Nutrition, Health and Fitness Project Area Guide
Intermediate Level

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Nutrition, Health and Fitness
Unit 1: Nutrition

Project outcomes addressed:
- Develop a daily menu with recommended amounts of food from the five groups
- Explain the major nutrient contributions from each of the five food groups
- Define Percent Daily Value (DV) used on the Nutrition Facts label
- Identify good sources of dietary fiber, vitamins and minerals using the Nutrition Facts label
- Identify foods that are high in sodium and added sugar using the Nutrition Facts label on a food package
- Explain how to identify a food as a whole grain
- Plan and deliver educational sessions about healthy eating
- Modify a menu to improve the nutritional value

You will need:
- Colored pencils or markers
- Access to the internet

Review the Basics of Nutrition
By now, you should know that healthy foods provide essential components to our overall health every day. While it is important to eat a variety of foods from each food group for our health, it is also just as important to understand how to consume these healthy foods.

The activities in this unit will help you gain a deeper understanding of nutrition. More specifically, you will learn the daily portions your body needs and understand what is in your foods by identifying nutrients.

Activities in this Unit:
1. Make a Menu
2. Whole Grain
3. Know the Facts
4. Creating a Mini Nutrition Lesson
5. Modify a Menu
Activity 1:
Make a Menu

Project outcomes addressed:
- Develop a daily menu with recommended amounts of food from the five groups

Did you know that there are five food groups? You should eat foods from each group to ensure that you receive all the nutrients needed to fuel your body. Not only should you eat foods from each food group, but you should also eat a variety of different foods within each food group so your body receives the important vitamins and minerals it needs.

**Think About It**
You know you should eat a variety of foods in each food group, but how much do you eat from each group per day? The amount you eat is going to be different from the amount a 5-year-old will eat. In this activity, you will learn the daily recommended amount from each of the five food groups, and you will be able to develop a daily menu with recommended amounts of food from each group. By the end of this activity, you will also be able to explain key nutrients from each of the five food groups.
What is My Favorite Meal?
What is your favorite meal to eat? Think about the kinds of foods you eat for either breakfast, lunch or dinner and choose one to draw. Don’t forget to include your favorite drink. Use the blank plate below and try to categorize these foods based on their food group.
Portions and Nutrients from Food Groups
Eating too little can make you hungry and eating too much can make you feel sick. Both are not ideal. It is important to your health to have a balance, so make sure that you are receiving all the vitamins and minerals your body needs on a daily basis. Therefore, by making sure you are getting the right amount of food from each food group every day, you are giving your body what it needs to live a healthy life. From this activity, you will be able to develop a daily menu using the recommended portions of food from each of the food groups. You will also be able to explain the health benefits provided by each of the five food groups.

Map Out the Food Groups
Let’s refresh your memory. Using the map below, add examples of the different types of food from each food group. For example, you might add “apple” to the fruit food list.
How Much Should You Eat?
Use the graphic organizer provided on page 9 as a guide for the rest of the lesson.

The amount of food each person should eat daily is different for everyone. As individuals, we all have different body types. Age, sex, height, weight and physical activity are all factors that determine the number of calories a person needs each day. The average calorie intake is 2,000 calories per day, but each person may need more or less than 2,000 calories per day. We will discuss calories and nutrition facts in the next activity, but, for now, let’s look at the daily recommended amounts of food from each food group. In the table below, each food description is equal to 1 ounce or 1 cup of food from that food group. For example, 1 cup of cooked vegetables is equal to 1 cup of vegetables out of the 2 1/2 cups needed for the day. Five whole wheat crackers, for example, are equal to 1 ounce of grain out of the 6 ounces of grains needed for the day.
Test your knowledge and complete this Daily Portion Activity.
(Link to Code) app.nearpod.com/?pin=YATIP
To get a more personalized plan for daily recommended food amounts, take the following quiz. After you scan the code and complete the prompts, click your calorie amount, and it will take you to a page that discusses the daily amount of food you should consume from each food group based on your personal plan. Every plan is unique to each individual, and it is important to talk to your health care provider about an eating pattern and a physical activity program that is right for you.

(Link to Code) myplate.gov/myplate-plan

Nutrients
We eat foods from each food group because of the great things they do for our health. Let’s take a look at each food group and see why they help keep us healthy. Watch the video below to learn more about the nutritious benefits from each food group.

