



The New Food Pyramid

Teacher's
Guide



Introduction

This Teacher's Guide provides information to help you get the most out of *The New Food Pyramid*. The contents of the guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

This program will update middle school and high school students on the changes in the food pyramid and help them incorporate its recommendations into their daily lives. Through viewing this video, students will understand the divisions and proportions of the food pyramid, gain knowledge about the nutritional value of the food groups included in the pyramid, learn to read food labels, and learn how to use food label information to follow the pyramid's guidelines. Most importantly, after watching the program, students will understand why good, balanced nutrition is important to their well-being and how using the pyramid as a guide to healthy eating can lead to a longer, healthier life. Students will grasp not only what the food pyramid recommends, but also why this structure exists and how it applies to them personally.

Learning Objectives

After viewing the program, students will be able to:

- Identify the revised Dietary Guidelines for Americans, as established by the United States Department of Agriculture (USDA).
- Explore the USDA's new and updated Food Guide Pyramid and the Nutrition Facts Food Label, from which they will learn how to obtain valuable information.
- Recognize nutritional habits that can result in a happier, more productive, and healthier lifestyle.
- List the foods they should eat and discuss the benefits of these foods.
- Discuss why certain foods should be eaten in moderation and realize the consequences of eating too many of these foods.

Educational Standards

NATIONAL STANDARDS

Health

This program correlates with the National Health Education Standards from the Joint Committee on National Health Education Standards. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society. Reprinted with permission.

Science

This program correlates with the National Science Education Standards from the National Academy of Sciences. The content has been aligned with the following educational standards and benchmarks from this organization.

- Science in Personal and Social Perspectives: As a result of activities in grades 9-12, all students should develop understanding of personal and community health, population growth, natural resources, environmental quality, natural and human-induced hazards, and science and technology in local, national, and global challenges.

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English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English. Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.


- Technology productivity tools: Students use technology tools to enhance learning, increase productivity, and promote creativity.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

The New Food Pyramid introduces viewers to the MyPyramid symbol and its recommendations, and provides them with general nutritional information. The program covers the changes to the food pyramid symbol, its updated guidelines and personalized approach, an understanding of food labeling and content, and ways to make use of the MyPyramid guidelines every day.

This program helps students understand how and why to use MyPyramid. Not only will it educate students as to the types of food and activity choices that will benefit them, it also provides specific examples of how to do so. *The New Food Pyramid* connects students to the MyPyramid symbol in a realistic, interesting way. It discusses the themes and components of the pyramid, the nutritional information supporting the recommendations, and what those recommendations mean in real life. Additionally, it makes students more familiar with food labels and provides them with information on how to read and use labeling information correctly.



After watching the program, viewers should have a firm grasp of the design, function, and application of the new food pyramid. The program emphasizes the changes and updates to the pyramid, its food and physical activity recommendations, and how to make use of the pyramid guidelines in daily life. Additionally, the program provides students with basic nutritional information for each food group and describes how to read and understand typical food labels. The viewer will find *The New Food Pyramid* relevant and informative in its explanations, descriptions, and demonstrations of the new nutrition guidance system.

Main Topics

Topic 1: The History of the Food Pyramid

This section considers the original food guide pyramid and earlier nutritional guidance. It explores the changes made to the food pyramid for its most recent release and why these updates are important.

Topic 2: The Themes of MyPyramid

This section takes a look at the six key themes of MyPyramid: variety, moderation, proportionality, personalization, activity, and gradual improvement. It describes how the MyPyramid symbol expresses these themes and how these themes encourage healthy food and physical activity decisions.

Topic 3: Understanding MyPyramid

The colored bands in the MyPyramid symbol represent the different food groups and oils, and this section explores each of these bands and examples of its foods in more depth. This section also provides some basic nutritional information and the health benefits of choosing foods from each group. Additionally, this section considers the importance of physical activity and its role in MyPyramid, and introduces the concept of discretionary calories.

Topic 4: Using MyPyramid in Everyday Life

Students observe how to put the MyPyramid recommendations into action in their own lives in this section. It provides tips for choosing a wide variety of foods from different food groups, making good choices in restaurants, how to read and make use of food labels, and ways to incorporate physical activity into every day.

