

Chapter 5

Nutrition and Your Health

Lesson 1

Nutrition During
the Teen Years

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Nutrients

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Guidelines for
Healthful Eating

Lesson 4

Food and Healthy Living



Myth or Fact?



What Do You Know About Healthful Eating?

Read the statements below and respond by writing *Myth* or *Fact* for each item. You may want to jot down reasons for each of your choices.

1. Meat should make up the largest part of my daily food intake.
2. The foods I eat now can affect my health later in life.
3. It's *what* I eat that really counts, not how much I eat.
4. To help maintain a healthy weight, I must balance the energy in the foods I eat with the energy I use in physical activity.
5. The calories in a doughnut are more likely to be converted to fat in my body than the calories in a piece of fruit.
6. The Food Guide Pyramid provides a good guideline for my daily food intake.
7. Eating a healthy breakfast each day can help me perform better in school.
8. The best way for me to get the nutrients I need is to take a daily vitamin and mineral supplement.

Quick Write

Using Visuals. Food and social activities often go together. Describe how friends and family members influence your eating habits and food choices.

HEALTH Online

For instant feedback on your health status, go to Chapter 5 Health Inventory at health.glencoe.com.

Lesson 1

Nutrition During the Teen Years

VOCABULARY

nutrition
calories
nutrients
hunger
appetite

YOU'LL LEARN TO

- Explain the relationship between nutrition, quality of life, and disease.
- Evaluate various influences on food choices.
- Explain the immediate and long-term benefits of nutrition on body systems.



On a sheet of paper, list six of the foods you eat most often for meals or snacks. Then describe why you eat each of these foods. Do you base your choice on their health benefits? Their taste or appearance? Their convenience?



- Choosing fresh fruit as a snack is a good way to supply your body with the nutrients it needs. *What's your favorite healthful snack?*

Picture yourself biting into a crisp, juicy apple or a slice of cheese pizza with zesty tomato sauce. Do these foods appeal to you? What other foods do you like? Enjoying a wide variety of healthful foods is an important part of good **nutrition**—*the process by which the body takes in and uses food*. Because not all foods offer the same benefits, making healthful food choices is important to your overall level of health.

The Importance of Good Nutrition

Good nutrition enhances your quality of life and helps prevent disease. It provides you with the calories and nutrients your body needs for maximum energy and wellness. **Calories**, or more correctly, kilocalories, are the *units of heat that measure the energy used by the body and the energy that foods supply to the body*. This energy fuels everything you do, from exercising and playing sports to doing your homework and talking with friends. **Nutrients** are the *substances in food that your body needs to grow, to repair itself, and to supply you with energy*. Making healthy food choices will provide your body with the nutrients it needs to help you look your best and perform at your peak.



What Influences Your Food Choices?

Have you ever wondered why you choose the foods you do? Taste, of course, plays an important part in your choice of foods. You probably won't eat a food—even if you know it's healthful—if you don't like its taste. To gain insight into your eating habits, it's important to understand the difference between your physical *need* for food and your psychological *desire* for food—between hunger and appetite. Distinguishing between the two can help you make more healthful food choices.

Hunger and Appetite

Hunger, an unlearned, inborn response, is *a natural physical drive that protects you from starvation*. When your stomach is empty, its walls contract, stimulating nerve endings. The nerves signal your brain that your body needs food. When you eat, the walls of the stomach are stretched and the nerve endings are no longer stimulated. You have satisfied your physical need for food.

The physical need for food isn't the only reason people eat. Have you ever eaten something “just to be sociable” or in response to a familiar sensation—for example, the aroma of freshly baked bread? In such cases you are eating in response to appetite rather than to hunger. **Appetite** is *a desire, rather than a need, to eat*. Whether you are responding to hunger or to appetite when you eat, many factors influence your food choices and eating habits, including your emotions and a number of factors in your environment.

Food and Emotions

Food is sometimes used to meet emotional needs. For example, do you tend to eat more—or less—when you feel stressed, frustrated, or depressed? Do you sometimes snack just because you're bored? Do you reward yourself with a food treat when you've achieved a goal? Using food to relieve tension or boredom or to reward yourself can result in overeating and unhealthy weight gain. On the other hand, if you lose interest in eating whenever you're upset, you may miss getting enough of the nutrients your body needs. Recognizing when emotions are guiding your food choices can help you break such patterns and improve your eating habits.

Food and Your Environment

A number of environmental factors influence food choices:

- ▶ **Family, friends, and peers.** Many of your eating habits were shaped as you were growing up, when adults planned your meals. Now you may prefer certain foods because you've grown up eating them. Friends and peers can influence you to try new foods.

To manage your eating habits:

- ▶ **Try not to be overly influenced by others in making food choices.** Make choices with your health in mind—not just your appetite.
- ▶ **Pay attention to quantity.** Start off with reasonably sized servings, and, if possible, use a smaller plate. Listen to your body's “hunger clock” rather than to your appetite. When you feel full, stop eating. It takes 20 minutes for your stomach to signal your brain that it is satisfied.
- ▶ **Make something other than food the focus of social occasions.** If you are getting together with friends, for example, consider a setting other than a restaurant, such as a park or community center.

Should Soft Drinks and Snacks Be Taxed to Fund Health Education Programs?

Some health advocates have recommended that soft drinks and high-calorie snacks be taxed. They believe that these foods are partly to blame for the recent rise in obesity rates. Each item would be taxed one to two cents, and the money would fund programs that promote healthful eating and physical activity. Read what two teens have to say about this issue:

Viewpoint 1: Zack H., age 16

I'd pay an extra penny or two for snacks if the money was being used for a good cause. Cigarettes and alcohol are taxed—why not soft drinks and high-calorie snacks? Every year, obesity causes almost as many deaths as tobacco. Health advocates have shown that antitobacco messages can change behavior. I think nutrition campaigns could do the same thing.