(Link to Code) youtube.com/watch?v=cgD-pZXiTNs
### Food Group Graphic Organizer

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FRUITS</td>
<td>4</td>
<td>PROTEIN</td>
</tr>
<tr>
<td>2</td>
<td>VEGETABLES</td>
<td>5</td>
<td>DAIRY</td>
</tr>
<tr>
<td>3</td>
<td>GRAINS</td>
<td>6</td>
<td>EXTRA NOTES</td>
</tr>
</tbody>
</table>

**NAME:**

**DATE:**
Can you name the key nutrients from each food group using the video?

1. What are the key nutrients in **fruits**? Describe what they do for your health.

2. What are the key nutrients in **vegetables**? Describe what they do for your health.

3. What are the key nutrients in **grains**? Describe what they do for your health.

4. What are the key nutrients in **proteins**? Describe what they do for your health.

5. What are the key nutrients in **dairy** foods? Describe what they do for your health.

Check your answers on the next page.
1. **Vitamin C** helps your body heal; **potassium** makes a healthy heart and muscles.
2. **Vitamin A** gives you healthy skin and eyes; **fiber** helps you stay full.
3. **B vitamins** give your body energy; **fiber** helps you stay full.
4. **Protein** builds strong muscles; **iron** carries oxygen to cells in your body.
5. **Calcium** builds strong bones and teeth; **vitamin D** helps your body save calcium; **protein** builds strong muscles.

**Meal Plan**

Using your personalized plan, it is time to create your own meal plan. Create a full-day meal plan using what you have learned thus far. Talk with a parent or guardian as they can help ensure you have the nutrients you need. Make sure to use the different food groups to create your menu. Once you have created your plan, put it into action.
# Make a Menu

### BREAKFAST
- **FRUITS:**
- **VEGETABLES:**
- **GRAINS:**
- **PROTIEN:**
- **DAIRY:**

### LUNCH
- **FRUITS:**
- **VEGETABLES:**
- **GRAINS:**
- **PROTIEN:**
- **DAIRY:**

### SNACK
- **FRUITS:**
- **VEGETABLES:**
- **GRAINS:**
- **PROTIEN:**
- **DAIRY:**

### DINNER
- **FRUITS:**
- **VEGETABLES:**
- **GRAINS:**
- **PROTIEN:**
- **DAIRY:**
After you have completed your three-day meal plan, record a video of yourself reflecting on your experience. Answer these questions:

1. What were your expectations in using this three-day meal plan?
2. Did you have to make any substitutions in your meal plan? If so, what were they?
3. What were the key nutrients in your meal plan?
4. Now that you have created and implemented your first meal plan, what would you do differently next time?

4-H Opportunity: Use your meal plan video recording for a 4-H Portfolio.

4-H Opportunity: Think about a 4-H Exhibit on meal planning.
References


Activity 2: Whole Grain

We have just discussed the portion sizes we should consume for good health and benefits of key nutrients in those foods. In this next activity, let’s dive a little deeper into the grain group and how we can identify foods as whole grain. It is also important to note that when consuming foods from the grain group, at least half of your grains should be whole grains.

Project outcome addressed:
- Explain how to identify a food as a whole grain

Look at the images below and guess what all the foods have in common.
If you guessed grains, you are correct. What you might not know is that all these foods are whole grains.

**Think About It**
You have learned that the grain group includes a variety of foods such as bread, pasta, cereal, popcorn and rice. What you don’t know is that grains are divided into two groups: whole grains and refined grains. First, think about some of the foods you have eaten from the grain group. Were they whole grains? Why or why not?

By the end of this activity, you should be able to explain how to identify foods as whole grains. We will look at whole grains versus refined grains and how to identify grains as a whole grain. Then we will discuss gluten and misconceptions.

**Whole Grains Versus Refined Grains**

<table>
<thead>
<tr>
<th>Grain</th>
<th>Whole</th>
<th>Refined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refers to grains containing the</td>
<td>Refers to grains that are not</td>
</tr>
<tr>
<td></td>
<td>whole entire grain (bran, germ,</td>
<td>whole, because they are missing</td>
</tr>
<tr>
<td></td>
<td>and the endosperm).</td>
<td>one or more of the 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>components of a grain (bran,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>germ, or the endosperm).</td>
</tr>
<tr>
<td></td>
<td>Whole wheat flour, oatmeal,</td>
<td>White flour, white bread,</td>
</tr>
<tr>
<td></td>
<td>bulgur (cracked wheat), brown</td>
<td>white rice</td>
</tr>
<tr>
<td></td>
<td>rice</td>
<td></td>
</tr>
</tbody>
</table>

See the image below to learn the parts of the grain.
How Will I Know?

