

SKILLS FOR LIFE

SESSION 1

Suggested Agenda

9:00 a.m.	Welcome and Introductions
9:05 a.m.	Stand Up, Sit Down/People's Choice Awards
9:35 a.m.	Session Overview
9:50 a.m.	Needs Assessment: Charting Our Course
10:20 a.m.	Break
10:25 a.m.	Food and Nutrition Basics: The Big 7
11:25 a.m.	Food and Nutrition Basics: The Great Pyramid
12:05 p.m.	Cooking Demonstration: English Muffin Pizza
12:20 p.m.	Lunch
1:00 p.m.	This is Your Life; Survey
1:30 p.m.	Closing and Evaluations

<u>Materials</u>	<u>Handouts</u>
Flipchart Paper or Blackboard	H1 People's Choice Awards
Markers or Chalk	H2 Session Agenda
Handouts (1 - 10)	H3 Charting Our Course
Pencils	H4 The Food Game
Food items or pictures of items (optional)	H5 Variety, Balance & Moderation
Participant Notebooks	H6 English Muffin Pizza
	H7 So What Do You Want To Do With Your Life?
	H8 Goals Worksheet
	H9 Participant Survey
	H10 Food Guide Pyramid

SKILLS FOR LIFE

TRAINING GUIDE

Participant Objectives and Activities: Successful participants will be able to:

1. Identify the names and characteristics of other Club participants.

- **Conduct "Stand Up, Sit Down" activity.** As you read out loud the characteristics listed below, participants stand up (or raise hands) when a characteristic applies to them. This allows participants to see the diverseness and similarities of the group. *(Time: 10 min.)*

Characteristics:

1. *Born and raised in . . . ?*
2. *Only child, 1 brother/sister, 2 b/s, 3 b/s, more than 5 b/s?*
3. *Has 1 child, 2 children, 3, 4, more than 5?*
4. *Married?*
5. *Like to watch soap operas?*
6. *[Local Sports team] fan?*
7. *Want to have 12 children?*
8. *Like lima beans?*
9. *Have grandchildren?*
10. *Are between 20 - 30 years old; between 30 - 40 years old; 40 - 50 years old; etc.?*

- **Participants individually complete People's Choice Awards (Handout 1).** (10 min.) Participants then divide into pairs to discuss their answers and introduce themselves. (10 min.) This activity might be modified in several ways. The group could develop items they want to learn about each other and include them on the list. If writing skills are a problem, participants could simply meet and discuss answers with a partner. *(Time: 20 min.)*

(Transition): "As you can see, you represent a wide variety of both similar and different experiences and characteristics. In order to learn and get the most out of each Club session and from each other, we need to have some specific rules and procedures. Let's talk about those now."

2. Describe goals, procedures, and rules for Club sessions and identify specific goals and objectives for this session.

- **Explain the role of your agency in sponsoring the Club.** Acknowledge different reasons that people may be attending. Discuss and develop session procedures,

rules, and expectations: for example, attend sessions on time, maintain confidentiality, and provide constructive feedback. List them on a flipchart and post them at each session. Discuss other important logistical matters such as the location of bathrooms and transportation availability. Post this session's goals and objectives (that are listed below) on a flipchart or blackboard and explain them. The goals will remain the same each session but the objectives will change. Provide participants with a **Session Agenda (Handout 2)**. You might provide participants with some type of folder or notebook for their handouts so that they could bring them to each session. *(Time: 15 min.)*

GOALS:

1. Enjoy ourselves.
2. Become healthier and happier.
3. Learn More About (LMA) food, nutrition, and cooking.
4. LMA other issues of interest.

OBJECTIVES:

1. Identify 5 topics/issues of interest to you.
2. Define nutrition and the seven dietary guidelines.
3. Identify and describe the main food groups.
4. Identify the steps in preparing English Muffin Pizza.

(Transition): "I want to include your ideas and suggestions in the Club. What kinds of things would you like to discuss in future sessions? Is there something you would like to learn more about? This is your Club. Now is the best time for you to make suggestions."

