted.

Step 3: Click once on *Quit*. If you have not saved, a **dialogue box** will appear. (See right above.) If you click *yes*, the program will close. The screen will change. The main screen will return.

dialogue box

A box that appears when you click any of the words located at the top of the screen. Each box has commands you can give the computer.

double-click menu

Two quick, gentle presses on the mouse button.

A list of actions that appears when you click any of the words at the top of the screen. Each menu has directions you can give the computer.

Practice

With your tutor, practice opening and closing programs that interest you. You do not need to use the programs. Just try to understand what each program does. Below, write down the programs you have learned about and what they do. These programs will help you to use the computer in the future.

Example



Name of the program: Microsoft Word

Purpose of program: writing

How could you use these programs?
and their definitions.

Write a letter. List vocabulary words

Name of the program:

Purpose of the program:

How could you use this program?

Name of the program:

Purpose of the program:

How could you use this program?

Name of the program:

Purpose of the program:

How could you use this program?

Name of the program:

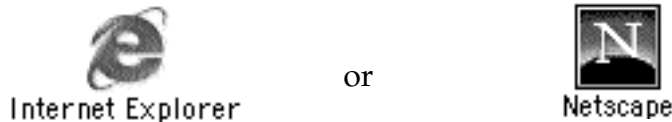
Purpose of the program:

How could you use this program?

How to Use a Computer

How to Access the Internet

Step 1: Use the mouse to move the pointer to the **Internet** browser icon. The icon may look like this:



Step 2: Double-click the mouse. An Internet **home page** will appear. This is an example of the home page for Project Read of the Menlo Park Library.



Note: There are many different home pages. Each computer owner can decide which one to use.

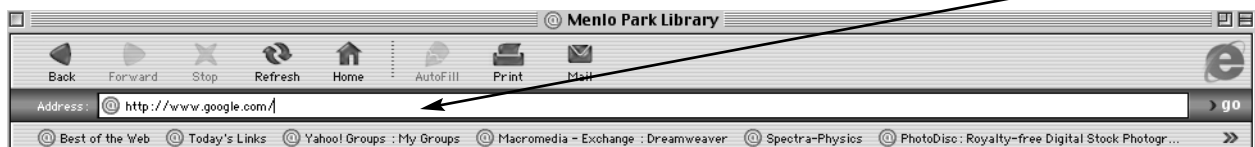
home page
Internet

The page that is automatically loaded when the Internet program is opened.
A computer network that holds a great amount of information. Computers all over the world use the Internet.

How to Use the Internet

Step 1: Find the URL address box at the top of the screen

URL address box

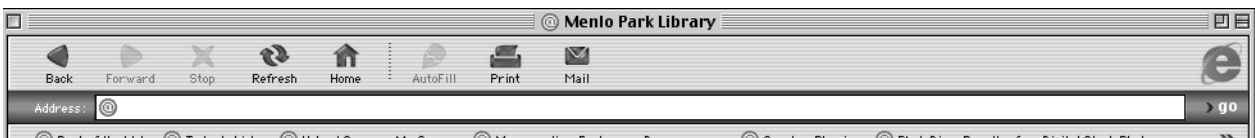


Note: The URL address box is the place where you enter the address of the Web site you want to go to. (When you access the Internet, the URL address that appears is the URL of the home page.) You must delete the address that is already there (see steps 2 & 3) and type in the URL address of the Web site you want to see.

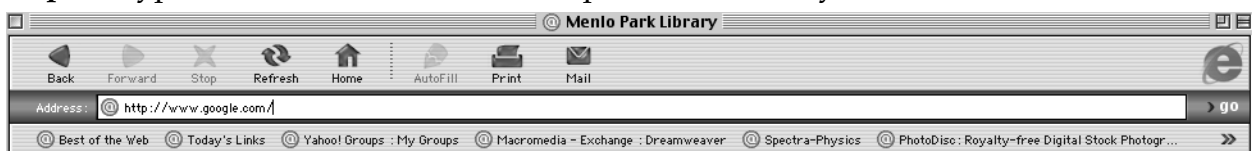
Step 2: Click and drag across the URL address that is already there. This will highlight the address.



Step 3: Press the **delete** key on the keyboard. This empties the URL address box and a **cursor** will appear.



Step 4: Type in the URL address of the specific **Web site** you want to see.

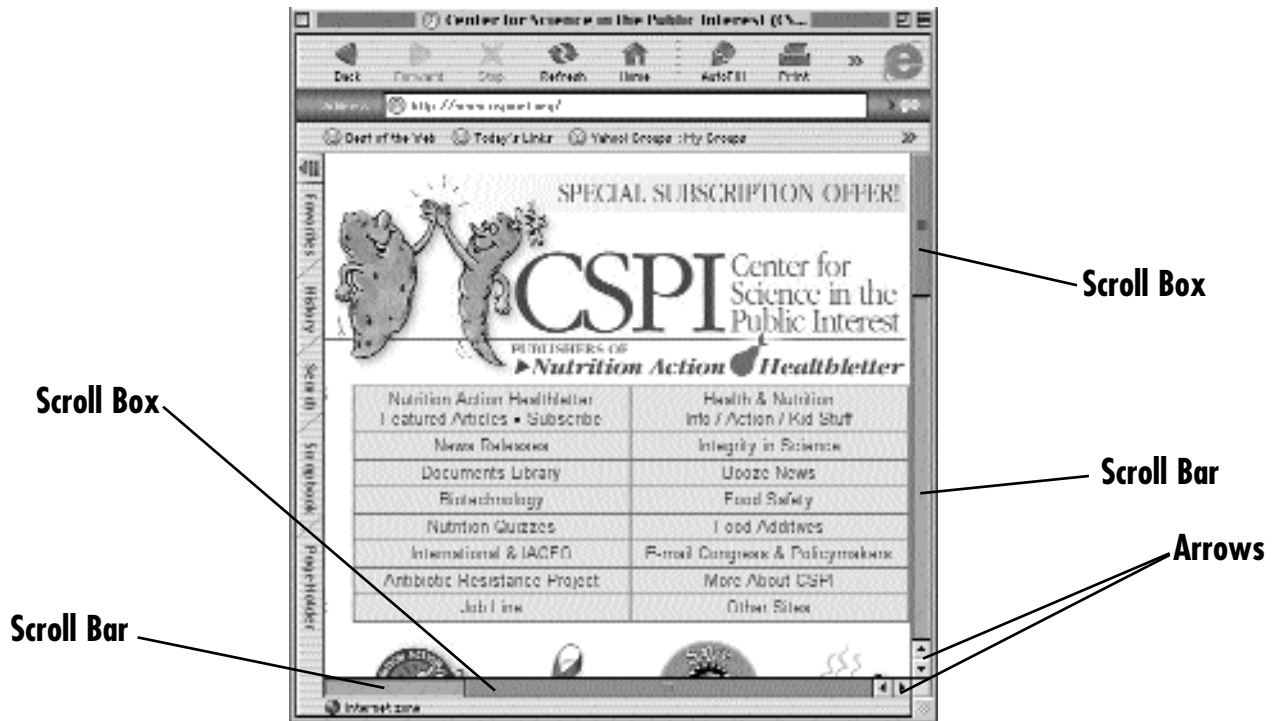


Note: `http://www.` is part of almost every URL address. Often the computer will enter this for you automatically. Sometimes you may need to enter it yourself. Sometimes, you may need to enter only the `www.` and the rest of the URL address.

cursor	A blinking line that indicates where you are typing.
delete key	A key on the keyboard that allows you to erase typing from the screen.
URL	Uniform Resource Locator.
URL address	A series of words, numbers or letters, that belong to a specific Web page. A URL address allows you to find a specific Web page on the Internet where there are millions of them.
Web site	A place on the Internet that offers information about a specific topic.
WWW	World Wide Web, the part of the Internet that is open to the public.

How to Use a Computer

- Step 5:** Click on the *go* button using the mouse or press the return key on the keyboard. Wait for the new page to load.
- Step 6:** Use the **scroll bar** to view the **Web page**. There is one scroll bar on the bottom of the Internet window and one scroll bar on the right side of the Internet **window**.



- Step 7:** Click on the arrows of these scroll bars to move up or down, or right or left, on the Web page.

Note: You can also put your pointer on the **scroll box** of the scroll bar, hold down the mouse button and drag the scroll box up and down (or right and left) to view the entire Web page.

scroll bar	A bar on the bottom or on the right of a window that allows you to go up or down, left to right.
scroll box:	The rectangle inside the scroll bar. When you drag it up and down (or left to right) it lets you see all parts of the Web page.
Web page	One page of information within a Web site.
window	A box-shaped area on the screen that displays programs, Web pages or other information.

Internet Practice Activities

Here are some nutrition Web sites to visit. Remember: It may take a few seconds for each Web page to load.

1. smhealth.org Follow steps 1-5 on pages viii and ix “How to Use the Internet,” to get to this Web site.
At the Web site: from the *Quick Hits* box on the left, click on *Health Service by Division*.
Under *Health Service by Division*, click on *Food and Nutrition Services*.
Read the paragraph and answer the following question:

How many free meals does San Mateo County provide each day?

2. 5aday.org Follow steps 1-5 on pages viii and ix, “How to Use the Internet,” to get to this Web site.
At the Web site:
Click on *Recipes* from the list of words on the left of the page.
Click on a recipe that sounds good to you. Read that recipe with your tutor.
If it looks good, you might copy it down or print it out and try it at home.

3. cspinet.org Follow Steps 1-5 on page viii and ix, “How to Use the Internet,” to get to this site.
At the Web site, click on: *Nutrition and Health*. (It’s on the list of words on the left of the page.)
Under *Improving Your Diet*, click on *10 Foods You Should NEVER Eat*.
Now answer these questions about three of the foods (go to page C-1 for answers):

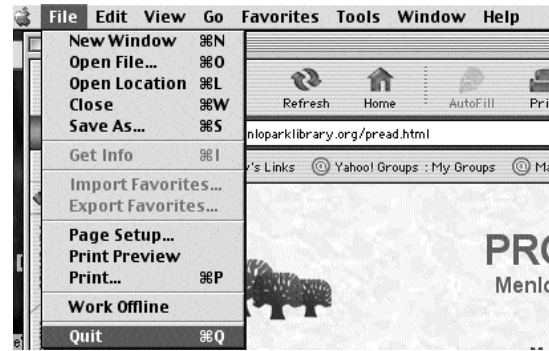
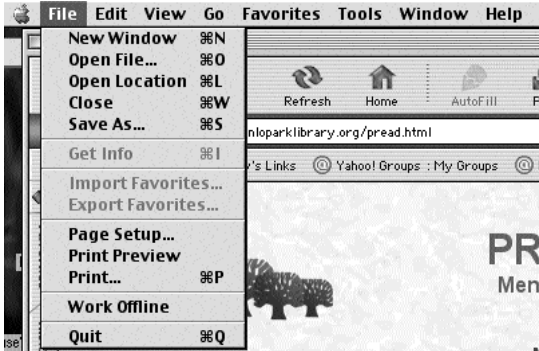
1) What is the problem with food #1? _____

2) How many calories are in 2 slices of food #4? _____

3) What is the problem with food #8? _____

How to Exit the Internet

Step 1: When you are done using the Internet, click on the word *File* at the top of the screen. The menu will appear.

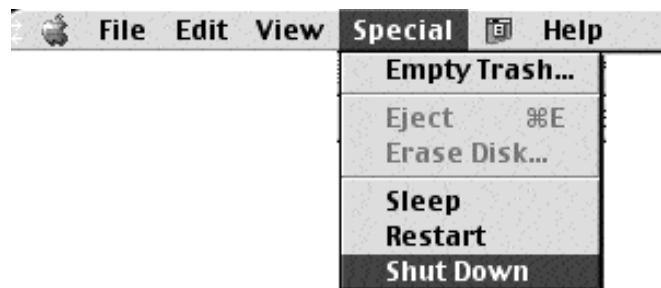
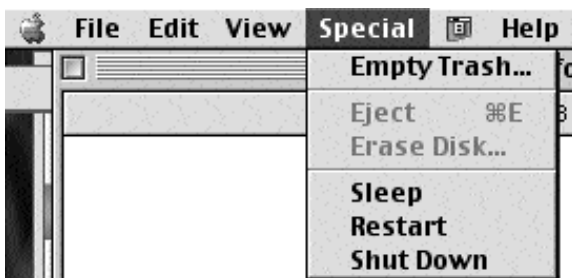


Step 2: Drag the pointer down the list of words until it is on the word *Quit*. The word *Quit* will be highlighted.

Step 3: Click once on *Quit*. The program will close. The desktop will return.

How to Shut Down the Computer

Step 1: When you are done using the computer, click once on the word *Special* at the top of the screen. Another menu will appear.



Step 2: Drag the pointer down the list of words until it is on the words *Shut Down*. The words *Shut Down* will be highlighted.

Step 3: Click once on the words *Shut Down*. The computer will turn off.

Evaluation

Student will complete the evaluation with an overall accuracy of 70% or better. This is a score of 14 points out of 20 points possible. Please record the total at the start of the evaluation below and on the Overall Evaluation page at the back of the workbook.

DIRECTIONS: The tutor will read each of the directions to the student. If the student is unable to do a step during the evaluation, tutor will perform that particular step to enable the student to proceed to the next step and to finish the tasks in the checklist below.

Evaluation Checklist on "How to Use a Computer"

20 points possible

Total Score _____ (Goal is 14 or more)

	Yes	No
1. Can student identify main parts of the computer?		
Monitor (1 point)		
Screen (1 point)		
Pointer (1 point)		
Speaker (1 point)		
Keyboard (1 point)		
CD-Rom Drive (1 point)		
Power (On) Button (1 point)		
Mouse (1 point)		
2. Can student turn on computer to show desktop on screen? (1 point)		
3. Can student operate the mouse properly by:		
Pointing and double-clicking to open an application? (1 point)		
Clicking and dragging to move an item on the desktop? (1 point)		
4. Can student access the Internet by:		
Opening a Web browser to its default page? (1 point)		
Erasing a current URL address? (1 point)		
Typing a new URL address (given by tutor)? (1 point)		
Loading the new Web site? (1 point)		
Using the scroll bars to see the image? (1 point)		
5. Does student know how to exit the Internet by:		
Clicking <i>File</i> ? (1 point)		
Clicking and dragging highlight bar to <i>Quit</i> and releasing? (1 point)		
6. Can student shut down computer properly by:		
Clicking <i>Special</i> ? (1 point)		
Clicking and Dragging to <i>Shutdown</i> and releasing? (1 point)		

Chapter 1: Food Guide Pyramid

Goals

1. When given a list of the five food groups on the USDA Food Guide Pyramid, student will read the name of each group and write the name in the appropriate place on a blank pyramid. (10 points)
2. Student will write the suggested number of servings for each food group in the appropriate place on the pyramid. (5 points)
3. Student will answer 5 multiple-choice questions about the principles and uses of the Food Guide Pyramid. (5 points)
4. Student will perform steps 1-3 with overall accuracy of 70% or better. That is a score of 14 or more correct out of the 20 points possible.

Getting Started Questions: Thinking About Food Groups

Look at each group name below. For each group, write the foods you usually eat.



Example

Meat:

hamburger

fish

Milk and Dairy Products:

Grains:

(Bread, Cereal, Rice and Pasta)

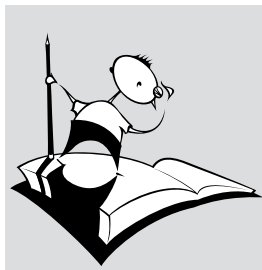
Meat:

Fruits:

Vegetables:

As you read this chapter, you will learn about different food groups. You will also see suggested amounts to eat each day from each group.

Getting Started Vocabulary



balance

cereal

go easy on

group

nuts

oil

pasta

poultry

serving, serving size

sparingly

sugar

sweets

use

variety

yogurt

Vocabulary Meanings

balance

Eating the right amount of each kind of food.

cereal

A food made from grains. Cereal is usually eaten for breakfast with milk.

go easy on

To eat very little of something.

group

Several things that are together.

nuts

Large seeds with a hard brown shell. Some types of nuts you can eat are almonds, cashews, pecans and walnuts.

oil

A thick, liquid fat that comes from plants.

pasta

An Italian food made of dough that is cut into different shapes. It is cooked by boiling. Spaghetti and macaroni are examples of pasta.

poultry

Meat from farm animals like chickens, turkeys and ducks.

serving, serving size

A specific amount of a certain type of food. For example, a cup of vegetable is one serving (serving size) of vegetable and one cup of vegetable is two servings (serving sizes) of vegetable. One slice of bread is one serving (serving size) and 2-3 ounces of meat is one serving (serving size).

sparingly

Using very little of something.

sugar

Something sweet to put in food. The body uses sugar to supply energy. Sugar has a lot of calories, but very few nutrients.

sweets

Food with lots of sugar, like candy, cookies and ice cream.

use

To take into the body. "I *use* milk in my coffee."

variety

A lot of things of the same kind that are different from each other.

yogurt

A thick, smooth, sour food made from milk.



Vocabulary Exercises

Vocabulary Exercise A

DIRECTIONS: Draw a line to match each word with its picture.

cereal

pasta

yogurt

poultry

sweets

nuts



Vocabulary Exercise B

DIRECTIONS: Match each word with its meaning. On the line before each word, write the letter that is in front of the correct meaning. You can look at the meanings in the "Getting Started Vocabulary" for help.

- | | |
|-------------------|---|
| ___ 1. nuts | a. A thick, smooth, sour food made from milk. |
| ___ 2. group | b. An Italian food made of dough that is cut into different shapes. |
| ___ 3. pasta | c. To eat very little of something. |
| ___ 4. go easy on | d. Large seeds with a hard brown shell. |
| ___ 5. yogurt | e. Several things that are together. |



Food Guide Pyramid

Vocabulary Exercise C

DIRECTIONS: Match each word with its meaning. On the line before each word, write the letter that is in front of the correct meaning. You can look at the meanings in the "Getting Started Vocabulary" for help.

- | | |
|----------------------|---|
| ____ 1. variety | a. A thick, liquid fat that comes from plants. |
| ____ 2. oil | b. Meat from farm animals like chickens, turkeys and ducks. |
| ____ 3. serving size | c. A specific amount of a certain type of food. |
| ____ 4. poultry | d. Using very little of something. |
| ____ 5. sparingly | e. A lot of things of the same kind that are different from each other. |

Vocabulary Exercise D

DIRECTIONS: In each row, underline the word that is not a food.



Example

- | | | | |
|-----------------|---------------------|------------|---------|
| nuts | <u>serving size</u> | yogurt | cereal |
| 1. cereal | poultry | group | nuts |
| 2. sugar | yogurt | go easy on | poultry |
| 3. serving size | sugar | pasta | sweets |
| 4. yogurt | sweets | oil | variety |
| 5. sugar | sparingly | nuts | poultry |
| 6. cereal | oil | yogurt | use |

Vocabulary Exercise E

DIRECTIONS: Write the correct word in each sentence. Choose from the list of words. There are 6 words and 6 sentences. Use each word only once.

serving size

variety

use

go easy on

sparingly

group

1. At Christmas and other holidays, it is hard to _____ candy.
2. A big grocery store has a large _____ of fruits and vegetables for sale.
3. Do you _____ mayonnaise on a hamburger?
4. Oranges, apples and bananas all belong in the fruit _____.
5. A _____ of bread is usually one slice.
6. It's probably a good idea to eat fat _____.

Getting Information From The Internet

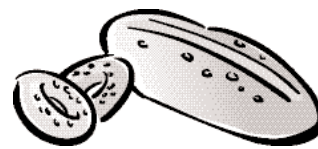
Exercise A: Food Guide Pyramid Introduction

1. Turn on the computer.
2. Get on the Internet by clicking the appropriate icon on your computer desktop.
3. Enter this URL: <http://www.nal.usda.gov/fnic>

Click on: *Food Guide Pyramid* (in the left-hand column).

From *About the USDA's Food Guide Pyramids*, click on: *The Interactive Food Guide Pyramid*.

4. Read the first three paragraphs (before “*What Counts as One Serving*”) and discuss their meaning with your tutor.



Students: Please read the following two paragraphs about the Food Guide Pyramid.

Why Do We Use The Pyramid Shape?

We use the pyramid shape to show us which foods we should eat the most of each day. The pyramid shape also shows us which foods we should eat just a little of. The bottom of the pyramid is much larger than the top, showing that we should eat more of the foods pictured at the bottom. For example, the bottom or largest part of the Food Guide Pyramid is for the “Bread, Cereal, Rice and Pasta” group because we should eat more foods from this group (6-11 servings) than from any other group. The meat and dairy groups are smaller spaces near the top. These small spaces show us that we should eat only a couple of servings a day of meat and dairy products.

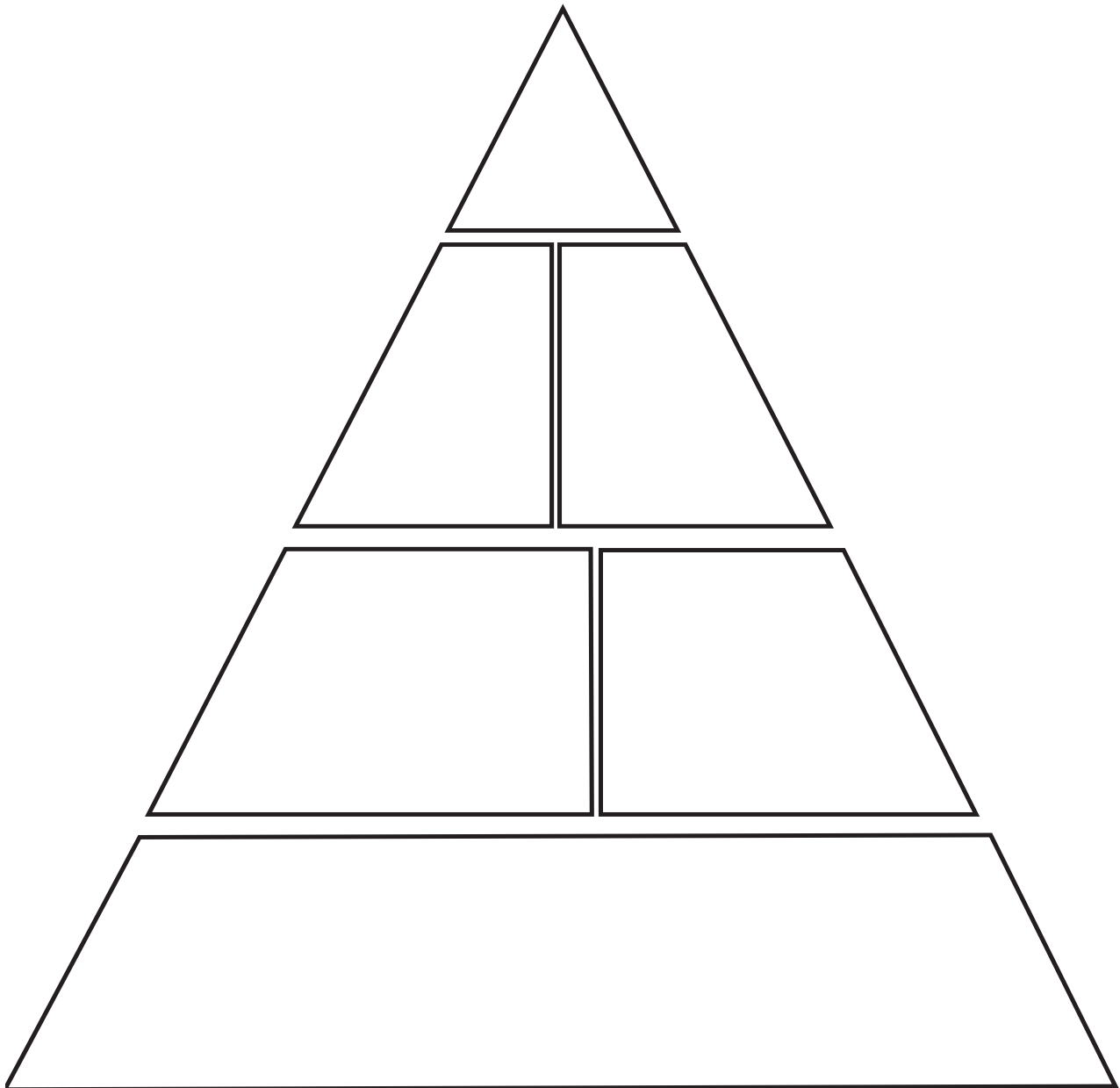
There are only five food groups. Fats, oils and sweets are not a food group. They are in the smallest section (at the very top of the pyramid) to show us we should use very little fats, sweets and oils. Look at the key in the upper right of the Food Guide Pyramid page. These symbols for fats, sweets and oils are found all over the pyramid. This shows us that fats, oils and sweets are in all kinds of foods. We are already eating some fats, oils and sweets when we eat other foods, so we should watch how much we add to foods.



Note to Tutor: Explain that the suggested number of servings (for example, 6-11 for the “Bread, Cereal, Rice & Pasta Group”) is a range. People select a specific number of servings based on their age and any special dietary needs.

Food Guide Pyramid

5. Starting at the bottom of the Food Guide Pyramid, read the names of each food group and tell the number of recommended servings. Name the foods pictured in each group.
6. **WORKBOOK DIRECTIONS:** on the blank pyramid below, write in the name of each food group and the number of recommended daily servings.



Food Guide Pyramid

Exercise B: Food Guide Pyramid Groups



Note to Tutor: If needed, students can use the site <http://www.medom.com> as a reference to figure out or check their answers for the “B and C” exercises. If that site does not work, use <http://www.nal.usda.gov/fnic>

1. Enter this URL: <http://www.medom.com>

In the search box, type the words: good food.