Fast Facts

- The original food guide pyramid was released in 1992.
- The more active you are, the more sugars and solid fats can fit into your diet.
- Teens should generally get about 60 minutes of physical activity every day.
- Milling removes the bran and germ from grains to give them a finer texture. It also removes much of the nutritional value.
- Half of the grains you eat should be whole grains.
- Vegetables are arranged in five groups: dark green, orange, dry beans and peas, starchy, and other.
- Vegetables and fruits do not have cholesterol.
- Milk products are the leading source of calcium in American diets.
- Oils and solid fats contain about 120 calories per tablespoon.

- Many popular foods (such as lasagna) contain foods from multiple food groups.
- Eating 100 extra calories every day will add 1 pound in a month.
- What a manufacturer of a food calls a serving might be much less than what you actually eat.

Vocabulary Terms

activity: one of the six parts of the MyPyramid symbol, movement of the body that uses energy.

discretionary calories: extra calories not needed to meet nutritional needs, but that can be used on 'luxury' foods such as fats and sugars.

enriched: the addition of some B vitamins and iron back to refined grains after they are processed.

food label: information on a food product that describes its nutritional information and serving size, among other data.

moderation: one of the six parts of the MyPyramid symbol, represented by the food group bands narrowing from bottom to top. Indicates you should choose foods with little or no solid fats or added sugars.

personalization: one of the six parts of the MyPyramid symbol, using the MyPyramid website to find the recommendations right for you.

proportionality: one of the six parts of the MyPyramid symbol, represented by the varying widths of the MyPyramid food group bands. Indicates you should eat different amounts of food from each group.

solid fats: fats that are solid at room temperature, such as butter.

USDA: United States Department of Agriculture, developed and released the MyPyramid food guidance system.

variety: one of the six parts of the MyPyramid symbol, represented by the six colored bands. Indicates you should choose food from all five food groups and oils.

whole grains: contain the whole grain kernel, have more nutritional value than refined grains.

Pre-Program Discussion Questions

1. Do you know what the food pyramid is? Do you know how to use the food pyramid?
2. What foods do you eat on a regular basis? What are some of your favorite foods? What are some of your least favorite foods?
3. What foods do you think are healthy? Why? What foods do you think are unhealthy? Why?
4. What kind of exercise do you get on a regular basis? Do you enjoy that activity/those activities? If you had to get more exercise, what might you do?
5. Have you heard nutrition and/or exercise discussed in the news? What was said? Were any recommendations made? If so, what were they?
6. If you had to give someone advice about nutrition, what would you say? Why?
7. Are good nutrition and exercise important to you? Why or why not?

Post-Program Discussion Questions

1. Why did the USDA decide to update the food pyramid? What are some of the specific changes they made? Why is the new food pyramid important?
2. What are the six themes of MyPyramid? Why do you think the USDA decided on these themes? How do these themes connect to your daily life?
3. Why is physical activity important? How can you incorporate 60 minutes of physical activity into your day? What are some new activities you can try?
4. What are the different food groups? What color represents each group in the new pyramid? Think about some of the foods you eat on a regular basis. To what food groups do they belong? Do any include foods from different groups?
5. What specific nutritional information did you learn from the video? Why is this knowledge important as you make decisions about what to eat?
6. What are some tips for healthy decisions you learned from the video? What are some of your own tips for making healthy decisions about food and physical activity?
7. Imagine you are being asked to design three lunch choices for a new restaurant. The choices should follow the recommendations of the new food pyramid and draw from different food groups. What recommendations would you make? Why?

Group Activities

What's to Eat Today?

One of the most important aspects of MyPyramid is applying its recommendations to daily life. Students can make a number of different food choices every day—what are some healthy decisions at breakfast, lunch, and dinner? This activity helps students identify appropriate food selections.

- Divide students into groups. Distribute cookbooks to groups and, if possible, provide Internet access to the MyPyramid website. Have students work together to design sample menus (for breakfast, lunch, and dinner) that follow the general MyPyramid recommendations. Groups should try to incorporate a wide variety of foods into their menus (they can use cookbooks for inspiration).
- Invite groups to present their results to the class, including why they made their choices and how they connect to the MyPyramid recommendations. You may want to have groups provide a brief explanation of how to prepare one or more of their selections. If appropriate, invite the class to vote on which group's lunch they would most like the school cafeteria to offer.

Mix It Up

Physical activity is one of the themes of MyPyramid; teenagers should be active for at least 60 minutes every day.