3. Describe individual learning needs and areas of interest by completing a written needs assessment.

• **Distribute the Needs Assessment to each person (Handout 3); explain its purpose and what is meant by each item. Participants can complete the survey individually or in pairs – Literacy issues may require this to be done orally or w/ staff or volunteers. (25 min.) Collect the surveys and ask individuals for any additional comments. (5 min.) Tell them you will report on the results at the next Club meeting.** To stimulate discussion, you might place participants in pairs and ask them to come up with two questions they want to answer about a particular topic (e.g., nutrition). *(Time: 30 min.)*

(Transition): "You have had a chance to think about things that you would like to see included in future Club sessions. Learning more about nutrition is one of our main goals. Therefore, we are going to spend some time discussing the basics of good nutrition."

4. Define nutrition and identify characteristics and principles of good nutrition.

• (Optional Icebreaker): Go to each participant and have them state to the group their first name and a food that they like that begins with the same first letter. (Example: "My name is Jack and I like jelly.").

- Give a dictionary definition of nutrition (e.g., the act or process of being nourished.) Participants complete this statement: "*When I don't eat right I.....*". Use answers to generate discussion about good nutrition. (10 min.)

(Transition): "The U.S. Department of Agriculture (USDA) has developed some basic rules for good nutrition. But before we talk about their rules, I would like to have some fun and see how many of these true/false questions about good nutrition you can answer correctly. These are all things that we are going to be discussing today and in future Club sessions so don't worry if you don't know the answer. Just guess. I'm giving you 5 minutes to complete it."

5. Identify and describe the seven basic USDA dietary guidelines.

- To increase interest in the topic, participants individually complete The Food Game (Handout 4). Assign half of the room questions 1-7 and the other half 8-14. Point out again that all these topics will be discussed in more depth in this and future sessions. Do not discuss the answers at this time. This may have to be done orally if there are Literacy issues. (5 min.)

- Describe seven basic USDA dietary guidelines to participants in a large group. Give participants Handout 5 describing the guidelines. Difficult terminology in the guidelines needs to be reviewed with participants. (20 min.)

- Eat a variety of foods.
- Balance the food you eat with physical activity -- maintain or improve your weight.
- Choose a diet with plenty of grain products, vegetables, and fruits.
- Choose a diet low in fat, saturated fat, and cholesterol.
- Choose a diet moderate in sugars.
- Choose a diet moderate in salt and sodium.
- If you drink alcoholic beverages, do so in moderation.

- Compare answers in a large group from the Food Game given to participants earlier; use information from the dietary guidelines to help participants get the right answer. (10 min.)

- Have participants make a list of the five foods they eat most frequently. (5 min.) As a group, discuss how well they match up with the guidelines. (10 min.)

- Have participants keep a diary for 1 week of foods they eat each day. They bring the diary to the next session and the healthiness of their diet could be examined and discussed.

(Transition): "We have discovered that we know some things about good nutrition, but also that we have some things to learn. One of the questions you may have had problems with was the one about food groups. Most of you probably remember the basic food groups from school. Recently, the USDA has changed these groups into a Food Pyramid. Now we are going to discuss these changes and the Food Pyramid."

6. Identify and describe the basic food groups and components of the USDA Food Pyramid.

- In a large group have participants name the kinds of foods they ate at dinner last night. On a flipchart place the foods into lists based on the food group they are in. Don't tell participants how you are grouping them. (5 min.)
- Give participants a copy of the Food Pyramid (Handout 10) and discuss the information that it conveys including food groups and serving size. Compare it with what they said they ate at dinner last night and have them title the different lists you made with the appropriate group name. Review the Pyramid in the context of the 7 dietary guidelines. Participants could be provided with a copy of the Pyramid (sealed in plastic with a magnet attached) to hang on their refrigerator. A copy or poster of the Pyramid should also be displayed at each session. (20 min.)
- Have participants sort food pictures or actual food items into different food groups.
- Describe how basic dietary guidelines may differ for specific groups such as pregnant women, children, teens, or the elderly.