Click on: *Go*.

From the list, click on: *Good Food That's Good For You: The Food Guide Pyramid*.

Scroll down to find *The four levels of the pyramid*. You will need only the information in the three boxes for this exercise.

2. **WORKBOOK DIRECTIONS:** In the questions below, there are lists of four foods. Three of them belong to the same food group, but one does not belong to that group. Cross out the food that does not belong. Then write the name of the food group and the recommended number of servings for that group.

Example



orange

carrot

banana

peach

Name of food group: _____

Recommended number of servings: _____

Answer:

Cross out ~~carrot~~.

Name of food group: Fruit

Recommended number of servings: 2-4

Food Guide Pyramid

- 1) broccoli
lettuce
spinach and kale
orange



Name of food group _____

Recommended number of servings _____

- 2) watermelon
peach
cantaloupe
salmon



Name of food group _____

Recommended number of servings _____

- 3) whole-grain bread
low-fat milk
yogurt
cheese



Name of food group _____

Recommended number of servings _____

Food Guide Pyramid

- 4) whole-grain bread
tortilla
bran flakes
broccoli



Name of food group _____

Recommended number of servings _____

- 5) eggs
cantaloupe
salmon
beans



Name of food group _____

Recommended number of servings _____

- 6) sweet potatoes
spinach and kale
broccoli
yogurt



Name of food group _____

Recommended number of servings _____

Exercise C: Recommended Servings

1. If you need to, use the same URL you used for Exercise B on page 1-7.
2. Look at the food groups listed below. Write in the recommended number of servings from that group. Then write the name of a food in that group that you like to eat.

1) Milk, Yogurt & Cheese

Recommended number of servings _____

A food you like _____



2) Meat, Poultry, Dry Beans, Eggs & Nuts

Recommended number of servings _____

A food you like _____



3) Vegetable

Recommended number of servings _____

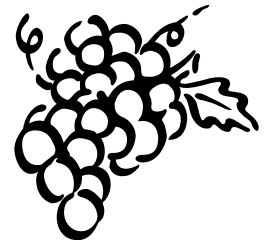
A food you like _____



4) Fruit

Recommended number of servings _____

A food you like _____



5) Bread, Cereal, Rice & Pasta Group

Recommended number of servings _____

A food you like _____



Vocabulary Review

DIRECTIONS: Write the correct word in each sentence. Choose from the list of words. There are 10 choices and 10 sentences. Use each word only once. One sentence uses both “use” and “sparingly,” so they are listed together in the list.

yogurt	pasta	cereal	poultry	serving size
sugar	nuts	sweets	groups	use, sparingly

1. Six to 11 servings are suggested for the “Bread, Cereal, Rice & _____” group
2. The Food Pyramid suggests that we should _____ fats, oils and sweets _____.
3. Meat from chicken, turkey and ducks is called _____.
4. It’s healthful to eat low-fat foods from the “Milk, _____ & Cheese” group.
5. A _____ is a specific amount of a certain type of food.
6. Foods like candy, and cakes are called _____.
7. _____ is usually eaten for breakfast with milk.
8. What is your favorite food in the “Meat, Poultry, Dry Beans, Eggs and _____” group?
9. Sweets usually have lots of _____.
10. The Food Guide Pyramid has five different food _____.

Evaluation



Note to Tutor: Students will complete the evaluation (steps 1-5 below) with overall accuracy of 70% or better. That is a score of 14 or more correct. Please record the total score at the start of the evaluation section below and on the Overall Evaluation page at the back of the workbook.

20 points possible

Total score _____ (Goal is 14 or more)

1. Read the names of the five food groups.

(5 points possible) Score: _____

- 1) Bread, Cereal, Rice & Pasta
- 2) Vegetable
- 3) Fruit
- 4) Milk, Yogurt & Cheese
- 5) Meat, Poultry, Dry Beans, Eggs & Nuts



2. On the blank pyramid, write the name of each food group in its proper place. (The pyramid is on the next page.)

(5 points possible) Score _____

Vegetable

Meat, Poultry, Dry Beans, Eggs & Nuts

Fruit

Bread, Cereal, Rice & Pasta

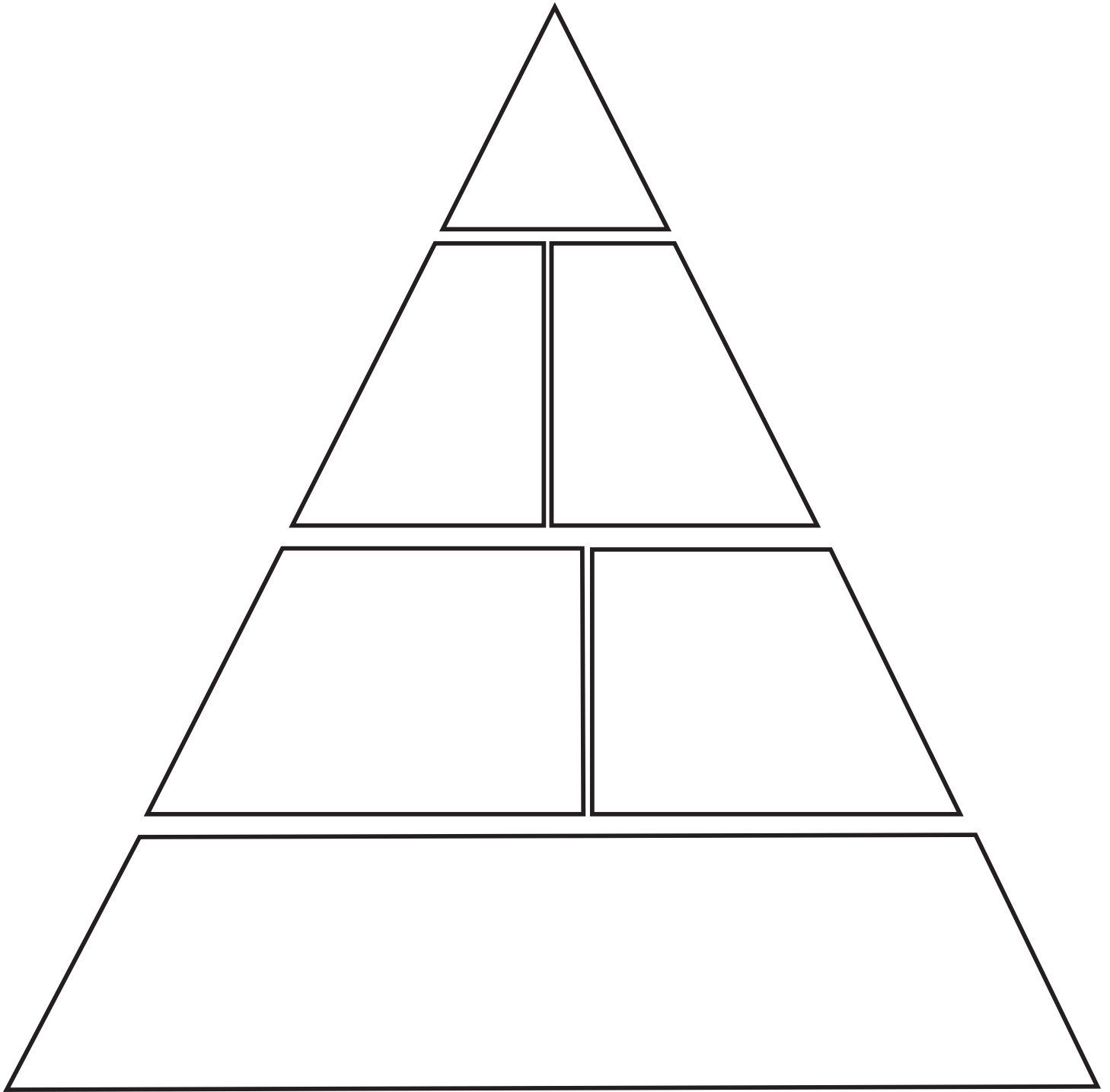
Milk, Yogurt & Cheese

3. On the same pyramid, write the recommended number of servings for each group. You may choose from this list. Use each listing once.

(5 points possible) Score _____

- 1) 2-3 servings
- 2) 2-3 servings
- 3) 3-6 servings
- 4) 3-6 servings
- 5) 6-12 servings

Food Guide Pyramid



Food Guide Pyramid

4. Choose the correct answer for each question below. Circle the number of the answer you choose.

(5 points possible) Score _____

1) Which is the food group from which you should eat the most servings?.

1. Meat, Poultry, Dry Beans, Eggs & Nuts
2. Vegetable
3. Bread, Cereal, Rice & Pasta
4. Fruit
5. Milk, Yogurt & Cheese



2) Which food group includes broccoli, spinach and kale?

1. Fruit
2. Meat, Poultry, Dry Beans, Eggs & Nuts
3. Bread, Cereal, Rice & Pasta
4. Milk, Yogurt & Cheese
5. Vegetable



3) How many servings of the Milk, Yogurt & Cheese Group should you eat daily?

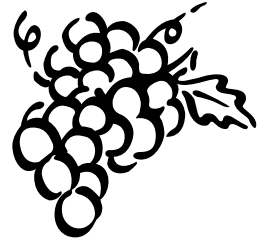
1. 2-4 servings
2. 3-5 servings
3. 6-11 servings
4. 2-3 servings



Food Guide Pyramid

4) Which food group is most important to good health?

1. Fruit
2. Meat, Poultry, Dry Beans, Eggs & Nuts
3. Bread, Cereal, Rice & Pasta
4. Milk, Yogurt & Cheese
5. Vegetable
6. No food group is more important than another.



5) Which food group includes peanut butter, chicken and beef?

1. Milk, Yogurt & Cheese
2. Fruit
3. Vegetable
4. Meat, Poultry, Dry Beans, Eggs & Nuts
5. Bread, Cereal, Rice & Pasta



Food Guide Pyramid

Chapter 2: Making Healthful Choices

Goals

1. Student will identify a serving size for these foods: meat, juice, apple, broccoli, grapes, bread, butter, cereal flakes, salad greens, baked potato, salad dressing, cheese. *(12 points)*
2. Student will choose the more healthful of two ethnic food alternatives. *(5 points)*
3. Student will select a healthful meal that includes foods from all sections of the Food Guide Pyramid. *(8 points)*
4. Student will perform steps 1-3 with overall accuracy of 72% or better. That is a score of 18 or more correct out of the 25 points possible.

Getting Started Questions: Thinking About How Much You Eat

1. If you have chicken for dinner, how many pieces do you usually eat?
2. If you have hamburgers for lunch or dinner, how many do you usually eat?
3. How many pieces of fruit do you usually eat in a day?
4. How much bread, rice, cereal and pasta do you usually eat in a day?
5. As you read this chapter, you will learn about serving sizes. Notice how many servings of each food you are eating each day.

Getting Started Vocabulary



alternative	cheese ravioli	PB&J sandwich
bagel	dessert	portion
beverage	dinner	pretzels
breakfast	entrée	protein
carbohydrate	lunch	salad greens
cereal flakes	macaroni	side dish
cheese	pancake	turkey wrap

Vocabulary Meanings

alternative	A choice from two or more things. Something you can choose to eat or use instead of something else. For example, fruit is a good alternative to a high-fat dessert.
bagel	A kind of hard bread that looks like a ring.
beverage	Any kind of drink.
carbohydrate	Part of a food that gives the body heat and energy. Foods like fruits, vegetables, beans and whole-grain bread have carbohydrates.
cereal flakes	A type of dry cereal.
cheese ravioli	Small pieces of dough filled with cheese.
dessert	Sweet food served at the end of a meal.
dinner	Meal eaten in the evening.
entrée	The main food at a meal.
lunch	Meal eaten at noon.
macaroni	Type of pasta shaped like a tube.
pancake	A flat, thin cake fried in a pan; usually eaten at breakfast.
PB&J sandwich	Peanut butter and jelly between two slices of bread.
portion	The amount of food that is put on one plate. A portion might be one serving, less than one serving, or more than one serving. (See <i>serving</i> and <i>serving size</i> , Chapter 1.)
pretzels	Hard cracker shaped like a knot.
protein	A nutrient that supplies amino acids, the building blocks that build and maintain your body. Protein is found in eggs, meat, fish, milk and beans.
salad greens	Leafy green vegetable (like lettuce) used raw in salad.
side dish	Food served with the main food at a meal
turkey wrap	Turkey meat rolled in a tortilla.

Vocabulary Exercises

Vocabulary Exercise A

DIRECTIONS: Draw a line to match each word with its picture.

bagel

cereal flakes

cheese

beverage

dessert

lunch

salad greens



Vocabulary Exercise B

DIRECTIONS: Draw a line to match each word with its picture.

breakfast

dinner

pancake

salad dressing

PB&J sandwich

cheese ravioli



Making Healthful Choices

Vocabulary Exercise C

DIRECTIONS: Use the meanings listed to match these words with their meanings. Write the appropriate letter on the line before each word.

- | | | |
|-------|-------------------|--|
| _____ | 1. salad dressing | a. Any kind of drink. |
| _____ | 2. turkey wrap | b. The amount of food that is put on one plate |
| _____ | 3. entrée | c. Sauce used on a salad. |
| _____ | 4. portion | d. The main food at a meal. |
| _____ | 5. beverage | e. Turkey meat rolled in a tortilla. |
| _____ | 6. side dish | f. Food served with the main food at a meal. |

Vocabulary Exercise D

DIRECTIONS: Use the meanings listed to match these words with their meanings. Write the appropriate letter on the line before each word.

- | | | |
|-------|-----------------|---|
| _____ | 1. alternative | a. Part of a food that gives the body heat and energy. |
| _____ | 2. dessert | b. A choice from two or more things. |
| _____ | 3. protein | c. Meal eaten at noon. |
| _____ | 4. carbohydrate | d. Sweet food served at the end of a meal. |
| _____ | 5. macaroni | e. Type of pasta shaped like a tube. |
| _____ | 6. lunch | f. A nutrient that supplies amino acids, the building blocks that build and maintain your body. |

Vocabulary Exercise E

DIRECTIONS: In each row, underline the word that is not the name of a specific food.



Example

bagel	beverage	<u>protein</u>	pretzels
-------	----------	----------------	----------

- | | | | | |
|----|----------|----------|----------------|---------------|
| 1. | beverage | bagel | alternative | cereal flakes |
| 2. | macaroni | dessert | cheese ravioli | carbohydrate |
| 3. | protein | cheese | pancake | PB&J sandwich |
| 4. | portion | pretzels | salad dressing | turkey wrap |

Making Healthful Choices

Vocabulary Exercise F

DIRECTIONS: Beverage, dessert, breakfast, lunch, dinner, entrée, and side dish are all meals or parts of a meal, but not specific foods. In each row, underline the word that is the name of a meal or part of a meal, but NOT A specific FOOD.



Example

pancake

breakfast

cheese ravioli

cereal flakes

- | | | | | |
|----|----------------|----------------|---------------|----------------|
| 1. | cheese | pancake | pretzels | lunch |
| 2. | bagel | entrée | turkey wrap | salad dressing |
| 3. | dessert | macaroni | cheese | turkey wrap |
| 4. | cheese ravioli | salad greens | PB&J sandwich | dinner |
| 5. | side dish | turkey wrap | pretzels | pancake |
| 6. | breakfast | salad dressing | bagel | cereal flakes |

Vocabulary Exercise G

DIRECTIONS: From the list below, choose the best word to fit into each sentence. Use each word once. Write the correct word in the sentence.

entrée	side dish	lunch	alternative	carbohydrates
dinner	breakfast	portions	protein	

1. People eat cereal flakes for _____.
2. Macaroni and cheese could be an _____ for dinner.
3. A fast-food hamburger is a quick _____ for some people.
4. Putting smaller _____ on your plate can help you eat less.
5. _____ are found in foods like beans, fruits and vegetables.
6. _____ is found in foods like meat and beans.
7. A salad is an example of a _____.
8. _____ is the meal we eat in the evening.
9. Which _____ did you choose, fruit or the high-fat dessert?

Getting Information From The Internet

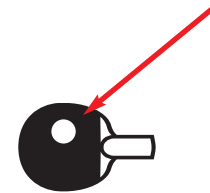
Exercise A: Serving Sizes

1. Get on the Internet.
2. Enter this URL: <http://web.aces.uiuc.edu>
Click on: *Research*.
Click on: *Office of Extension and Outreach*.
Click on: *Nutrition, Family & Consumer Services*.
Scroll down to and click on: *Expanded Food and Nutrition Education Program (EFNEP)*.
Scroll down to and click on: *Wellness Ways Resource Book*.
Click on: *Materials for Teaching Nutrition and Healthy Lifestyles!*
Scroll down to and click on: *Serving Sizes*.
Click on: *Handout—Making Sense of Serving Sizes*.
3. Read the list to learn about easy ways to remember serving sizes for different types of food.
4. **WORKBOOK DIRECTIONS:** Look at each food name in the following list . Find the picture that shows an object that is the same size as **one** serving size of that food. Write the food name under that picture.

Try this example:



Example



Ping-Pong ball

Answer: You should have written “salad dressing” because 1 serving of salad dressing is about the same size as a Ping-Pong ball.

baked potato

salad greens

broccoli

juice

cooked meat, fish
or poultry

butter

bread

cheese (1½ ounces)

cereal flakes

fruit

pancakes

grapes

cooked rice

salad dressing

Making Healthful Choices



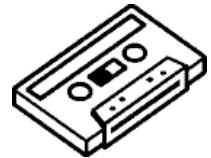
1) Small Styrofoam cup



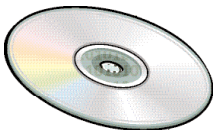
2) Cupcake wrapper



3) Lightbulb



4) Audiocassette tape



5) CD (compact disk)



6) Fist



7) Fingertip



8) 3 dominoes

Making Healthful Choices

Exercise B: Healthful Alternatives

1. Go to this Web site: <http://www.dietsite.com>

In the box at the left of the screen, click on: *Diets*.

Click on: *Eating Well*.

Click on: *International Dining*.

Click on a type of international food (under *International Dining*) you like to eat, such as *Chinese* or *Mexican*.

2. Look at the list on the right (*Higher Fat Choices*).

- Pick out five foods you enjoy. Write the names of those foods below.
- Then look at the list on the left side of the Web page (*Lighter Choices*).
- Find a healthier alternative you could eat in place of the food you wrote first. Write the healthier choice.
- Talk with your tutor about why this is a healthier choice.



Example

Click on *Mexican* for this example.

Food I Enjoy
(from "*Higher Fat Choices*" column)

1. Chili con queso

Healthier Choice

Bean or chicken burrito

Answer: Chili con queso is high in fat because it has a lot of cheese and meat. A bean or chicken burrito is lower in fat. Beans are a healthful alternative to meat.

Now you try it. Remember to choose a kind of International Dining that you like.

Food I Enjoy
(from "*Higher Fat Choices*" column)

Healthier Choice

1. _____
2. _____
3. _____
4. _____
5. _____

Choose one of the foods on your Healthier Choice list. Plan to eat it one day this week. Write the name of the food below.

Healthier Choice food I will try this week _____

Exercise C: Rate Your Plate

1. Get on the Internet.
2. Type in this URL: <http://www.team.uconn.edu>

Click on: *Play "Rate Your Plate."*

For each of the exercises below, select an *entrée*, a *beverage*, a *dessert* and *side dishes* by clicking on: "*none*" or the *arrow* to open the dialogue box on the screen. Look at the list in the dialogue box and highlight and click on the food you choose.

Then click on: *Rate My Plate* (at the bottom of the page).

Click on: *1. The Food Guide Pyramid.*

3. **WORKBOOK DIRECTIONS:** Now, using the information in the pyramid on the right, write the number of servings your meal has from each section of the Food Guide Pyramid.



Example

On the screen, choose the following lunch: Entrée: *hot dog*; Beverage: *cola*; Dessert: *ice cream*; Side Dish: *french fries*. Click on: *Rate My Plate* (at the bottom of the page). Click: *1. The Food Guide Pyramid*. Write the number of servings from each section of the Food Guide Pyramid. Then talk with your tutor about what is healthful in this meal. What is not healthful? Write one thing you could do to make the meal more healthful.

Answer:

Foods chosen: hot dog, cola, French fries, ice cream

Bread, Cereal, Rice, & Pasta *2 servings*

Fruit Group *0 servings*

Vegetable Group *1.9 servings*

Milk, Yogurt, & Cheese *0.4servings*

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts *.06 servings*

Fats, Oils & Sweets *16.1 servings*

Something I could change to make this meal more healthful:

Some things that are healthful: There are almost 2 servings in the Vegetable Group; there are 2 servings in the Bread, Cereal, Rice, & Pasta Group.

Some things that are not healthful: The meal has a lot of servings from the Fats, Oils, & Sweets part of the Food Pyramid.

Something you could change to make the meal more healthful: Drink low-fat milk or juice instead of cola; include a fruit for dessert instead of ice cream, eat raw vegetables instead of French fries.

Making Healthful Choices

At the top of the screen, click on *New Plate* to return to *Rate Your Plate*. Now you try it.

- 1) Choose a breakfast. Click on: *Rate My Plate* (at the bottom of the page). Click: *1. The Food Guide Pyramid*. Write the number of servings from each section of the Food Guide Pyramid. Then talk with your tutor about what is healthful and what is not healthful in this meal. Is there anything you could change to make this meal more healthful?

Fruit Group _____	Bread, Cereal, Rice, & Pasta _____
Vegetable Group _____	Milk, Yogurt, & Cheese _____
Fats, Oils & Sweets _____	Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts _____

Something I could change to make this meal more healthful:

At the top of the screen, click on *New Plate* to return to *Rate Your Plate*.

- 2) Choose a dinner. Click on: *Rate My Plate* (at the bottom of the page). Click: *1. The Food Guide Pyramid*. Write the number of servings from each section of the Food Guide Pyramid. Then talk with your tutor about what is healthful and what is not healthful in this meal. Is there anything you could change to make this meal more healthful?

Fruit Group _____	Bread, Cereal, Rice, & Pasta _____
Vegetable Group _____	Milk, Yogurt, & Cheese _____
Fats, Oils & Sweets _____	Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts _____

Something I could change to make this meal more healthful:

Click on *New Plate* to return to *Rate Your Plate*.

- 3) This time choose a lunch that **includes foods from all the categories** on the Food Guide Pyramid. Click on: *Rate My Plate* (at the bottom of the page). Click: *1. The Food Guide Pyramid*. Write the number of servings from each section of the Food Guide Pyramid. Is there anything you could change to make this meal more healthful?

Fruit Group _____	Bread, Cereal, Rice, & Pasta _____
Vegetable Group _____	Milk, Yogurt, & Cheese _____
Fats, Oils & Sweets _____	Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts _____

Something I could change to make this meal more healthful:

Vocabulary Review

DIRECTIONS: From the list below, choose the best word to fit into each sentence. Use each word once. Write the correct word in the sentence.

side dish	lunch	alternative	dinner	portion
carbohydrate	protein	breakfast	entrées	

1. Tacos, cheese raviolis and hamburgers are not side dishes. They are _____.
2. Beans without lard are a healthful _____ to meat.
3. Pancakes are a food people eat for _____.
4. Many children like to take peanut butter and jelly sandwiches to school for _____.
5. Sometimes the _____ we put on our plate is actually the size of two or three servings sizes.
6. Salad is a common _____.
7. We get _____ from the “Meat, Poultry, Dry Beans and Eggs” group.
8. We get _____ from beans, whole grain breads, fruits and vegetables.
9. It’s a good idea to eat a salad and at least one other serving of vegetables for _____.

Evaluation



Note to Tutor: Students will complete the evaluation with overall accuracy of 72% or better. That is a score of 18 or more correct. Please record the total score at the start of the evaluation section below and on the Overall Evaluation page at the back of the workbook.

25 points possible

Total score _____ (*Goal is 18 or more*)

1. Look at each food name in the list below. Find the picture that shows an object that is the same size as a serving size of that food. Write the food name under that picture.

(12 points possible) Score _____

apple	broccoli	cheese (1½ ounces)	meat
baked potato	butter	grapes	salad dressing
bread	cereal flakes	juice	salad greens



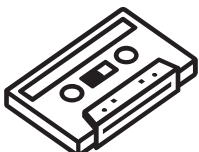
1) Fist



2) Fingertip



3) 3 dominoes



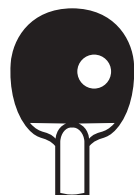
4) Audiocassette tape



5) Lightbulb



6) Small Styrofoam cup



7) Ping-Pong ball

Making Healthful Choices

2. Circle the more healthful food choice in each of these pairs.

(5 points possible) Score _____

- 1) a. crispy fried tortillas
 b. soft flour tortillas
- 2) a. refried beans (no lard)
 b. refried beans (with lard)
- 3) a. salsa
 b. sour cream
- 4) a. soft noodles
 b. fried noodles
- 5) a. fried rice
 b. steamed rice

3. Get on the Internet and type in this URL: <http://www.team.uconn.edu>.

Click on: *Play "Rate Your Plate."* Choose a healthful dinner that includes foods from **all the categories** on the Food Guide Pyramid. Click on *Rate Your Plate* at the bottom of the screen. Click on *1. The Food Guide Pyramid*. Use the information in the pyramid on the right of the screen to write the number of servings from each section of the Food Guide Pyramid. Is there anything you could change to make this meal even more healthful?

