



SESSION

1

Introduction to Food Labels

DMCN-FL
Introduction to
Food Labels

STATEMENT OF PURPOSE

This session provides information on the use of food labels to make healthy food choices.

PREREQUISITES

It is recommended that participants have knowledge of the basics of healthy eating. Participants need to complete *BYLD*, Session #4: *Healthy Eating*, Sections 1 and 2, prior to this session.

LEARNING OBJECTIVES

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|------------|--|
| DMCN-FL-1 | Identify at least four items of information on a food label, including serving size, total calories and amounts of carbohydrate and fat. |
| DMCN-FL-2 | State that ingredients on the food label are listed in the order of their amount from greatest to least. |
| DMCN-FL-3 | Define the words “free,” “low,” “reduced/less” and “light/lite” on the food label. |
| DMCN-FL-4 | Describe two or more ways to use the food label to make healthy food choices. |
| DMCN-FL-GS | State or write a personal plan for using food labels. |



CONTENT

Label reading for nutritional management of diabetes

MATERIALS NEEDED

Visuals Provided

- #1 *Food Label*
- #2 *Reading Food Labels*
- #3 *Food Claims for Marketing*
- #4 *Label Reading Worksheet*
- #5 *Changes I Can Make*

Additional Resources

Samples of foods common in the participants' community

Food packages with ingredient listing and Nutrition Facts Label, including:

- a product which has different food claims (example: regular, light and fat-free salad dressing)
- commodity foods, if appropriate

Food models (plastic and/or paper) including:

- 1/3, 1/2 and 1-cup volume
- 3-ounce weight

Photos of food servings/portions

Measuring cups and spoons

Food label videos

The Food Label and You

Grocery store tours (actual or virtual)

Reading Food Labels

Honoring the Gift of Heart Health: A Heart Health Educator's Manual for American Indians and Alaska Natives

METHOD OF PRESENTATION

This session builds on information and skills provided in *BYLD*, Session #4: *Healthy Eating* and the instructor needs to be familiar with its content before teaching this session. The instructor may need to provide content in more than one session depending on participants' knowledge and learning needs. **This session is an introduction only, and participants need to be referred to a registered dietitian for an individualized meal plan.**

The instructor needs to adapt information to the learning needs of participants. For example, Visuals #1 and #2 have a lot of useful information. However, the instructor may want to discuss only one or two of the nutrients listed on the food label at a teaching session.

In order to use teaching materials effectively, instructors need to become familiar with the variety of materials available for this session. It is important for instructors to point out specific content in the materials and explain it. Adapt food label visuals as needed to represent community food preferences. **Instructors need to avoid giving these materials to participants without explanation.**



To enhance the effectiveness of this session, instructors may want to work with a registered dietitian to arrange a grocery store tour. The tour needs to be conducted at the store where most people shop. The tour can be provided for an individual, family or group. Encourage household members to attend, especially those who usually purchase and prepare the food.

Use a creative icebreaker. (See *BYLD*, Introduction, p. XIII, for examples.) You may want to ask participants to introduce and share something about themselves and how they live with diabetes. Explain that the purpose of this session is to discuss ways food labels can be used to make healthy food choices.

Use facilitated group discussion to present material. Encourage participants to share stories and ask questions to facilitate the discussion. Have a variety of teaching tools available based on participants’ learning needs. Be creative and encourage interaction. Videos may be used to introduce or reinforce content. **Encourage participants to have the person who shops for their food attend this session with them.**

CONTENT OUTLINE

Objective	Content	Instructor’s Notes
<p>DMCN-FL-1. Identify at least 4 items of information on a food label, including serving size, total calories and amounts of carbohydrate and fat.</p>	<p>The food label is found on all food packages.</p> <p>Food labels give information about:</p> <ul style="list-style-type: none"> • serving size 	<p>Ask, “What is something you want to know about the information on food labels?” List/discuss responses.</p> <p>The food label includes:</p> <ul style="list-style-type: none"> • advertisement • food claims • Nutrition Facts • ingredients <p>Visual #1: <i>Food Label</i></p> <p>Provide each participant with a variety of sample food packages, or labels of foods, that are common in the participant’s community. Assist participants in finding the information on their food labels as each item is reviewed.</p> <p>The serving size is the amount of food in one serving.</p> <p>The serving size is listed in:</p> <ul style="list-style-type: none"> • common household measures, such as cups or pieces • metric weight, such as grams (g)