(Transition): "You seem to have a good understanding of the food groups. As we discuss today's menu item, I want you to think about the food groups that it represents."

7. Describe the procedures for preparing a recipe item and prepare the meal at home.

- Discuss the ingredients, equipment, and procedures for preparing the menu item (Handout 7). Discuss substitutions, variations, and any other pertinent information. Discuss food groups represented. (Time: 15 min.)

(After Lunch Initiator): "We discussed some session goals and objectives earlier in the day. Now I want you to take some time and think about one objective or goal that you would like to accomplish."

8. Identify and describe the characteristics of good goals and write one objective and a plan to achieve it.

- Summarize the text on Handout 8 for participants. Describe the process of setting goals, designing strategies to achieve them, and evaluating them to see if they have been accomplished. List a goal you want to accomplish in the next month, the steps you will take to achieve it, and how you will evaluate if you have attained it. Discuss with participants. Individuals can give examples of things they have accomplished in their life and tell how they did it. (15 min.)
- Give participants Handout 9 and describe its structure. Have participants write a goal, the steps to achieving it, and how they will evaluate it; this may have to be done orally - walk around the room and assist them as needed. Explain that you will keep this copy for them to review at the next Club meeting to see how they made

out. Give them a photocopy or have them make a second copy to take with them. Remind participants that good objectives are specific, measurable, attainable, and realistic. (15 min.)

(Optional Transition): "I want you to take some time now to complete a confidential questionnaire. This information will help me learn more about you and determine if there are additional ways that we may be able to work together." Explain that you may be able to provide one-on-one help for specific needs.

9. More specifically identify the personal needs of participants for case management and other purposes.

- **Background:** Depending on the nature of the relationship between the trainer and participants, resource availability, and the amount of participant information previously gathered, trainers may desire more information. This information would allow more directed and specific assistance to participants: for example, case management might be provided. Potential areas of interest include their relationship with their children, employment history, health, economics, nutrition, recreation and social activities, support systems, etc. A sample survey has been included (Handout 10). Participants might first be asked to complete the survey to the best of their ability (outside the session). The trainer could then meet with each person either in person or by telephone to clarify answers and complete any unanswered questions. Some of the information may have already been collected in the referral/application process. Please make it clear to participants that the Survey is not obligatory for participation, that information disclosed on the Survey is confidential, that it is collected in order to assist them, and that it will not be shared without their consent.

- Give a copy of Handout 10 to participants. Explain it to them and make arrangements to review their answers in the future. (10 min.)

(Transition): "You have had an opportunity to set some personal goals; now let's review the goals and objectives we set for today's session to see if we accomplished them." Read the goals and objectives out loud and solicit comments.

10. Participant Evaluation.

- Participants complete a written evaluation of the session. Use other evaluation/closing exercises as time permits. (Time: 20 min.)

PEOPLE'S CHOICE AWARD



Directions:

Complete the statements below. If you can't think of an answer right away, skip it and go to the next statement.

1. My favorite food is

2. The best movie I have ever seen is

3. The TV program I like the best is

4. If I could go anywhere in the world, I would go to

5. My favorite time of the year is

6. If I could meet any person, I would choose

7. When I was a child, my favorite fun thing to do was

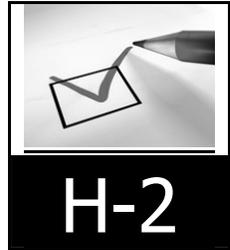
8. My biggest pet peeve is

9. One thing I am particularly proud of is

10. I learn best by

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SESSION AGENDA



PEOPLE'S CHOICE AWARDS

Learn more about other Club members.

OVERVIEW OF THE SESSION

CHARTING OUR COURSE

Think about topics you would like to learn more about at future Club meetings.

FOOD AND NUTRITION BASICS

How healthy is your diet? What are the main food groups? We will answer these questions and more.

THE COOK'S CORNER

Learn how to use English Muffins to prepare English Muffin Pizza.

LUNCH

Try it. You'll like it.