(8 points possible — 1 for accessing the Web site, 1 each for getting a food in each food group, and 1 for a suggestion on how to make the meal even more healthful) Score _____

Fruit Group _____

Bread, Cereal, Rice, & Pasta _____

Vegetable Group _____

Milk, Yogurt, & Cheese _____

Fats, Oils & Sweets _____

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts _____

Something I could change to make this meal more healthful:

Chapter 3: Tips for Healthful Eating

Goals

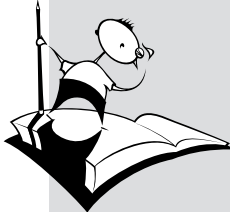











1. Student will match the names of these 11 foods with pictures of the foods: oranges, whole-grain bread, cantaloupe, broccoli, sweet potatoes, watermelon, beans, salmon, bran flakes, spinach and kale. Student will read the names of these 11 foods without using picture cues. *(22 points)*
2. From the 16 tips students will read in this chapter of the workbook, they will be able to state two tips for healthful eating, make a plan to change their diet to include these tips, and report on their success. These tips may come from either of the sites used in this exercise: cspinet.org or primusweb.com/fitnesspartner. *(4 points)*
3. Student will select 8 of the following words: ounce, regular, margarine, sodium, sausage, bologna, ground beef, switch, moderate, maintain, gradual, variety, increase, decrease, fiber, nutrient, plenty, weight. Student will write one sentence for each of the 8 words selected. These sentences should give some information about nutrition. For example, instead of writing "Sausage is a food," a student could use the information presented in the exercise and write "Sausage has a lot of fat in it." *(16 points, 2 per sentence)*
4. Student will perform steps 1-3 with overall accuracy of 70% or better. In Step 3, each sentence is worth 2 points, for a total of 16 points possible. Activity Step 2 is worth 4 points. Student will score 29 points or more of the 42 points possible.

Getting Started Vocabulary








Note to Tutor: For evaluation at the end of this chapter, the student will be asked to match the names of the 11 foods listed in Vocabulary Part A with pictures of the foods and to read each word without a picture cue.

Vocabulary Part A

	beans		kale		sweet potatoes	
	bran flakes		oranges		watermelon	
	broccoli		salmon		whole-grain bread	
	cantaloupe		spinach			

Vocabulary Part B

	bologna		maintain		regular	
	calcium		margarine		saturated fat	
	cholesterol		minerals		sausage	
	decrease		moderate		sodium	
	fiber		nutrient		switch	
	gradual		ounce		variety	
	ground beef		plenty		vitamin	
	increase		reduce		weight	

Vocabulary Meanings

bologna	A processed meat, pre-sliced, used in sandwiches.
calcium	A mineral needed by the body. Calcium in food helps build bones and keeps them strong.
cholesterol	Something in fat and blood cells that may cause heart disease. (See also <i>blood cholesterol</i> , <i>dietary cholesterol</i> , “ <i>bad</i> ” <i>cholesterol</i> , “ <i>good</i> ” <i>cholesterol</i> , <i>HDL cholesterol</i> and <i>LDL cholesterol</i> .)
decrease	To lessen or reduce.
fiber	Something found in food that comes from plants. Fiber helps to move food through the body.
gradual	Taking place little by little; slow.
maintain	To keep something the same.
minerals	Nutrients the body needs to be healthy. Minerals like iron, calcium and zinc help keep bones and teeth strong, help make healthy blood and help muscles work.
moderate	Not too much, not too little.
nutrient	Any substance in food that gives energy or builds the body.
ounce	A unit of measurement. 16 ounces equal a pound.
plenty	Enough.
protein	A nutrient that supplies amino acids, the building blocks that build and maintain your body. Protein is found in eggs, meat, fish, milk and beans.
reduce	To decrease or lessen.
sodium	One of the chemicals in salt.
switch	To exchange or substitute one thing for another.
variety	A lot of things that are different from each other.
vitamin	Tiny amounts of chemicals in food that your body needs to stay healthy. There are many different vitamins. Each vitamin has a different use in the body.
weight	How heavy something is; how much something weighs.

Getting Information From The Internet

Exercise A: 10 Foods You Should Eat

1. Enter this URL: <http://www.cspinet.org>

Click on: *Nutrition & Health*

Find: *Improving Your Diet*, and click on: *10 Foods You Should Eat*.

Read the names of these 10 foods.

2. **WORKBOOK DIRECTIONS:** Draw a line to match each word with its picture.

oranges



whole-grain bread



cantaloupe

broccoli



sweet potatoes



watermelon



beans

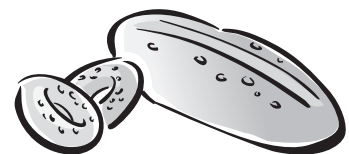
salmon



bran flakes

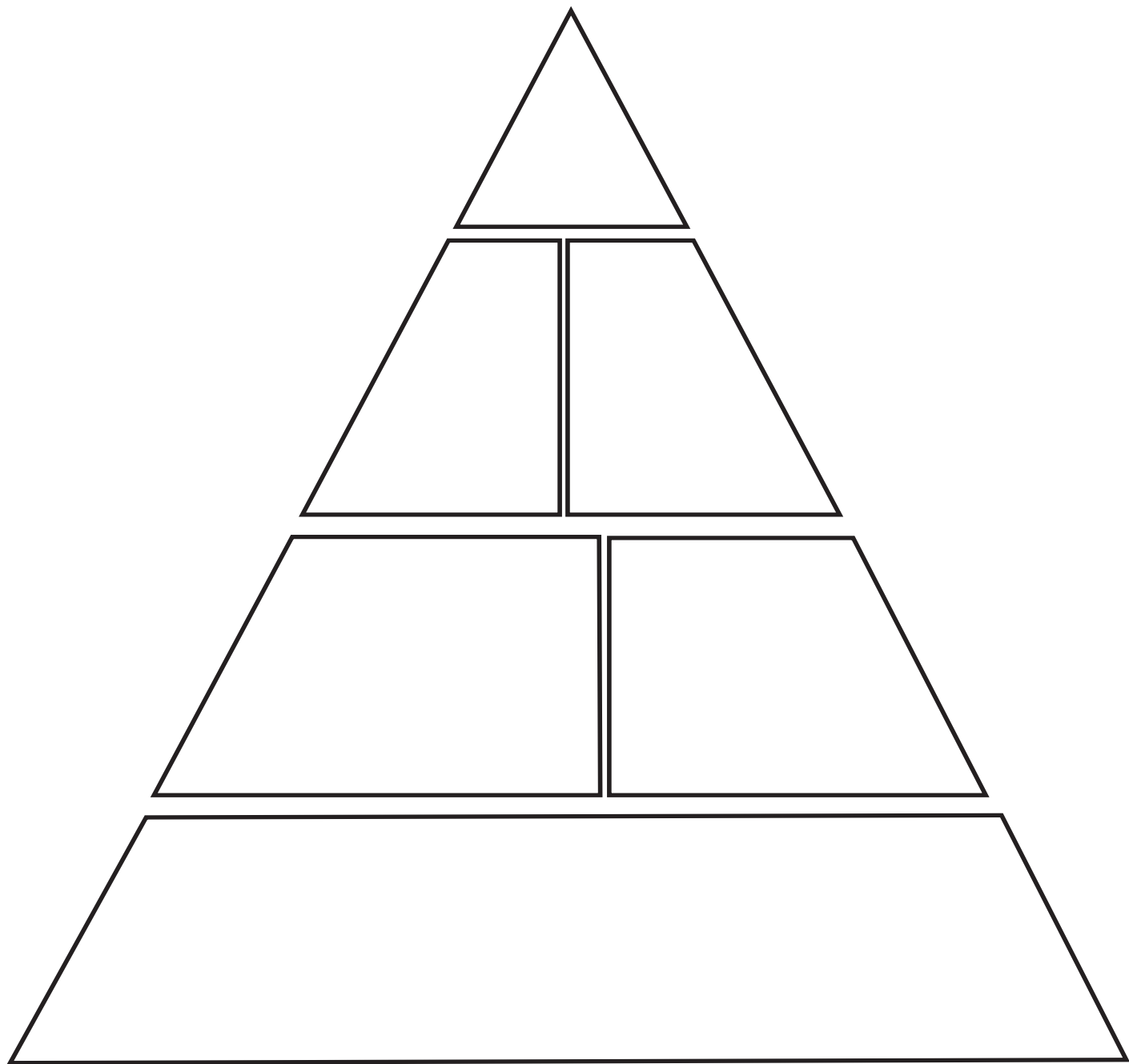


spinach and kale



Tips for Healthful Eating

3. Write each word on a card. Learn to read them on your own and match each card with its picture.
4. Using the vocabulary cards you made for these food words, read the name of each food and write each name in the proper place on the Food Guide Pyramid below.



Tips for Healthful Eating

5. Plan a way to improve your diet. Choose two foods you would like to try or like to eat more of. If you can, buy them and eat them in the next week or two. Write the name of the foods you chose and when you ate them.

Name of food you chose

Date you ate it

1. _____

1. _____

2. _____

2. _____

Exercise B: 10 Tips To Healthy Eating

1. Enter this URL: <http://www.primusweb.com/fitnesspartner/>

Click on: *Nutrition Made Easy*.

Click on: *10 Tips to Healthy Eating*.

With your tutor, read the **bold print** for the tips numbered 1-5 and tip 9.

2. **WORKBOOK DIRECTIONS:** Now look at the same tips written below. Each tip is missing one word. Choose the correct word from the list to complete each sentence. Write the correct word in each tip.

fruit weight changes foods meals eat

1) _____ moderate portions. (tip 4)

2) Eat a variety of nutrient-rich _____. (tip 1)

3) Maintain a healthy _____. (tip 3)

4) Make _____ gradually. (tip 9)

5) Eat regular _____. (tip 5)

6) Enjoy plenty of whole grains, _____ and vegetables. (tip 2)

3. Read tips 1-5 and tip 9 again. This time, read the bold print and the explanation for these 6 tips. Discuss the tips with your tutor. Think how you might apply them to your daily eating habits.

Tips for Healthful Eating

4. **WORKBOOK DIRECTIONS:** Match each of these vocabulary words with its meaning or picture. Write the correct number after each word listed on the left.

a. bologna ____

b. decrease ____

c. fiber ____

d. gradual ____

e. ground beef ____

f. increase ____

g. maintain ____

h. margarine ____

i. moderate ____

j. nutrient ____

k. ounce ____

l. plenty ____

m. regular ____

n. sausage ____

o. sodium ____

p. switch ____

q. variety ____

r. weight ____

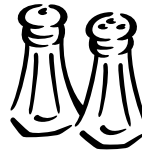
1.



2.



3.



4.



5.



6. different types of things

7. to change around

8. 1/16th of a pound

9. use less

10. healthful part of a food

11. lunchmeat

12. enough

13. use more

14. a little at a time

15. stay the same

16. usual or normal

17. not too much, not too little

18. part of food that helps prevent constipation

Tips for Healthful Eating

5. **WORKBOOK DIRECTIONS:** On the computer screen, review the bold print for tips 1-5 and 9. Match each bold-print tip with the restatement of the tip that is written below. On each line write the number of the tip that fits the restatement.

- 1) _____ Eat small amounts.
- 2) _____ Try to stay at a weight that is good for you.
- 3) _____ Don't skip meals.
- 4) _____ Slow change is fine.
- 5) _____ Eat many kinds of healthful foods.
- 6) _____ Eat lots of healthful foods that are not meat or milk.

Exercise C: 10 Steps To a Healthy Diet

1. Enter this URL: <http://www.cspinet.org>

On the menu, click on: *Nutrition & Health*

Find: *Improving Your Diet.*

Click on: *10 Steps to a Healthy Diet.*

Now you should be at Ten Steps to a Healthy 1998. Read these tips with your tutor. You don't need to understand all the vocabulary or details. Just understand the main purpose or goal for each tip. In other words, know why each tip is important. Talk about how you could apply each tip to improve your daily eating habits.

2. **WORKBOOK DIRECTIONS:** The 10 tips you have just read have several general goals (purposes). Some of these goals are to lower or decrease the amount of fat and sodium you eat and to increase the amount of fiber you eat. Read each goal below. Then decide which tip helps meet which goal. Match each tip with the goal it fits and write the tip number after the goal. Some tips have the same goals, so you may list more than one tip after a goal. There are three tips with the main goal of reducing fat and two tips for the goal of increasing fiber. There is only one tip for each of the other goals.

NOTE: The goal is usually stated in the first few sentences after "Why Change?"

Tips for Healthful Eating

THE GOALS OF THE 10 TIPS

Which tips help meet this goal?

Write the number of the tip on the line after the goal.

- 1) Reduce the amount of fat you eat. _____
- 2) Lower blood pressure to reduce risk of heart attack and stroke. _____
- 3) Reduce risk of heart disease, stroke, blindness and several kinds of cancer. _____
- 4) Decrease the amount of sugar you eat. _____
- 5) Reduce fat and reduce risk of cancer (colon and prostate). _____
- 6) Reduce fat and sodium. _____
- 7) To get more fiber in your diet. _____

The 10 Tips

1. Eat no more than 2 ounces of regular (full-fat) cheese a week.
2. Switch from ground beef to veggieburgers, chicken breast or ground turkey.
3. Switch from butter or stick margarine to a lower-fat tub margarine.
4. Switch from hot dogs, sausage, ham, bacon or baloney.
5. Switch from whole or 2% milk to 1% (low-fat) or skim (fat-free).
6. Limit foods with 480 mg or more of sodium per serving to one a day.
7. Eat at least three servings of vegetables at dinner each night and two servings of fruit as snacks each day.
8. Eat at least three servings of whole grains each day.
9. Eat at least four servings of beans, lentils or peas each week.
10. Switch from soft drinks to seltzer, orange juice or skim milk.

Exercise D: What Makes a Healthful Meal?

Look at the sample meals on the next page. For each meal, answer these two questions:

1. What food is good (healthful) in this meal? Why is it healthful?
2. What food is not healthful in this meal? Why isn't it healthful?

Tips for Healthful Eating



Example

MEAL 1 LUNCH

Hamburger with lots of mayonnaise

Low-fat milk

2 chocolate-chip cookies

Apple

Note to Tutor: Answers will vary depending on the student's previous knowledge and English ability. Go over the suggested answers for the example to remind students of what they already know and to give practice listening to and speaking about these concepts.



1. What is good (healthful) in this meal? Why is it healthful?

The low-fat milk is good because it doesn't have much animal fat and it has protein and calcium. Also, the apple is good because it has good food value and fiber. It's important to eat several fruits and vegetables every day.

2. What is not healthful in this meal? Why isn't it healthful?

Hamburger meat is beef and beef has a lot of animal fat. Animal fat is not healthful.

The mayonnaise also has a lot of fat. Use less mayonnaise.

The delicious chocolate-chip cookies have a lot of fat and a lot of sugar.

The butter in cookies is not healthful. It is bad for our weight and our hearts.

Now you try it.

Look at each meal and then answer the two questions about the meal.

MEAL A BREAKFAST

Orange juice

Apple

Bacon

Toast with lots of butter.

Corn flakes with whole milk.

1. What is good (healthful) in this breakfast? Why is it healthful?

2. What is not healthful in this breakfast? Why isn't it healthful?

Tips for Healthful Eating

MEAL B LUNCH

Coke

Tuna sandwich with a little mayonnaise

Carrot and celery sticks

Potato chips

1. What is good (healthful) in this breakfast? Why is it healthful?
2. What is not healthful in this breakfast? Why isn't it healthful?

MEAL C DINNER

Green salad with low-fat dressing

Bean taco with rice

Chocolate cake with ice cream

1. What is good (healthful) in this breakfast? Why is it healthful?
2. What is not healthful in this breakfast? Why isn't it healthful?

Think about the problems with the meals above. Now, give a suggestion for planning good meals. Also, give a specific example of how you could use this suggestion in your life.



Example

SUGGESTION: Eat more fruit.

IN MY LIFE: I could eat an apple or banana for breakfast each day.

Now you write, or tell your tutor, and your tutor will write it.

SUGGESTION:

IN MY LIFE:

Vocabulary Review

Crossword Puzzle

Complete the crossword puzzle to review your vocabulary.
Choose from the words below.

beef	bologna	decrease	increase	maintain
margarine	moderate	nutrients	ounce	plenty
sausage	sodium	switch	variety	

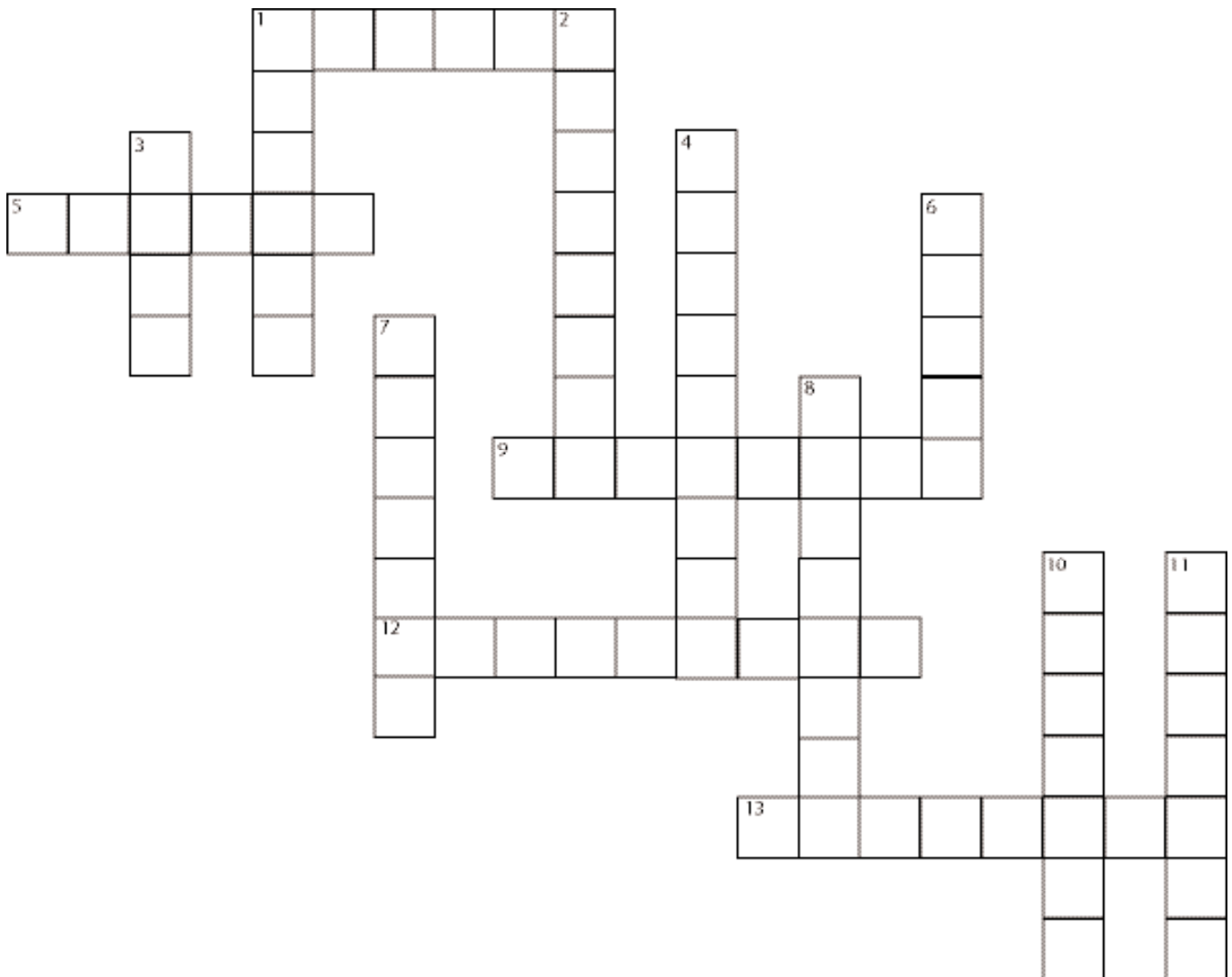
Across

- 1 _____ is another word for salt.
- 5 Eat _____ of vegetables for good health.
- 9 For good health, _____ dietary fat.
- 12 Healthful foods contain lots of _____.
- 13 For good health, _____ the amount of fruit you eat.

Down

- 1 It's healthy to _____ from whole milk to skim milk.
- 2 Use _____ amounts of many kinds of foods.
- 3 _____ is a fatty meat found in hamburgers.
- 4 Use _____ instead of butter for better health.
- 6 An _____ is 1/16th of a pound.
- 7 _____ is an unhealthful lunchmeat.
- 8 It is important to _____ a healthy weight.
- 10 _____ is a breakfast meat with lots of fat.
- 11 A good diet has a wide _____ of foods.

Tips for Healthful Eating



Evaluation



Note to Tutor: Students will complete the evaluation with overall accuracy of 70% or better. That is a total of 29 or more correct answers. Please record the total score at the start of the evaluation section and on the Overall Evaluation page at the back of the workbook. In part 3, student should do A or B.

42 points possible

Total Score _____ (Goal is 29 or more)

1. Match each of these words with its picture.

(11 points possible) Score _____

spinach

oranges

bran flakes

whole-grain bread

cantaloupe

broccoli

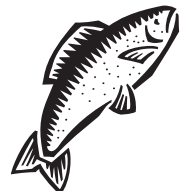
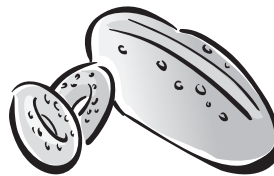
sweet potatoes

watermelon

beans

salmon

kale



Tips for Healthful Eating

2. Read the names of the following 11 foods. Then, on a Food Guide Pyramid, write the name of each food in its appropriate place.

(11 points possible, ½ point for reading and ½ point for proper placement on the Food Guide Pyramid) Score_____

beans

broccoli

cantaloupe

kale

bran flakes

oranges

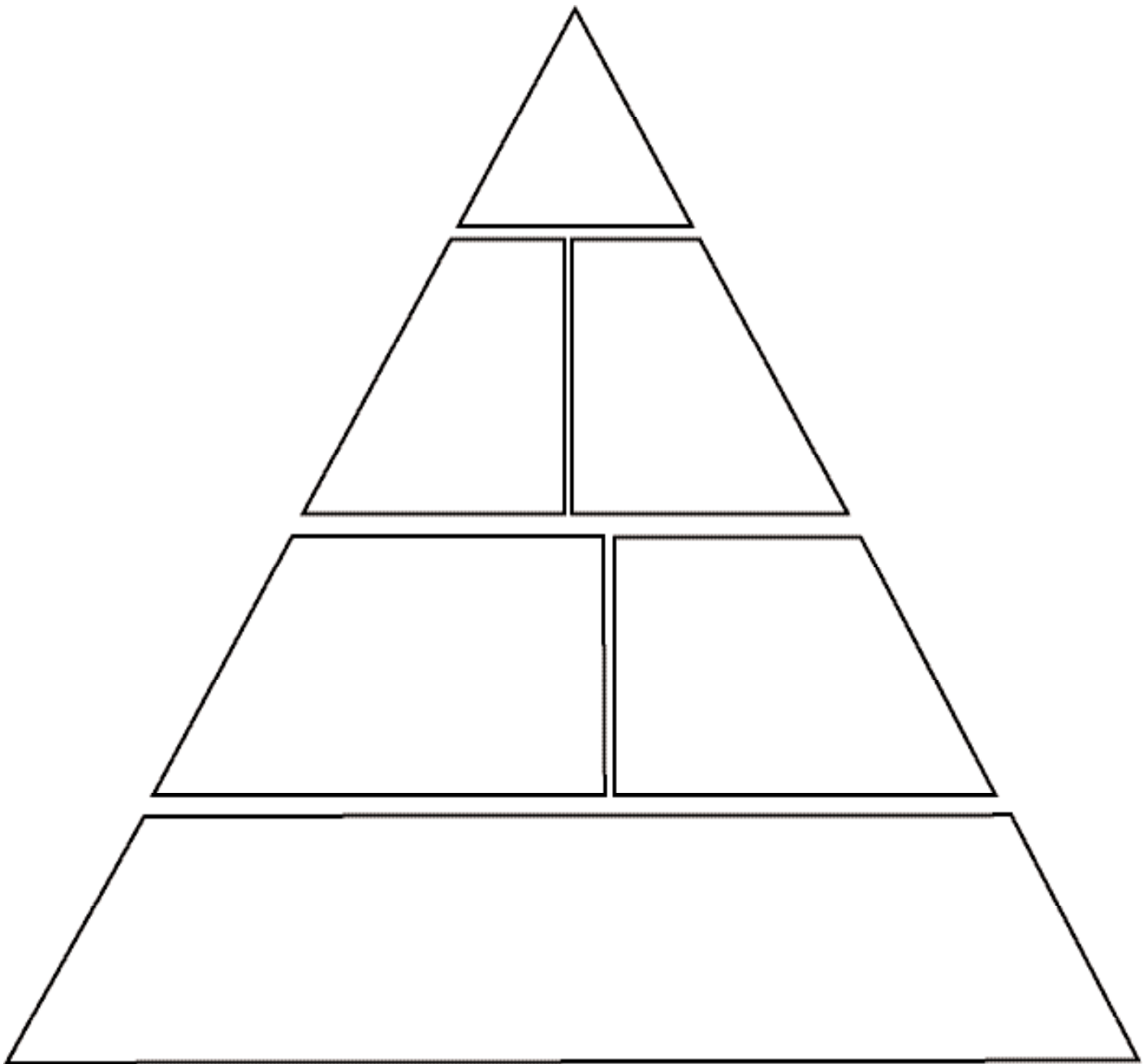
salmon

spinach

sweet potatoes

watermelon

whole-grain bread



Tips for Healthful Eating

3. Do either 1) or 2).

(4 points possible, 1 for each line) Score _____

- 1) From the list of foods above choose one food you rarely or never eat. Buy it, eat it and write the information below.

