

SOLUTIONS FOR WELLNESS GROUP PROGRAM

Nutrition, Wellness, and Living a Healthy Lifestyle

Instructor's Notes



NUTRITION, WELLNESS, AND LIVING A HEALTHY LIFESTYLE

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Nutrition, Wellness, and Living a Healthy Lifestyle

Goals for This Workbook:

After completing this workbook, individuals will be familiar with:

1. Health problems that can be reduced or avoided with a healthy diet and lifestyle
2. Dietary Guidelines for Americans — guide to good health
3. How to set goals and achieve them
4. Appropriate serving sizes
5. How to develop support systems to maintain a healthy diet and lifestyle
6. Ways to reduce food costs

NOTE TO INSTRUCTOR:

Duplicate the Knowledge Assessment (pre/post test) and have your clients complete it before starting this workbook. This will help you identify the subject areas in which your clients may need more help. When they have completed the workbook, have your clients complete the same Knowledge Assessment again, so you can measure how much they have learned and identify subject areas that may require review. You will find the Knowledge Assessment at the end of these Instructor's Notes.

Additionally, you may want to design an award or certificate to be given to clients who show substantial learning or achievement. This may not be appropriate for all clients. However, for some it may help motivate them to work harder and learn the material.

PAGES 2-3

Section Objectives:

After reading this section, individuals will be able to:

- Understand the concept of wellness.
- Understand the role that nutrition plays in wellness.

Suggested Approach:

After the pages are read aloud (ask for client volunteers to read), have clients complete the questions.

- Have each individual share a definition of wellness or have clients give one adjective that describes wellness.
- Ask the clients to identify common words, themes, and characteristics in the definitions. Turn these commonalities into a class definition. You may want to display this class definition on a dry marker board or on a homemade banner attached to the wall. Referring to this definition throughout the course will be helpful.
- Ask each individual to relate how nutrition can affect wellness. Discuss the effects of both good nutrition and bad nutrition.
- Discuss the objectives of the material. Ask clients if they want to add any goals/objectives.

Potential Problem:

Clients may be hesitant to read aloud.

Suggested Response:

You may begin by reading a paragraph. Then ask client to read the next paragraph.

Some clients may experience blurred vision or dry mouth from medications. These side effects can make reading aloud difficult. To alleviate dry mouth, clients may be allowed to bring water into the class. Encourage participation, but recognize that some clients may not be able to read at all.

PAGES 4-7

Section Objectives:

After reading this section, individuals will be able to:

- Identify health problems directly related to poor dietary habits.
- Determine a healthy target body weight.
- Understand the components of the diet (excess fat, sugar and sodium) that can lead to disease and why.

Suggested Approach:

- Discuss with the group if they or anyone they know is dealing with any of the identified health problems.
- Ask what kind of limitations any of these problems might place on someone.
- Have participants determine their own target weights.

Potential Problem:

An individual may be embarrassed to discuss weight issues in class.

Suggested Response:

1. Provide reassurance that participants will not be forced to talk about their weight.
2. Offer individual counseling with a dietitian to anyone who wants to discuss weight issues in private.
3. Suggest that weight management is just one of many benefits that can come from a healthy diet.

SPECIAL ADDENDUM TO PAGES 4-5

Information about Body Mass Index (BMI) does not appear in the patient workbook, but the instructor may choose to discuss and/or demonstrate BMI calculations with the group. Pages 2-a and 2-b contain details and background information about BMI. If participants understand the concept of BMI, the instructor may copy and distribute the Body Mass Index Table found on Page 2-c.

Body Mass Index (BMI)

BMI: Is your weight affecting your health? Find out if your Body Mass Index (BMI) category puts you at risk for health problems.

In 1998, the National Heart, Lung and Blood Institute (NHLBI) released the first federal guidelines on the identification, evaluation, and treatment of overweight and obesity in adults. The guidelines created a new way to determine if a person is at a healthy weight. The calculation, called Body Mass Index (BMI), is a measure which tells a person if their weight is appropriate for their height. In general, the higher the BMI, the greater the risk of developing additional health problems.

Using BMI, there are several categories:

BMI less than 18.5 = underweight

BMI of 18.5 to 24.9 = normal weight

BMI of 25 to 29.9 = overweight (believed to be associated with moderate health risks)

BMI of 30 or more = obese (believed to carry high risk for a number of health problems)

BMI is calculated using the following formula:

Weight in kilograms divided by Height in meters squared

Or we can use this formula:

WEIGHT in pounds, divided by HEIGHT² (in inches squared)

Take that number, and multiply it by 704.5

The answer is your BMI

Example of BMI calculation:

Jane weighs 165 pounds and is 5 feet 5 inches tall

5 feet 5 inches tall is the same as 65 inches

Jane's height² is 65 inches multiplied by 65 inches, which is 4225.

