



Lesson 3 — Leader's Guide

Taking it to the store

It seems like everyone is claiming to be a fitness or nutrition expert these days. There is so much information out there, how do you separate the good from the bad? Today's lesson includes a simple strategy for making judgments about the nutritional quality of what you buy at the grocery store. Knowing how to read a food label is essential to seeing past flashy marketing campaigns and determining what is truly a healthy product.

Educational goals

After this program, participants will be able to:

- Read a nutrition label.
- Focus on lowering their saturated/trans fat, sugar, and sodium intake by using this information at the grocery store.
- Understand the order of ingredients listed on a nutrition label.
- Identify key words that manufacturers use to disguise common additives. (For additional information on food additives, please see the Nutrition News article and chart on “The Roles of Food Additives” at <http://www.ksre.ksu.edu/humannutrition/p.aspx?tabid=92>)
- Determine if a product is organic.
- Understand the hidden meaning behind added sugar, sodium, and fat-free claims.
- Distinguish among nutrient content claims using the handout.
- Explain the benefits of cardio exercise and its supplementation to strength training.
- Identify the importance of a warm-up and cool-down.

Suggested program preparation

- Review this leader's guide and fact sheet, which includes the take-home assignment, and nutrient content claims information.
- For each participant, have a copy of the fact sheet (MF2962).

Materials needed

- Copies of the fact sheet for self and participants.
- Evaluation for distribution at end of session. Contact Tanda Kidd (martan@k-state.edu) for the evaluation form.
- Pens or pencils for participants to borrow.
- If available, bring in various food products for the participants to practice label reading. Present models demonstrating the various levels of sodium, sugar, and fat in popular foods. Consider other appropriate displays.

Suggested program presentation guide

- Give each participant a pen or pencil and a copy of the fact sheet, which includes the take-home assignment and nutrient content claims information.



References

Duyff, Roberta Larson. *The American Dietetic Association Complete Food and Nutrition Guide*. 3rd edition. pp: 205-206, 245-253.

"How important are warm-ups and cool-downs?" http://www.acefitness.org/fitfacts/fitnessqa_display.aspx?itemid=262

American College of Sports Medicine, http://www.acsm.org/AM/Template.cfm?Section=General_Public

Discovery Fit & Health, fitness articles, <http://health.howstuffworks.com/wellness/diet-fitness/exercise/cardio-vs-weight-training.htm>

Nutrition Facts Label, <http://www.fda.gov/food/labelingnutrition/consumerinformation/ucm078889.htm#twoparts>

- Allow at least 30 minutes to teach the lesson. If possible, answer relevant audience questions as they arise.
- Ask the participants to share their findings from last week's take-home assignment. They should have researched any words they did not understand. (This is optional and only for those who completed lesson 2.)
- Begin by discussing the importance of knowing how to read a food label. Emphasize the tendency of big food companies to promote products as healthy, although it may not be the case. This knowledge will help them differentiate between a clever marketing campaign and a nutritionally sound product.
- Starting with "Is choosing fat-free always best?," work your way down the list of key points. If possible, use food labels on real products to demonstrate.
- Direct them to the nutrient content claims page in the fact sheet as an expansion of the "words to watch" portion. This is for the participants' own personal reference rather than discussion. You may answer questions that arise.
- Explain the take-home assignment. Encourage the participants to be as descriptive as possible in their evaluation of the products. Inform them that they should be ready to share their findings with the group at the next session.
- Begin the guide to aerobic exercise by explaining the relationship between cardiovascular fitness and strength training. Be sure to emphasize that total health comes from a combination of both.
- Discuss the benefits of aerobic exercise.
- Explain the importance of a warm-up and cool-down. Be ready to provide the group with examples if needed.
- Discuss the importance of working at one's own level and gradually increasing their level of exertion over time. Emphasize that injury can result from trying too much too fast.
- Ask the participants to reflect on last week's action plan. How successful were they? Have them create another one for this week, encouraging them to build onto their prior action plans. They should try to incorporate all preceding behaviors in the upcoming week.
- Ask the participants to fill out an evaluation for the program.
- Thank the audience for their participation.



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