Food I chose. _____

Date I bought it. _____

How I fixed it or what I ate it with. _____

How I like it. _____

- 2) In this chapter, you have read 6 tips for healthful eating on <http://www.primusweb.com/fitnesspartner> and 10 tips for healthful eating on <http://www.cspinet.org>. Look at these Web sites again. From these 16 tips, choose two tips you can use. Write the two tips below and write how you used them to change your eating habits.

The first tip I chose:

What I did to use the first tip: _____

The second tip I chose: _____

What I did to use the second tip: _____

4. From the following list, choose 8 words and write one sentence for each word. Your sentence should tell something about healthful eating. Your sentence does not need to have perfect spelling, grammar or punctuation

(16 points possible, 2 per sentence) Score _____



Example

"Sausage has lots of sodium."

This would be a good sentence because it gives information we need to eat well.

"Sausage is a food" or "We eat sausage for breakfast" would not be good because these sentences don't give information about eating healthful foods.

Tips for Healthful Eating

ounce	regular	margarine	sodium	plenty
sausage	bologna	ground beef	switch	weight
moderate	maintain	gradual	variety	
increase	decrease	fiber	nutrient	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Tips for Healthful Eating

Chapter 4: Fats, Cholesterol and Your Health



Note to Tutor: This section may be especially challenging because of the technical nature of the material. Your student may require extra help in reading and understanding information on the Web sites. Although the health information in this chapter is very important, meeting the goals of this chapter is not necessary for success with the following chapters.

Goals

1. Student will read a list of types of dietary fats (saturated, trans fat, polyunsaturated, monounsaturated and cholesterol) and identify those that are most damaging to health. *(8 points)*
2. Student will correctly answer true/false questions about dietary fat. *(8 points)*
3. Student will complete sentences on how to reduce dietary fat. *(5 points)*
4. Given pairs of foods to choose from, student will pick the food in each pair that is less likely to raise blood cholesterol. *(11 points)*
5. Student will correctly complete sentences about dietary cholesterol. *(8 points)*
6. Students will complete the evaluation with overall accuracy of 70% or better. That is a score of 28 or more correct out of the 40 points possible.

Getting Started Ideas and Applications

You have already learned some useful things about fat in your diet. In this chapter, you will learn more about different kinds of fat. You will learn which kinds of fat can hurt you. You will learn how the fat you eat affects your health.

Fats, Cholesterol and Your Health

Let's review some of the things you already know about fat.

1. **WORKBOOK DIRECTIONS:** Read the sentences below. Choose the best ending for the sentence and circle it.



Example

In The Food Guide Pyramid, the Fats, Oils, & Sweets group is:

- a. at the bottom of the Pyramid.
- b. in the middle of the Pyramid.
- c. at the top of the Pyramid.
- d. not on the Pyramid.

Answer: The answer is c. The Fats, Oils, & Sweets group is at the top of the Food Guide Pyramid.

Now you try it.

- 1) The Food Guide Pyramid says to eat this amount of fat each day:

- a. 3-5 servings
- b. use sparingly
- c. 6-11 servings
- d. 2-3 servings

- 2) Which of these foods has the least amount of fat?

- a. whole milk
- b. cheese
- c. broccoli
- d. sausage



- 3) Which of these foods has more fat than other foods in the list?

- a. oranges
- b. peas
- c. butter
- d. Coke



4) Which type of milk is lowest in fat?

- a. whole milk
- b. 1%
- c. 2%
- d. skim



Getting Started Questions: How Much Fat Do You Eat?

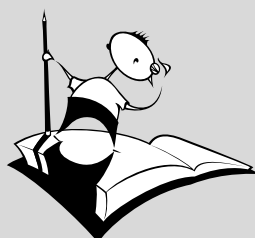
1. What kind of fat or oil do you use for cooking?
2. Do you use whole milk in your home? Would you consider using reduced-fat (low-fat) or skim (fat-free) milk?
3. Do you use butter or stick margarine? Would you consider switching to a lower-fat tub margarine?
4. Do you know what your cholesterol level is? If it's too high, do you know what you can do to lower it?

In this chapter you will learn how to choose oil, margarine and milk that can lower the fat in your diet. You will also learn about trans fat and about cholesterol in your diet.

Getting Started Vocabulary

Many of the words in this section begin with prefixes. Read each prefix and learn its meaning. Practice saying the technical words with your tutor. Definitions for the technical words will be found on the Web sites in this chapter's exercises.

Technical Vocabulary



Prefix

Un-
Mono-
Poly-
Trans-

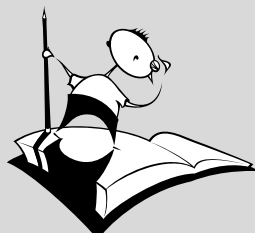
Meaning

Non or not
One
Many
Change

Technical Words

Unsaturated fat
Monounsaturated fat
Polyunsaturated fat
Trans fatty acids

Additional Vocabulary



aerobic exercise
artery
fat-soluble
fry

heart attack
heart disease
hydrogenate
obesity

solid
stroke

Vocabulary Meanings

aerobic exercise	Type of exercise that increases the body's need for oxygen.
artery	Blood vessel that carries blood from the heart.
fat-soluble	Something (like certain vitamins) that can be dissolved in fat.
fry	To cook food in a pan using fat.
heart attack	Sudden damage to heart when it doesn't get enough oxygen.
heart disease	An abnormal condition of the heart that keeps it from working right.
hydrogenate	To turn liquid oil into a solid fat by adding hydrogen.
obesity	Being very overweight.
solid	Firm or hard; not liquid.
stroke	Sudden damage to brain when it doesn't get enough oxygen. A "brain attack."

Vocabulary Exercises

Vocabulary Exercise A

DIRECTIONS: Look at the two words below each sentence. Choose the best word to complete the sentence. Write the word in the space provided.

- _____ increases the body's need for oxygen.
Obesity *Aerobic exercise*
- A health problem that happens in the brain is a _____.
stroke *heart attack*
- An _____ is a type of blood vessel.
obesity *artery*
- _____ is a word used when someone is very overweight.
Obesity *Hydrogenate*
- One way to cook food in fat is to _____ it.
hydrogenate *fry*
- Something that dissolves (mixes in smoothly) in fat is _____.
fat-soluble *hydrogenated*

Fats, Cholesterol and Your Health

7. Butter and lard are _____ fats.

solid

liquid

8. When a person's heart does not get enough oxygen, he may have a _____.

stroke

heart attack

9. To make liquid oil into a solid, you must _____ it.

fry

hydrogenate

Vocabulary Exercise B

DIRECTIONS: Complete each sentence using the words listed below. Use each word once.

aerobic exercise

heart disease

artery

hydrogenate

fat-soluble

obesity

fry

heart attack

solid

stroke

1. Pancakes, bacon and French fries are some foods you can _____

2. Peanut oil and olive oil are liquid, not _____ .

3. _____ is the word that refers to turning liquid oil into a solid fat.

4. Being very overweight is called _____ .

5. "Brain attack" is another word for a _____ .

6. Two types of heart problems are _____ and _____ .

7. One type of blood vessel is an _____ .

8. _____ is a type of exercise that increases the body's need for oxygen.

9. Vitamins that dissolve in fat are called _____ .

Vocabulary Exercise C

DIRECTIONS: Look at the words below. Then look at the scrambled letters that follow. Unscramble the letters to write a word on each line.

aerobic

artery

fat-soluble

fry

heart attack

heart disease

hydrogenate

obesity

solid

stroke



Example

rfy fry

1. disol _____
2. teoskr _____
3. eydreogathn _____
4. rayrte _____
5. tehar tkacat _____
6. ytisebo _____
7. rathe sadisee _____
8. tfa boelusl _____
9. carebio _____

Getting Information From The Internet

Exercise A: Fats

1. Get on the Internet by clicking the Internet Explorer icon on your desktop screen.
2. Enter this URL: <http://ohioline.osu.edu>

Click on the circle that says: *Food*

Click on: *General Nutrition*

Click on: *Practical Facts about the Fat in Our Diets* (This article is no longer at the site.)

3. **WORKBOOK DIRECTIONS:** Read the sentences on the next page. Look at the Web page to find out whether each sentence is true or false. If it is true, circle "True." If it is not true, circle "False."

Fats, Cholesterol and Your Health



Example

We should eat as much fat as we can. True False

Answer: You should have circled “False.” Eating a lot of fat can lead to health problems, so we should limit the amount of fat we eat.

Now you try it.

- | | |
|---|------------|
| 1) Fat makes food taste better. | True False |
| 2) Fat provides energy for our bodies. | True False |
| 3) Cholesterol is a source of energy for our bodies. | True False |
| 4) Fat can cause overweight and heart disease. | True False |
| 5) You should eat most of your daily calories as fat. | True False |

Exercise B: Saturated Fats

1. Enter this URL: www.deliciousdecisions.org

Click on the book tab that says: *Enjoy Eating*.

Look on the left-hand side of the screen and click on: *A WELL-BALANCED DIET*.

Under “THE DETAILS” section at the left, click on: *Fat & Fatty Acids*.

2. **WORKBOOK DIRECTIONS:** Read the third paragraph. Then list the four kinds of fats in the food we eat.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

3. Click on the underlined word: saturated. Scroll down to read about saturated fatty acids.

4. **WORKBOOK DIRECTIONS:** Use the words below to complete the sentences about saturated fats.



Example

Saturated fats are usually _____ at room temperature.

Answer: You should have written in the word “solid.” Saturated fats like butter and the fat in meat are solid at room temperature. Now you try it.

Fats, Cholesterol and Your Health

animals

cholesterol

solid ✓

beef

coconut oil

whole milk

cheese

plants

- 1) Saturated fats are harmful because they raise blood _____.
- 2) Saturated fats are found mainly in food from _____.
- 3) Some _____ also have saturated fat.
- 4) Three animal foods that are high in saturated fat are _____, _____ and _____.
- 5) A plant food that is high in saturated fat is _____.

Exercise C: More About Saturated Fats

1. Enter this URL: <http://www.nutrition.about.com>

In the search box at the top left of the page, type: saturated fat

Click on: *How to Decrease Saturated Fat in Your Diet*

Read the section titled: *Here's How:*

2. **WORKBOOK DIRECTIONS:** Use the words below to complete the sentences about how you can decrease saturated fat in your diet.

applesauce

fat

peanut

butter

lard

poultry

canola

meat

vegetables

egg whites

olive

- 1) Before cooking meat, trim off excess _____.
- 2) Cut the skin off _____.
- 3) Two types of fat you should limit are _____ and _____.
- 4) Three healthful oils high in monounsaturated fat are _____ oil, _____ oil, and _____ oil.
- 5) Eat more fruit and _____.
- 6) Replace half the butter in a recipe with _____.
- 7) Use _____ instead of whole eggs.
- 8) Eat a meal without _____ at least once a day.

Fats, Cholesterol and Your Health

3. **WORKBOOK DIRECTIONS:** Choose two tips from the list to try this week. Write the tips you chose.

First tip I tried: _____

Date(s) I tried it: _____

How I liked it: _____

Second tip I tried: _____

Date(s) I tried it: _____

How I liked it: _____

Exercise D: Trans Fats



Note to Tutor: Have your student read the following information before proceeding to the Internet exercises.

Trans fats hide in foods. Food labels do not have to list trans fats, so it is hard to tell which foods have them. But it is important to know how to avoid trans fats because they are bad for your health.

Here are some foods that might have trans fats:

- Foods from the grocery store with the words “partially hydrogenated” on the label. (Some of the foods that may have “partially hydrogenated” on the label are crackers, chips, cookies, stick margarine and peanut butter.)
- Some baked goods (such as cakes, cookies and piecrusts) that you buy at a restaurant.
- Homemade foods that contain shortening or stick margarine.
- Fried foods from fast-food restaurants.

Now look on the following Web site to learn more about trans fats and why they are not healthful.

1. Enter this URL: <http://www.americanheart.org>

Scroll down to and click on: *Heart and Stroke Encyclopedia* (at the left).

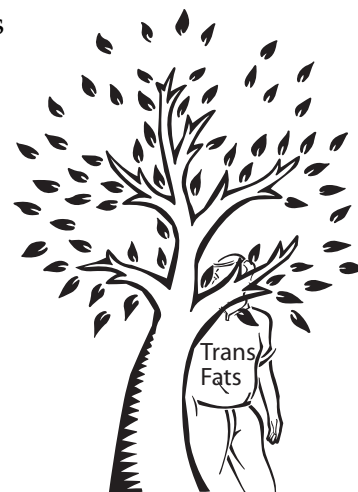
Click on the letter “F” at the top of the page.

Scroll down until you find the word: *Fat*.

Click on: *Fat*.

Scroll down to the section: *What are trans fats?*

Read about trans fats.



Fats, Cholesterol and Your Health

2. **WORKBOOK DIRECTIONS:** Now read these workbook questions about trans fats. Circle the letter in front the correct answer.

Example



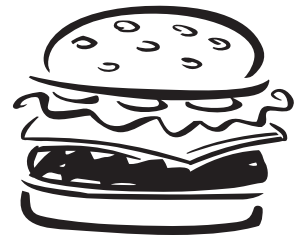
1. Which statement about trans fats is true?
 - a. Trans fats are saturated.
 - b. Trans fats have no calories.
 - c. Trans fats are unsaturated.
 - d. Trans fats do not have any effect on cholesterol.

Answer: You should have circled the letter “c.” Trans fats are unsaturated, but they can have bad effects on health.

Now you try it.

1) What are trans fats?

- a. Fats found in food made from animals
- b. Fats found in olive oil and canola oil
- c. Fats that are created by adding hydrogen to vegetable oil
- d. Fats found in cheeses and butter



2) What is one effect that foods with trans fat have on our health?

- a. They can cause people to lose weight.
- b. They can raise bad LDL cholesterol and lower good HDL cholesterol
- c. They make us healthier.
- d. They can change fat into muscle tissue



3) Which group of foods is rich in trans fats?

- a. Cookies, donuts and French fries
- b. Bacon, sausages, and cold cuts
- c. Hamburgers
- d. Whole milk and cheeses



Exercise E: More About Trans Fats

1. Enter: <http://www.cspinet.org>

Click on: *Nutrition & Health*

Click on: *Trans Fat*.

Click on: *Trans: The Phantom Fat*.

Scroll down to: *The Trans Schedule*.

2. **WORKBOOK DIRECTIONS:** Look at the chart on the screen to answer these questions.

1) Circle all the foods below that have more than 5 grams of trans fat.

- a. Wendy's French Fries (Biggies)
- b. Butter
- c. Dunkin' Donuts Old Fashioned Cake Donut (1)
- d. Nabisco Oreos (3)
- e. KFC Chicken Pot Pie (1)

2) How many grams of total fat are in a large serving of MacDonald's French Fries?

How many grams of trans fat? _____

3) How much total fat is in a KFC original chicken dinner? _____

How many grams of trans fat? _____ How many grams of artery-clogging fat? _____

4) What food listed on this chart has the most trans fat? _____

How many grams of trans fat are in this food? _____

5) Write the names of 2 fast foods you like that are on the chart. How much trans fat does each food contain? How much artery-clogging fat?

Name of Food

Trans fat

Artery-clogging fat

Exercise F: Unsaturated Fats

1. Enter this URL: <http://www.americanheart.org>

Click on: *Heart and Stroke Encyclopedia* (at the left).

Click on the letter "F" at the top of the page.

Scroll down until you find the word: *Fat*.

Fats, Cholesterol and Your Health

Click on: *Fat*.

Scroll down to: *What are polyunsaturated and monounsaturated fatty acids?*

Read this section.

2. **WORKBOOK DIRECTIONS:** Read the sentences below about polyunsaturated and monounsaturated fatty acids. Decide whether each sentence is true or false. If it is true, circle *True*. If it is not true, circle *False*.

- 1) Both these fats are liquid at room temperature.
True False
- 2) These fats help your body get rid of cholesterol.
True False
- 3) These fats should be used instead of butter, lard and shortening.
True False
- 4) You can eat all of these fats that you want.
True False
- 5) These fats (like all fats) have twice as many calories as other foods.
True False
- 6) Olive, canola, peanut and avocado oils are sources for monounsaturated fats.
True False
- 7) Meats, whole milk, butter and ice cream are sources for monounsaturated fats.
True False
- 8) Safflower, corn, sesame, nuts and seeds are sources for polyunsaturated fats.
True False
- 9) Cookies, French fries, donuts and cakes are sources for polyunsaturated fats.
True False

Exercise G: Cholesterol

1. Enter this URL: <http://www.cholesterolandhealth.com>

Click: *For Everyone*

Click: *What is high cholesterol?*

2. **WORKBOOK DIRECTIONS:** As you read this exercise, choose the best word(s) to complete the sentences. Circle the letter by the correct answer.

Example



High cholesterol increases your risk of

- a. sunburn
- b. heart attack or stroke
- c. colds
- d. baldness

Answer: The answer is “b.” Too much cholesterol in your body increases your chances of having a heart attack or a stroke.

Now you try it.

1) The cholesterol we eat is called:

- a. dietary cholesterol
- b. fat
- c. blood cholesterol
- d. triglycerides



2) Cholesterol is:

- a. a type of fat
- b. a fat-like substance
- c. a food
- d. a disease

3) The cholesterol produced by our liver is called:

- a. dietary cholesterol
- b. fat
- c. triglycerides
- d. blood cholesterol

4) Dietary cholesterol is found in:

- a. vegetables
- b. animal products (meat and dairy foods)
- c. fruits
- d. sugar



Fats, Cholesterol and Your Health

- 5) If you have too much cholesterol in your blood:
- a. it sticks to the walls of your arteries
 - b. it makes you fat
 - c. you will know it by how you feel
 - d. you can tell by how much you weigh
- 6) LDL is called:
- a. “good” cholesterol
 - b. “bad” cholesterol
 - c. saturated fat
 - d. unsaturated fat
- 7) HDL is called:
- a. “good” cholesterol
 - b. “bad” cholesterol
 - c. saturated fat
 - d. unsaturated fat
- 8) HDL cholesterol helps your body:
- a. stay thin
 - b. get rid of cholesterol in the blood
 - c. have more energy
 - d. sleep better
- 9) The only way to find out how much cholesterol you have is:
- a. think about how you feel
 - b. see how much you weigh
 - c. measure your blood pressure
 - d. get a blood test
- 10) A good total cholesterol number is:
- a. 200 or lower
 - b. 300 or higher
 - c. 400
 - d. 500



Fats, Cholesterol and Your Health

11) Some ways to lower your blood cholesterol are: (circle three)

- a. eat a lower-fat diet
- b. relax more
- c. maintain a healthy weight
- d. eat more butter
- e. exercise
- f. get enough sleep

12) Who is most likely to have high cholesterol?

- a. children
- b. teenagers
- c. men over age 45
- d. women under age 55

Exercise H: More About Cholesterol

1. Enter this URL: <http://www.cholesterolandhealth.com> (same URL used in Exercise G)

Click: *For Everyone*

Click: *How can I lower my cholesterol?*

Read how to lower your cholesterol.

2. **WORKBOOK DIRECTIONS:** Find the best ending for each sentence and draw a line to it.



Example

- 1) You should eat more high-fat meats
- 2) You should cut down on vegetables

Answer: You should draw a line to make this sentence:
"You should eat more vegetables." That is correct. The other sentence should be: "You should cut down on high-fat meats."

Now you try it.

- | | |
|---|------------------|
| 1) Eating right is one way to lower your total | fat |
| 2) Instead of fatty meats, it's more healthful to eat | skin |
| 3) To reduce the fat in chicken, remove the | cholesterol |
| 4) One dairy food to avoid is | broiling |
| 5) A non-healthful way to cook is | aerobic exercise |
| 6) A healthful way to cook is | frying |
| 7) Before cooking meat, trim off the | cheese |
| 8) One way to increase your HDL cholesterol is to do | fish |

Vocabulary Review

Crossword Puzzle

1. Complete the crossword puzzle to review your vocabulary. Choose from the words below.

beans	heart	saturated
cheese	LDL cholesterol	skim
cholesterol	monounsaturated	trans
HDL cholesterol	polyunsaturated	

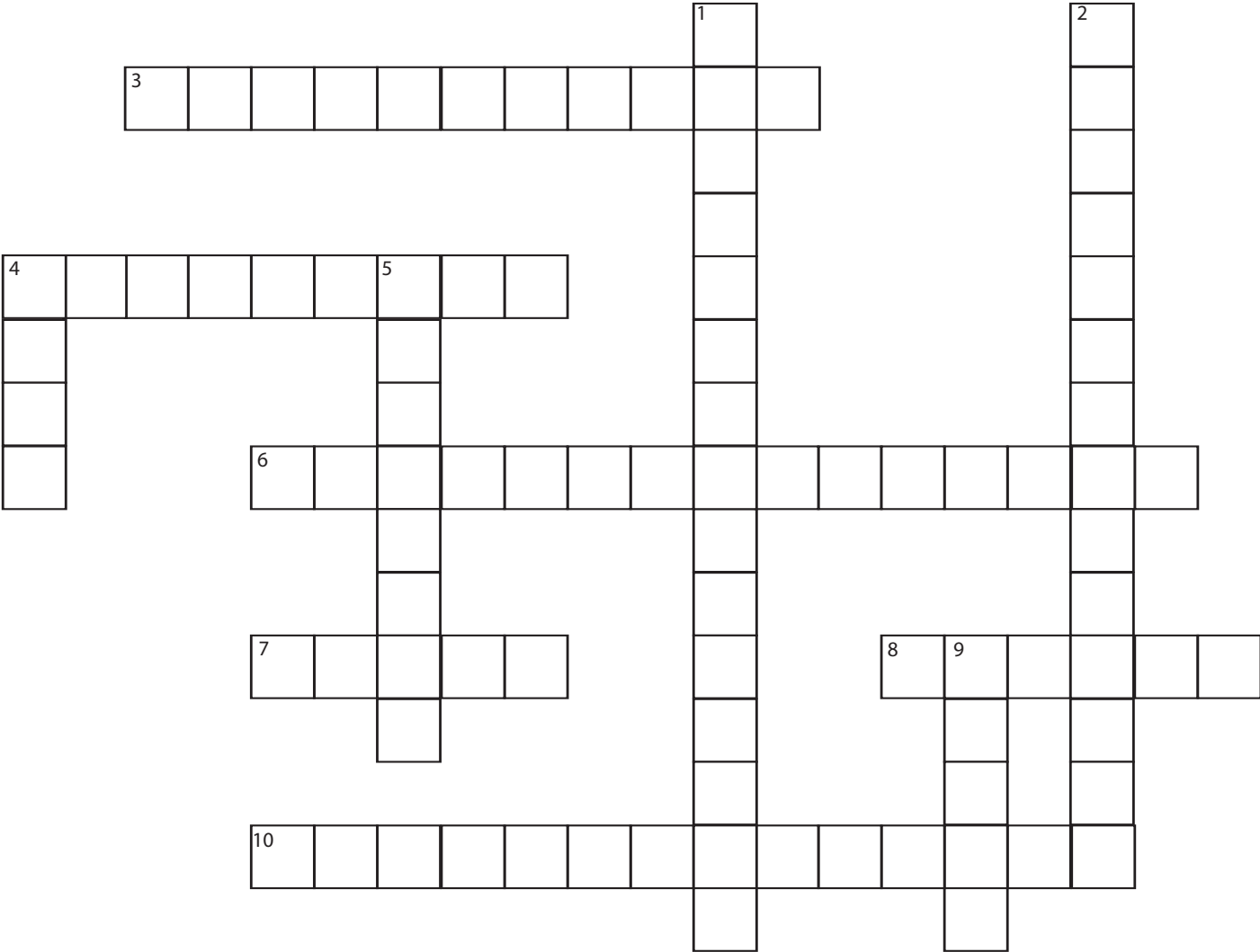
Across

- 3 Type of fat our bodies can make
- 4 Type of fat that comes mainly from animals
- 6 Type of fat found in olive, avacado and canola oils
- 7 A food that is low in fat
- 8 Food that has saturated fat
- 10 "Good" cholesterol

Down

- 1 Type of fat found in nuts and corn oil
- 2 "Bad" cholesterol
- 4 Milk that has no fat
- 5 Type of fat that "hides"
- 9 Part of the body affected by the fat we eat

Fats, Cholesterol and Your Health



Evaluation



Note to Tutor: Students will complete the evaluation (steps 1-5 below) with overall accuracy of 70% or better. That is a score of 28 or more correct out of 40 possible points. Please record the total score at the start of the evaluation section below and on the Overall Evaluation page at the back of the workbook.

40 points possible

Total score _____ (Goal is 28 or more)

1. Read this list to your tutor. Then circle the fats most likely to hurt your health.

(8 points possible; 1 apiece for reading the five choices, and 1 for each correct answer)

Score _____

- | | |
|------------------------|------------------------|
| a. Saturated fat | d. Monounsaturated fat |
| b. Trans fat | e. Cholesterol |
| c. Polyunsaturated fat | |

2. Read these sentences about fat. Decide whether each sentence is true or false. If it is true, circle "True." If it is not true, circle "False."

(8 points possible) Score _____

- | | | |
|---|------|-------|
| 1) We do not need any fat in our diet. | True | False |
| 2) Eating saturated fat is good for you. | True | False |
| 3) It is hard to tell how much trans fat is in a food. | True | False |
| 4) Eating trans fats is bad for your health. | True | False |
| 5) Most vegetables are high in fat. | True | False |
| 6) At room temperature, saturated fats are solid. | True | False |
| 7) Saturated fats are found mainly in food from plants. | True | False |
| 8) The Food Guide Pyramid says to eat fat sparingly. | True | False |

Fats, Cholesterol and Your Health

3. Here are some sentences about how to reduce fat in your diet. Find the best ending for each sentence and draw a line to it.