Viewpoint 2: Songhee L., age 16

How can you compare soft drinks and snacks to tobacco and alcohol? People have to eat. There are no good or bad foods, just unhealthful eating patterns. The answer to obesity is making the right food choices. A sedentary lifestyle also contributes to overweight and obesity. Why not tax video games and computer software? Also, why stop at soft drinks and snack foods? Why not tax cheese, butter, and salad dressing?

ACTIVITIES


1. Do you think campaigns or formal programs on nutrition would influence people to make healthful eating choices? Why or why not?
2. Should the government be responsible for individual eating choices? Explain.

- ▶ **Cultural and ethnic background.** Your food choices may reflect your cultural heritage or ethnic background. For example, corn, beans, and tortillas might be common foods in many Mexican-American households.
- ▶ **Convenience and cost.** Convenience and cost of foods may be top priorities for some people. For example, busy families may rely on foods that can be prepared quickly, such as microwavable meals.

► **Advertising.** Advertisers spend millions of dollars each year to influence your decisions about food. Part of making informed food choices involves carefully analyzing the health messages delivered through food advertisements. Then you, rather than advertisers, will control your food choices.

Nutrition Throughout the Life Span

Good nutrition is essential for health throughout life but particularly during adolescence—one of the fastest periods of growth you’ll experience. Healthful eating provides you with the nutrients you need for growth and development, gives you energy for sports and other activities, enables you to stay mentally alert, and helps you feel good and look your best. A healthful and balanced eating plan also helps prevent unhealthy weight gain, obesity, and type 2 diabetes—conditions that have become more common among children and teens in recent years. Making healthful food choices now also lowers your risk of developing many life-threatening conditions as you get older. These conditions include heart disease and stroke, certain cancers, and osteoporosis.

 **Eating nutritious meals as a family can contribute to the health of all family members.**



Lesson 1 Review

Reviewing Facts and Vocabulary

1. Briefly explain the relationship between nutrition, quality of life, and disease.
2. Define the term *appetite*.
3. Name three influences—other than family—on people’s food choices.

Thinking Critically

4. **Evaluating.** Give examples of how your family has influenced your food choices.
5. **Applying.** How does what you eat now affect your health, both now and as you grow older?

Applying Health Skills

Analyzing Influences. Look through magazines and find five food advertisements that contain specific health claims. Analyze the health message that each advertisement delivers about its product. How might it influence your food choice? Present your findings in the form of a table.



SPREADSHEETS Spreadsheet software can be used to create your table. For help in using spreadsheet software, go to health.glencoe.com.

Nutrients

VOCABULARY

carbohydrates
fiber
proteins
lipid
vitamins
minerals


YOU'LL LEARN TO

- Describe the functions of the six basic nutrients in maintaining health.
- Demonstrate knowledge of nutrients in a variety of foods.
- Analyze the relationship between good nutrition and disease prevention.



What's your idea of a healthful meal? On a sheet of paper, describe a nutritious meal that you would enjoy. Then make a list of the health benefits that you think you would get from this meal.



 Each of these foods is rich in one or more nutrients. Which of these foods do you eat regularly?

To survive, the human body needs the nutrients found in food. These nutrients are classified into six groups: carbohydrates, proteins, fats, vitamins, minerals, and water. Each plays a unique part in maintaining the normal growth and functioning of your body. Together, they are essential to your overall health and wellness.

Carbohydrates

Do you like potatoes, pasta, and bread? These foods are rich in carbohydrates. **Carbohydrates** are the starches and sugars present in foods. Made up of carbon, oxygen, and hydrogen, carbohydrates are the body's preferred source of energy, providing four calories per gram. Your body uses energy from carbohydrates to perform every task, including sitting and reading the words on this page. Depending on their chemical makeup, carbohydrates are classified as either simple or complex. Most nutritionists recommend that 55 to 60 percent of your daily calories come from carbohydrates, mainly complex carbohydrates.

To get 20–35 grams of fiber daily:

- ▶ Start your day with a whole-grain breakfast cereal, such as oatmeal.
- ▶ Choose whole fruit instead of fruit juice.
- ▶ Make sure you eat at least five servings of fruits and vegetables each day.
- ▶ Select high-fiber snacks (popcorn, raw vegetables, nuts, and fruit with edible skins).
- ▶ Eat legumes at least two or three times a week.
- ▶ Substitute whole-grain ingredients (whole-wheat flour, bran) for low-fiber ingredients (white flour) in recipes whenever possible.

Simple and Complex Carbohydrates

Simple carbohydrates are *sugars*, such as fructose and lactose (found in fruit and milk, respectively). You're probably most familiar with sucrose. It occurs naturally in many plants, such as sugarcane and sugar beets, and is refined to make table sugar. Sugars are added to many manufactured food products.

Complex carbohydrates, or *starches*, are found in whole grains, seeds, nuts, legumes (dried peas and beans), and tubers (root vegetables such as potatoes). The body must break down complex carbohydrates into simple carbohydrates before it can use them for energy.


The Role of Carbohydrates

Your body converts all carbohydrates to glucose, a simple sugar that is the body's main source of energy. Glucose that your body does not use right away is stored in the liver and muscles as a starch-like substance called glycogen (GLI-coh-jen). When more energy is needed, your body converts the glycogen back to glucose. However, it's possible to take in more carbohydrates than your body can use right away or can store as glycogen. When this happens, your body converts and stores the excess carbohydrates as body fat. You can avoid consuming excess carbohydrates by learning to make informed food choices and maintaining healthful eating habits.

Fiber

Fiber is an *indigestible complex carbohydrate* that is found in the tough, stringy parts of vegetables, fruits, and whole grains. Although it can't be digested and used as energy, fiber helps move waste through the digestive system and thereby helps prevent intestinal problems such as constipation. Eating enough fiber throughout your life may reduce your risk of heart disease. Some types of fiber have also been shown to help control diabetes by reducing blood glucose levels.

To stay healthy, eat 20 to 35 grams of fiber each day. Fruits and vegetables with edible skins and whole-grain products such as bran cereals, oatmeal, and brown rice are excellent sources of fiber.

 Each of these foods is a rich source of carbohydrates.