Objective	Content	Instructor’s Notes
<p>DMCN-FL-1. (continued)</p>	<ul style="list-style-type: none"> • number of servings • calories • nutrients 	<p>Show food models (or actual food) to help participants visualize serving size, such as 1/3 cup, 1/2 cup and 1 cup.</p> <p>Emphasize that the information on the food label is for one serving.</p> <p>Ask, “Is the serving size on your food label the amount you would usually eat as one portion?” List/discuss responses.</p> <p>The portion a person eats may not be the same as the serving size listed on the food label.</p> <p>Assist participants in adjusting food label information for the food portion they eat.</p> <p>Note: A serving is also called a portion. Serving size and portion size mean the same thing. Use the word that is appropriate for the participants’ community.</p> <p>The number of servings is listed next to Servings per Container on the food label.</p> <p>Most food packages contain more than one serving.</p> <p>Calories are a measure of how much energy a food provides a person. The food label shows the number of total calories and how many calories come from fat for one serving.</p> <p>Ask, “What nutrients are listed on the food label? How much of the nutrient is in one serving of the food?” List/discuss responses.</p>



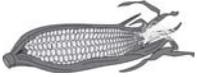
Objective	Content	Instructor’s Notes
DMCN-FL-1. (continued)	- total fat	<p>Visual #2: <i>Reading Food Labels</i></p> <p>Assist participants in finding the nutrients on their food labels and the amount of the nutrients in one serving of that food.</p> <p>Nutrients are things we get from food. These are the nutrients on the food label:</p> <ul style="list-style-type: none"> • total fat • saturated fat • cholesterol • sodium • total carbohydrate • fiber • sugar • protein • vitamins A and C • calcium • iron <p>The amount of the nutrient is listed to the right of its name.</p> <p>Ask, “What kinds of fat are listed on your food label?” List/discuss responses.</p> <p>“Total fat” includes all kinds of fat:</p> <ul style="list-style-type: none"> • saturated • <i>trans fat</i> • polyunsaturated • monounsaturated <p>Note: Food labels now include <i>trans fat</i>. <i>Trans fat</i> (or trans fatty acids) is found in fats that were liquid and made solid through a process called “hydrogenation.” Foods with <i>trans fat</i> (hydrogenated fat) include:</p> <ul style="list-style-type: none"> • vegetable shortenings • stick margarine • commercially baked foods, such as pastries, donuts, cookies • deep fried foods and snacks <p>Studies have shown that <i>trans fat</i> can raise LDL (lousy or bad cholesterol), which is associated with heart disease.</p>



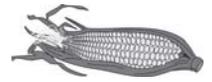
Objective	Content	Instructor's Notes
DMCN-FL-1. (continued)	<ul style="list-style-type: none"> <li data-bbox="537 625 691 653">- cholesterol <li data-bbox="537 852 651 879">- sodium <li data-bbox="537 1016 781 1043">- total carbohydrate <li data-bbox="537 1650 613 1677">- fiber <li data-bbox="537 1829 646 1856">- protein 	<p data-bbox="971 306 1446 453">One fat serving is 5 grams (g) of fat. Most people need about 50-65 grams (g) of fat a day. One teaspoon of butter or oil has about 5 grams (g) of fat.</p> <p data-bbox="971 485 1386 590">See <i>BYLD</i>, Session #4, Section 2, <i>Heart Healthy Eating</i> for more information on fats.</p> <p data-bbox="971 621 1458 810">Cholesterol is listed in milligrams (mg) per serving. People need to eat less than 300 mg of cholesterol a day. A “quarter pound” hamburger has about 70 mg of cholesterol.</p> <p data-bbox="971 842 1442 989">Sodium is listed in milligrams (mg) per serving. Most people need 2400 mg of sodium or less a day. One teaspoon of salt has 2300 mg of sodium.</p> <p data-bbox="971 1020 1425 1125">Total Carbohydrate includes dietary fiber, sugar and sugar alcohols and is listed in grams (g) per serving.</p> <p data-bbox="971 1157 1451 1304">Note: The numbers next to dietary fiber, sugar and sugar alcohols do not add up to equal the number next to Total Carbohydrate.</p> <p data-bbox="971 1335 1451 1482">One carbohydrate serving is 15 grams (g) of carbohydrate. A slice of store bought bread (1 ounce) has about 15 grams (g) of carbohydrate.</p> <p data-bbox="971 1514 1458 1619">See <i>BYFC</i>, Session #2: <i>Introduction to Carbohydrate Counting</i> for more information on carbohydrate servings.</p> <p data-bbox="971 1650 1458 1797">People need to eat about 25-35 grams (g) of fiber each day. People need to choose foods that have 3 or more grams (g) per serving.</p> <p data-bbox="971 1829 1451 1976">Protein is listed in grams (g) per serving. Most people need between 50-80 grams (g) per day. One ounce of meat has about 7 grams (g) of protein.</p>