(5 points possible) Score _____

- | | |
|--|------------|
| 1) Once a day, eat a meal without | fat |
| 2) To reduce the fat in chicken, remove the | egg whites |
| 3) Instead of whole eggs, use | applesauce |
| 4) Before cooking meat, trim off the | skin |
| 5) Replace half the fat in baking recipes with | meat |

4. Circle the food in each pair that is more healthful because it is less likely to raise total blood cholesterol. The pictures are only for decoration!

(11 points possible) Score _____

1) beef



broiled fish



2) butter



olive oil



3) donuts



oranges



4) whole milk

skim milk

5) beans



fatty pork



6) egg yolks

bran flakes



7) chicken with skin



chicken without skin

8) French fries

baked potato



9) bread

cookies



10) 1% milk

2% milk



11) lard

canola oil

Fats, Cholesterol and Your Health

5. Choose from the words below to complete the sentences about cholesterol.
Each word should be used only once.

(8 points possible) Score _____

fast food

HDL

monounsaturated

blood test

heart attack

saturated

aerobic exercise

LDL

- 1) The “good” kind of cholesterol is _____ .
- 2) The “bad” kind of cholesterol is _____ .
- 3) Eating too much _____ fat may cause high cholesterol.
- 4) High blood cholesterol may cause a _____ or heart disease.
- 5) One way to lower your cholesterol is to do _____ .
- 6) A fat that may help lower “bad” cholesterol is _____.
- 7) The only way to tell if you have high cholesterol is to have a _____ .
- 8) Meals at _____ restaurants may be too high in fat.

Chapter 5: Recipes for Health

Goals

1. Student will know why fiber is important in the diet. (10 points)
2. Student will choose the healthier recipe from two recipes and tell why it is better for health. (10 points)
3. Student will use a recipe search box to find a recipe on a Web site, put each of the ingredients in its proper place on a copy of the Food Guide Pyramid, and tell the tutor why the recipe is healthful. (15 points)
4. Student will perform steps 1-3 with overall accuracy of 71% or better. That is a score of 25 or more correct out of the 35 points possible.

Getting Started Questions: Looking At Your Cooking

Do you know a simple recipe for a high-fiber dish that you can enjoy at home? An example could be a healthful rice dish or a fruit or vegetable salad. Can you write the ingredients on a blank Food Guide Pyramid?

In this chapter, you will learn to choose healthful recipes and to list their ingredients on the Food Guide Pyramid.

Review Vocabulary From Previous Chapters



broccoli (3)

bran flakes (3)

carbohydrate (2)

Food Guide Pyramid (1)

heart disease (4)

mineral (3)

vitamins (3)

whole grains (3)

The numbers in parentheses show the chapter in which the word was first defined.

Vocabulary Exercise for Review Words

DIRECTIONS: Write the correct word in each sentence. Choose from the list of words. There are 8 words and 8 sentences. Use each word only once.

broccoli

bran flakes

Food Guide Pyramid

carbohydrates

whole grains

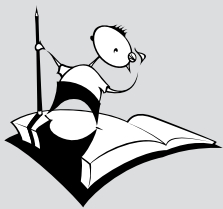
heart disease

vitamins

mineral

1. The _____ helps us understand which foods we should eat for good health.
2. A nutrient like calcium that plants and animals get from water and soil is called a _____.
3. When a person's heart is not working right, he or she has _____.
4. Fruits, vegetables, beans and grains are all _____.
5. _____ is a very healthful green vegetable.
6. One breakfast cereal that is high in fiber is _____.
7. The tiny amounts of chemicals in food that your body needs to stay healthy are called _____.
8. _____ are a better food choice than white bread.

Getting Started Vocabulary



apple

berries
(raspberries,
blackberries,
strawberries)

bowel function

Brussels sprout

cherries

constipation

corn

fiber

greens

ingredients

legumes

lima beans

optional

pear

plum

potato

prune

raisin

recipe

Vocabulary Meanings

apple	Hard round fruit that has red, green or yellow skin and is white inside.
berries	Small, soft, round fruits with many seeds. Some types of berries are blackberries, raspberries and strawberries.
bowel function	The bowel is the part of the body where food is made into solid waste material. Bowel function is the way the bowel does its job.
Brussels sprout	A small round green vegetable that looks like a tiny cabbage.
cherries	Small, soft, round red fruits that grow on trees.
constipation	When it is hard to get rid of food waste from the body.
corn	A plant food. We eat long ears of corn. They have yellow seeds.
greens	Vegetables with green leaves. Kale, spinach and lettuce are types of greens.
fiber	Something found in food that comes from plants. Fiber helps to move food through the body.
ingredients	Things that are mixed together to make a food.
legumes	Beans and peas.
lima beans	A flat, pale, green bean.
optional	Something you do not have to do or use but can choose to do or use if you wish.
plum	A soft fruit that grows on trees. Plums can have smooth purple, red or yellow skin.
potato	A hard, white vegetable with brown skin that grows under the ground.
prune	A dried plum.
pear	A juicy, sweet fruit that grows on trees. It has green, yellow or brown skin and is white inside.
raisin	A small, dried grape.
recipe	Instructions that tell how to cook something or prepare a food.

Vocabulary Exercises

Vocabulary Exercise A

DIRECTIONS: In each row, underline the word that is not a food.

EXAMPLE:

Brussels sprout	lima beans	<u>recipe</u>	raisin
1. ingredients	raisin	legumes	berries
2. lima beans	berries	greens	constipation
3. raisin	fiber	greens	Brussels sprout
4. legumes	berries	optional	greens
5. greens	raisin	berries	bowel function

Vocabulary Exercise B

DIRECTIONS: Choose the best word to complete each sentence and write it on the line.

- Kale, spinach and lettuce are types of _____.
legumes lima beans greens
- Beans and peas are types of _____.
legumes berries greens
- _____ are small dried grapes.
berries lima beans raisins
- A vegetable that looks like a little cabbage is a _____.
raisin broccoli Brussels sprout
- One type of legume is _____.
berries Brussels sprouts lima beans
- Small round fruits with lots of seeds are _____.
lima beans berries greens

Vocabulary Exercise C

DIRECTIONS: Match each word with its meaning by writing the letter of the correct word on the line after the definition.

- | | |
|--|-------------------|
| ____ 1. You can choose to do it | a. constipation |
| ____ 2. When it is hard to get rid of food waste from the body | b. fiber |
| ____ 3. Instructions on how to cook something | c. bowel function |
| ____ 4. The way the bowel does its job | d. recipe |
| ____ 5. Something in food that comes from plants | e. ingredients |
| ____ 6. Things that are mixed together to prepare foods | f. optional |

Getting Information From The Internet

Exercise A: All About Fiber

1. Enter this URL: <http://www.nal.usda.gov/fnic>

On the left of the page, click on: *Dietary Guidelines*.

Scroll down to: *Previous Editions*.

Click on: *1995 edition*.

Click: *1995 Dietary Guidelines (HTML)*.

Click: *Hypertext Markup Language (HTML) version (graphics and tables included)*.

Click: *Choose a diet with plenty of grain products, vegetables, and fruits*.

2. **WORKBOOK DIRECTIONS:** Read about why grain products, vegetables, and fruits are so important in your diet. Then complete the sentences below using the words in the list.



Example

Dry beans are included in the _____ group of the Food Guide Pyramid, but they can also count as _____.

Answer: You should have written in “meat and beans” and “vegetables.”

Recipes for Health

bowel function

cancer

fruits

grains

heart disease

meat and beans

minerals

plant foods

plants

vegetables

vitamins

- 1) Most of the calories in your diet should come from _____, _____ and _____.
- 2) Vegetables, fruits and grains all come from _____.
- 3) Fiber is found only in _____.
- 4) Fiber is important for proper _____.
- 5) Eating enough fiber can reduce the risk of _____ and _____.
- 6) Plant foods provide a variety of _____ and _____ that we need for good health.

Exercise B: High-Fiber Cooking



Note to Tutor: In this exercise, your student will need to use the “Back” arrow. Point out where the “Back” arrow is located on the screen and explain what it does. Demonstrate its use once the student is online.

1. Enter this URL: <http://www.wehealny.org/healthinfo/>
At the left side of the screen, click on: *Dietary Fiber*.
Click on: *The Top Twenty Fiber Foods*.
2. **WORKBOOK DIRECTIONS:** From the list on the screen, choose two high-fiber foods to eat. Choose one food you already like, and one that is new to you.
a. _____ b. _____
3. Now go to this Web site: <http://www.aboutproduce.com>
At the top of the screen, click on: *Recipes & Cooking*.
Find the box labeled: *Search Recipe by Keyword*.
4. In the search box, type in the name of one of the high-fiber foods you wrote.
Click: *Search*. A list of recipes will appear on the screen.
5. Click on a recipe that sounds good to you. If you want to look at other recipes, click the back button to return to the recipe list.
6. Choose a recipe you like.
7. Copy the recipe on a piece of paper or have your tutor help you print it out.

Recipes for Health

8. Write each ingredient in the recipe in the right food group on the Food Guide Pyramid on page 5-8. Before you do this, look at the example.

Example for step 8

(Please note: This recipe is an example for Step 8. It does not appear on <http://www.aboutproduce.com>.)

Jiffy Mexican Burritos

1 can (16 oz) fat-free refried beans

$\frac{1}{3}$ cup salsa or water

4 9-inch soft flour tortillas

1 medium tomato, chopped

4 small green onions, chopped

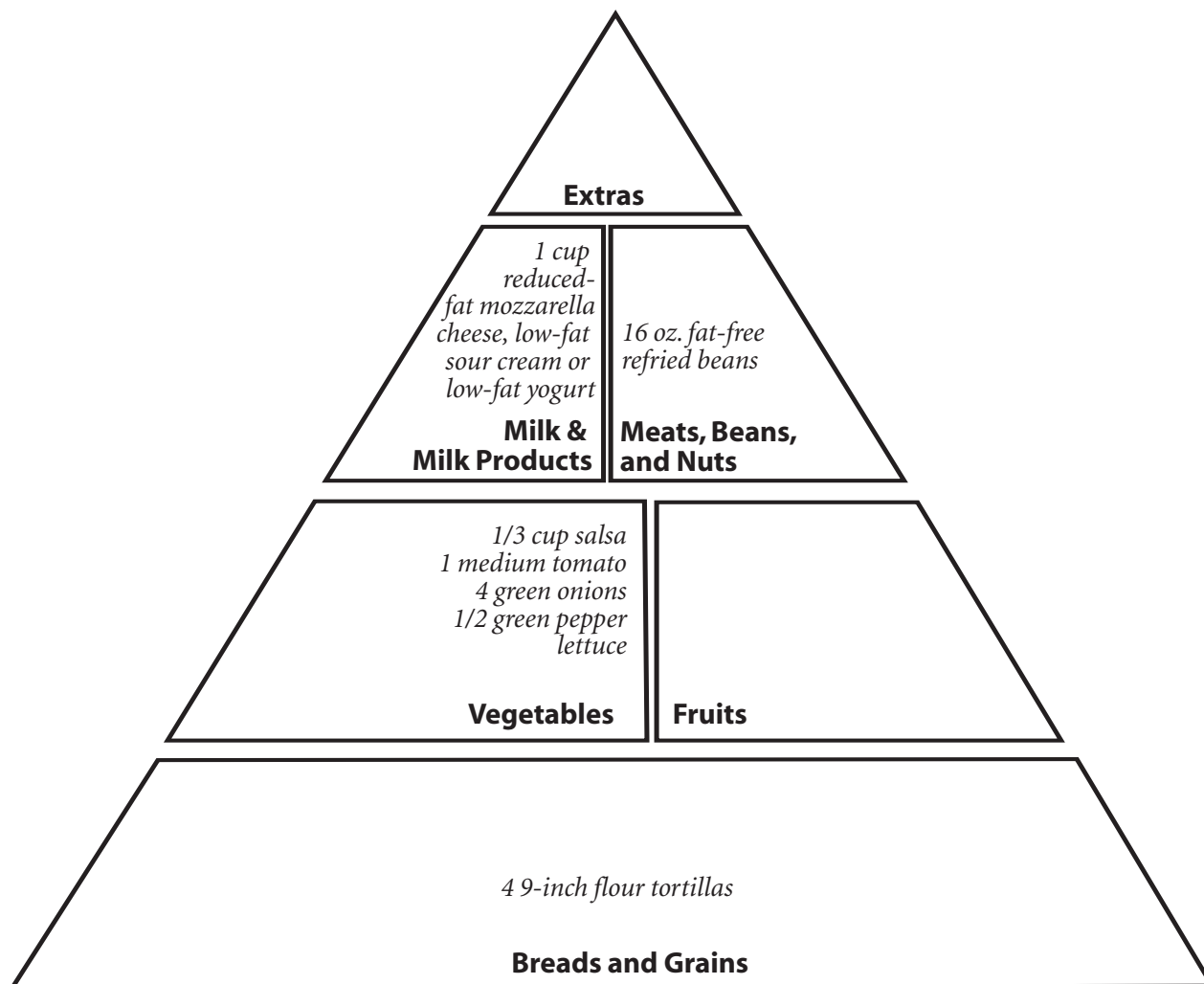
$\frac{1}{2}$ green pepper, chopped

1 cup reduced-fat shredded mozzarella cheese

Shredded lettuce

Salsa or taco sauce, as desired

Low-fat sour cream or low-fat plain yogurt (optional)



Recipes for Health

Now you try it. Fill in the blank pyramid below.

Plan to prepare this recipe sometime this week. On a separate piece of paper, make a shopping list of the ingredients you will need to buy.

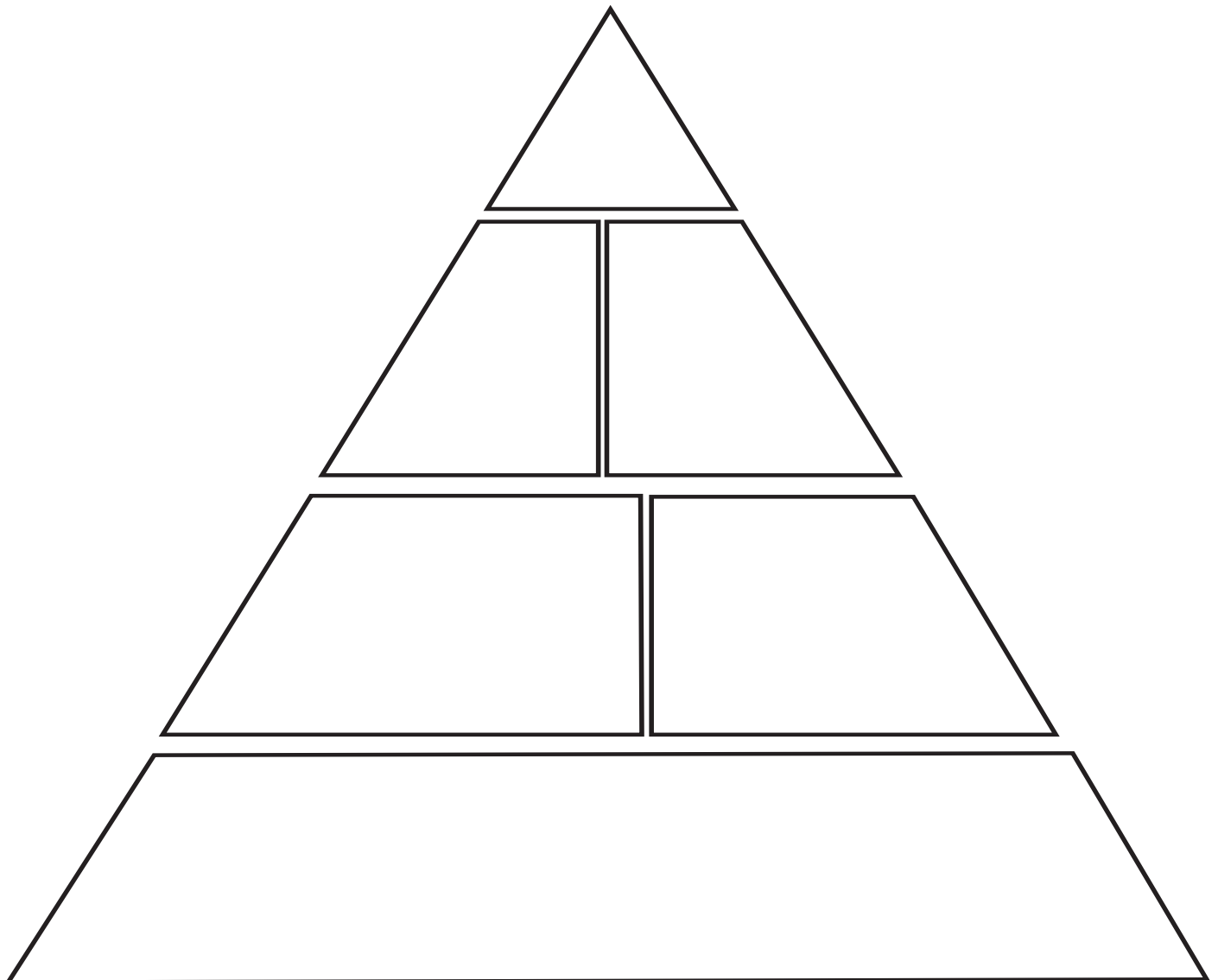
Recipe I will try this week _____

Date I tried it _____

How I liked it _____

Who else ate it _____

How they liked it _____



Vocabulary Review

Vocabulary Review A

DIRECTIONS: Match the parts of a sentence on the left with the part on the right that best completes it. Write the letter of the correct part on the line.

- | | |
|---|---|
| 1. It is important to eat plenty of fiber _____ | a. so you can buy the ingredients to cook a meal. |
| 2. You may need a recipe _____ | b. if you do not eat enough fiber. |
| 3. You may decide not to do something _____ | c. so you have good bowel function. |
| 4. You may go to the store _____ | d. so you can follow instructions on how to prepare a food. |
| 5. You may have constipation _____ | e. because it is optional. |

Vocabulary Review B

DIRECTIONS: Match each word with its meaning by writing the letter of the correct word on the line after the definition. Use each word once.

- | | |
|---|--------------------|
| 1. Lettuce and spinach are types of _____ | a. Brussels sprout |
| 2. A fruit that is dried grapes is _____ | b. raisins |
| 3. One large type of legume is _____ | c. legumes |
| 4. A food you might eat for dessert is _____ | d. greens |
| 5. All peas and beans are called _____ | e. fiber |
| 6. One healthful, round, green vegetable is _____ | f. berries |
| 7. Legumes and whole grains have lots of _____ | g. lima beans |

Evaluation



Note to Tutor: Student will complete the evaluation with overall accuracy of 71% or better. That is a score of 25 or more correct. Please record the total score at the start of the evaluation section below and on the Overall Evaluation page at the back of the workbook.

35 points possible

Total score _____ (*Goal is 25 or more*)

1. Use the words below to complete the sentences about fiber.

(10 points possible) Score _____

beans

grains

vitamins

bowel function

minerals

heart disease

cancer

plants

fruits

vegetables

- 1) Dietary fiber is found in food from _____, not animals.
 - 2) Fiber can help prevent _____ and _____.
 - 3) One high-fiber food from the meat group of the Food Guide Pyramid is _____.
 - 4) Eating plenty of fiber is important for good _____.
 - 5) Eat 3 to 5 servings of _____ to get more fiber in your diet.
 - 6) _____ are found in the Bread, Cereal, Rice, & Pasta Group of the Food Guide Pyramid.
 - 7) You can get more fiber by eating 2-4 servings of _____ each day.
 - 8) Plant foods provide a variety of _____ and _____ that we need for good health.
2. Look at the pairs of recipes on the next page. Choose which recipe of each pair is the more healthful choice. Tell why it is more healthful.
(10 points possible; record them below the recipes)

Recipes for Health



Note to Tutor: Give student a point for correctly picking the more healthful recipe. Give one point for each correct statement about the healthfulness of the recipe.

Southern Fried Chicken

1 chicken, cut in pieces

Solid shortening
(a hydrogenated fat)

Sesame Chicken with Stir-fried Vegetables

4 chicken breasts, skinned

2 cups cooked rice

1 teaspoon sesame seeds

2 cloves garlic

1 tablespoon vegetable oil

8 ounces mushrooms

4 cups sliced red cabbage

4 ounces Chinese pea pods

(5 points possible) Score_____

Eggplant Casserole

1 large eggplant

1 small onion

8 ounces of mushrooms

1 red pepper

2 teaspoons olive oil

Eggplant Parmesan

1 large eggplant

3 eggs

1 cup bread crumbs

1/2 pound Mozzarella cheese

1/2 cup Parmesan cheese

3 cans tomato sauce

(5 points possible) Score_____

Recipes for Health

3. Follow these directions to get to the *Recipe Finder* part of the following Web site.

Enter the URL: <http://www.cookinglight.com>

Find the *Recipe Finder* Searchbox.

In the recipe search box, type in *broccoli*.

Look at the list of recipes using that food.

Find the recipe for *Smashed Potato-and-Broccoli Casserole*.

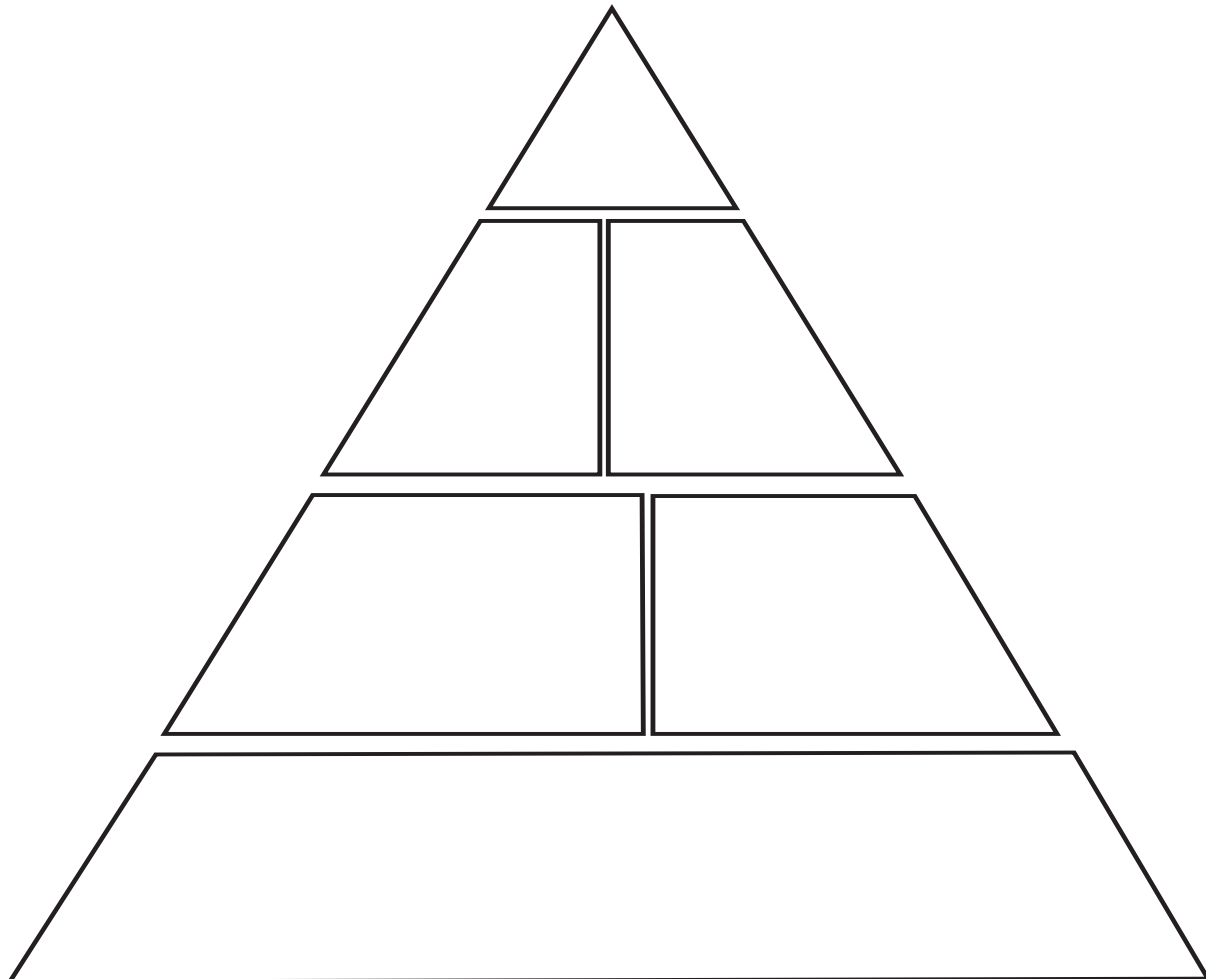
In the correct place on the food pyramid, write the ingredients you need to prepare the recipe.

(10 points possible — 1 each for finding site, clicking on Recipe Finder, using the search box, finding the recipe, and for placing the six main ingredients correctly on the food pyramid)

Score _____

Tell your tutor why this is a healthful recipe.

(5 points possible) Score _____



Chapter 6: Finding County Nutrition Programs

Goals

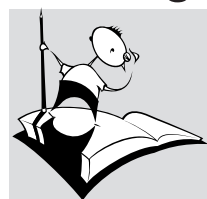
1. Student will use the Internet to find food programs in a selected county. (*6 points*)
2. Student will answer questions about the food programs in that county. (*14 points*)
3. Student will complete the evaluation with overall accuracy of 70% or better. That is a score of 14 or more correct out of 20 points possible.

Getting Started Questions: Have You Used County Services?

1. Have you ever used the county for information or service (help) with nutrition or health?
2. If you have, what county did you live in?
What kind of information or service did the county give you?
Was this information or service helpful to you or your family?
3. Do you think you could find this county service listed on the Internet?