THIS IS YOUR LIFE

Set a personal goal to accomplish.

CLOSING AND EVALUATION

NEXT CLUB MEETING IS ON

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CHARTING OUR COURSE

Directions: Circle five topics on the list below that you would like to learn more about. If there are topics you would like to learn about that are not listed, write them in number 11. Put a check mark next to **two** issues you have circled that interest you the most. Finally, complete the two sentences at the bottom of the page.

1. How to maintain good health for myself and my family.
2. Learn more about nutrition and food preparation .
3. How to improve communication with my family or friends.
4. How to handle conflicts with my family, friends, and others (i.e., boss, landlord).
5. How to build good relationships with my children through activities and communication.
6. How to budget my money so it goes further each month.
7. How to get more for my money when I shop for food and other items.
8. How to locate community services that might be useful to me.
9. Ways to further my education or career.
10. Other: (List other issues that you would like to learn about.)

11. Complete these sentences:

- I would most like to learn more about

- I have the most trouble

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THE FOOD GAME



FACT OR FICTION?

Directions: Put "T" for true or "F" for false by each statement.

- ___ 1. Avoid eating a variety of foods because it makes digestion difficult.
- ___ 2. To lose weight, we must use up more food calories than we eat.
- ___ 3. Most Americans get about one-half of their total calories from fatty foods.
- ___ 4. Vegetables and whole-grain breads are good sources of fiber.
- ___ 5. Most Americans get just enough sugar in their diet.
- ___ 6. Most Americans eat too much salt.
- ___ 7. Alcohol can cause many health problems if people drink to excess.
- ___ 8. Nonfat milk has fewer nutrients than low-fat and whole milk.
- ___ 9. One serving of meat is about the size of a dinner plate.
- ___ 10. Unit cost is the best way to compare the costs of any food item.
- ___ 11. Darker green vegetables usually have a greater quantity of Vitamin A.
- ___ 12. Most refrigerated items can remain at room temperature for up to 3 hours without any risk of harmful effects.
- ___ 13. Items advertised as salt-free have no salt in them.
- ___ 14. There are four main food groups: fruit, vegetables, dairy, and meat.

Answers: 1) F, 2) T, 3) T, 4) T, 5) F, 6) T, 7) T, 8) F, 9) F, 10) F: for meat it's cost per serving, 11) T, 12) F - 2 hrs., 13) F - insignificant amount, 14) F - need to add grains.

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VARIETY, BALANCE & MODERATION



Keys to a Healthful Diet

A healthful diet provides variety and is moderate in fat, sugars, and sodium. But it doesn't mean no-fat, no-sugar, no-sodium, no-fun meals! If you sometimes eat foods that are higher in fat, sugars, or sodium, balance them during the day with other foods that are lower. It's your total diet that counts. Here are just a few tips for helping you choose foods for a healthful diet.

Eat a variety of foods from all of these groups daily:

- Breads, cereals, and other grain products, including whole-grain types such as whole-wheat bread, brown rice, and oatmeal.
- Fruits, including citrus, melon, berries, and types with edible skins.
- Vegetables, including dark-green leafy, deep-yellow, and starchy types such as potatoes, corn, and dry beans and peas.
- Meat, poultry, fish, and alternates (eggs, dry beans and peas, nuts, and seeds).
- Milk, cheese, and yogurt.

Maintain or improve your weight:

- Choose a variety of foods that provide needed nutrients at a calorie intake right for you.
- Go easy on foods that supply mainly calories --sugars, sweets, fats and oils, and foods high in sugars and fats.

Choose a diet low in fat, saturated fat, and cholesterol:

- Choose lean meat, fish, poultry, and dry beans and peas as protein sources.
- Use skim or low-fat milk and low-fat cheese and yogurt.
- Use egg yolks and organ meats in moderation.
- Use fats and oils in moderation, especially those high in saturated fat, such as cream, lard, and butter.
- Use only moderate amounts of foods high in fat, such as deep-fat-fried foods.
- Trim fat from meats and remove skin.