Put those values into the formula to find Jane's BMI:

165 divided by 4225, then multiply that number by 704.5 = BMI of 27.5

Jane falls into the "overweight" category.

Now calculate your BMI:

Your weight in pounds is _____

Your height in inches is _____

Multiple your height inches by itself _____

Put your numbers into the formula, and use a calculator to figure out your BMI:

_____ (weight in pounds) divided by _____ (height, inches²),

then multiply that number by 704.5 = _____ which is your BMI.

You may find it easier to use the Body Mass Index Table

You can find your BMI by using the Body Mass Index Table on the next page (Page 2-c). To use the table, you need to know your height rounded off to the nearest inch, and your weight rounded off to the nearest pound. First find your height in the far left-hand column which is labeled "Height (inches)" then move across the line to find your weight. Look at the top of that column to find the BMI number for your height and weight.

Example:

Mary is 5 feet, 3 inches tall, which is 63 inches. She weighs 151 pounds.

In the far left-hand column, find 63; then follow that line across until you find 151 (152 is the closest number).

The number at top of that column is 27. Mary's BMI is 27, which falls in the "overweight" category.

If she weighed 169 pounds, find her BMI _____ What is that category? _____

If she weighed 231 pounds, find her BMI _____ What is that category? _____

If Mary wants to lose weight to be in the "normal" category, what is her target weight?

[Answer: highest BMI in normal category is 24; for 63 inches, target weight would be 135 pounds.]

Use the Body Mass Index Table to find your BMI:

What is your BMI? _____

What category do you fall under? _____

(underweight, normal, overweight, obese, or extreme obesity)

For your height (in inches), follow that line across to the BMI column of 24 (the highest BMI for the normal category). What is your target weight if you want your BMI to be 24?

Body Mass Index Table

	Normal						Overweight					Obese					Extreme Obesity																			
BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Height (inches)	Body Weight (pounds)																																			
58	91	98	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167	172	177	181	186	191	196	201	205	210	215	220	224	229	234	239	244	248	253	258
59	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173	178	183	188	193	198	203	208	212	217	222	227	232	237	242	247	252	257	262	267
60	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179	184	189	194	199	204	209	215	220	225	230	235	240	245	250	255	261	266	271	276
61	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185	190	195	201	206	211	217	222	227	232	238	243	248	254	259	264	269	275	280	285
62	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191	196	202	207	213	218	224	229	235	240	246	251	256	262	267	273	278	284	289	295
63	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197	203	208	214	220	225	231	237	242	248	254	259	265	270	276	282	287	293	299	304
64	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204	209	215	221	227	232	238	244	250	256	262	267	273	279	285	291	296	302	308	314
65	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	216	222	228	234	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
66	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216	223	229	235	241	247	253	260	266	272	278	284	291	297	303	309	315	322	328	334
67	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223	230	236	242	249	255	261	268	274	280	287	293	299	306	312	319	325	331	338	344
68	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230	236	243	249	256	262	269	276	282	289	295	302	308	315	322	328	335	341	348	354
69	128	135	142	149	156	162	169	176	182	189	196	203	209	216	223	230	236	243	250	257	263	270	277	284	291	297	304	311	318	324	331	338	345	351	358	365
70	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	250	257	264	271	278	285	292	299	306	313	320	327	334	341	348	355	362	369	376
71	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250	257	265	272	279	286	293	301	308	315	322	329	338	343	351	358	365	372	379	386
72	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258	265	272	279	287	294	302	309	316	324	331	338	346	353	361	368	375	383	390	397
73	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265	272	280	288	295	302	310	318	325	333	340	348	355	363	371	378	386	393	401	408
74	148	156	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	280	287	295	303	311	319	326	334	342	350	358	365	373	381	389	396	404	412	420
75	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	287	295	303	311	319	327	335	343	351	359	367	375	383	391	399	407	415	423	431
76	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287	295	304	312	320	328	336	344	353	361	369	377	385	394	402	410	418	426	435	443

Source: Adapted from Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report.

PAGE 8

Section Objectives:

After reading this page, individuals will:

- Understand why the Dietary Guidelines for Americans were developed.
- Be able to state the 3 components of physical health.