- Divide students into small groups. Groups should each plan out a week's worth of physical activity for students their age, taking care to include a different activity for each day of the week. Activities should be realistic for all (or most) students in the class. Encourage groups to be as creative as possible (for instance, they might include jogging on an indoor

track, swimming in a city pool, and taking a salsa class in the same week). Remind students to include activities that don't require official organization (i.e. a soccer game with a league is a great choice for one day, but groups should also include rollerblading with friends or jumping rope).

- Have groups present their weekly schedules to the rest of the class. When all groups have presented, have the class select activities from each presentation that the whole class could potentially try this week (such as running, fast walking, jumping jacks, etc). Write these chosen activities on small slips of paper and put them in a hat for students to draw. Ask each student to pull one of the slips of paper from the hat and commit to trying the selected activity that week. Have students report back on their efforts.

Making a Substitution

MyPyramid doesn't make any foods off limits to students and provides flexibility that allows students to continue to enjoy favorite foods. In this activity, students explore ways in which they can adapt foods they enjoy to make even healthier choices.

- Divide students into small groups. You may want to distribute cookbooks to groups (optional). Have groups discuss favorite foods and meals. Each group should select one meal or food from the favorites shared. Groups, perhaps through considering cookbooks, should consider ways in which they could adapt a meal or food to make it a healthier choice. Students should imagine that they are preparing this food themselves and can make any adaptation needed, and groups should consider making as many healthy changes/updates as possible while still maintaining an enjoyable food/meal. You may want to provide students with ideas/suggestions as they work, such as:
 - Substituting low-fat milk for whole milk
 - Adding a salad to a meal
 - Using chicken or turkey meat instead of beef
 - Having fruit for dessert
 - Making a sauce from vegetables rather than a cream-based sauce
- When groups are finished working, have each share their adaptations with the class. Ask the rest of class to provide additional suggestions for adapting particular meals after each presentation. You may want to compile a class cookbook with students' ideas and changes.

Individual Student Projects

My Own Food Guide

- Distribute posterboard, markers, and other appropriate art supplies to students, and then briefly review the themes and the representative bands of MyPyramid.
- Tell students that they now have the opportunity to design their own food guide system. While they must still incorporate the themes and the food groups of MyPyramid, they should create their own food guidance system, using the art supplies. Encourage students to be as creative as possible.
- Have volunteers present their food guidance system to the class, explaining why they created the design they did. When students are finished, you may want to reiterate again the effectiveness of the MyPyramid symbol.

My Food Journal

The video discussed the opportunity for personalized assessment of diet and physical activity that the MyPyramid site offers (www.mypyramidtracker.gov).

- Ask students to keep a written journal of their food intake and physical activity for one week. Students should pay attention to and take notes on:
 - patterns to their eating (e.g., do they always eat the same foods for lunch?)
 - ways in which they make healthy food and activity choices (eating a salad with every dinner or playing in a soccer league, for instance)
 - ways to improve their choices (e.g., they could avoid ice cream at lunch and choose a piece of fruit for dessert instead)
- You may choose to have students present some of their findings or submit a short paper summarizing what they recorded in their journals.

Thinking About Good Choices

- Brainstorm with students how healthy choices around food and physical activity can bring about positive effects in their lives. Invite students to comment on why they think this might be so. For instance they might feel (and be) healthier, experience less stress, and potentially achieve and maintain healthy weight.
- Encourage students to continue thinking about this topic. Have them write an essay detailing the ways in which they envision healthy decisions positively impacting them as they move through life. They should consider the following questions in their essay:
 - What are my short-term and long-term goals? How will healthy living help me achieve them?
 - What are the negative effects of poor food choices and inactivity? Why would I want to avoid those?
 - When I am healthy and fit, what can I achieve?

Internet Activities

Find the Food

In order to eat and enjoy a variety of foods from each of the food groups, it's important to be familiar with as many of these foods as possible.

- Ask students to review the examples provided for each food group, either in the video or at www.mypyramid.gov. Have students choose one food with which they are not familiar from each group and use the Internet to research it. For each choice, students should find the following information:
 - What does it look like?
 - What does it taste like? Salty? Sweet? Is there another more commonly known food its taste could be compared to?
 - Where does it come from?
 - How is it used in cooking? How is it usually eaten?
- You may want to have students present their results as an illustrated poster or in a brief report.

Using MyPyramid

Students can learn a great deal about MyPyramid and its recommendations at www.mypyramid.gov.