When choosing healthy foods, it is important to look at the nutrition facts label. It is also important to look at the ingredients list on foods in the grain group to determine whether the food contains whole grains.

To learn more about the benefits of a whole grain as well as identifying foods as a whole grain, watch the video below by scanning the QR code.

(link to Code) youtube.com/watch?v=za-rEA-KUGs
What If I Am Gluten-Free?
Gluten is the name for proteins that are found in grains such as wheat, rye and barley. It is in flour and forms a sticky substance similar to glue that forms the dough and holds everything together. These proteins can be toxic to individuals with celiac disease and be detrimental to their health. Some people have a wheat allergy and should also consume foods without gluten. You might be wondering what they can eat. There are many other gluten-free grains that people with celiac disease can consume, including buckwheat, corn, potato flour and rice. For example, Oreos are gluten-free, but that does not mean they are full of nutrients that your body needs.

This “Gluten-Free Diet Guide for Families” provides information on gluten-free options –just scan the QR code.


Tip:
There is a common misconception that gluten-free diets improve health for those who do not have celiac disease. This is false. There is currently no evidence that gluten-free diets will improve health or prevent disease for individuals who do not have celiac disease.

For more information on gluten and celiac disease, scan the code below to watch this video.
(Link to Code) youtube.com/watch?v=M545Gy9mh74&list=PLOI28Yxdxi5n3QOglaf4T1XiCnja- gl0 &index=2&t=6s)

Play this word scramble to discover more gluten-free foods.

(Link to Code)

beyondceliac.org/SiteData/docs/Activities/4e6720c448401790/Activities%20for%20Awareness%20-%20Gluten-Free%20Alternatives%20Word%20Jumble.pdf

Answer key: beyondceliac.org/activities-for-awareness-answer-key/

Whole Grain Pantry Search
Use the worksheet on the next page for this next activity. In your pantry, find a food item from the grain group. Once you have found a food item, use your worksheet to identify it as a whole grain or a refined grain. Explain how you
1. Explain why you selected your chosen grain type:

   Grain Type:  
   Circle One  
   Whole  
   Refined

2. Can people who cannot consume gluten eat this food? Why or why not?
Now that you know more about whole grains and grains that are gluten-free, let’s try a scenario. You are visiting a grocery store with two friends. One of your friends cannot eat gluten. How would you shop for whole grains for one friend and a gluten-free replacement food for the other friend?
References

Common Threads. (February 12, 2020). *6 8 05 Whole Grains vs Refined Grains* [Video].
   
   YouTube. [ytu.be/za-rEA-KUGs](https://youtu.be/za-rEA-KUGs)

   
   beyondceliac.org/SiteData/docs/Activities/4e6720c448401790/Activities%20for%20Awareness%20-%20Gluten-Free%20Alternatives%20Word%20Jumble.pdf

Beyond Celiac. (n.d.). *Activities for Awareness Answer Keys*.
   
   beyondceliac.org/activities-for-awareness-answer-key/

Deluvio, C. (2020). (Lunch – Pasta with Mushrooms and Herbs, NYT Cooking) [Photograph].
   
   Unsplash. unsplash.com/photos/vUE2mIFb8lE

   
   unsplash.com/photos/PvAAYZx-yf8


   

Harvard Health Publishing (November 8, 2019). *Ditch the Gluten, Improve Your Health?*
   
   health.harvard.edu/staying-healthy/ditch-the-gluten-improve-your-health

   
   unsplash.com/photos/OwvydDkjynM

   
   unsplash.com/photos/TS1W9BeXnl8


   
   wholegrainscouncil.org/whole-grains-101/identifying-whole-grain-products
Activity 3: Know the Facts

Project outcomes addressed:
- Define Percent Daily Value (DV) used on the Nutrition Facts label
- Identify good sources of dietary fiber, vitamins and minerals (more than or equal to 10 percent daily value per serving) on food packages using the Nutrition Facts label.
- Identify foods that are high in sodium and added sugar using the Nutrition Facts label.

Now that you know the amounts of healthy foods to eat and the importance of key nutrients in foods, let’s talk about where you identify this information when choosing your foods. Scan the code below and watch this short clip introducing today’s activity.