Proteins

A vital part of every cell in your body, **proteins** are *nutrients that help build and maintain body cells and tissues*. Proteins are made of long chains of substances called amino acids. Your body can manufacture all but 9 of the 20 different amino acids that make up proteins. The 9 that your body can't make are called *essential amino acids*—you must get them from the foods you eat.

Complete and Incomplete Proteins

The proteins in food are classified into two groups, *complete proteins* and *incomplete proteins*.

- ▶ **Complete proteins** contain adequate amounts of all nine essential amino acids. Animal products—such as fish, meat, poultry, eggs, milk, cheese, and yogurt—and many soybean products are good sources of complete proteins.
- ▶ **Incomplete proteins** lack one or more of the essential amino acids. Sources include beans, peas, nuts, and whole grains. Consuming a combination of incomplete proteins, for example, rice and beans or peanut butter and bread, is equivalent to consuming a complete protein. You don't have to combine the incomplete proteins in one meal to get this benefit, you just need to eat them both over the course of the day.

The Role of Proteins

Proteins have many functions. During major growth periods, such as infancy, childhood, adolescence, and pregnancy, the body builds new cells and tissues from the amino acids in proteins. Throughout your life your body replaces damaged or worn-out cells by making new ones from protein. The body also uses protein to make enzymes, hormones, and antibodies. Enzymes are substances that control the rate of chemical reactions in your cells. Hormones regulate the activities of different cells, and antibodies help identify and destroy disease-causing organisms. Proteins also supply the body with energy, although they are not the body's main energy source. Like carbohydrates, proteins provide four calories per gram and excess protein is converted to body fat.

Each of these foods is a good source of protein. Which of these foods contain complete proteins? Which contain incomplete proteins?



Fats

Some fat in the diet is necessary for good health. Fats are a type of **lipid** (LIHP-uhd), a *fatty substance that does not dissolve in water*. Fats provide more than twice the energy of carbohydrates or proteins—nine calories per gram.

The building blocks of fats are called fatty acids, molecules made mostly of long chains of carbon atoms, with pairs of hydrogen atoms and single oxygen atoms attached. Fatty acids that the body needs, but cannot produce, are called *essential fatty acids*. Depending on their chemical composition, fatty acids are classified as either saturated or unsaturated. Most fats are a mixture of these two types.

Saturated and Unsaturated Fatty Acids

A *saturated fatty acid* holds all the hydrogen atoms it can. Fats high in saturated fatty acids are usually solid at room temperature. Animal fats and tropical oils—such as palm oil, palm kernel oil, and coconut oil—have a high proportion of saturated fatty acids. Fats in beef, pork, egg yolks, and dairy foods are higher in saturated fatty acids than are the fats in chicken and fish. A high intake of saturated fats is associated with an increased risk of heart disease.

Most vegetable fats—including olive, canola, soybean, corn, and cottonseed oils—contain a high proportion of unsaturated fatty acids. An *unsaturated fatty acid* has at least one unsaturated bond—a place where hydrogen can be added to the molecule. Unsaturated fats are usually liquids (oils) at room temperature. In contrast to saturated fats, unsaturated fats have been associated with a reduced risk of heart disease.

The Role of Fats

Besides providing a concentrated form of energy, fats are essential for other important health functions. They transport vitamins A, D, E, and K in your blood and serve as sources of *linoleic* (lih-noh-LAY-ihk) *acid*, an essential fatty acid that is needed for growth and healthy skin. Fats also add flavor and texture to food, and, because they take longer to digest than carbohydrates or proteins, they help satisfy hunger longer than other nutrients do. Foods that are high in fats also tend to be high in calories, and consuming excess amounts of fat increases your risk of unhealthful weight gain and obesity. Therefore, most nutritionists recommend eating only moderate amounts of fat—no more than 20 to 30 percent of your total daily calorie intake.

Did You Know?



There are two types of unsaturated fatty acids:

- Monounsaturated fatty acids have only one unsaturated bond. These fatty acids are liquid at room temperature but start to solidify when refrigerated. They are found in olive oil and canola oil.
- Polyunsaturated fatty acids have more than one unsaturated bond. These fatty acids are liquid both at room temperature and in the refrigerator. They are found in safflower oil and corn oil.



The foods pictured here all contain fat. **Classify each food shown here as a source of saturated fat or unsaturated fat.**

Reducing Your Intake of Fats

Consuming too much fat can increase the risk of heart disease and unhealthy weight gain. Most teen boys need no more than 84 grams of fat each day. Most teen girls need no more than 66 grams each day. Analyzing the amount of fat in fast foods and snacks can help you see how to reduce your consumption of fats.

What You'll Need

- paper and pencil

What You'll Do

1. List every fast-food and snack item you eat and the portion size of each over the next three days. Next to each item, record how many grams of fat were in that portion. You can find fat grams in snacks by reading the label on packaged food products or by

using a computerized dietary analysis program. Fast-food restaurants can provide a list of nutritional information about their products.

2. Determine the total number of fat grams you consumed over the three-day period. Then divide by three to find your daily average. What did you discover? Were there any surprises?
3. Using your dietary analysis as a guide, set a goal to reduce your fat intake for the next three days. Write a detailed plan describing the steps you will take to reach your goal.

Apply and Conclude

Follow your plan for three days. As a class, share which low-fat substitutions you tried and enjoyed.



The Role of Cholesterol

Cholesterol is a waxy lipidlike substance that circulates in blood. Your body uses the small amount it manufactures to make cell membranes and nerve tissue and to produce many hormones, vitamin D, and bile, which helps digest fats. Excess blood cholesterol is deposited in arteries, including the arteries of the heart. This increases the risk of heart disease.

High cholesterol may be hereditary, and cholesterol levels tend to rise as people age. Although heredity and age are out of your control, you can significantly reduce your risk of heart disease by eating a diet low in saturated fats and cholesterol. A high intake of saturated fats is linked to increased cholesterol production. Dietary cholesterol is found only in animal products such as egg yolks, meats (especially organ meats), and high-fat milk products. Losing excess weight can also lower cholesterol levels.