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

- Choose foods that are good sources of starch--breads, cereals, pasta, rice, dry beans and peas, and vegetables such as potatoes, corn, and lima beans.
- Choose foods that are good sources of fiber, such as whole-grain breads, cereals, and pasta; vegetables and fruits; dry beans and peas.

Choose a diet moderate in sugars:

- Use less of all sugars--table sugar, brown sugar, corn sweeteners, syrups, honey, and molasses.
- Eat less of foods high in sugars, such as prepared baked goods, candies, sweet desserts, soft drinks, and fruit-flavored punches and ades.
- Eat fresh fruits, unsweetened frozen fruits, or canned fruits packed in water, juice, or light syrup.
- Cut back on the amount of sugars used in recipes.

Choose a diet moderate in salt and sodium:

- Cook without salt or with only small amounts of added salt. This includes seasoned salts (such as garlic or onion salt), as well as table salt.
- Flavor foods with herbs, spices, vinegar, or lemon juice.
- Limit use of high-sodium condiments (soy sauce, steak sauce, catsup), pickles and relishes and salty snacks.
- Use only moderate amounts of cured or processed meats, most canned vegetables and soups.
- Try 'low-sodium' or 'reduced-sodium' products. They are lower in sodium than regular versions of the same products.

Source: USDA, Food and Nutrition Information Service.

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ENGLISH MUFFIN PIZZA



H-6

INGREDIENTS:

English Muffins

Pizza or Tomato Sauce

Cheese Slices or Mozzarella Cheese (can use Soy/Veggie cheese)

Optional Toppings: sliced mushrooms, onions, peppers, pepperoni, etc.

EQUIPMENT:

Baking Sheet/Cookie Sheet

Tablespoon (Serving spoon will work.)

Spatula

DIRECTIONS:

1. Preheat oven to 400°.
2. Cut or tear English Muffins in half and place them on a cookie sheet.
3. Spread a spoonful of pizza or tomato sauce on each muffin half.
4. Add toppings.
5. Top each half with a slice of cheese or shredded Mozzarella cheese.
6. Bake for approximately 8 to 10 minutes until hot and bubbling.
7. Remove from oven.
8. Cool slightly before serving.

CAUTION: Make sure to cool even more for young children because the cheese is very hot.

9. Enjoy!

Source: Various; Collected by the Cooperative Extension Service of the University of Maryland System.

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SO WHAT DO YOU WANT TO DO WITH YOUR LIFE?



Setting personal goals helps us plan to do things that are important to us. We can achieve some short-range goals over a shorter period of time such as a week. Other goals may be long-range and take a longer period to accomplish.

When you set a goal try to be as specific as possible since it is easier to plan a specific goal than a broader one. Look at these examples:

- *Example of a broad goal:* To exercise more.
- *Example of a specific goal that is more helpful:* To exercise 3 times a week for 30 minutes over the next month.

Once you set a specific goal, you need to develop a step-by-step plan to do it. This includes figuring out the resources such as money that you will need and how you will get them. For example, steps to make our exercise goal could be to:

1. Schedule an appointment with the doctor this month.
2. Get a physical from the doctor and an "okay" to start exercising.
3. Learn more about exercise and decide which type of exercise(s) we want to do.
4. Decide which days of the week would be easiest for us to exercise, and
5. Start exercising.

You also need to figure out how you are going to tell when your goal is accomplished. In our example, we could note on a calendar when and how long we exercise, then check it at the end of the month to see if we made our goal.

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GOALS WORKSHEET



H-8

What do you want to do?	How are you going to do it?	How will you know when you have done it?
Date:		
Date:		
Date:		

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H-9

PARTICIPANT SURVEY

Name: _____ Date: _____

RELATIONSHIP WITH CHILDREN

Q-1. Do you have any children that do not live in your household?
If yes, what are their names and ages?

Q-2. How would you describe your relationship with your children? (circle one)

Very Good Good Average Fair Poor

Q-3. If you have children in school, how would you rate their performance in school?