Suggested Approach:

- List the reasons the guidelines were developed.
- List the 3 components of physical health (nutrition, relaxation, and exercise) and explain how problems in one area can affect the other areas.
- Have a discussion about why we cannot eat everything we want to.

PAGES 9-13

Guideline #1: Eat a Variety of Foods

Section Objectives:

After reviewing this section, individuals will:

- Be able to explain why the Food Guide is in the shape of a pyramid and how the Food Guide Pyramid relates to healthy eating habits.
- Know how to place foods in the appropriate food group.
- Identify proper serving sizes for foods from each food group.
- Understand that eating a varied diet helps ensure that we are obtaining adequate vitamins and minerals from our food.

Suggested Approach:

- Take a few minutes to describe the food pyramid and how it is organized. Compare it to the old Basic Four food groups and focus on how the Food Pyramid puts the proper emphasis on the food groups.
- Ask clients to list foods that belong in each food group in the pyramid (e.g., name some types of grains and cereals). Have a client be the scribe and write the list on a large sheet of paper or dry marker board.
- Bring in a variety of old magazines with food pictures and advertisements. Have the group cut out the food pictures and make a Food Pyramid collage. Individuals can make their own collages on poster board. If it is a very small group, they can all collaborate and make one poster.
- Allow the clients time to answer the questions on pages 12–13, then review the answers with the group.

- Ask a client to tell what he/she had for dinner last night. Then ask the class to determine what food groups were represented in that meal. Which ones were missing? Did the client get those at another time during the day?
- Emphasize that there is not a perfect food that can give a person all the nutrients that are needed. Therefore, we all must eat a variety of foods in order to have a healthy diet.
- Alternate activity: Give each group participant a piece of paper with a blank Food Pyramid on it. Take the group on a field trip to a grocery store and let them fill in the blanks of the food pyramid with foods they would actually purchase. This activity can also be combined with food budgeting and unit pricing activities, which will be covered later in the workbook.

Potential Problem:

Without proper planning, a large group may cause disruptions in the grocery store.

Suggested Response:

Call the grocery store ahead of time and let them know the date and time you will be bringing the group through. It is best to go in small groups (3 to 5 people at most) or have at least 2 staff members if a larger group is going. Prepare the group ahead of time by: 1) giving rules for behavior in the grocery store; 2) clearly identifying the goals of the activity; and 3) assigning a “buddy system” pairing higher functioning individuals with those who are apt to need more supervision and/or assistance.

PAGE 14

Guideline #2: Balance the Food You Eat with Physical Activity — Maintain or Improve Your Weight.

Section Objective:

After reading this section, individuals will understand the balance between food intake and energy use through exercise.

Suggested Approach:

- Have a client read the text aloud.
- Use the following equations to further explain weight control.

calories in > calories burned = weight gain
calories in < calories burned = weight loss
calories in = calories burned = weight maintenance

- Ask clients to respond to the following equations by answering with weight gain, weight loss, or weight maintenance.

1. 358 calories in and 600 calories burned

Answer: Weight loss

2. 3256 calories in and 2227 calories burned

Answer: Weight gain

3. 2754 calories burned and 1589 calories in

Answer: Weight loss

4. 3357 calories burned and 3357 calories in

Answer: Weight maintenance

5. 1609 calories burned and 1200 calories in

Answer: Weight loss

- Ask clients to name ways to burn calories.
- Remind clients that they should talk to their doctor before starting or changing an exercise program.

PAGES 15-16

Guideline #3: Choose a Diet with Plenty of Grain Products, Vegetables and Fruits.

Section Objective:

After reading this section, individuals will understand what fiber is, why it is an important component of overall health, and how to increase their fiber intake with fruits, vegetables, and grains.

Suggested Approach:

- Have group members read this section aloud and fill out the list on page 16.
- Look at labels of foods from the same food group and compare their fiber content. For example, compare the fiber content of Cheerios® vs Raisin Bran®, white bread vs whole wheat bread, white rice vs brown rice.
- Point out the fiber content in grams and let participants combine foods to achieve the recommended 20 to 30 grams per day.
- Discuss the different types of fiber, the benefits of each type, and its food sources. Point out that foods high in fiber are usually high in vitamins and minerals too.

PAGES 17-18

Guideline # 4: Choose a Diet Low in Fat, Saturated Fat, and Cholesterol.