Vitamins

Vitamins are compounds that help regulate many vital body processes, including the digestion, absorption, and metabolism of other nutrients. Vitamins are classified as either water- or fat-soluble.

Water-soluble vitamins, listed in **Figure 5.1**, dissolve in water and pass easily into the blood during digestion. The body doesn't store these vitamins, so you need to replenish them regularly through the foods you eat. Fat-soluble vitamins are absorbed, stored, and transported in fat. Your body stores these vitamins in your fatty tissue, liver, and kidneys. Excess buildup of these vitamins in your body can be toxic. **Figure 5.2** on page 120 provides more information about fat-soluble vitamins.

FIGURE 5.1


WATER-SOLUBLE VITAMINS

Vitamin/Amount Needed Each Day	Role in Body	Food Source
C (ascorbic acid) Teen female: 60 mg Teen male: 60 mg	protects against infection, helps form connective tissue, helps heal wounds, maintains elasticity and strength of blood vessels, promotes healthy teeth and gums	citrus fruits, cantaloupe, tomatoes, cabbage, broccoli, potatoes, peppers
B₁ (thiamine) Teen female: 1.1 mg Teen male: 1.5 mg	converts glucose into energy or fat, contributes to good appetite	whole-grain or enriched cereals, liver, yeast, nuts, legumes, wheat germ
B₂ (riboflavin) Teen female: 1.3 mg Teen male: 1.8 mg	essential for producing energy from carbohydrates, fats, and proteins; helps keep skin healthy	milk, cheese, spinach, eggs, beef liver
Niacin Teen female: 15 mg Teen male: 20 mg	important for maintenance of all body tissues; helps in energy production; needed by body to utilize carbohydrates, to synthesize body fat, and for cell respiration	milk, eggs, poultry, beef, legumes, peanut butter, whole grains, enriched and fortified grain products
B₆ Teen female: 1.5 mg Teen male: 2.0 mg	essential for amino acid and carbohydrate metabolism, helps turn the amino acid <i>tryptophan</i> into serotonin (a messenger to the brain) and niacin	wheat bran and wheat germ, liver, meat, whole grains, fish, vegetables
Folic acid Teen female: 180 mcg Teen male: 200 mcg	necessary for production of genetic material and normal red blood cells, reduces risk of birth defects	nuts and other legumes, orange juice, green vegetables, folic acid-enriched breads and rolls, liver
B₁₂ Teen female: 2.0 mcg Teen male: 2.0 mcg	necessary for production of red blood cells and for normal growth	animal products such as meat, fish, poultry, eggs, milk, and other dairy foods; some fortified foods

FIGURE 5.2

FAT-SOLUBLE VITAMINS

Vitamin/Amount Needed Each Day	Role in Body	Food Source
A Teen female: 800 mcg Teen male: 1,000 mcg	helps maintain skin tissue, strengthens tooth enamel, promotes use of calcium and phosphorous in bone formation, promotes cell growth, keeps eyes moist, helps eyes adjust to darkness, may aid in cancer prevention	milk and other dairy products, green vegetables, carrots, deep-orange fruits, liver
D Teen female: 5 mcg Teen male: 5 mcg	promotes absorption and use of calcium and phosphorous, essential for normal bone and tooth development	fortified milk, eggs, fortified breakfast cereals, sardines, salmon, beef, margarine; produced in skin exposed to sun's ultraviolet rays
E Teen female: 8 mg Teen male: 10 mg	may help in oxygen transport, may slow the effects of aging, may protect against destruction of red blood cells	present in vegetable oils, apples, peaches, nectarines, legumes, nuts, seeds, wheat germ
K Teen female: 55 mcg Teen male: 65 mcg	essential for blood clotting, assists in regulating blood calcium level	spinach, broccoli, eggs, liver, cabbage, tomatoes

 You get many of the minerals your body needs from these types of foods.



Minerals

Minerals are substances that the body cannot manufacture but that are needed for forming healthy bones and teeth and for regulating many vital body processes. Several key minerals are described in **Figure 5.3**.

Water

Water is vital to every body function. It transports other nutrients to and carries wastes from your cells. Water also lubricates your joints and mucous membranes. It enables you to swallow and digest foods, absorb other nutrients, and eliminate wastes. Through perspiration, water helps maintain normal body temperature. It's important to drink at least 8 cups of water a day to maintain health. Plain water, milk, and juice are the best sources of this nutrient. Beverages containing caffeine, such as tea, coffee, and some soft drinks, are not good choices—they cause you to lose some water through increased urination. Certain foods, such as fruits and vegetables, also contain some water.

FIGURE 5.3

SOME IMPORTANT MINERALS

Mineral/Amount Needed Each Day	Role in Body	Food Source
Calcium Teen female: 1,300 mg Teen male: 1,300 mg	building material of bones and teeth (skeleton contains about 99% of body calcium), regulation of body functions (heart muscle contraction, blood clotting)	dairy products; leafy vegetables; canned fish with soft, edible bones; tofu processed with calcium sulfate
Phosphorous Teen female: 1,250 mg Teen male: 1,250 mg	combines with calcium to give rigidity to bones and teeth, essential in cell metabolism, helps maintain proper acid-base balance of blood	milk and most other dairy foods, peas, beans, liver, meat, fish, poultry, eggs, broccoli, whole grains
Magnesium Teen female: 360 mg Teen male: 410 mg	enzyme activator related to carbohydrate metabolism, aids in bone growth and muscle contraction	whole grains, milk, dark green leafy vegetables, legumes, nuts
Iron Teen female: 15 mg Teen male: 12 mg	part of the red blood cells' oxygen and carbon dioxide transport system, important for use of energy in cells and for resistance to infection	meat, shellfish, poultry, legumes, peanuts, dried fruits, egg yolks, liver, fortified breakfast cereal, enriched rice



Lesson 2 Review

Reviewing Facts and Vocabulary

1. Compare the energy provided to the body by carbohydrates, proteins, and fats.
2. Analyze the relationship between good nutrition and disease prevention: How can reducing your saturated fat intake help lower the risk of heart disease?
3. What are *vitamins*?