Objective	Content	Instructor’s Notes
<p>DMCN-FL-2. State that ingredients on the food label are listed in order of their amount from greatest to least.</p>	<p>Ingredients are the things that make up the food.</p> <p>Ingredients are listed on food labels in the order of their amount in the food from greatest to least.</p>	<p>Ask, “Where is the ingredient list on your food label? What is in the food the most? What is in the food the least?” List/discuss responses.</p> <p>Point out the ingredient list on Visual #1: <i>Food Label</i> and/or actual food labels.</p> <p>For example, if water is the first ingredient listed, there is more water in that food than anything else. The next ingredient listed is the thing that is in the food in the next greatest amount. The last ingredient listed is the thing that is in the food the least.</p>
<p>DMCN-FL-3. Define the words “free,” “low,” “reduced/less” and “light/lite” on the food label.</p>	<p>Free</p> <ul style="list-style-type: none"> • “calorie-free” means less than 5 calories per serving • “fat-free” means less than 1/2 gram of fat per serving and no added fat or oil • “sodium-free” means less than 5 mg of sodium per serving <p>Low</p> <ul style="list-style-type: none"> • “low calorie” means 40 calories or less per serving • “low fat” means 3 grams or less fat per serving • “low sodium” means less than 140 mg of sodium per serving • “low cholesterol” means less than 20 mg of cholesterol per serving <p>Reduced/Less</p> <ul style="list-style-type: none"> • “reduced/less calories” means at least 25% fewer calories than the usual product • “reduced/less fat” means at least 25% less fat per serving than the usual product 	<p>Ask, “Do any of your food labels say that it is ‘free,’ ‘low,’ ‘reduced/less’ and/or ‘light/lite’ food?” List/discuss responses.</p> <p>Visual #3: <i>Food Claims for Marketing</i></p> <p>Provide samples of food labels that have different claims for the same food, such as “regular,” “lite” and “fat-free” salad dressing. Compare the labels and discuss the meaning of the claims.</p> <p>Emphasize that foods may make claims for one nutrient, but that does not mean the claim applies to other nutrients. For example, a food may be low in fat but high in sugar.</p>



Objective	Content	Instructor’s Notes
DMCN-FL-3. (continued)	<ul style="list-style-type: none"> • “reduced/less” sodium means at least 25% less sodium per serving than the usual product <p>Light/Lite</p> <ul style="list-style-type: none"> • “light/lite” calories means at least 1/3 fewer calories than the usual product • “light/lite fat” means at least 50% less fat than the usual product • “light/lite sodium” means at least 50% less sodium than the usual product 	
DMCN-FL-4. Describe 2 or more ways to use the food label to make healthy food choices.	<p>Food labels are one tool a person with diabetes can use to make healthy food choices.</p> <p>A person can use the food label to:</p> <ul style="list-style-type: none"> • learn how much of a food is a serving (portion) • learn what is in the food • choose food and drinks that best fit his/her meal plan <p>A registered dietitian can help people learn how to use food labels.</p>	<p>Ask, “How have you used food labels to make healthy food choices?” List/discuss responses.</p> <p>Visual #4: <i>Label Reading Worksheet</i></p> <p>Assist participants in completing the worksheet using food label information from a food package.</p> <p>It is helpful to have the same food with varying food claims, such as regular, lite and fat-free ranch dressing, included in the food packages distributed among participants.</p> <p>This includes learning if the food contains ingredients to which he/she is allergic.</p> <p>Refer participants to a registered dietitian for assistance with their meal plan and use of food labels.</p>



Objective	Content	Instructor’s Notes
DMCN-FL-GS. State or write a personal plan for using food labels.	Making changes in habits, such as using food labels, is easier when plans are broken down into small easy-to-do steps.	<p>Visual #5: <i>Changes I Can Make</i></p> <p>Assist participants in making a personal plan for using food labels.</p> <p>See <i>BYLD</i>, Session #3: <i>Making Healthy Changes</i></p>

SKILLS CHECKLIST

Participants will be able to use food labels to make healthy food choices.

EVALUATION PLAN

Knowledge will be evaluated by achievement of learning objectives and by responses to questions during the session. The ability to apply knowledge will be evaluated by identifying personal meal planning goals and the use of food labels to achieve those goals. Application of knowledge can also be evaluated through *Diabetes and Real Life Activities*. Evaluation will also include program outcome measures.

DOCUMENTATION PLAN

Record class attendance and achieved objectives as appropriate. Document patient response on PCC record using current *IHS Patient Education Protocols and Codes (PEPC)*.