Very Good Good Average Fair Poor

EMPLOYMENT HISTORY

Q-4. If you are currently employed, what do you do?

Q-5. If you have worked in the past, what type of jobs have you had, and why did you leave your last job?

Q-6. Please list any job training you have received.

Q-7. Please list any job training you are interested in receiving.

HEALTH

Q-8. How would you rate your overall health at the current time? (circle one)

Very Good Good Average Fair Poor

Q-9. Does your health limit your ability to work or engage in any other activities?
If yes, how?

Q-10. How would you rate the overall health of your children? (circle one)

Very Good Good Average Fair Poor

Q-11. Please describe any serious health problems that your children have.

ECONOMICS

Q-12. For each benefit program listed below, indicate whether you currently use the program (1), have used the program in the past (2) or have never used the program (3). Write in a 1, 2, or 3 in front of each program listed.

____ TANF ____ SSI/SSDI ____ FOOD STAMPS ____ WIC
____ MEDICAID ____ UNEMPLOYMENT ____ ENERGY ASSISTANCE

Q-13. If you have ever needed assistance with food, which people or places listed below have you gone to for help? Put a check mark beside each one you have used.

____ Department of Social Services ____ Other Agency

____ Family Member ____ Church or Minister

____ Friend ____ Salvation Army

____ Neighbor ____ Food Pantry

____ Other (Specify) _____

Q-14. Do you currently use a budget to manage your family's finances? (circle one)

Yes No

NUTRITION

Q-15. How many times a week does your family eat dinner together?

Q-16. How many of these nights do you cook a meal?

Q-17. On a scale from 1 to 10 (10 being the highest), how would you rate your cooking skills?

RECREATION AND SOCIAL ACTIVITIES

Q-18. What, if anything, do you do as a family for recreation? And how often?

Q-19. Are you a member of any clubs or organizations, or do you belong to a church, synagogue, or mosque? _____ If yes, please list them:

Q-20. Regarding the groups listed in Q-19 (if any), how many meetings do you attend a month?

Q-21. Do you volunteer anywhere? _____ If yes, where? _____

Q-22. Do you have anyone that you can talk with about private matters and that you can call on for help? Who?

Q-23. How often do you visit with the people mentioned in question 22? _____

Q-24. Are there days when you do not leave the house at all? _____

Q-25. If yes (Q-24), about how many days a week? _____

Q-26. Please list what you consider to be your greatest strength or strengths.

Q-27. Please list what you consider to be your strongest weakness or weaknesses.

For the following statements, please circle whether you often (O), sometimes (S), or never (N) feel this way

I feel that I'm not a part of things	O	S	N
I feel somewhat apart even among friends	O	S	N
I feel forgotten by friends	O	S	N
At times, I feel that I am a stranger to myself	O	S	N
I just can't help feeling that my life is not very useful	O	S	N
I feel very lonely or remote from other people	O	S	N
I feel depressed or very unhappy	O	S	N
I feel bored	O	S	N
I feel so restless I can't sit long in a chair	O	S	N
I feel vaguely uneasy about something but don't know why	O	S	N

For the following statements, please circle the answer that best describes how you feel about that statement:

S-1. Many times I feel that I have little influence over the things that happen to me.

1) Strongly Agree 2) Agree 3) Don't Know 4) Disagree 5) Strongly Disagree

S-2. I feel that I am just as good as other people.

1) Strongly Agree 2) Agree 3) Don't Know 4) Disagree 5) Strongly Disagree

S-3. When I make plans, I am almost certain that I can make them work.