- Have students review www.mypyramid.gov in depth and develop at least five questions about the content they review. For instance, students might ask about the benefits of B vitamins or how the physical activity recommendations were developed.
- After students formulate their questions, have them share their results with the class. Together, decide on the most common or pressing questions and research them in class. (You might also assign each student one of the questions to research.)
- Alternately, you may want to formulate questions in advance of class and have students use www.mypyramid.gov to research and answer them.

In My Town

One of the best ways to get excited about physical activity is to find new, different, and interesting ways to pursue it.

- Have students use the Internet to research and report on at least four different ways in which they can participate in physical activity in your local area. For instance, joining a town sports league, hiking at a local park, biking on a nearby boardwalk or trail, or taking dance lessons at a studio down the street from the school. For each opportunity, students should record:
 - The type of activity
 - The location where the activity is taking place
 - Contact information (address, phone number, website, and/or directions) for the location
 - Different options for physical activity at the location (i.e. basketball, football, and roller hockey options in the town sports league)
 - How to get involved in the activity at the location, including any costs or equipment needed
- You may also want to have students practice making phone calls and/or writing letters by having them contact the locations they identify via phone or mail.
- Once your students have compiled the appropriate information, work together as a class to create a guide to local physical activity opportunities. Record the information your students collect and illustrate the guide.

Assessment Questions

Q1: Match the MyPyramid band color to the correct food group:

- orange, green, red, blue, purple
- meats and beans, milk, fruits, vegetables, grains

A: orange=grains, green=vegetables, red=fruits, blue=milk, purple=meats and beans

Feedback: Variety is important to healthy eating—try to eat foods from all of the food groups every day.

Q2: What are two of the six key MyPyramid themes?

A: The six themes are variety, moderation, proportionality, personalization, activity, and gradual improvement.

Feedback: Let the MyPyramid symbol guide you in making good eating and physical activity choices. Use these themes in making healthy decisions.

Q3: What food group is the leading source of calcium in American diets?

- a) Grains
- b) Vegetables
- c) Milk
- d) Meats and beans

A: c) Milk

Feedback: Milk products also provide potassium and vitamin D.

Q4: Write a short paragraph to explain why the USDA recently updated the food pyramid.

A: Possible answers: Americans don't have a balanced diet, people don't get enough physical activity, there have been recent updates to nutritional science and new dietary guidelines, more personalization was needed, etc.

Feedback: The new food pyramid looks different from the original, too: the bands run vertically rather than horizontally, and there are no images of food in the symbols.

Q5: To which vegetable group does romaine lettuce belong?

A: Dark green

Feedback: There are five vegetable groups: dark green, orange, dry beans and peas, starchy, and other.

Q6: What is a great way to add physical activity to your day?

- a) Taking the stairs instead of the elevator
- b) Walking your dog twice a day
- c) Joining a sports team
- d) Taking an exercise class
- e) All of the above

A: e) All of the above

Feedback: You should get at least 60 minutes of physical activity every day.

Q7: Oils and solid fats have about _____ calories per tablespoon.

A: 120

Feedback: Oils are fats that are liquid at room temperature; solid fats are solid at room temperature.

Q8: In what year did the USDA release the original food pyramid?

- a) 1979
- b) 1982
- c) 1990
- d) 1992

A: d) 1992

Feedback: Though the original food pyramid was released in 1992, the USDA provided nutritional guidance much earlier. MyPyramid is the newest food guidance system.

Q9: True or false: The narrowest MyPyramid band is red (fruits).

A: False

Feedback: The yellow band (oils) is the narrowest, meaning you should consume a limited amount of oils and fats.

Q10: What is a good tip for making healthy choices at a restaurant meal?

- a) Skip soda and order water or low-fat milk
- b) Start your meal with a salad
- c) When ordering salad, ask for the dressing “on the side”
- d) Split a portion with a friend instead of ordering your own
- e) All of the above

A: e) All of the above

Feedback: Remember that going out to eat doesn't have to derail your healthy eating choices. Small adjustments can make a big difference.