In this chapter, you will learn how to find country nutrition and health services listed on the Internet.

Getting Started Vocabulary



agency
assessment
counseling
county
department

eligible
health department
Maternal & Child Health Services
nutrition

program
public health
public services
WIC

Vocabulary Meanings

agency	An organization that provides services.
assessment	Getting information about a situation; an evaluation.
counseling	Giving advice about a situation; helping people with their problems.
county	A state is divided into counties, each with its own government.
department	Part of an organization that provides a certain service.
eligible	Meeting certain requirements; qualified to be chosen.
health department	A county department that helps people stay healthy.
Maternal & Child Health Services	A program of the national government that helps mothers and children stay healthy.
nutrition	Getting the right foods for good health.
program	A plan of action to get something done. Counties and agencies offer many programs to help people stay healthy.
public health	Services to improve the health of the people in a certain county or city.
public services	Services, such as hospitals and buses, that are for everyone to use.
WIC	A nutrition program for pregnant women and their children up to age 5.

Vocabulary Exercises

Vocabulary Exercise A

DIRECTIONS: Match each word with its meaning by writing the letter of the correct word on the line after the definition.

- | | |
|---|------------------|
| 1. Giving advice about a situation; helping people with their problems. ____ | a. agency |
| 2. Services to improve the health of the people in a certain county or city. ____ | b. counseling |
| 3. A plan of action to get something done. Counties and agencies have ____ to help people stay healthy. | c. department |
| 4. An organization that provides services. ____ | d. county |
| 5. Part of an organization that provides a certain service. ____ | e. programs |
| 6. A state is divided into smaller parts, each with its own government. What is the name of this smaller part? ____ | f. public health |

Finding County Nutrition Programs

Vocabulary Exercise B

DIRECTIONS: Match each word with its meaning by writing the letter of the correct word on the line after the definition.

- | | |
|--|----------------------|
| 1. Meeting certain requirements; qualified to be chosen. ____ | a. assessment |
| 2. Services, such as hospitals and buses, that are for everyone to use. ____ | b. eligible |
| 3. Getting the right foods for good health. ____ | c. health department |
| 4. A county department that helps people stay healthy. ____ | d. nutrition |
| 5. Getting information about a situation; an evaluation. ____ | e. public services |

Vocabulary Exercise C

DIRECTIONS: Unscramble each word and write it correctly on the line that follows the scrambled letters. All the scrambled words are listed below.

services ✓

assessment

public

department

county

nutrition

eligible

health

program

counseling

agency



Example

ssvercie services

- | | |
|---------------|-------|
| 1. tmedparnet | _____ |
| 2. ebeligil | _____ |
| 3. tcynou | _____ |
| 4. sssaeemnt | _____ |
| 5. ropgmar | _____ |
| 6. irtnuinot | _____ |
| 7. engayc | _____ |
| 8. cgonuinesl | _____ |
| 9. hthela | _____ |
| 10. bciupl | _____ |

Finding County Nutrition Programs

Vocabulary Exercise D

DIRECTIONS: Complete each sentence below by writing in the correct word from the list of words at the top of the sentences.

nutrition

health

county

program

WIC

Maternal & Child Health Services

1. California has 50 counties. What _____ do you live in? Write the name of your county on this line: _____.
2. Each county has many different agencies and departments. Each agency and department has a plan of action. This plan is called a _____.
3. Each county has a department that helps people stay healthy. We call this department the county _____ department.
4. The title of the chapter, "Finding County Nutrition Programs," tells you that you will look for agencies and departments that have _____ programs.
5. A nutrition program for Women, Infants and Children is called _____.
6. Write the name of another national program to help mothers and children stay healthy.



Note to Tutor: These exercises teach how to use the Internet to find useful information about county nutrition programs. Three different counties are used as examples. Each county's Web site is different. Each county offers different services, and each may use different names for similar services.

There are some key words that can help the student in independent searches on county Web sites and on this chapter's Evaluation. As your student works through this chapter, point out that certain words are "clues" to finding nutrition information on county Web sites. These words include:

agencies

departments

divisions

health

Maternal & Child Health Services

programs

public health

services

Getting Information From The Internet

Exercise A: San Mateo County Programs

1. Get on the Internet.
2. Enter the URL for San Mateo County: <http://www.co.sanmateo.ca.us>
3. Find information on San Mateo County's food and nutrition programs.

On the left-hand menu, click on: *Health Services Agency*

On the left-hand menu, click on: *Food and Nutrition Service*

On the right side of the screen, click on: *Food and Nutrition Services - Home Page*

Scroll down to: *Links of interest.*

Click on: *Nutrition Information.*

4. The page that comes up will provide information about all five of the nutrition programs listed below. As you read the page, look for what each program offers.
5. **WORKBOOK DIRECTIONS:** Read the descriptions below. Write the name of the correct program on the line below each description.

Example



Which program is described here?

- Has six locations in San Mateo County
- Is named *The Special Supplemental Nutrition Program for Women, Infants and Children*
- Provides comprehensive nutrition services to young families

Answer: You should have written "WIC."

Finding County Nutrition Programs

Now you try it. Here are the names of the programs.

WIC

California Nutrition Network for Healthy, Active Families

Teen Health Spa

Prime Time

Shapedown

1)

- Provides nutrition education to food stamp recipients and low income families
 - Has a special emphasis on prevention of chronic disease
 - Offers a weight management program for teens
-

2)

- Focuses on reducing heart disease, stroke, cancer, hypertension (high blood pressure), diabetes and obesity
 - Offers supermarket tours
 - Costs \$15 per person
-

3)

- Provides food vouchers for young families
 - Offers nutrition education classes
 - Provides nutritional assessment and counseling
-

4)

- Is for girls ages 12-16 who are concerned about their weight
 - Offers one program just for Spanish-speaking teens
 - Is free of charge
-

5)

- Is a weight management program designed for children, teens and their parents
 - Focuses on building self-esteem, family communication and parenting skills
 - Runs for eight weeks
-

Finding County Nutrition Programs

Exercise B: Getting More Information

1. Would you like more information about any of these San Mateo County nutrition programs? Write the name(s) of the program(s) and the telephone number(s) to call.

Program name: _____ Phone _____

Program name: _____ Phone _____

Program name: _____ Phone _____

2. If you wish, phone for more information about the program(s).

Exercise C: Santa Clara County Programs

1. Get on the Internet.
2. Enter the URL for Santa Clara County: <http://claraweb.co.santa-clara.ca.us>

Click on: *Health and Human Care*

On the right side under "Related Agencies" click on: *Public Health Department*

Click on: *Health Promotion Division* (at the left).

3. **WORKBOOK DIRECTIONS:** Look at the list of programs that are implemented throughout the county. Click on each one that you think may give information about nutrition. Write the names of two programs that include nutrition.

1) _____

2) _____

4. Choose one program you wrote down. Answer these questions about that program.

1) What does the program do?

2) Who is eligible to take part in the program?

3) Does the program have its own Web site? If it does, write the URL below.

Finding County Nutrition Programs

Exercise D: Alameda County Programs

1. Get on the Internet.
2. Enter the URL for Alameda County: <http://www.co.alameda.ca.us>

In the *Department List* box on the left, scroll down to and click on: *Public Health*.

Click on the box: *Divisions and Programs*.

3. **WORKBOOK DIRECTIONS:** Click on the links to programs listed below. If that program offers nutrition information, circle the program name on the list.



Example

- 1) Oakland Healthy Start
- 2) Health/Faith Initiative

Answer: Did you circle Oakland Healthy Start? That answer is correct because Oakland Healthy Start provides nutrition counseling. You should not circle Health/Faith Initiative because that program does not provide nutrition information.

Now you try it.

- 1) Alcohol & Drug Prevention Program
- 2) Cooperative Extension
- 3) Injury Prevention Program
- 4) Maternal, Child & Adolescent Health Program
- 5) Nutrition Services & WIC Program
- 6) Project New Start
- 7) Tuberculosis Program

More Practice



Note to Tutor: Your student may want further practice in searching county Web sites for information about nutrition programs. If that is the case, you and the student can try different sites together. Listed below are some selected county Web sites. To find the URLs for other sites, use this URL: http://www.csac.counties.org/counties_close_up/county_web. (Please note that there are three underscore marks in this URL.) You can also use a search engine, such as Google, and type in "County of (insert county name)."

Finding County Nutrition Programs

Other Bay Area Counties

Contra Costa County	http://www.co.contra-costa.ca.us
Marin County	http://www.co.marin.ca.us
San Francisco County	http://www.ci.sf.ca.us

Some Other California Counties

Fresno County	http://www.fresno.ca.gov/portal/Default.asp
Los Angeles County	http://www.co.la.ca.us
Orange County	http://www.oc.ca.gov
Riverside County	http://www.co.riverside.ca.us
Sacramento County	http://www.co.sacramento.ca.us
San Diego County	http://www.co.san-diego.ca.us
Siskiyou County	http://www.co.siskiyou.ca.us
Tulare County	http://www.co.tulare.ca.us

Vocabulary Review

DIRECTIONS: Complete each sentence below. Write in the correct word from the list of words at the top of the sentences.

agencies, departments	assessment	counseling
eligible	health department	nutrition
programs	public health	public services

1. _____ and _____ have programs that provide services.
2. Maternal & Child Health Services is an example of a _____ service.
3. Sometimes low income is a requirement for using a program. If a person has low income they might be _____ to use the program.
4. Some programs offer nutrition _____ to give advice about eating a healthful diet.
5. A nutritional program might also do an _____ to help you evaluate your eating habits.
6. Hospitals or buses that anyone can use are _____.
7. WIC and Maternal and Child Health Services are examples of _____ that offer advice on healthful eating.
8. Getting the right foods for good health is called _____.
9. One county department that helps people stay healthy is the _____.

Evaluation



Note to Tutor: Students will complete the evaluation with overall accuracy of 70% or better. That is a score of 14 or more correct. Please record the total score at the start of the evaluation section below and on the Overall Evaluation page at the back of the workbook.

In this evaluation, the student is to work independently to find information about San Bernardino County nutrition programs. One point will be awarded for each successful step in getting to the county's nutrition page. If your student gets stuck on any step, you may offer suggestions (including the key words listed at the beginning of this chapter), but do not award a point for that step. The necessary links and evaluation answers are listed at the end of the Answer Key.

20 points possible

Total score _____ (Goal is 14 or more)

1. Get on the Internet.

(1 point possible) Score _____

2. Type in the URL for San Bernardino County: <http://www.co.san-bernardino.ca.us>

(1 point score) Score _____

3. Find information about the county's nutrition programs and services by clicking on the appropriate links.

(4 points possible, one per link) Score _____

4. Click on the programs and services icons on the right-hand side of San Bernardino County's Nutrition Program online Web page. Read about the seven programs that are listed below. Then decide which of the following seven descriptions relates to each program. Write the name of the program underneath the description.

(7 points possible) Score _____

WIC Program

HIV/Aids

Senior Nutrition

Power Play

Project Lean

Maternal Health

Nutrition Network

1)

- A partnership of over 200 public and private agencies
- Seeks to achieve the goal of healthy eating and increased physical activity
- For families with school-age children and an annual income of \$20,000 or less

Finding County Nutrition Programs

2)

- Provides nutrition assessment and many other services
 - Includes a registered dietician with training in HIV nutrition care
-

3)

- Funded by the United States Department of Agriculture
 - Provides special supplemental nutrition for women, infants and children
-

4)

- Aids seniors in maintaining independent living
 - Encourages social interaction for seniors
 - Provides nutritional meals to seniors
-

5)

- For women from conception to two months after the baby is born
 - Offers assessment and counseling by a registered dietician
-

6)

- Encourages 9, 10 and 11-year-old children and their families to eat at least 5 servings of fruit and vegetables every day
 - Part of a statewide program called California Children's 5 a Day
-

7)

- For high school students
 - Helps promote healthy eating options on the school campus
 - Motivates students to do more physical activity
-

Finding County Nutrition Programs

5. Which one of these programs would *you* be most likely to use if you lived in San Bernardino County? Write the name of the program on the line below.

(1 point possible) Score _____

6. Write two facts about the program you chose. These should be different from the facts listed in the question above.

(2 points possible) Score _____

1) _____

2) _____

7. Click on at least two of the *Features* links listed on the left side of the page. Write the name of the link you clicked on. Write one fact you learned when you looked at the page.

(4 points possible) Score _____

1)

Name of link _____

Something I learned _____

2)

Name of link _____

Something I learned _____

Appendix A: Feedback Form

We would appreciate your feedback. After completing this form you need only fold it, tape it, stamp it, put your return address on it and mail it.

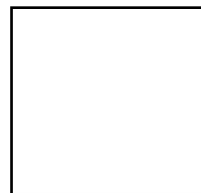
1. Which chapters or exercises worked particularly well for your student(s)?
2. Which chapters or exercises need revision? What type(s) of revision would you suggest?
3. What type(s) of exercises would you like to see more of?
4. What type(s) of exercises would you like to see fewer of?
5. Which topics or exercises were particularly useful or interesting for your student(s)?
6. As a result of working with you through this workbook, has your student:
 - improved his/her reading comprehension? yes no
 - shown more interest or enjoyment in reading? yes no
 - begun to use the computer more? yes no
 - used any county nutrition programs or services? yes no
 - shown an increased interest in his/her nutrition? yes no

7. Additional Comments

Your Name: _____

Your Program: _____

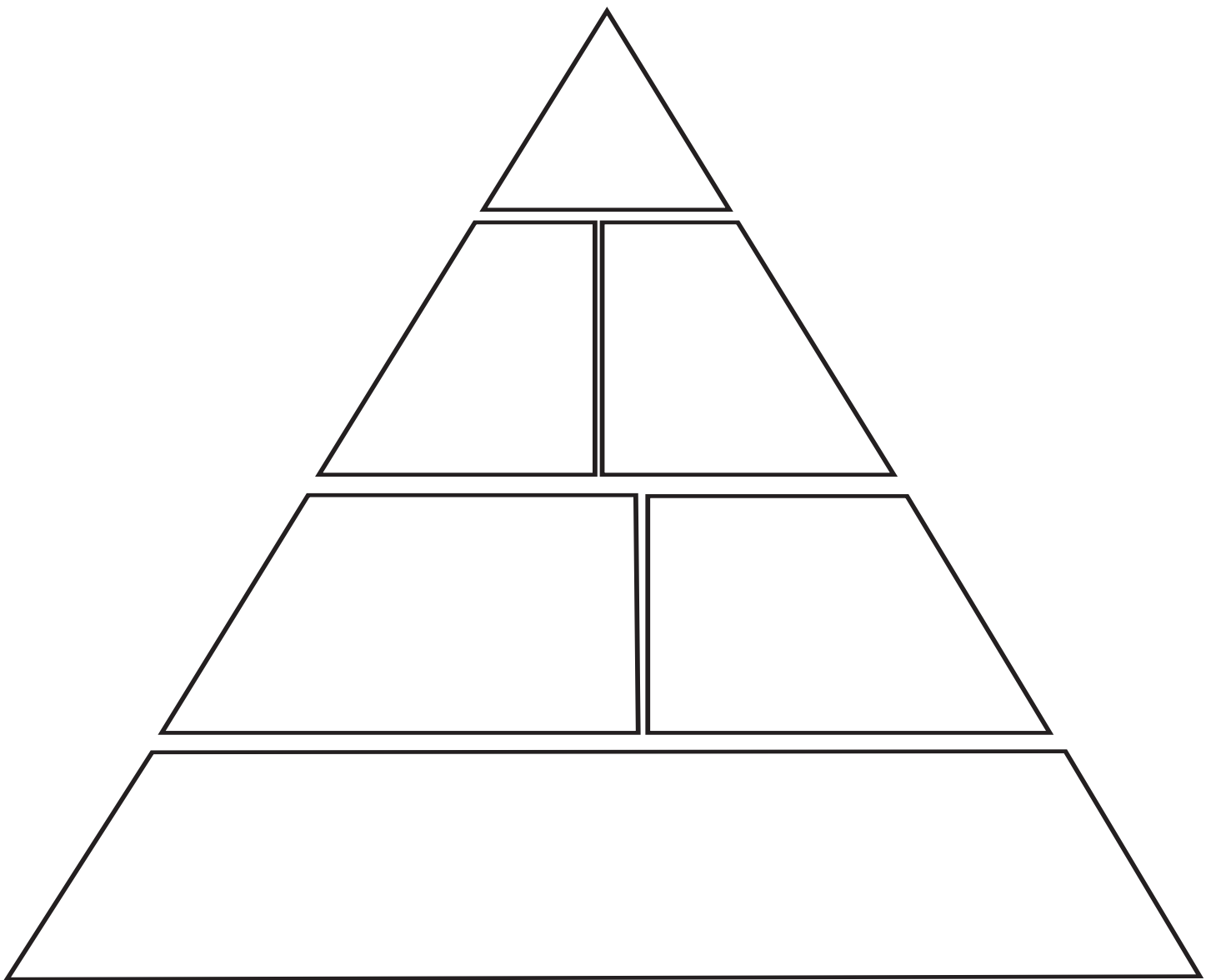
Your Address or e-mail: _____



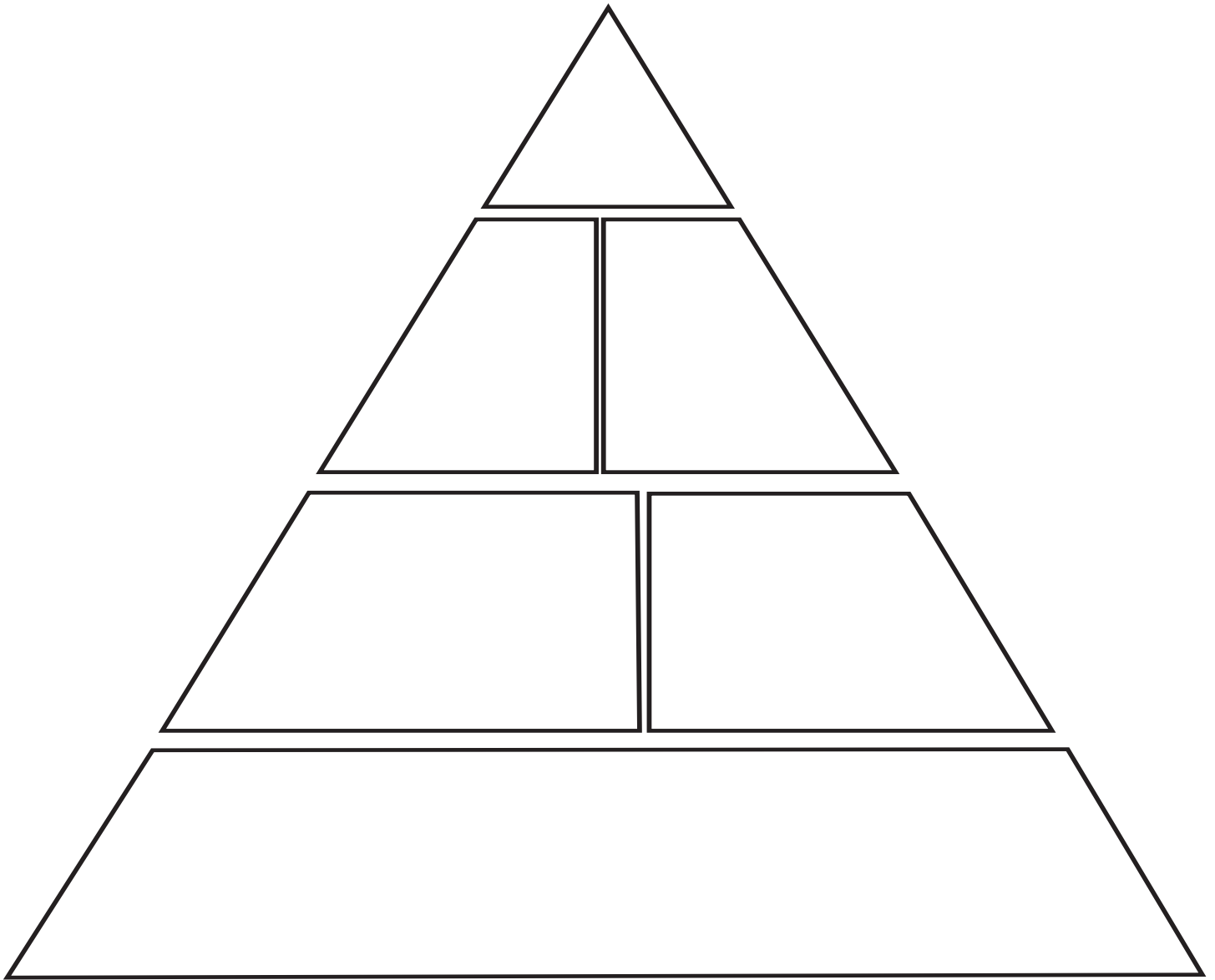
Project Read
Menlo Park City Library
800 Alma
Menlo Park, CA 94025

Appendix B

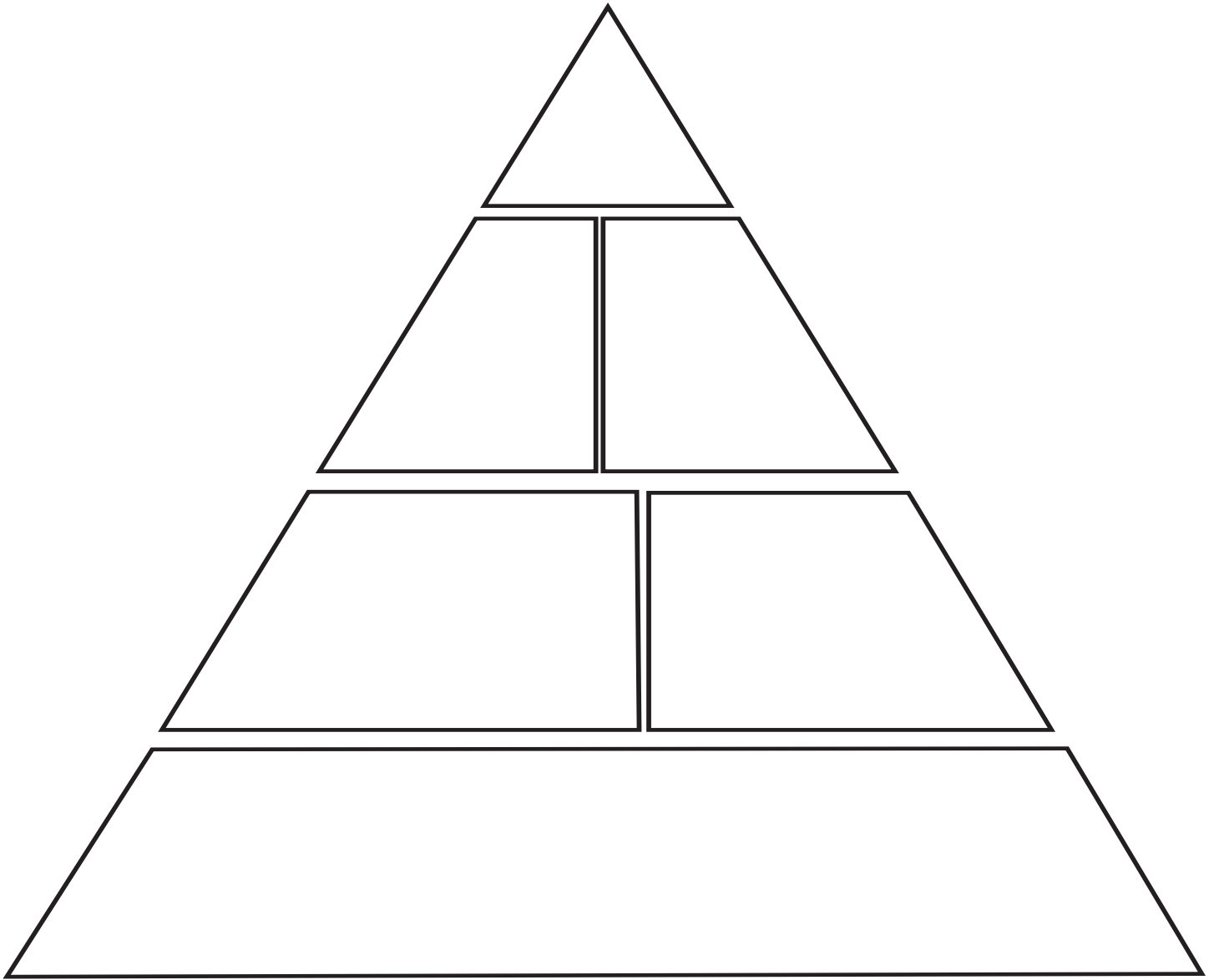
Blank Food Guide Pyramids



Food Guide Pyramids



Food Guide Pyramids



Appendix C

Answer Key for Exercises

Answers for Before You Begin: How to Use a Computer

Answer Key for Internet Practice Activities

1. (page 10)

San Mateo County serves over 8,000 meals each day.

3. (page 10)

- 1) This cereal has too much fat and sugar.
- 2) There are 790 calories in two slices of pizza.
- 3) These soups have too much salt (or sodium).

Answer Key for Chapter 1: Food Guide Pyramid

Answer Key for Vocabulary Exercises

Vocabulary Exercise A (page 1-3)

cereal

pasta

yogurt

poultry

sweets

nuts



Vocabulary Exercise B (page 1-3)

1. d

2. e

3. b

4. c

5. a

Vocabulary Exercise C (page 1-4)

1. e

2. a

3. c

4. b

5. d

Vocabulary Exercise D (page 1-4)

1. group

2. go easy on

3. serving size

4. variety

5. sparingly

6. use

Vocabulary Exercise E (page 1-4)

1. go easy on

2. variety

3. use

4. group

5. serving size

6. sparingly

Answer Key for Getting Information From The Internet

Exercise A: Food Guide Pyramid Introduction

6. (page 1-6)

Student's pyramid should be copied from the Food Guide Pyramid.