Thinking Critically

4. **Analyzing.** Your friend Steve wants to cut down on his intake of saturated fats and cholesterol. What advice would you give him?
5. **Synthesizing.** What are the benefits of eating a variety of fruits and vegetables?

Applying Health Skills

Goal Setting. Copy your school's weekly lunch menus, and examine each day's options. Using what you've learned about nutrients in this lesson, list the most healthful food choices available each day. Then set a goal to eat healthful school lunches for the next week. Use the goal-setting steps to help you create a plan.



SPREADSHEETS Use spreadsheet software to keep track of the meals you create from each day's school menu. Find help in using spreadsheet software at health.glencoe.com.

Lesson 3

Guidelines for Healthful Eating

VOCABULARY

Dietary Guidelines for Americans
Food Guide Pyramid


YOU'LL LEARN TO

- Evaluate the concepts of balance, variety, and moderation, using the Food Guide Pyramid and national dietary guidelines.
- Examine the effects of healthful eating behaviors on body systems.
- Select healthful meals and snacks as part of a balanced diet.



Make a word web of healthful eating habits. Write “Healthful Eating” in the middle of a sheet of paper. Then, around the edges of the paper, add phrases such as “Eat five fruits and vegetables a day”—one phrase for each of the major food groups. Connect these to the center phrase with lines.



 Choosing nutritious foods from the thousands of products available can be a challenge. *What are some factors to consider when shopping for food?*

No single food provides all the nutrients your body needs. That’s why it is so important to eat a balanced variety of nutrient-rich foods each day. There are tools to help you select the most nutritious foods in the appropriate amounts.

Dietary Guidelines for Americans

The U.S. Department of Agriculture (USDA) and the Department of Health and Human Services (DHHS) have published a booklet titled *Nutrition and Your Health: Dietary Guidelines for Americans*. The *Dietary Guidelines for Americans* is a set of recommendations for healthful eating and active living.

The recommendations in the *Dietary Guidelines* are grouped into three broad areas known as the ABCs of good health. Following the ABCs will help you stay fit and will ensure variety, balance, and moderation in your food choices. It can also help lower your risk of developing chronic diseases, such as those of the cardiovascular system.



A: Aim for Fitness

The “A” in the ABCs of good health deals with fitness goals. In addition to healthful eating, regular physical activity is important to staying well. To improve or maintain fitness, follow these guidelines.

- ▶ **Aim for a healthy weight.** Maintaining a healthy weight helps you look and feel good. A health care professional can help you determine a healthy weight for your height and age and the best way to achieve or maintain that weight.
- ▶ **Be physically active each day.** Daily physical activity benefits your overall health and can improve fitness. To maintain fitness, try to include at least 60 minutes of moderate physical activity in your daily routine.

▼ **Choosing a variety of fruits and vegetables each day is an important part of building a healthy base.**
What fruits and vegetables would you choose as an afternoon snack?

B: Build a Healthy Base

The “B” in the ABCs relates to building a healthful eating plan. The “base” of this food plan is the **Food Guide Pyramid**, a guide for making healthful daily food choices. The following guidelines can help you build a healthy base.

- ▶ **Make your food choices carefully.** Eat the recommended number of daily servings from each of the five major food groups in the Food Guide Pyramid.
- ▶ **Choose a variety of grain products, especially whole grains.** Most of your daily food choices should be grain products. Whole-grain products are rich in complex carbohydrates and fiber, as well as some vitamins and minerals. Examples of whole-grain products include whole-wheat bread, oatmeal, and brown rice.
- ▶ **Choose a variety of fruits and vegetables daily.** Fruits and vegetables are rich in vitamins and minerals; some are high in fiber. Eating a variety of these foods will keep you healthy and may help protect you from many chronic diseases.
- ▶ **Keep food safe to eat.** You can reduce your risk of illness by cooking foods thoroughly, handling food with clean utensils, refrigerating perishable foods, and washing your hands before and after you handle foods. These steps make it less likely that food will cause sickness from harmful organisms and other contaminants.





For more information on the Food Guide Pyramid, go to health.glencoe.com.

The Food Guide Pyramid

The Food Guide Pyramid, shown in **Figure 5.4**, is a useful tool for making healthful food choices each day. Notice that grain products are at the base of the pyramid—this means that most of your daily servings should come from the grain group. By eating the recommended number of daily servings from each food group, you'll achieve a balanced eating plan. The tip of the pyramid (Fats, Oils, and Sweets) is not a food group; these products should be consumed sparingly.

Keep in mind that meals often include foods from more than one group. What groups are represented in a meal of spaghetti with meat sauce?

FIGURE 5.4

THE FOOD GUIDE PYRAMID

Use the Food Guide Pyramid to make your daily food selections.

Milk, Yogurt, and Cheese Group (Milk Group)

3–4 servings for teens;
2–3 servings for adults

Fats, Oils, and Sweets

Use sparingly.

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (Meat and Beans Group)

2–3 servings, adding up to
5–7 ounces

Vegetable Group

3–5 servings

Fruit Group

2–4 servings

Bread, Cereal, Rice, and Pasta Group (Grains Group)