Useful Web Sites

United States Department of Agriculture—My Pyramid

www.mypyramid.gov

USDA Dietary Guidelines for Americans, 2005

www.healthierus.gov/dietaryguidelines

Nutrition.gov

www.nutrition.gov

The Whole Grains Council

www.wholegrainscouncil.org

The Healthy Refrigerator—Open The Door to a Healthy Heart

www.healthyfridge.org

The President's Council on Physical Fitness and Sports

www.fitness.gov

Additional Resources at www.filmsmediagroup.com

Available from Films Media Group • www.filmsmediagroup.com • 1-800-257-5126

Junk Food Wars

- VHS/DVD-R/Digital On Demand
- Preview clip online
- Closed captioned
- Correlates to National Health Education Standards
- Viewable/printable teacher's guide online
- Item # 34591

Healthy eating is a challenge—sometimes, it's even a battle. With vending machines, convenience stores, and fast food restaurants almost everywhere, nutritional value can go down in defeat. This high-energy video shows how to defend against the dangers of junk food. Straightforward discussions and dramatizations arm students with a wealth of information on the updated 2005 food pyramid, the different kinds of fats and sugars, how to read ingredients labels, and how to control what foods are available. Commentary from nutrition and food policy experts provides backup, with insights into junk food packaging and advertising tactics. A Cambridge Educational Production. © 2005. (30 minutes)

Savor the Spectrum! Poster Set

- Six 17"x22" laminated posters
- Correlates to National Standards for Family and Consumer Sciences Education
- Item # 34643

Revised for 2005 to reflect the latest nutrition standards! This dazzling six-poster set will show your students how to eat better—and have fun while doing it. Tell them to forget about "citrus fruits" and "cruciferous vegetables" and just think "color," the easy way to work nutritious, delicious produce into their diet. Plates turn into palettes when they savor the spectrum! Includes 9 *A Day Every Day—An Overview*; *Blue/Purple Fruits and Vegetables*; *Green Fruits and Vegetables*; *White Fruits and Vegetables*; *Yellow/Orange Fruits and Vegetables*; *Red Fruits and Vegetables*. A Meridian Product. © 2005.

Diet and Disease in Modern Society

- Recommended by *Educational Media Reviews Online*
- VHS/DVD-R/Digital On Demand
- Preview clip online
- Closed captioned
- Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education
- Viewable/printable teacher's guide and related resources online
- Item # 32133

What's so bad about saturated fat, and what makes fiber so good? In a society where convenience foods rule and obesity is a national epidemic, it's time to find out. This video investigates the relationship between diet and a number of frequently interrelated diseases and conditions, including heart attack, stroke, high blood pressure, hardening of the arteries, obesity, Type 2 diabetes, and cancer. Topics include high- and low-density lipoproteins; saturated, monounsaturated, and polyunsaturated fats; soluble and insoluble fiber; electrolyte minerals; antioxidants and free radicals; the effects of smoking and alcohol consumption; Disability-Adjusted Life Years; and the Body Mass Index. A Meridian Production. © 2004. (36 minutes)

Nutrients: Their Interactions

- Recommended by *Educational Media Reviews Online*
- VHS/DVD-R/Digital On Demand
- Preview clip online
- Closed captioned
- Correlates to National Science Education Standards and National Health Education Standards
- Viewable/printable teacher's guide and related resources online
- Item # 32134

If taste were a reliable guide to a nutritious diet, candy and soda would be two food groups vital to good health—but it's not. That's why this video takes a scientific look at dietary nutrients, explaining what they are, why the body needs them, and how they work with each other to produce energy, stimulate growth, repair and maintain hard and soft tissues, and regulate bodily processes. Metabolism, energy yield from different food types, the composition and role of blood, key vitamins and minerals, dietary fiber, and recommended daily allowances are only a few of the topics covered in this detailed overview of the biochemistry of nutrition. The impact of nutritional deficiencies on short- and long-term health is also discussed. A Meridian Production. © 2004. (21minutes)

Breakfast: Most Important Meal of the Day

- Highly recommended by *Video Librarian*
- Recommended by *Journal of Nutrition Education and Behavior*
- VHS/DVD-R/Digital On Demand
- Closed captioned
- Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education
- Viewable/printable teacher's guide and related resources online
- Item # 30704

Greater physical stamina, better concentration at school or work, a more efficient metabolism—the evidence is overwhelming that a healthy breakfast is the key to a productive day. Yet it's the meal most likely to be skipped by children, teenagers, and adults alike. This video brings home the importance of the day's first meal by exploring the numerous mental and physical benefits of a nutritious breakfast. Viewers will understand the relationship between eating and metabolism, specifically between breakfast and blood-sugar levels. The kinds of foods that best fuel the body in the morning are also listed. A Meridian Production. © 2003. (20 minutes)

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