Exercise B: Food Guide Pyramid Groups

2. (pages 1-7 to 1-9)

1) orange	Vegetable	3-5
2) salmon	Fruit	2-4
3) whole-grain bread	Milk, Yogurt & Cheese	2-3
4) broccoli	Bread, Cereal, Rice & Pasta	6-11
5) cantaloupe	Meat, Poultry, Dry Beans, Eggs & Nuts	2-3
6) yogurt	Vegetable	3-5

Exercise C: Recommended Servings (page 1-10)

1) 2-3	2) 2-3	3) 3-5	4) 2-4	5) 6-11
--------	--------	--------	--------	---------

Answer Key for Vocabulary Review (page 1-11)

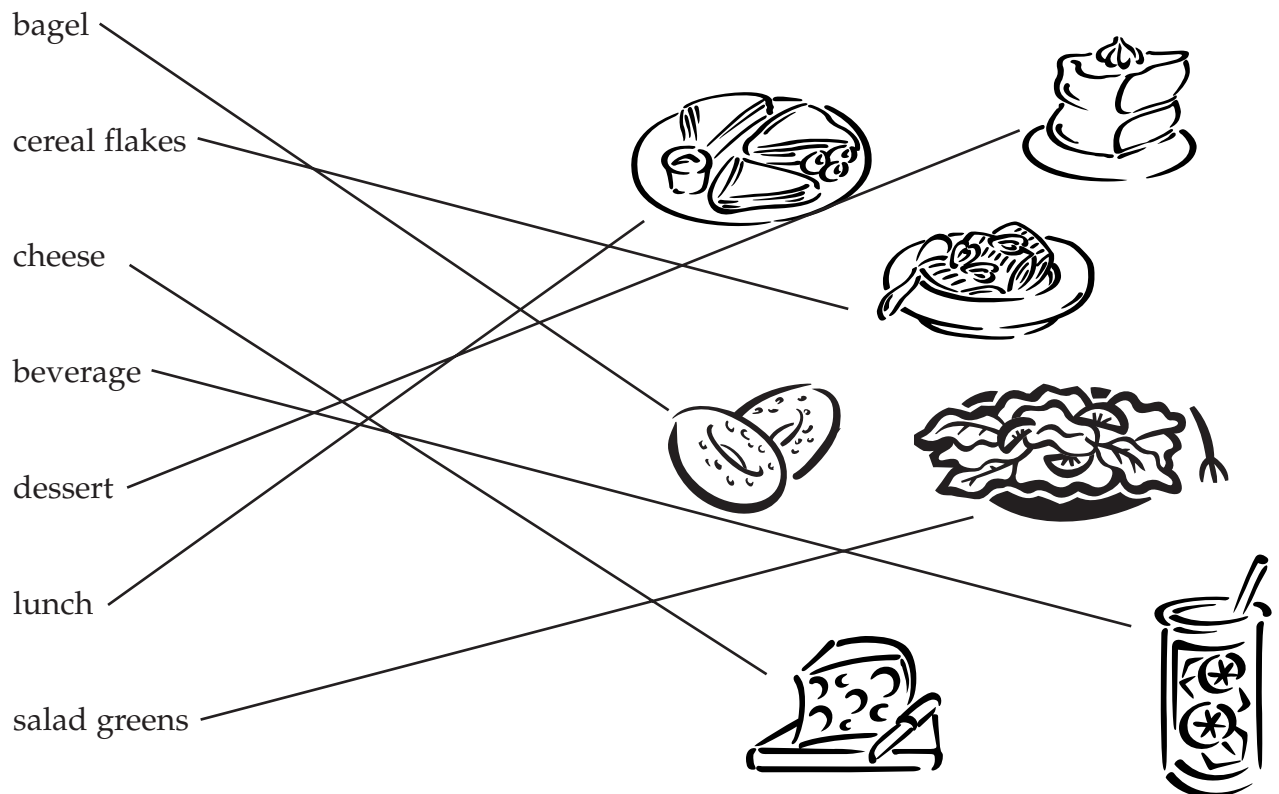
1. pasta	2. use, sparingly	3. poultry	4. yogurt
5. serving size	6. sweets	7. Cereal	8. nuts
9. sugar	10. groups		

Answer Key for Chapter 2 Exercises: Making Healthful Choices

Answer Key for Vocabulary Exercises

Vocabulary Exercise A (page 2-3)

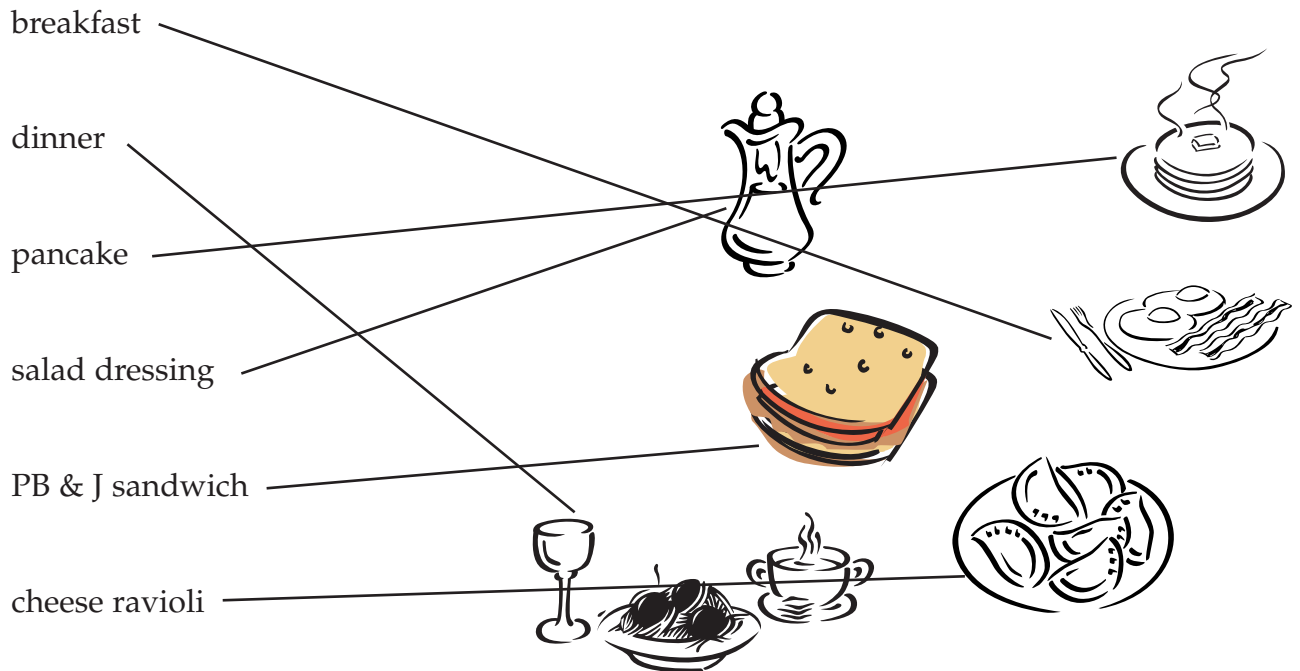
DIRECTIONS: Draw a line to match each word with its picture.



Answer Key for Chapter 2 Exercises

Vocabulary Exercise B (page 2-3)

DIRECTIONS: Draw a line to match each word with its picture.



Vocabulary Exercise C (page 2-4)

1. c 2. e 3. d 4. b 5. a 6. f

Vocabulary Exercise D (page 2-4)

1. b 2. d 3. f 4. a 5. e 6. c

Vocabulary Exercise E (page 2-4)

1. alternative 2. carbohydrate 3. protein 4. portion

Vocabulary Exercise F (page 2-5)

1. lunch 2. entrée 3. dessert
4. dinner 5. side dish 6. breakfast

Vocabulary Exercise G (page 2-5)

1. breakfast 2. entrée 3. lunch
4. portions 5. carbohydrates 6. Protein
7. side dish 8. dinner 9. alternative

Answer Key for Getting Information From The Internet

Exercise A: Serving Sizes

4. (pages 2-6 & 2-7)

- | | | |
|---|----------------|---------------------|
| 1) juice | 2) cooked rice | 3) grapes, broccoli |
| 4) bread, cooked meat, fish or poultry | | 5) pancake |
| 6) baked potato, cereal flakes, salad greens, fruit | | 7) butter |
| 8) cheese (1½ ounces) | | |

Exercise B: Healthful Alternatives (page 2-8)

Answers will vary depending on type of food student has selected.

Exercise C: Rate Your Plate (pages 2-9 & 2-10)

Answers will vary.

Answer Key for Vocabulary Review (page 2-11)

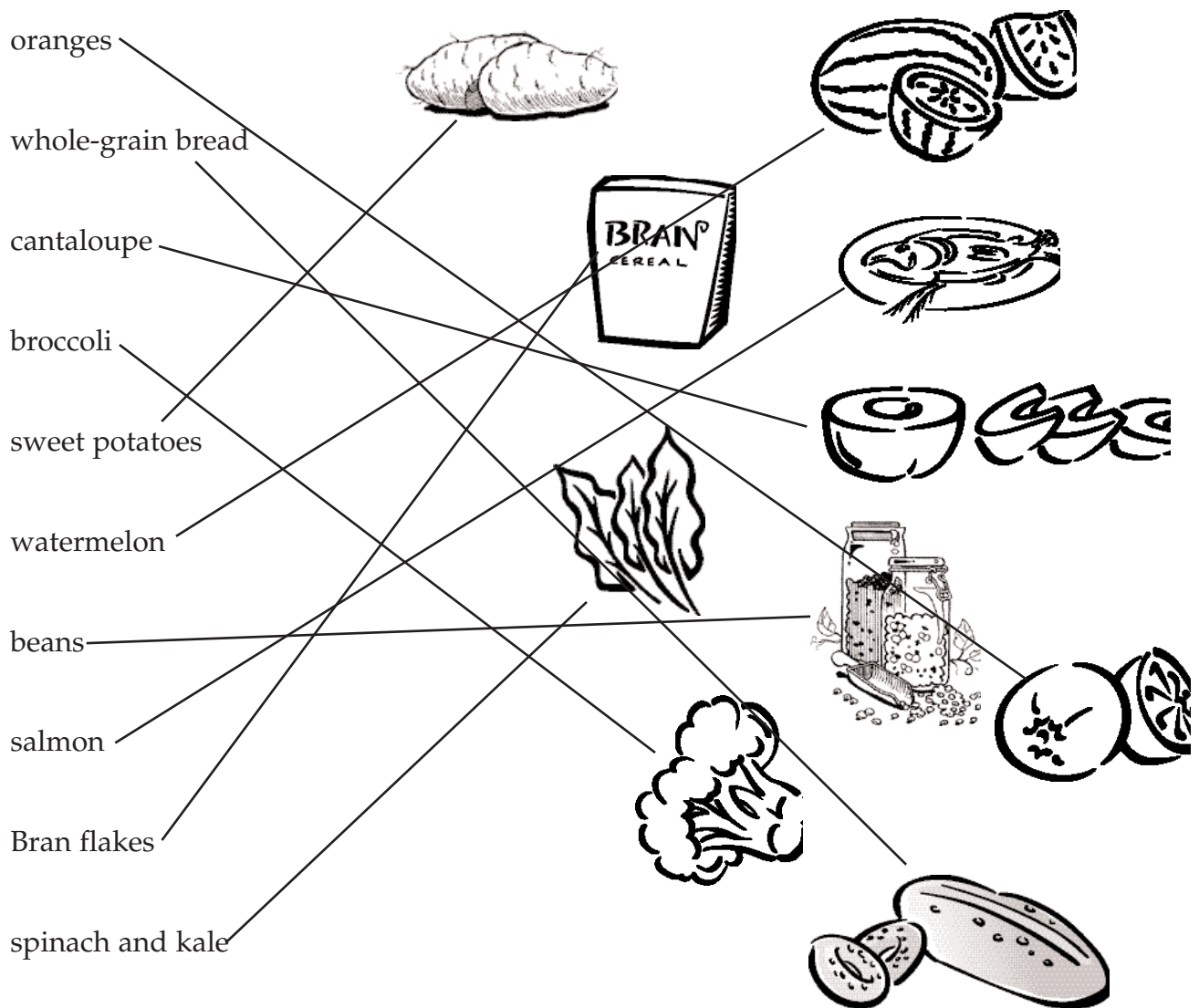
- | | | |
|------------|-----------------|--------------|
| 1. entrées | 2. alternative | 3. breakfast |
| 4. lunch | 5. portion | 6. side dish |
| 7. Protein | 8. carbohydrate | 9. dinner |

Answer Key for Chapter 3 Exercises: Tips for Healthful Eating

Answer Key for Getting Information From The Internet

Exercise A: 10 Foods You Should Eat

2. (page 3-4)



Answer Key for Chapter 3 Exercises

4. (page 3-5)

If necessary, refer to Chapter 1, "Food Guide Pyramid," or <http://www.nal.usda.gov/fnic>.

5. (page 3-6)

Answers will vary.

Exercise B: 10 Tips To Healthy Eating

2. (page 3-6)

- 1) Eat moderate portions.
- 2) Eat a variety of nutrient-rich foods.
- 3) Maintain a healthy weight.
- 4) Make changes gradually.
- 5) Eat regular meals.
- 6) Enjoy plenty of whole grains, fruits and vegetables.

4. (page 3-7)

- | | |
|----------------|----|
| a. bologna | 11 |
| b. decrease | 9 |
| c. fiber | 18 |
| d. gradual | 14 |
| e. ground beef | 4 |
| f. increase | 13 |
| g. maintain | 15 |
| h. margarine | 5 |
| i. moderate | 17 |
| j. nutrient | 10 |
| k. ounce | 8 |
| l. plenty | 12 |

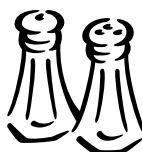
1.



2.



3.



6. different types of things

7. to change around

8. 1/16th of a pound

9. use less

10. healthful part of a food

11. lunchmeat

12. enough

Answer Key for Chapter 3 Exercises

m. regular 16

n. sausage 2

o. sodium 3

p. switch 7

q. variety 6

r. weight 1

4.



5.



13. use more

14. a little at a time

15. stay the same

16. usual or normal

17. not too much, not too little

18. part of food that helps prevent constipation

5. (page 3-8)

- 1) 4 Eat small amounts.
- 2) 3 Try to stay at a weight that is good for you.
- 3) 5 Don't skip meals.
- 4) 9 Slow change is fine.
- 5) 1 Eat many kinds of healthful foods.
- 6) 2 Eat lots of healthful foods that are not meat or milk.

Exercise C: 10 Steps To A Healthy Diet

2. (pages 3-8 & 3-9)

- 1) Reduce the amount of fat you eat. 1, 3, 5
- 2) Lower blood pressure to reduce risk of heart attack and stroke. 6
- 3) Reduce risk of heart disease, stroke, blindness and several kinds of cancer. 7
- 4) Decrease the amount of sugar you eat. 10
- 5) Reduce fat and reduce risk of cancer (colon and prostate). 2
- 6) Reduce fat and sodium. 4
- 7) To get more fiber in your diet. 8, 9

Answer Key for Chapter 3 Exercises

Exercise D: What Makes A Healthful Meal? (pages 3-9 to 3-11)



Note to Tutor: Student's answers for this section will vary.

Meal A Breakfast

Healthful: Orange juice and apple provide half the day's fruit. Corn flakes and toast provide two servings from the Bread, Cereal, Rice & Pasta Group.

Unhealthful: The bacon, butter and whole milk have too much fat. To make this meal more healthful, you could use jam instead of butter, skim milk instead of whole milk, and not have the bacon.

Meal B Lunch

Healthful: Carrot and celery sticks provide two vegetables. Tuna is a low-fat fish. Using just a little mayonnaise is OK even though mayonnaise is mostly fat.

Unhealthful: Coke has a lot of sugar. Potato chips have a lot of fat. To make this meal more healthful, you might add a fruit and drink juice, skim milk or plain water.

Meal C Dinner

Healthful: The green salad provides one vegetable. The dressing is low-fat. Eating beans instead of meat in the taco is healthful. There are two servings from the Bread, Cereal, Rice & Pasta Group.

Unhealthful: The cake and ice cream are full of fat and sugar. If you eat cake or ice cream, go easy!

(pages 3-11 & 3-12)

Suggestion: Answers will vary.

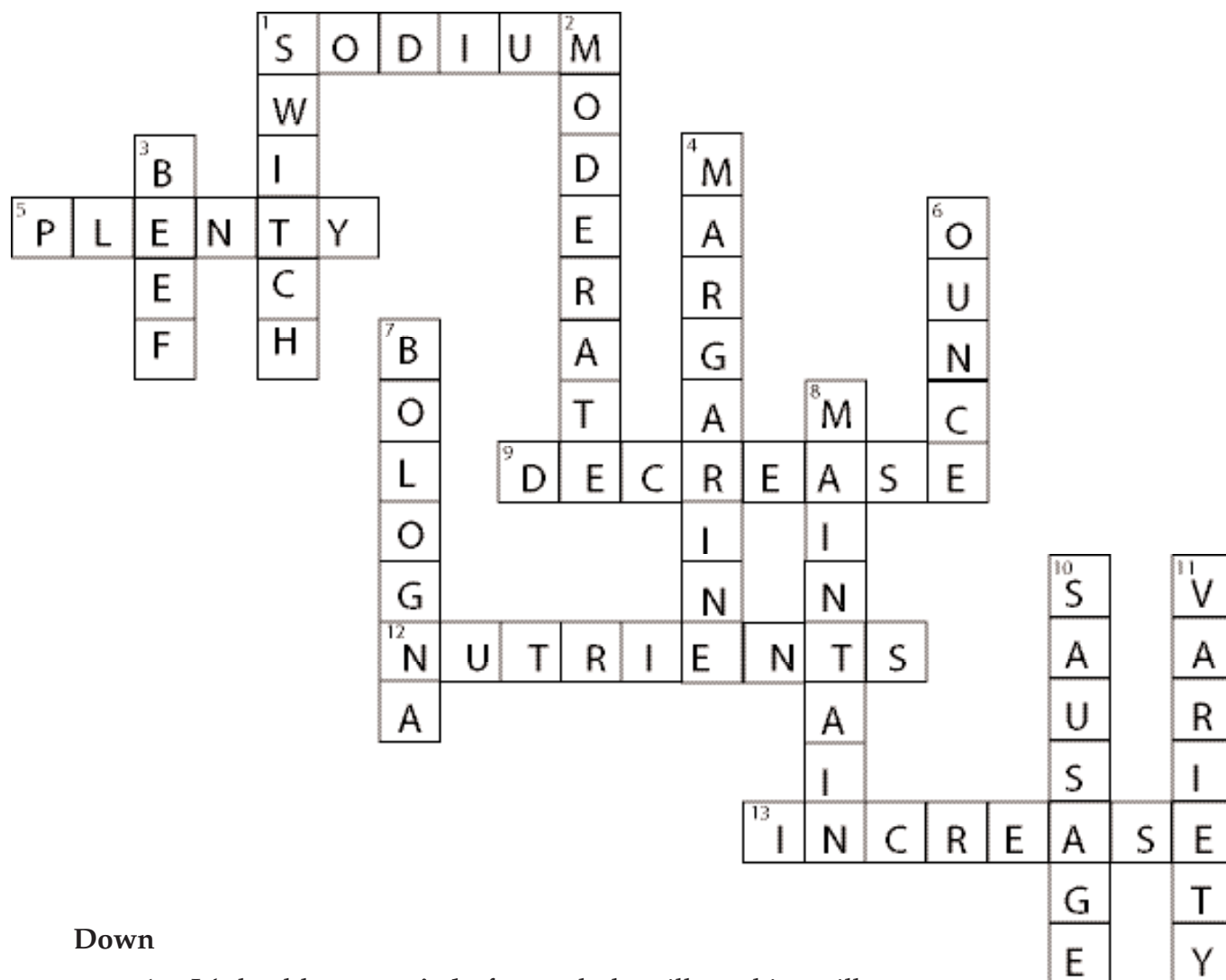
In my life: Answers will vary.

Answer Key for Vocabulary Review

Crossword Puzzle (pages 3-12 & 3-13)

- Across
- 1 Sodium is another word for salt.
 - 5 Eat plenty of vegetables for good health.
 - 9 For good health, decrease dietary fat.
 - 12 Healthful foods contain lots of nutrients.
 - 13 For good health, increase the amount of fruit you eat.

Answer Key for Chapter 3 Exercises



Down

- 1 It's healthy to switch from whole milk to skim milk.
- 2 Use moderate amounts of many kinds of foods.
- 3 Beef is a fatty meat found in hamburgers.
- 4 Use margarine instead of butter for better health.
- 6 An ounce is 1/16th of a pound.
- 7 Bologna is an unhealthful lunchmeat.
- 8 It is important to maintain a healthy weight.
- 10 Sausage is a breakfast meat with lots of fat.
- 11 A good diet has a wide variety of foods.

Answer Key Chapter 4 Exercises: Fats, Cholesterol and Your Health

Answer Key for Getting Started Ideas and Applications

(pages 4-2 & 4-3)

1) b

2) c

3) c

4) d

Answer Key for Vocabulary Exercises

Vocabulary Exercise A (pages 4-4 & 4-5)

1. aerobic exercise

2. stroke

3. artery

4. obesity

5. fry

6. fat-soluble

7. solid

8. heart attack

9. hydrogenate

Vocabulary Exercise B (page 4-5)

1. fry

2. solid

3. hydrogenate

4. obesity

5. stroke

6. heart disease; heart attack

7. artery

8. aerobic exercise

9. fat-soluble

Vocabulary Exercise C (page 4-6)

1. solid

2. stroke

3. hydrogenate

4. artery

5. heart attack

6. obesity

7. heart disease

8. fat-soluble

9. aerobic

Answer Key for Getting Information From The Internet

Exercise A: Fats (pages 4-6 & 4-7)

1) True

2) True

3) False

4) True

5) False

Answer Key for Chapter 4 Exercises

Exercise B: Saturated Fats

2. (page 4-7)

- | | |
|------------------------|-------------------------|
| 1) saturated fat | 2) monounsaturated fats |
| 3) polyunsaturated fat | 4) trans fats |

4. (pages 4-7 & 4-8)

- | | | |
|-----------------------------|----------------|-----------|
| 1) cholesterol | 2) animals | 3) plants |
| 4) beef, cheese, whole milk | 5) coconut oil | |

Exercise C: More About Saturated Fats

2. (page 4-8)

- | | | | |
|---------------|---------------|-----------------|--------------------------|
| 1) fat | 2) poultry | 3) butter, lard | 4) canola, olive, peanut |
| 5) vegetables | 6) applesauce | 7) egg whites | 8) meat |

3. (pages 4-8 & 4-9)

Answers will vary.