(Link to Code) youtube.com/watch?v=wa3-7r49xqE

Think About It
Scan the barcode below to play “Label Lingo” of food labels. Based on what you currently know about food labels, answer the questions to the best of your ability. Create a character then click “done.” Enter as a guest and then click on the “Snack Shack.” Next, click on the food label where you will be taken to “Label Lingo.” Once you are there, click “play the game.” Click on the “Snack Shack.” Make sure to click the “How to Play” button before you begin.
After playing “Label Lingo,” you may have noticed many numbers and percentages on each food label. In this lesson, you will learn to define the percent daily value, identify good sources of fiber, vitamins and minerals, and identify foods that are high in sodium and added sugar by using the Nutrition Facts label on the food package. You will also learn how to identify a food as a whole grain using the ingredients list. On the next sheet, you will see a KWL graphic organizer that you can use for this lesson to jot down what you currently know (K), what you want to know (W) and then what you learn from this lesson (L). Take a moment and write under “K” what you currently know regarding nutrition labels. Then, take a moment and write what you want to know under “W.”
<table>
<thead>
<tr>
<th>WHAT I KNOW:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT I WANT TO KNOW</td>
<td></td>
</tr>
<tr>
<td>WHAT I LEARNED</td>
<td></td>
</tr>
</tbody>
</table>
Label Reading
Reading a food label can feel like information overload at first. After some practice, you will be able to become more comfortable with choosing healthier foods using the Nutrition Facts food label.

For even more learning, use the interactive Nutrition Facts label by scanning the QR code below. Use your Nutrition Facts outline to take key notes to discover what is on the label.
For more information on reading food labels for gluten-free foods, scan the QR code below. (Link to Code) gluten.org/2021/01/10/3-tips-for-gluten-free-label-reading/

For even more fun with food labels, complete this word search by scanning the QR code below. (Link to Code) fda.gov/media/89343/download

Before the next exercise, check out this video on making healthy choices using the Nutrition Facts label by scanning the QR code below.
Pantry Search
Now that you are able to read the food nutritional facts, let’s practice with labels at home. In your pantry, find a food item with a Nutrition Facts label. Using the online nutrition label generator in the QR code below, digitally insert all the nutrition facts or take a photo and digitally upload it to your computer. Answer the following questions using your Nutrition Facts label from home:

(Links to Code) onlinelabels.com/tools/nutrition-label-generator

1. What are the key nutrients on the label?
2. If there are key nutrients on the label, how do they keep us healthy?

What I Learned
Refer to your KWL and discuss what you learned based on the Nutrition Facts food label. Discuss how to apply what you have learned when identifying and choosing healthy foods at the store with you and your parents or guardians.
References


Kid Food Nation. (2021, August). *How to read a nutrition label* [Video]. YouTube. youtu.be/wa3-7r49xqE

Online Labels (n.d.). Free Nutrition Label Generator. onlinelabels.com/tools/nutrition-label-generator


Activity 4: Creating A Mini Nutrition Lesson

Project outcome addressed:
- Plan and deliver an educational session about healthy eating

You just learned how to create meals based on the recommended daily portions from the five food groups and how to identify key nutrients using nutrition facts. You also learned how to differentiate whole grains and refined grains. Now that you know all these things, it is time to teach others how to make healthy food choices.

What’s a vegetable’s favorite martial art? If you said carr-o-tee, you guessed right! Get it, karate? I hope that caught your attention! In this activity, you will learn to plan and deliver a mini educational lesson about healthy eating.

Planning a Mini Lesson
Think back to a time in 4-H when you prepared a speech for a public speaking contest, or even when you prepared a demonstration for achievement day. You might remember that it probably took longer to plan and prepare than to actually teach the lesson. Well, planning a lesson takes time but can be a lot of fun as you get to help others learn something. Let’s look at the steps to take when planning your lesson. For your lesson plan, you will need:

1. **Title**: Think of a catchy title for your lesson.
2. **Materials**: Make sure you have all the materials you need for your lesson.
3. **Audience**: Who is your audience? Are they young children or maybe older adults?
4. **Time**: How long will your lesson take? Sometimes you only have a specific amount of time to complete a lesson; therefore, it is important to practice and make sure you have the correct amount of time needed to deliver your lesson.
5. **Learning objectives**: This is the reason for your lesson. What is it you want your audience to learn?
6. **Lesson:**

   Step 1: **Attention getter** – Do an activity, game or even share a video that will catch your audience’s attention. Remember, you are giving your audience new information, so it is OK if your activity is a little new and unknown to them. The great thing is, since you are teaching them a lesson that has to do with nutrition, they might already know a little bit about nutrition. This is good! This allows your audience to think about what they learned in the past.