6–11 servings

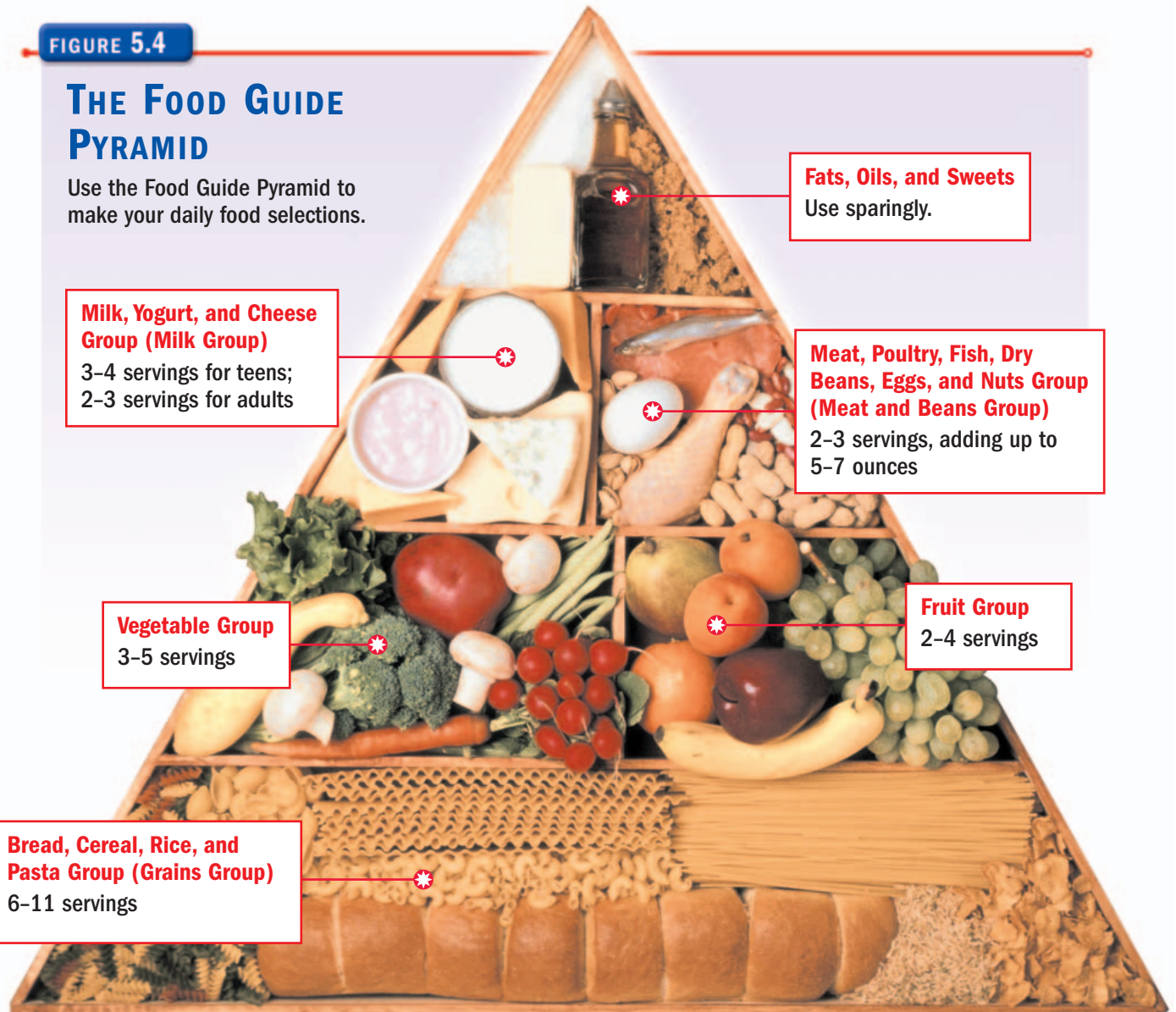


FIGURE 5.5

SERVING SIZES

Grains Group	Vegetable Group	Fruit Group	Milk Group	Meat and Beans Group
<ul style="list-style-type: none"> • 1 slice bread • 1 tortilla • ½ small bagel • 1 cup dry cereal • ½ cup cooked cereal, rice, or pasta 	<ul style="list-style-type: none"> • 1 cup raw leafy vegetables • ½ cup cooked or raw vegetables • ¾ cup vegetable juice 	<ul style="list-style-type: none"> • 1 medium apple, orange, pear, or banana • ½ cup chopped, cooked, or canned fruit • ¾ cup fruit juice 	<ul style="list-style-type: none"> • 1 cup milk or yogurt • 1.5 oz. natural cheese, such as Swiss • 2 oz. processed cheese 	<ul style="list-style-type: none"> • 2–3 oz. cooked lean meat, fish, or poultry <p>Equivalents of 1 oz. of meat:</p> <ul style="list-style-type: none"> • ½ cup cooked dry beans/tofu • 1 egg • 2 tbsp. peanut butter • ⅓ cup nuts

Understanding Serving Sizes

The Food Guide Pyramid's recommended number of daily servings may seem like a lot of food to eat in one day. However, understanding what constitutes a serving will help you see how much food is actually being recommended. **Figure 5.5** lists sample serving sizes for each food group. Understanding serving sizes will help you practice portion control. A portion is how much of a food you eat in one meal. Visualizing some common objects can help you estimate serving sizes and control portions. For example, a medium apple is about the size of a tennis ball. One serving of meat is about the size of a regular computer mouse. A piece of meat twice this size equals two servings. To balance your daily food choices, try to eat enough servings from all five major food groups.

C: Choose Sensibly

The “C” in the ABCs of good health involves making sensible food choices, including

- ▶ choosing a diet that is low in saturated fat and cholesterol and moderate in total fat.
- ▶ choosing beverages and foods to moderate your intake of sugars.
- ▶ choosing and preparing foods with less salt.

CHARACTER CHECK

Citizenship. Citizenship means doing what you can to improve your community. For example, there may be people in your community who go hungry. **Find out how to organize an effort to collect nonperishable food items for a local food bank or homeless shelter. How could this benefit the whole community?**

Health Minute

These strategies can help you make healthful food choices.

To limit dietary fat and cholesterol:

- ▶ Aim to get most of your calories from whole grains, vegetables, and fruits.
- ▶ Read labels on prepared foods to determine how much total fat, saturated fat, and cholesterol a serving of the food contains.
- ▶ Calculate the percentage of fat in one serving: Divide calories from fat by total calories.
- ▶ Try to choose foods that have 3 grams or less of fat per serving. These foods are considered low in fat.