Exercise D: Trans Fats (pages 4-9 & 4-10)

- | | | |
|------|------|------|
| 1) c | 2) b | 3) a |
|------|------|------|

Exercise E: More About Trans Fats (page 4-11)

- | | | | |
|------------|----------|--------------|--------------------------------------|
| 1) a, c, e | 2) 19, 4 | 3) 52, 7, 19 | 4) Red Lobster's Admiral's Feast, 22 |
|------------|----------|--------------|--------------------------------------|

Exercise F: Unsaturated Fats (pages 4-11 & 4-12)

- | | | | | | |
|----------|---------|----------|----------|---------|---------|
| 1) True | 2) True | 3) True | 4) False | 5) True | 6) True |
| 7) False | 8) True | 9) False | | | |

Exercise G: Cholesterol (pages 4-12 to 4-15)

- | | | | | | |
|------|------|------|-------|-------------|-------|
| 1) a | 2) b | 3) d | 4) b | 5) a | 6) b |
| 7) a | 8) b | 9) d | 10) a | 11) a, c, e | 12) c |

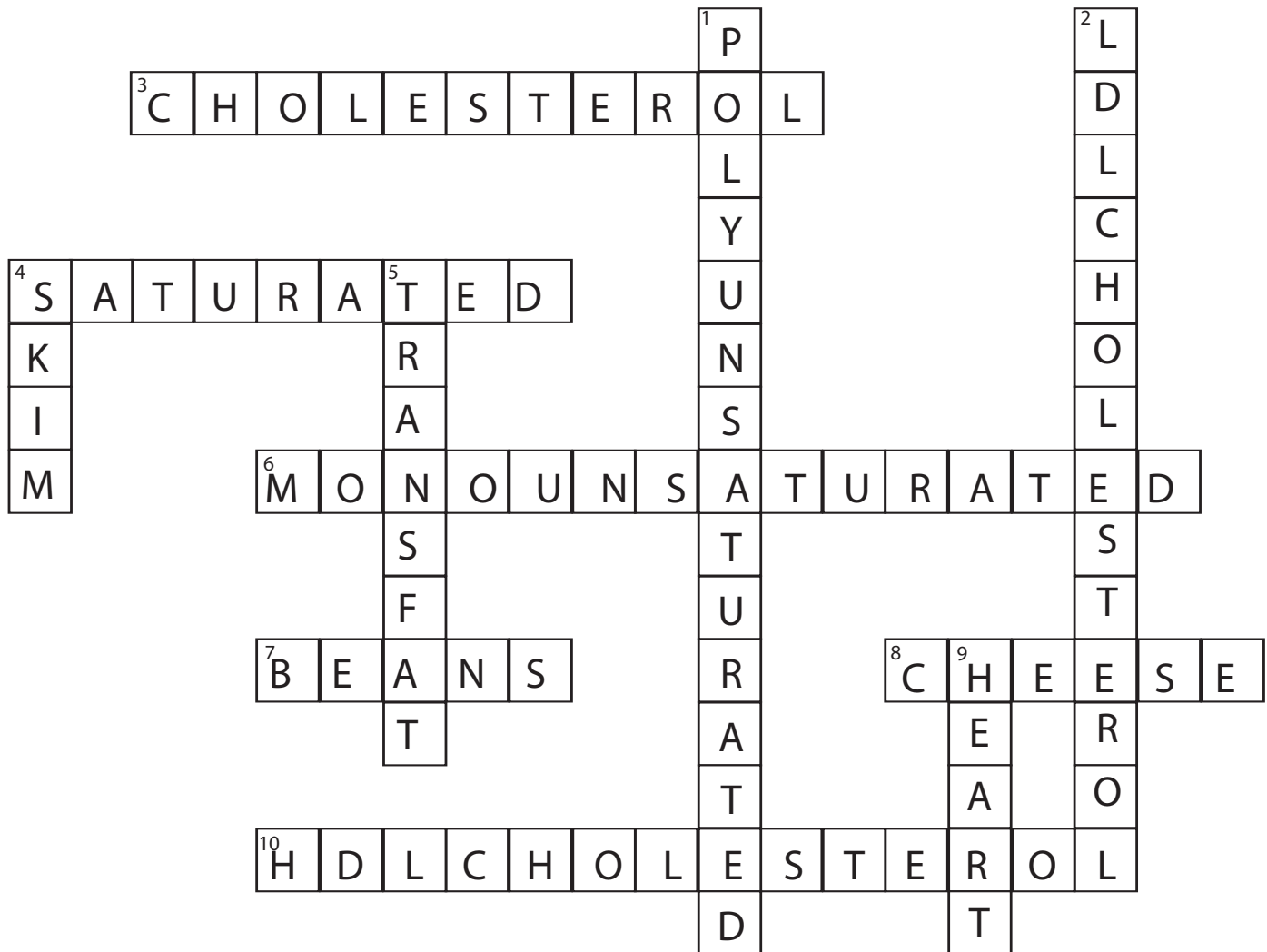
Exercise H: More About Cholesterol (pages 4-15 & 4-16)

- | | | | |
|----------------|-------------|---------|---------------------|
| 1) cholesterol | 2) fish | 3) skin | 4) cheese |
| 5) frying | 6) broiling | 7) fat | 8) aerobic exercise |

Answer Key for Chapter 4 Exercises

Answer Key for Vocabulary Review

Crossword Puzzle (pages 4-16 & 4-17)



Answer Key for Chapter 5 Exercises: Recipes for Health

Answer Key for Vocabulary Exercises

Vocabulary Exercise for Review Words (page 5-2)

- | | | |
|-----------------------|-----------------|------------------|
| 1. Food Guide Pyramid | 2. mineral | 3. heart disease |
| 4. carbohydrates | 5. broccoli | 6. bran cereal |
| 7. vitamins | 8. whole grains | |

Vocabulary Exercise A (page 5-4)

- | | | |
|----------------|-------------------|----------|
| 1. ingredients | 2. constipation | 3. fiber |
| 4. optional | 5. bowel function | |

Vocabulary Exercise B (page 5-4)

- | | | |
|--------------------|---------------|------------|
| 1. greens | 2. legumes | 3. raisins |
| 4. Brussels sprout | 5. lima beans | 6. berries |

Vocabulary Exercise C (page 5-5)

- | | | |
|------|------|------|
| 1. f | 2. a | 3. d |
| 4. c | 5. b | 6. e |

Answer Key for Getting Information From The Internet

Exercise A: All About Fiber (pages 5-5 & 5-6)

- | | | |
|-------------------------------|--------------------------|----------------|
| 1) fruits, grains, vegetables | 2) plants | 3) plant foods |
| 4) bowel function | 5) cancer, heart disease | |
| 6) vitamins and minerals | | |

Exercise B: High-Fiber Cooking (pages 5-6 to 5-8)

Answers will vary depending on the recipe the student selects.

Answer Key for Vocabulary Review

Vocabulary Review A (page 5-9)

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. d | 3. e | 4. a | 5. b |
|------|------|------|------|------|

Vocabulary Review B (page 5-9)

- | | | | | |
|------|------|------|------|------|
| 1. d | 2. b | 3. g | 4. f | 5. c |
| 6. a | 7. e | | | |

Answer Key for Chapter 6 Exercises: Finding County Nutrition Programs

Answer Key for Vocabulary Exercises

Vocabulary Exercise A (page 6-2)

1. b 2. f 3. e 4. a 5. c 6. d

Vocabulary Exercise B (page 6-3)

1. b 2. e 3. d 4. c 5. a

Vocabulary Exercise C (page 6-3)

1. department 2. eligible 3. county 4. assessment
5. program 6. nutrition 7. agency 8. counseling
9. health 10. public

Vocabulary Exercise D (page 6-4)

1. county 2. program 3. health 4. nutrition
5. WIC 6. Maternal & Child Health Services

Answer Key for Getting Information From The Internet

Exercise A: San Mateo County Programs (pages 6-5 & 6-6)

- 1) California Nutrition Network for Healthy, Active Families
2) Prime Time 3) WIC
4) Teen Health Spa 5) Shapedown

Exercise B: Getting More Information (page 6-7)

Answers will vary.

Answer Key for Chapter 6 Exercises

Exercise C: Santa Clara County Programs

3. (page 6-7)

Programs with a nutritional component are:

Black Infant Health (BIH)

Comprehensive Perinatal Services Program (CPSP)

Project LEAN

Women, Infants and Children (WIC)

4. (page 6-7)

Answers will vary.

Exercise D: Alameda County Programs (page 6-8)

Student should circle numbers 2, 4, and 5.

Answer Key for Vocabulary Review (page 6-9)

- | | | |
|--------------------------|------------------|----------------------|
| 1. agencies, departments | 2. public health | 3. eligible |
| 4. counseling | 5. assessment | 6. public services |
| 7. programs | 8. nutrition | 9. health department |

Appendix D

Glossary

aerobic exercise	Type of exercise that increases the body's need for oxygen.
agency	An organization that provides services.
alternative	A choice from two or more things. Something you can choose to eat or use instead of something else. For example, fruit is a good alternative to a high-fat dessert.
apple	Hard, round fruit that has red, green or yellow skin and is white inside.
artery	Blood vessel that carries blood from the heart.
assessment	Getting information about a situation; an evaluation.
"bad" cholesterol	LDL (low-density lipoprotein) cholesterol. This type of cholesterol in the blood carries cholesterol from the liver to other parts of the body. It is "bad" because high levels of it can increase risk of heart disease.
bagel	A kind of hard bread that looks like a ring.
bake	To cook food in an oven.
balance	Eating the right amount of each kind of food.
berries	Small, soft, round fruits with many seeds. Some types of berries are blackberries, raspberries and strawberries.
beverage	Any kind of drink.
blood cholesterol	The cholesterol that is in your body. Your liver makes some of this cholesterol and some of it comes from the foods you eat.
boil	To cook food in very hot water.
bowel function	The bowel is the part of the body where food is made into solid waste material. Bowel function is the way the bowel does its job.
bran	The outside part of grains like wheat or oats.

Glossary

breakfast	Meal eaten in the morning.
broil	To cook food by direct heat, as under a broiler or on a grill.
Brussels sprout	A small round green vegetable that looks like a tiny cabbage.
calcium	A mineral needed by the body. Calcium in food helps build bones and keeps them strong.
calorie	An amount of energy that food provides.
carbohydrate	Part of a food that gives the body heat and energy. Foods like fruits, vegetables, beans and whole-grain bread have carbohydrates.
CD (compact disc)	A round disc that holds programs and information for your computer.
CD-ROM drive	The place on the computer where you insert a compact disc.
cereal flakes	A type of dry cereal.
cereal	A food made from grains. Cereal is usually eaten for breakfast with milk.
cheese ravioli	Small pieces of dough filled with cheese.
cheese	A solid food made from milk.
cherries	Small, soft, round, red fruits that grow on trees.
cholesterol	Something in fat and blood cells that may cause heart disease. (See also <i>blood cholesterol</i> , <i>dietary cholesterol</i> , “ <i>bad</i> ” <i>cholesterol</i> , “ <i>good</i> ” <i>cholesterol</i> , <i>HDL cholesterol</i> and <i>LDL cholesterol</i> .)
click and drag	The act of selecting an object on the screen and moving it to a different location with the mouse.
click	A quick downward press on the mouse button.
constipation	When it is hard to get rid of food waste from the body.
corn	A plant food. We eat long ears of corn. They have yellow seeds.
counseling	Giving advice about a situation. Helping people with their problems.
county	A state is divided into counties, each with its own government.
cursor	A blinking light that indicates where you are typing.
decrease	To lessen or reduce.
delete key	A key on the keyboard that allows you to erase typing from the screen.
department	Part of an organization that provides a certain service.
desktop	The main screen of the computer that shows the computer’s programs.
dessert	Sweet food served at the end of a meal.

Glossary

dialogue box	A box that appears when you click any of the words located at the top of the screen. Each box has commands you can give the computer.
dietary cholesterol	Type of cholesterol that is found in food that comes from animals. Meat, whole milk and cheese all contain dietary cholesterol.
dinner	Meal eaten in the evening.
double-click	Two quick, gentle presses on the mouse button.
eligible	Meeting certain requirements. Qualified to be chosen.
entrée	The main food at a meal.
fat-soluble	Something (like certain vitamins) that can be dissolved in fat.
flakes	Small, dry pieces of breakfast cereal.
fiber	Something found in food that comes from plants. Fiber helps to move food through the body.
fry	To cook food in a pan using fat.
go easy on	To eat very little of something.
“good” cholesterol	HDL (high-density lipoprotein) cholesterol. This type of cholesterol in the blood is “good” because it decreases the risk of heart disease.
gradual	Taking place little by little. Slow.
greens	Vegetables with green leaves. Kale, spinach and lettuce are types of greens.
group	Several things that are together.
HDL cholesterol	This type of cholesterol in the blood is “good” because it decreases the risk of heart disease.
health department	A county department that helps people stay healthy.
heart attack	Sudden damage to heart when it doesn’t get enough oxygen.
heart disease	An abnormal condition of the heart that keeps it from working right.
highlighted	A selected program or word that is a different color from the rest of the information on the screen.
home page	The page that is automatically loaded when an Internet program is opened.
hydrogenate	To turn liquid oil into a solid fat by adding hydrogen.
icon	A small picture on the computer’s main screen that represents a program. By double-clicking on the icon, you can open the program.
ingredients	Things that are mixed together to make a food.

Glossary

Internet	A computer network that holds a great amount of information. Computers all over the world use the Internet.
key	A button on the keyboard.
keyboard	The part of the computer used to type and enter information into the computer.
LDL cholesterol	This type of cholesterol in the blood carries cholesterol from the liver to other parts of the body. It is “bad” because high levels of it can increase risk of heart disease.
legumes	Beans and peas.
lima beans	Flat, pale, green beans.
load	The act of the computer taking in information to display on the screen.
lunch	Meal eaten at noon.
macaroni	Type of pasta shaped like a tube.
maintain	To keep something the same.
Maternal & Child Health Services	A program of the national government that helps mothers and children stay healthy.
menu	A list of actions that appears when you click any of the words at the top of the screen. Each menu has directions you can give the computer.
minerals	Nutrients the body needs to be healthy. Minerals like iron, calcium and zinc help keep bones and teeth strong, help make healthy blood and help muscles work.
moderate	Not too much and not too little. Within reasonable limits.
monitor	The large TV-like part of the computer that contains the screen.
monounsaturated fats	These are the most healthful type of fats. Olive oil, canola oil and peanut oil are high in monounsaturated fats.
mouse	A small object you put your hand on. It controls the arrow (pointer) on the screen and picks programs.
mouse button	The top part of the mouse. This is the part of the mouse you click.
mouse pad	A small rubber pad that is placed under the mouse.
nut	A large seed in a hard brown shell. Some kinds of nuts you can eat are almonds, cashews, pecans and walnuts.
nutrient	Any substance in food that gives energy or builds the body.
nutrition	Getting the right foods for good health.

Glossary

nuts	Large seeds with a hard brown shell. Some types of nuts you can eat are almonds, cashews, pecans and walnuts.
obesity	Being very overweight.
oil	A thick, liquid fat that comes from plants.
optional	Something you do not have to do or use but can choose to do or use if you wish.
pancake	A flat, thin cake fried in a pan; usually eaten at breakfast.
pasta	An Italian food made of dough that is cut into different shapes. It is cooked by boiling. Spaghetti and macaroni are examples of pasta.
PB&J sandwich	Peanut butter and jelly between two slices of bread.
pear	A juicy, sweet fruit that grows on trees. It has green, yellow or brown skin and is white inside.
plum	A soft fruit that grows on trees. Plums can have smooth purple, red or yellow skin.
pointer	A little arrow that is on the screen when the computer is turned on. You use the mouse to move the arrow (pointer).
polyunsaturated fat	Type of fat that is liquid or soft at room temperature. Some foods high in polyunsaturated fat are corn oil, safflower oil, sunflower oil and soybean oil.
portion	The amount of food that is put on one plate. A portion might be one serving, less than one serving, or more than one serving. See also <i>serving</i> and <i>serving size</i> .
potato	A hard, white vegetable with brown skin that grows under the ground.
poultry	Meat from farm animals like chickens, turkeys and ducks.
power button	The button/key that turns the computer on or off.
pretzels	Hard cracker shaped like a knot.
program	1) A list of information that tells the computer to do a specific job. 2) A plan of action to get something done. Counties and agencies offer many programs to help people stay healthy.
protein	A nutrient that supplies amino acids, the building blocks that build and maintain your body. Protein is found in eggs, meat, fish, milk and beans.
prune	A dried plum.
public health	Services to improve the health of the people in a certain county or city.
public services	Services, such as some hospitals and buses, that are for everyone to use.
raisin	A small dried grape.

Glossary

recipe	Instructions that tell how to cook something or prepare a food.
reduce	To decrease or lessen.
salad dressing	Sauce used on a salad.
salad greens	Leafy green vegetable (like lettuce) used raw in salad.
saturated fat	Type of fat found mainly in meat, milk and other dairy foods. Eating this type of fat is bad for your health.
screen	The central part of the monitor that displays information.
scroll bar	A bar on the bottom or on the right of a window that allows you to go up or down or left to right.
scroll box	The rectangle inside the scroll bar. When you drag it up and down (or left to right) it lets you see all parts of the Web page.
serving, serving size	A specific amount of a certain type of food. For example, a cup of vegetable is one serving (serving size) of vegetable and one cup of vegetable is two servings (serving sizes) of vegetable. One slice of bread is one serving (serving size) and 2-3 ounces of meat is one serving (serving size). See also <i>portion</i> .
side dish	Food served with the main food at a meal.
sodium	One of the chemicals in salt.
solid	Firm or hard; not liquid.
sparingly	Using very little of something.
speaker	The part of the computer that sends out sound.
stroke	Sudden damage to brain when it doesn't get enough oxygen. A "brain attack."
sugar	Something sweet to put in food. The body uses sugar for energy. Sugar has a lot of calories, but very few nutrients.
sweets	Foods with lots of sugar like candy, cookies and ice cream.
switch	To exchange or substitute one thing for another.
trans fatty acids	A harmful type of fat that is formed when liquid oil is turned into a solid fat by adding hydrogen.
triglycerides	A type of fat in the body. Having too many triglycerides in the body can cause health problems.
turkey wrap	Turkey meat rolled in a tortilla.
URL	Uniform Resource Locator.
URL address	A series of words, numbers or letters that belong to a specific Web page. A

Glossary

	URL address allows you to find a specific Web page on the Internet where there are millions of them.
URL address box	A box at the top of an Internet web page where you can enter a URL address.
use	To take into the body. “I <i>use</i> milk in my coffee.”
variety	A lot of things of the same kind that are different from each other.
vitamin	Tiny amounts of chemicals in food that your body needs to stay healthy. There are many different vitamins. Each vitamin has a different use in the body.
water	A liquid your body must have to live. Water helps blood move around the body, carries nutrients through the body and carries away wastes.
Web page	One page of information within a Web site.
Web site	A place on the Internet that offers information about a specific topic.
weight	How heavy something is; how much something weighs.
WIC	A nutrition program for pregnant women and their children up to age 5.
Window	A box-shaped area on the screen that displays programs, Web pages or other information.
WWW	World Wide Web; the part of the Internet that is open to the public.
yogurt	A thick, smooth, sour food made from milk.

Glossary

Appendix E

Answer Key for Evaluations

Answer Key for Chapter 1 Evaluation: Food Guide Pyramid

2. & 3. (pages 1-12 & 1-13)

To correct this, the tutor may refer to <http://www.nal.usda.gov/fnic> or refer to the pyramid completed by student in this chapter if it was correctly completed.

4. (pages 1-14 & 1-15)

1) 3 2) 5 3) 4 4) 6 5) 4

Answer Key for Chapter 2 Evaluation: Making Healthful Choices

1. (page 2-12)

- 1) Fist: apple, baked potato, cereal flakes, salad greens
- 2) Fingertip: butter
- 3) 3 dominoes: cheese (1½ ounces)
- 4) Audiocassette tape: meat, bread
- 5) Lightbulb: broccoli, grapes
- 6) Small Styrofoam cup: juice
- 7) Ping-Pong ball: salad dressing

2. (page 2-13)

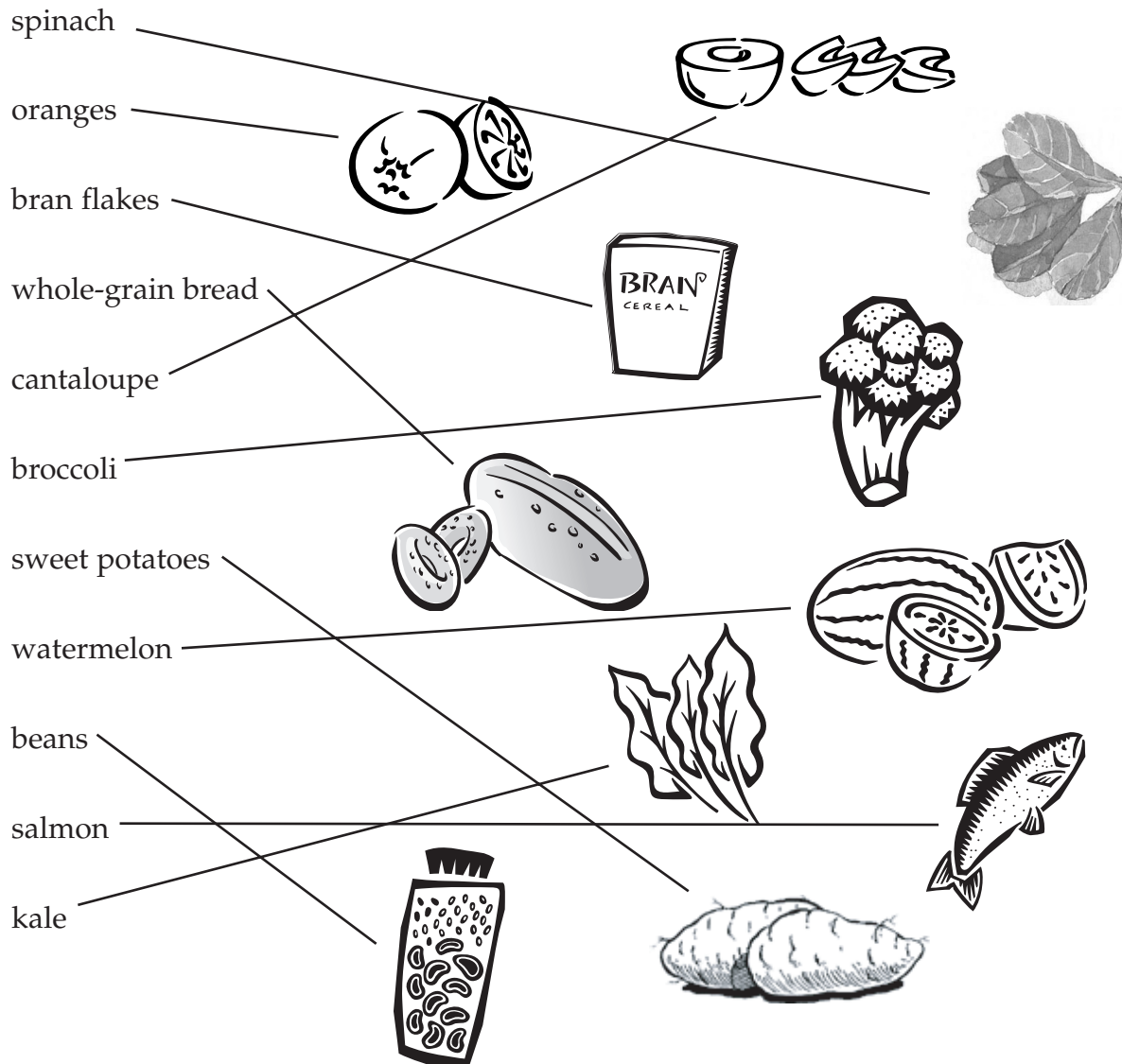
1) b 2) a 3) a 4) a 5) b

3. (page 2-13)

Answers will vary.

Answer Key for Chapter 3 Evaluation: Tips for Healthful Eating

1. (page 3-14)



2. (page 3-15)

If necessary, refer to Chapter 1, "Food Guide Pyramid,"

<http://www.nal.usda.gov/fnic> or to the Food Guide Pyramid the student completed in Exercise A, #4 in this chapter if it was correctly completed.

3. & 4. (pages 3-16 & 3-17)

Answers will vary.

Answer Key for Chapter 4 Evaluation: Fats, Cholesterol and Your Health

1. (page 4-18)

a b e

2. (page 4-18)

1) false 2) false 3) true 4) true
5) false 6) true 7) false 8) true

3. (page 4-19)

1) meat 2) skin 3) egg whites
4) fat 5) applesauce

4. (page 4-19)

1) broiled fish 2) olive oil 3) orange 4) skim milk
5) beans 6) bran flakes 7) chicken without skin
8) baked potato 9) bread 10) 1 % milk 11) canola oil

5. (page 4-20)

1) HDL 2) LDL 3) saturated
4) heart attack 5) aerobic exercise 6) monounsaturated
7) blood test 8) fast food

Answer Key for Chapter 5 Evaluation: Recipes for Health

1. (page 5-10)

- | | | |
|-------------------|--------------------------|-----------|
| 1) plants | 2) cancer, heart disease | 3) beans |
| 4) bowel function | 5) vegetables | 6) grains |
| 7) fruits | 8) vitamins, minerals | |

2. (pages 5-10 & 5-11)

Sesame Chicken with Stir-Fried Vegetables is more healthful. Some reasons it is more healthful are: the Southern Fried Chicken is cooked in hydrogenated fat; the Southern Fried Chicken recipe does not say to skin the chicken before cooking it; the Sesame Chicken uses skinned chicken breasts which have less fat; the Sesame Chicken uses only 1 teaspoon of added fat and that is a vegetable oil which has less cholesterol and is not hydrogenated; the Sesame Chicken contains foods from several of the food groups on the Food Guide Pyramid; the Sesame Chicken has more fiber because it contains a lot of vegetables (mushrooms, cabbage and Chinese pea pods); and Sesame Chicken contains a grain (rice).

Eggplant Casserole is more healthful. Some reasons it is more healthful are: Eggplant Casserole uses more vegetables so it has more fiber; it contains less fat; and the fat it contains is olive oil, a monounsaturated fat which is more healthful. Eggplant Parmesan has a lot of cheese which contains a lot of saturated fat, and it has three egg yolks which contain saturated fat.

3. (page 5-12)

These foods should be in the Milk, Yogurt, & Cheese Group: part-skim ricotta cheese; fat-free sour cream; reduced-fat cheddar cheese. These foods should be in the Vegetable Group: potatoes, broccoli, onion.

Some reasons this is a healthful recipe: All three of the products in the Milk, Yogurt & Cheese Group are low or reduced fat; the recipe contains three vegetables (potatoes, broccoli and onions); broccoli is a high-fiber vegetable; all the vegetables contribute to making this a high-fiber recipe.

Answer Key for Chapter 6 Evaluation: Finding County Nutrition Programs

3. (page 6-10)

These are the links the student needs to click:

Departments Public Health nutrition Nutrition Program Online

4. (pages 6-10 & 6-11)

- 1) Nutrition Network 2) HIV / Aids 3) WIC Program,
- 4) Senior Nutrition 5) Maternal Health 6) Power Play
- 7) Project Lean

5-7. (page 6-12)

Answers will vary.

Answer Key for Evaluations

Appendix F

Overall Evaluation

DIRECTIONS: Enter the student's score and circle "Pass" or "No Pass."



Note to Tutor: A student may want to review a chapter not passed. However, a review is not always essential. Even though information is presented somewhat sequentially, a student just below passing in one chapter may still do well in the next chapter.

Before You Begin: How to Use a Computer

Passing Score is 14 Student Score _____ Pass No Pass

Chapter 1: Food Guide Pyramid

Passing Score is 14 Student Score _____ Pass No Pass

Chapter 2: Making Healthful Choices

Passing Score is 18 Student Score _____ Pass No Pass

Chapter 3: Tips for Healthful Eating

Passing Score is 29 Student Score _____ Pass No Pass

Chapter 4: Fats, Cholesterol and Your Health

Passing Score is 28 Student Score _____ Pass No Pass

Chapter 5: Recipes for Health

Passing Score is 25 Student Score _____ Pass No Pass

Chapter 6: Finding County Nutrition Programs

Passing Score is 14 Student Score _____ Pass No Pass

Overall Evaluation