   Step 2: **Tell learning objectives** – Tell your audience what they will learn in their lesson.

   Step 3: **New information** – Present your lesson. Make sure to provide examples when presenting your new information. Remember, your new information should be based on your learning objectives.

   Step 4: **Evaluate** – Here, you can make sure your audience learned everything you wanted them to learn. Remember in school when you had to take a test? Or answered questions in class? This is because your teachers wanted to make sure you learned everything; they wanted you to learn. Therefore, in this step, you may decide how you want to make sure your audience understood your lesson.

**Pick That Scenario**

Now that you have learned how to plan your lesson, figure out what you want your audience to learn.

Select one scenario below and plan your lesson using the provided outline.
## CHOOSE YOUR TOPIC

<table>
<thead>
<tr>
<th>Scenario One</th>
<th>Scenario Two</th>
<th>Scenario Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You are in culinary class at school and your teacher asks you to teach a lesson to your peers between 10-15 minutes long. Your teacher wants students to be able to list examples of different types of protein.</strong></td>
<td><strong>You are in health class and your teacher offers you extra credit to teach a lesson to your peers between 10-15 minutes long. Your teacher wants students to learn to explain the difference between a whole grain and a refined grain.</strong></td>
<td><strong>You are in your 4-H club and your 4-H agent asks you to teach a lesson to other 4-Her’s between 10-15 minutes long. Your 4-H agent wants other 4-Her’s to learn to explain key nutrients in each of the five food groups.</strong></td>
</tr>
</tbody>
</table>
# LESSON PLAN

<table>
<thead>
<tr>
<th>Title:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Learning Objectives:</th>
</tr>
</thead>
</table>

**Attention Getter:**

**Tell Learning Objectives:**

**New information:**

**Evaluate:**
Teach Your Lesson!
Now that you have created your lesson plan, it is time to deliver your lesson. Record yourself or have someone else record you teaching the lesson you have just created. You can do this any way you wish. For example, you may want to teach in a more traditional way by standing up and using paper or other hands-on materials, or you can teach using your computer and technology. Get creative! After all, this is your lesson.

Example of virtual format: Scan code to view video. (Link to Code) youtu.be/_L5k1zFJoNI

Post Lesson
You have now taught your first lesson on nutrition. Did your audience members learn exactly what you wanted them to learn? Think about your learning objectives. Can other audiences benefit from your lesson, and why is it important to teach them about nutrition?
References

Healthy Eating. (February 12, 2021). *Reading a Nutrition Facts Label* [Video]. YouTube. [youtu.be/_L5k1zFJoNI](https://youtu.be/_L5k1zFJoNI)

Activity 5: Modify a Menu

Think About It
You have learned all the important components on how to choose healthy meals, which might cause you to be more aware of the foods you eat. While eating healthy might not happen overnight, it is important to be mindful of the foods you are eating. This does not mean you cannot eat your favorite foods; it just might mean you need to alter them a little to make them more nutritious. By the end of this activity, you will learn how you can modify a menu to improve the nutritional value.

Before we begin the activity, watch this clip by scanning the QR code for a quick review of what you have learned.

(Link to Code) youtu.be/j7CcaUZrUoE

Test your knowledge and answer the questions below as to why we would alter our meals for good health.

1. The meal is too high in sugar or sodium. True or False?
2. The meal is larger than the portions you need. True or False?
3. The meal includes foods from all food groups. True or False?

See the correct answers on the next page.
Answers:
1. True
2. True
3. False

Tips for Recipe Modification
You should know by now what makes a meal complete using the MyPlate method. There are many ways you can change recipes, but here are three components to altering a recipe: product substitution, more filling power, and decrease portion amount.