Moderation in Fats

While some dietary fats are necessary for good health, most Americans eat too many fats. The *Dietary Guidelines* recommends that no more than 30 percent of daily calories come from fats, yet most Americans consume a diet that averages a significantly higher percentage. Eating less fat, especially saturated fat, lowers your risk of cardiovascular disease. You don't have to completely eliminate your favorite high-fat foods to limit your intake to no more than 30 percent of calories from fat. If you eat high-fat foods at one meal, eat foods that are lower in fats at other meals.

Moderation in Sugar

You might think that you don't eat much added sugar, but sugars are hidden everywhere, including in prepared foods. You can moderate your sugar intake by

- ▶ learning to identify added sugars by their names on food packages. Corn syrup, honey, and molasses are all types of sugar, as are ingredients ending with *-ose*, such as sucrose and maltose.
- ▶ balancing foods that have added sugars with foods that have less added sugars.
- ▶ limiting your intake of foods that have added sugars but few other nutrients. For example, choose 100 percent fruit juice or water instead of regular soda.
- ▶ choosing fresh fruits or canned fruits packed in water or juice.

Moderation in Salt

Sodium is an essential mineral. It helps transport nutrients into your cells and helps move wastes out. It also helps maintain normal blood pressure and nerve function. However, most Americans consume far too much salt, much of it from processed foods. Consuming less salt can reduce your chances of developing high blood pressure and may also benefit your skeletal system by decreasing the loss of calcium from bone. Try these tips to moderate your salt intake.

- ▶ Read the Nutrition Facts panel on food labels to find out how much sodium a serving contains.
- ▶ Season foods with herbs and spices instead of with salt.
- ▶ When eating at restaurants, ask for foods that are prepared without salt or salty flavorings or with reduced amounts of them.
- ▶ Taste foods before you salt them, and then go easy with the salt shaker.
- ▶ Choose fruits and vegetables often. They contain very little salt unless it is added in processing.

Real-Life Application

Smart Snacking

Eating several small snacks each day can help growing teens get the nutrients they need. You can choose snacks that promote good health without adding too much fat or too many calories.

Nutrition Facts	
Serving Size 1 cookie (17g)	
Servings Per Container about 27	
Amount Per Serving	
Calories 90	Calories from Fat 45
% Daily Value*	
Total Fat 5g	8%
Saturated Fat 2.5g	13%
Cholesterol 5mg	2%
Sodium 80mg	3%
Total Carbohydrate 11g	4%
Dietary Fiber 0g	0%
Sugars 6g	
Protein 1g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

Calories from Fat

Look at this section of the Nutrition Facts panel to find out how much fat is in the snack you are choosing.

Total Fat

This gives you an overview of the fat in the snack. The amount of fat is listed in grams. Remember that fats provide 9 calories per gram, so even small amounts of fats can add a lot of calories.

Saturated Fat

This tells how much of the fat in the snack is saturated. Remember, limiting saturated fats can help reduce the risk of heart disease.

Total Carbohydrate

Under this heading you'll find information about sugars. These, too, are listed in grams. Carbohydrates provide 4 calories per gram.

ACTIVITY

In small groups, examine the snack labels that your group or teacher has brought to class. Use the above callouts to help you identify snacks that are low in fat and sugar. In a paragraph, explain other ways the information on labels can help you choose nutritious snacks.

Healthful Eating Patterns

Whether you eat three meals a day or even more “mini-meals,” *variety*, *moderation*, and *balance* are the foundation of a healthful eating plan. Many people, including teens, find making healthful food choices particularly challenging when having breakfast, snacking, and eating out. Keep in mind that nutrition guidelines apply to all of your daily food choices, not to just a single meal or food. Any food that supplies calories and nutrients can be part of a healthful eating plan. You don't have to deprive yourself of your favorite foods. With a little planning, you can fit them into your diet.

The Importance of Breakfast

You've probably heard the saying, "Breakfast is the most important meal of the day." While you sleep, your body uses energy for functions such as breathing and keeping your heart beating. By the time you wake up, your body needs a fresh supply of energy. Studies show that eating a nutritious breakfast improves mental and physical performance and reduces fatigue later in the day. If you eat breakfast, you tend to perform better in school, get better grades, and miss fewer days of school. Eating breakfast may also help you maintain a healthy weight. Skipping this meal may cause you to overeat later in the day.

Breakfast foods don't have to be "traditional," such as cereal or eggs. Try eating pizza, peanut butter on toast, or a stuffed tomato. To get enough vitamin C, add citrus juice, fruit, or tomato juice to your meal. Breakfast is also a good time to eat a high-fiber cereal and get one calcium-rich serving of milk, cheese, or yogurt.



▲ Many types of foods can be part of a healthy breakfast. **Name three nontraditional breakfast foods that you might like to try.**

Nutritious Snacks

A healthful eating plan can include sensible snacks. When you think about snacks, you might think of potato chips, soft drinks, and candy bars. These foods contain a lot of calories but very few nutrients. They may also be high in fat, added sugars, or salt. More healthful snacks include whole-grain products, fruits, and vegetables. Food companies have also started offering healthier snack choices, such as potato chips that are baked instead of fried. **Figure 5.6** lists some healthful snack items.

FIGURE 5.6

SENSIBLE SNACKS


Food	Food Group	Total Calories per Serving	Calories from Fat
Air-popped popcorn, 3 cups (plain)	Grains	23	0
Apple, 1 medium	Fruit	80	0
Bagel, ½ (small, 2 oz.)	Grains	83	10
Bread stick, 1	Grains	42	6
Frozen juice bar, 4 oz.	Fruit	75	0
Skim milk, 1 cup	Milk	90	0
Sugar-free gelatin (½ cup) with ½ cup sliced banana	Fruit	76	0
Graham cracker squares, 3	Grains	80	15
Pretzel sticks, 50 small	Grains	60	9
Fat-free, sugar-free yogurt, 6 oz.	Milk	86	0

Eating Out, Eating Right

Part of healthful eating is making sensible food choices when you eat out. It might help to use the Food Guide Pyramid when ordering restaurant food. Also, be aware that many menu items may be fried or topped with mayonnaise, butter, or high-fat sauces. For less fat, order foods that are grilled, baked, or broiled, and ask that high-fat sauces not be used at all or be served on the side. Many fast-food restaurants list the calorie counts and other nutrition information for the foods they serve. You can ask to see this list before placing your order.