Section Objectives:

After completing this section, individuals will be able to:

- Define the terms fat, saturated fat, and cholesterol.
- Identify foods high in saturated fat and cholesterol.
- Understand how fat, saturated fat, and cholesterol affect the body.

Suggested Approach:

- Have the participants list foods they eat that they know to be high in fat and calories.
- Have them circle foods they eat more than 2 times per week that are high in saturated fat.
- Emphasize the fact that fat has twice the calories of an equal amount of protein or carbohydrates.

PAGE 19

Guideline #5: Choose a Diet Moderate in Sugars.

Section Objectives:

After completing this section, individuals will be able to:

- Look at a food label and be able to identify added sugars.
- Know health problems associated with too much sugar in the diet.

Suggested Approach:

- After bringing in a variety of food items or labels from home, participants should look for “hidden” names of sugar.
- Discuss ways to reduce the sugar content of the diet:
 1. Have fruit for dessert more often.
 2. Drink water instead of sodas.
 3. Add raisins or dates (in moderation) to your breakfast cereal instead of sugar.

PAGES 20-21

Guideline #6: Choose a Diet Moderate in Salt and Sodium.

Section Objectives:

After reading this section, individuals will:

- Know that a high salt diet may increase blood pressure.
- Know the recommended daily intake for sodium.
- Be aware of foods high in sodium that should be limited in the diet.
- Be able to list suggestions for reducing sodium intake.

Suggested Approach:

- Have the participants gather nutrition information from fast food restaurants. Let them add up the sodium content of their favorite fast food meal and see if it exceeds the recommended daily sodium intake.
- Have a taste test of low sodium products such as salt-free pretzels, reduced sodium popcorn, and crackers.
- Remind the group that salt is an acquired taste, and once salt intake is reduced, the craving for it will begin to subside.
- Discuss the exercises on page 21. Encourage participants to consider making some different choices to reduce sodium and sugars the next time they go grocery shopping.

PAGE 22

Guideline #7: Avoid Alcohol.

Section Objectives:

After reading this section, individuals will understand the health problems that can come from overuse of alcohol with medications. The possibility of avoiding alcohol completely will be considered.

Suggested Approach:

- Encourage participants to discuss any negative experiences they have had with alcohol.
- Have a doctor or pharmacist speak to the group about alcohol and medication interactions.
- Stress that alcohol is of no nutritional value to the body.

PAGES 23-24

Section Objectives:

- Participants will express an understanding of the amount of water the body needs to function optimally.
- Participants will express an understanding of the benefits of appropriate amounts of water in the diet.
- Participants will be able to discuss ways that they can increase the amount of water in their diet.

Suggested Approach:

Bring pitchers of ice water to class along with 8 oz paper cups. Before reading this section, ask one participant to pour out the amount of water that the group thinks should be taken each day. According to the answer given, pour more cups or take cups away. When completed, distribute the cups of water to the participants to drink during class.

After reading this section together, discuss the following points:

- Emphasize the health benefits of drinking water. Discuss each benefit in detail to help participants accept the value of drinking water.
- Have a taste test of a variety of different waters that are available commercially. Discuss the benefits of drinking water instead of sodas.
- Have participants keep track of their fluid intake for 24 hours and see if they are drinking the right amount.

Potential Problem:

Psychogenic polydipsia, water loading or water intoxication is sometimes a problem for people with severe mental illness.

Suggested Response:

1. If the group includes clients with this problem, take time to explain that too much water can affect their illness and make it worse.
2. Ask clients who have a history of water intoxication to use the pitchers of water and/or cups to estimate how much liquid they drink each day. Then discuss the difference between the appropriate and inappropriate amount.

PAGES 25-30

Section Objectives

After reading this section, individuals will be able to:

- Identify components of their diets that need improving.
- Establish a goal for improving their health status.
- Identify barriers that are keeping them from reaching their goals.
- Develop an action plan to help them meet their goals.

Suggested Approach:

- Have individuals assess their nutritional status. Any identified areas for improvement can be used as goals for the goal sheet.
- Have the group fill out the goal sheet as instructed in this section. Encourage individuals to make their goals challenging but realistic and specific. This sheet can be used as an ongoing tool to help keep participants on track.
- Have the group fill out their weekly action plan sheets. Instruct them to bring the action plan sheets back to group each week to be checked for progress. As a motivator, give stars on the sheets for goals achieved.

PAGE 31

Section Objectives:

After reading this section, individuals will be able to list some concrete suggestions for improving their eating habits.