1) Strongly Agree 2) Agree 3) Don't Know 4) Disagree 5) Strongly Disagree

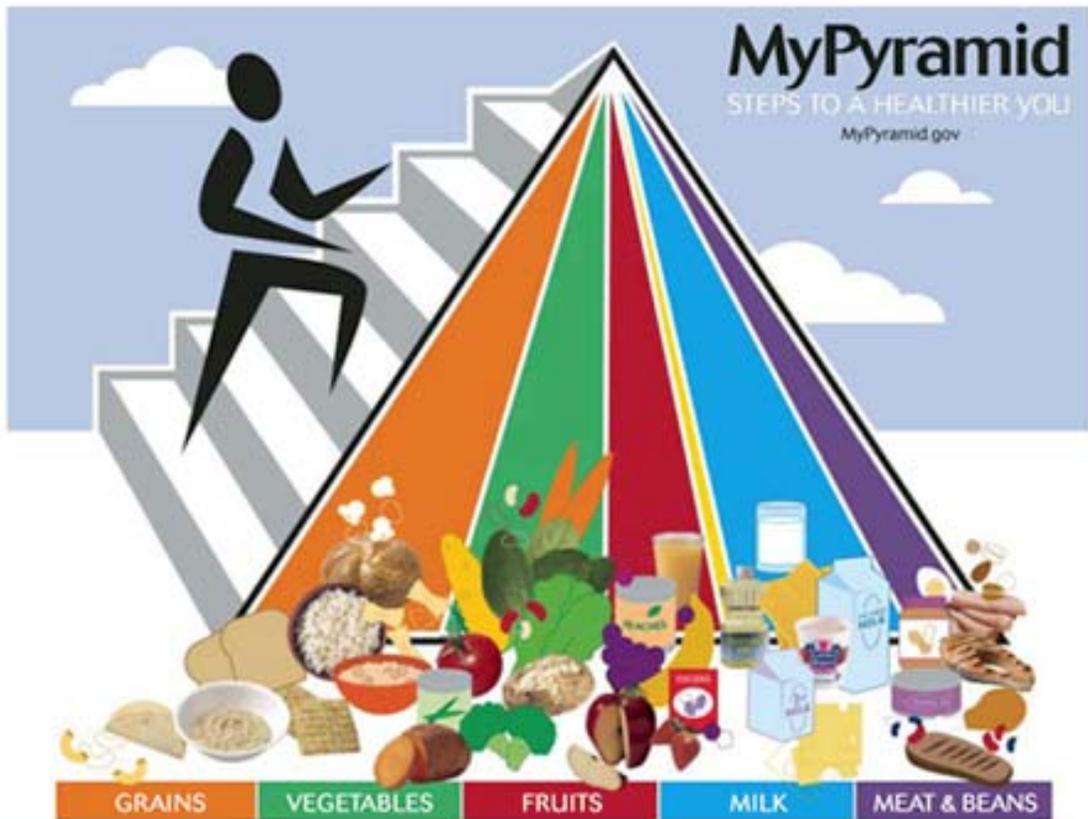
S-4. I feel that I am just as good as other people.

1) Strongly Agree 2) Agree 3) Don't Know 4) Disagree 5) Strongly Disagree

S-5. There's not much use trying to "get anywhere" in this life.

1) Strongly Agree 2) Agree 3) Don't Know 4) Disagree 5) Strongly Disagree

Adapted from: Maryland Food Committee, Baltimore, MD.



MyPyramid

STEPS TO A HEALTHIER YOU

MyPyramid.gov

GRAINS	VEGETABLES	FRUITS	MILK	MEAT & BEANS
GRAINS Make half your grains whole	VEGETABLES Vary your veggies	FRUITS Focus on fruits	MILK Get your calcium-rich foods	MEAT & BEANS Go lean with protein
Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day 1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta	Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens Eat more orange vegetables like carrots and sweetpotatoes Eat more dry beans and peas like pinto beans, kidney beans, and lentils	Eat a variety of fruit Choose fresh, frozen, canned, or dried fruit Go easy on fruit juices	Go low-fat or fat-free when you choose milk, yogurt, and other milk products If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages	Choose low-fat or lean meats and poultry Bake it, broil it, or grill it Vary your protein routine – choose more fish, beans, peas, nuts, and seeds

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day	Eat 2 1/2 cups every day	Eat 2 cups every day	Get 3 cups every day, for kids aged 2 to 8, it's 2	Eat 5 1/2 oz. every day
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Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or more days.

Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNP-15

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