THREE COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Product Substitution</th>
<th>More Filling Power</th>
<th>Decrease Portion Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Substitute a type of food for a healthier option</td>
<td>Add more fruits or vegetables to your plate to keep you full</td>
<td>Eating the right portion amounts from each of the 5 food groups</td>
</tr>
<tr>
<td>Examples</td>
<td>Instead of eating a sandwich with refined grains, use bread that has whole grains</td>
<td>Instead of adding gravy all over chicken and mashed potatoes, add fruits and vegetables to add to your plate</td>
<td>Instead of eating two cheese burgers with no veggies and no fruit, eat one cheese burger veggies as toppings and fruit on the side to make it a complete meal</td>
</tr>
</tbody>
</table>

Modify Your Menu
Using the three components to modify recipes, you will use the menu on the next page to modify a menu of recipes to create healthier ways to consume the food. Use the three components and the Nutrition Facts label provided to help you identify reasons to alter the recipe. The Nutrition Facts label provided for each meal reflects the entire meal. Scan the QR code below to assist you with identifying healthier options. You may also use this resource below, Calorie King, to search nutrition facts for specific foods and create a Nutrition Facts label based on changes you have made to a meal.

[QR Code]

SCAN ME
Breakfast

1 cooked egg
2 slices of white toast
2 pork sausage links

Nutrition Facts

<table>
<thead>
<tr>
<th>Portion Size</th>
<th>448 g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Portion</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>1302</td>
</tr>
<tr>
<td>% Daily Value</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>71g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>22g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>306mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>2707mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>110g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>5g</td>
</tr>
<tr>
<td>Sugar</td>
<td>14g</td>
</tr>
<tr>
<td>Protein</td>
<td>51g</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>3.21mcg</td>
</tr>
<tr>
<td>Calcium</td>
<td>514.52mg</td>
</tr>
<tr>
<td>Iron</td>
<td>9.43mg</td>
</tr>
<tr>
<td>Potassium</td>
<td>1294mg</td>
</tr>
</tbody>
</table>

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to your daily diet. 2,000 calories a day is used for general nutrition advice.
Lunch

2 slices of pepperoni and cheese pizza
1 serving of French fries

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion Size</td>
</tr>
<tr>
<td>Amount Per Portion</td>
</tr>
<tr>
<td>Calories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>63g</td>
<td>81%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>25g</td>
<td>125%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>122mg</td>
<td>41%</td>
</tr>
<tr>
<td>Sodium</td>
<td>2683mg</td>
<td>117%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>126g</td>
<td>46%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>8.8g</td>
<td>31%</td>
</tr>
<tr>
<td>Sugar</td>
<td>8.9g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>46g</td>
<td>92%</td>
</tr>
</tbody>
</table>

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Modifications

<p>| |</p>
<table>
<thead>
<tr>
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<tbody>
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</tbody>
</table>
Snack

1 bag of potato chips

Modifications
Dinner

2 Servings of spaghetti and meat balls
1 serving of garlic bread

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Portion</th>
<th>Calories 2111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion Size 912 g</td>
<td>% Daily Value *</td>
</tr>
<tr>
<td>Total Fat 76g</td>
<td>97 %</td>
</tr>
<tr>
<td>Saturated Fat 20g</td>
<td>130 %</td>
</tr>
<tr>
<td>Cholesterol 103mg</td>
<td>34 %</td>
</tr>
<tr>
<td>Sodium 3352mg</td>
<td>146 %</td>
</tr>
<tr>
<td>Total Carbohydrate 281g</td>
<td>102 %</td>
</tr>
<tr>
<td>Dietary Fiber 19g</td>
<td>68 %</td>
</tr>
<tr>
<td>Sugar 30g</td>
<td></td>
</tr>
<tr>
<td>Protein 80g</td>
<td>160 %</td>
</tr>
<tr>
<td>Vitamin D 0.24mcg</td>
<td>1 %</td>
</tr>
<tr>
<td>Calcium 333.58mg</td>
<td>26 %</td>
</tr>
<tr>
<td>Iron 17.96mg</td>
<td>100 %</td>
</tr>
<tr>
<td>Potassium 122mg</td>
<td>3 %</td>
</tr>
</tbody>
</table>

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.
At Home
Now that you know how to make meals more nutritious, you can help your family plan meals at home. Choose meals you and your family regularly eat. Look to see how you can alter them to make them healthy meals.

Congratulations! You have now completed the first unit of the Intermediate Project Area Guide for Nutrition, Health and Fitness. You are now ready to move on to the second unit, Health.
References


[www.nutritionvalue.org/nutritioncalculator.php](http://www.nutritionvalue.org/nutritioncalculator.php)


Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development. University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating. UT Extension provides equal opportunities in programs and employment.