Suggested Approach:

- Ask participants to read the section aloud.
- Have the group come up with additional ways to improve eating habits.
- Make a list of these new strategies.

PAGE 32

Section Objectives:

After reading this section, individuals will:

- Discuss ways they can control their appetite.
- Identify healthy foods that help to reduce hunger.
- Recognize the difference between “mouth hunger” and “stomach hunger.”

Suggested Approach:

- Before having participants read this page, ask them to discuss ways they currently try to control their appetites. After reading this page together, ask participants to name other healthy ways to avoid unhealthy eating habits.

PAGES 33-35

Section Objectives:

After reading this section, individuals will be able to:

- Understand the benefits of careful shopping while staying within a limited food budget.
- Know some general tips for cutting food costs.
- Comparison shop for the best price by using “unit pricing.”

Suggested Approach:

- Arrange in advance for a field trip to a grocery store. Help participants read the unit pricing tags and compare values between similar products and brands. Work from a sample shopping list and have the group select products that fit within a preset budget.
- Encourage group participants to shop together or have a family member assist them as needed.

PAGES 36-37

Section Objectives:

After reading this section, individuals will:

- Understand the advantages of having some type of support system to help maintain a healthy lifestyle.
- Be aware of support systems available in the community.

Suggested Approach:

- Have participants share what has worked for them and encourage those with success stories to assist others.
- Assist individuals as needed in making contacts or developing support systems within the family.
- Wherever possible, take the group to visit locations and support facilities discussed in class.

PAGE 38

Options for Closure at the End of the Workbook:

- Turn to the Table of Contents and ask individuals to identify one main point per topic.
- Ask participants to summarize the main points in the workbook.
- Ask participants which sections were most helpful, and why.
- Ask participants to list one way they plan to change their diet to make it more healthy.

It is time to complete the Knowledge Assessment. Please note that the Knowledge Assessment that follows is an original document that will need to be duplicated for your use.

Knowledge Assessment — Nutrition (Healthy Lifestyles)

1. **Why must we eat?**
 - a. To be socially accepted
 - b. To gain fuel and energy to make our bodies run
 - c. To maintain unhealthy eating habits
 - d. None of the above

2. **How many servings of fruits and vegetables do we need each day?**
 - a. 1 – 3 and 1 – 3
 - b. 2 – 4 and 3 – 5
 - c. 3 – 5 and 2 – 3
 - d. 6 – 11 and 2 – 4

3. **How many servings of meats do we need each day?**
 - a. 1 – 3
 - b. 2 – 3
 - c. 3 – 4
 - d. 5 – 6

4. **One pound of body weight equals how many calories?**
 - a. 35
 - b. 350
 - c. 3,500
 - d. 35,000

5. Why is fiber important?
- a. Maintains proper bowel movement
 - b. Naturally alleviates constipation
 - c. Very filling
 - d. All of the above
6. Extra cholesterol is obtained from:
- a. Egg yolks
 - b. Meat
 - c. Higher fat milk products
 - d. All of the above

Answer the following questions True (T) or False (F)

- ____ 7. A commitment to living a healthy lifestyle can reduce the risk of chronic medical disease.
- ____ 8. A well-balanced diet alone can make you healthy.
- ____ 9. We should never eat foods that contain fat.
- ____ 10. Only animal fats can be saturated.
- ____ 11. The body does not make all the cholesterol it requires.
12. A major problem arising from eating a diet high in sugar is:
- a. Tooth decay
 - b. Sticky fingers
 - c. Bad breath
 - d. All of the above

13. How much salt does the average person need?
- a. 24 mg per day
 - b. 240 mg per day
 - c. 2,400 mg per day
 - d. 24,000 mg per day
14. Consumption of alcohol can lead to:
- a. Increased risk of stroke
 - b. Heart disease
 - c. Damage to the liver
 - d. All of the above
15. Which of the following is considered a serving of meat protein?
- a. 2 – 3 oz cooked fish
 - b. 2 Tbsp peanut butter
 - c. 1 egg
 - d. All of the above

Answer the following questions True (T) or False (F)

- _____ 16. Sugars provide no calories.
- _____ 17. Excess sodium in your diet can cause high blood pressure.
- _____ 18. Including water in your diet is not important.
- _____ 19. One slice of bread is considered a serving of bread.
- _____ 20. 3/4 cup of fruit juice is considered a serving of fruit.

21. What is the recommended amount of fiber we should eat each day?
- a. 20 – 30 grams
 - b. 40 – 50 grams
 - c. 15 – 20 grams
 - d. 10 – 15 grams
22. What is the recommended amount of water we should drink each day?
- a. 6 glasses
 - b. 8 glasses
 - c. 10 glasses
 - d. 12 glasses
23. How much water is recommended when we participate in regular exercise?
- a. 6 – 8 glasses
 - b. 3 – 5 glasses
 - c. 9 – 13 glasses
 - d. 15 – 20 glasses
24. Poor diet can lead to:
- a. Obesity
 - b. Diabetes
 - c. High blood pressure
 - d. All of the above
25. Which of the following is the best definition of diabetes?
- a. A diet consisting of too much sugar
 - b. A diet that helps you to lose weight
 - c. A medical condition where the body cannot break down sugar in the blood
 - d. All of the above

Answer the following questions True (T) or False (F)

- _____ 26. Fiber is sometimes called “roughage.”
- _____ 27. Fiber can make you feel full without overeating.
- _____ 28. It is necessary to drink lots of water when increasing your fiber intake.
- _____ 29. Alcohol and coffee are good sources of fluids.
- _____ 30. Cholesterol should be limited to less than 300 mg per day.

Knowledge Assessment — Nutrition (Healthy Lifestyles) Answer key

- | | | |
|-------|-------|-------|
| 1. b | 11. F | 21. a |
| 2. b | 12. a | 22. b |
| 3. b | 13. c | 23. c |
| 4. c | 14. d | 24. d |
| 5. d | 15. a | 25. c |
| 6. d | 16. F | 26. T |
| 7. T | 17. T | 27. T |
| 8. F | 18. F | 28. T |
| 9. F | 19. T | 29. F |
| 10. F | 20. T | 30. T |

Nutrition Activities

Food Pyramid Exercise

Please fill in the blanks with the proper words. Then locate those words in the puzzle.

1. The Food Pyramid is a guide to help you make daily food choices.
2. Food plays a key role in your overall wellness.
3. You should eat a variety of different foods.
4. Foods in the meat category include fish and poultry.
5. Fiber helps give you a full feeling which can help you reduce the amount of food you eat.
6. Too much saturated fat in the diet can cause blood cholesterol levels to rise and may lead to health problems.
7. Nuts and dried beans are items from the meat group.
8. We should limit our cholesterol intake to less than 300mg per day.
9. More than 75% of the human body is made up of water.
10. Develop a buddy system with a friend, co-worker, or schoolmate who is interested in having a healthier lifestyle.
11. You should have 2-4 servings per day of milk, yogurt, or cheese.
12. Food and eating are essential to life.
13. There are six different food groups represented in the food pyramid.
14. Healthy eating and exercise can help you maintain your weight.
15. Your body needs over 40 different nutrients to stay healthy.

Food Pyramid Word Search Answer Key

F	A	N	E	F	G	M	O	M	E	A	T
P	O	R	U	S	O	C	N	B	P	A	Q
T	L	O	M	T	D	J	E	R	F	U	C
S	U	K	D	J	R	I	T	H	S	G	H
A	B	V	W	P	A	I	V	W	N	Y	O
T	C	E	D	O	Y	G	E	H	X	I	L
U	O	S	N	U	M	R	F	N	K	J	E
R	P	S	Q	L	L	R	A	E	T	L	S
A	S	E	U	T	U	V	W	M	F	S	T
T	A	N	X	R	C	D	K	J	I	M	E
E	Y	T	B	Y	Q	K	H	L	B	D	R
D	X	I	S	I	S	U	R	G	E	N	O
F	T	A	V	U	I	F	E	O	R	P	L
A	B	L	A	E	X	E	R	C	I	S	E
T	C	S	R	V	W	X	D	Y	A	M	N
E	F	D	I	H	I	Y	J	U	Q	O	M
A	G	W	E	L	L	N	E	S	S	E	L
Y	C	I	T	X	V	T	S	R	T	P	K
B	H	R	Y	W	I	U	O	S	H	I	Y
A	G	S	W	U	Q	P	Y	O	N	G	O
F	H	V	T	X	Y	S	N	P	M	J	G
D	E	T	R	S	Y	X	W	L	F	L	U
F	C	E	U	D	L	J	B	R	Q	K	R
B	G	Q	D	N	M	C	I	V	U	E	T
Y	K	U	P	O	D	K	J	K	T	S	C
A	B	W	A	T	E	R	H	L	D	M	B