When eating out, don't forget to think about portion control. The portion sizes of most restaurant meals are much larger than the serving sizes in the Food Guide Pyramid. You may want to eat only part of a portion and take the rest home to enjoy later. As an alternative, offset the larger meal with a smaller meal later.



 **When eating out, don't hesitate to ask how a particular dish is cooked or what ingredients it contains. Name two other ways to make healthy food choices when eating out.**



Lesson 3 Review

Reviewing Facts and Vocabulary

1. Define the *Dietary Guidelines for Americans*.
2. What is the purpose of the Food Guide Pyramid?
3. Examine the effects of healthful eating behaviors on body systems: How can decreasing salt intake benefit the cardiovascular and skeletal systems?

Thinking Critically

4. **Analyzing.** Why might a person eat fewer servings than recommended by the Food Guide Pyramid and still gain an unhealthy amount of weight?
5. **Evaluating.** For lunch Josh had a cheeseburger, fries, and a nondiet soft drink. What could he choose for his afternoon snack and dinner to balance out his high-fat, high-sugar, high-salt meal?

Applying Health Skills

Advocacy. Work with a partner to create a poster that encourages teens to adopt healthful eating habits. Use pictures cut from magazines, computer graphics, or your own drawings to illustrate your poster.



WEB SITES Use information and drawings from your poster to create a Web page encouraging teens to develop healthful eating habits. See health.glencoe.com for help with planning and building your own Web site.



Food and Healthy Living

VOCABULARY

food additives
food allergy
food intolerance
foodborne illness
pasteurization
cross-contamination


YOU'LL LEARN TO

- Utilize the information on food labels.
- Develop specific eating plans to meet changing nutritional requirements, such as special dietary needs and food allergies.
- Analyze the influence of policies and practices on the prevention of foodborne illness.
- Develop and analyze strategies related to the prevention of foodborne illness.



The nutrition labels on food products contain information that can help you choose healthy foods. Make a list of the types of information that could assist you in making healthy food choices.



 The labels on packaged food products contain valuable information for the consumer.

Using the Food Guide Pyramid is one good way to assess the nutritional contribution of a particular food to your overall eating pattern. Similarly, the information on packaged and prepared foods can help you determine whether or not a particular product meets your nutritional needs. When you know exactly what you're buying, you'll be able to make sound decisions about what you're eating. Part of health literacy also involves understanding and evaluating food product claims.

Nutrition Labeling

Examine almost any food package, and you'll find a Nutrition Facts panel. The law requires that these information panels be placed on packages of food that are intended for sale. The information provided in a Nutrition Facts panel is shown in **Figure 5.7**.

FIGURE 5.7

NUTRITION FACTS

Nutrition Facts		
Serving Size 30g (about 12 pretzels)		
Servings Per Container 30		
Amount Per Serving		
Calories 110	Calories from Fat 10	
	% Daily Value*	
Total Fat 1g	2%	
Saturated Fat 0g	0%	
Cholesterol 0mg	0%	
Sodium 300mg	13%	
Total Carbohydrate 23g	8%	
Dietary Fiber 1g	4%	
Sugars Less than 1g		
Protein 3g		
Vitamin A 0%	Vitamin C 0%	
Calcium 0%	Iron 4%	
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:		
Total Fat	Less Than 65g	80g
Sat Fat	Less Than 20g	25g
Cholesterol	Less Than 300mg	300mg
Sodium	Less Than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g
Calories per gram:		
Fat 9	Carbohydrate 4	Protein 4

Serving Size and Servings Per Container

- Nutrient and calorie content is calculated according to serving size. The serving size on the label may differ from sizes in the Food Guide Pyramid. The number of servings in the package is also listed.

Calories and Calories from Fat

- The number of calories in one serving and how many of these calories come from fat is given here.

Nutrients (Top section)

- The amounts of total fat, saturated fat, cholesterol, and sodium per serving are listed in either grams (g) or milligrams (mg).
- The amounts of total carbohydrates, dietary fiber, sugars, and protein per serving are given.

Nutrients (Bottom section)

- Major vitamins and minerals are listed with their Percent Daily Values.

Percent Daily Value

- This section tells you how much the nutrients in one serving contribute to your total daily eating plan. The general guideline is that 20% or more of a nutrient is a lot and 5% or less isn't very much. Choose foods that are high in fiber, vitamins, and minerals and low in fat, cholesterol, and sodium.

The Footnote (Lower part of Nutrition Facts Panel)

- This information is the same from product to product. It contains advice about the amounts of certain nutrients that should be eaten each day.

Ingredients List

Most food labels also list the food's ingredients by weight, in descending order, with the ingredient in the greatest amount listed first. However, food labels that list several similar ingredients can be confusing. For example, when three sweeteners—sugar, honey, and corn syrup—are used in the same product, each is listed separately; therefore, they appear lower on the list than they would if they were counted as one ingredient, "sugars." This may give the impression that the product contains less sugar than it really does.

FOOD ADDITIVES

Some ingredients are **food additives**, *substances intentionally added to food to produce a desired effect*. Additives may be used to enhance a food's flavor or color or lengthen its storage life.

Did You Know?



Certified organic foods must meet a set of strict national standards. They must be produced and processed without conventional pesticides and fertilizers, bioengineering, radiation, hormones, or antibiotics. To be labeled “USDA Organic,” a food product must be at least 95 percent organic.

SUGAR AND FAT SUBSTITUTES

In response to the public’s concerns about excess calories in foods, the food industry has developed a number of substitutes for sugar and fat. Many diet drinks, for example, are sweetened with *aspartame*, which is essentially calorie-free. Fructose, the natural sugar in fruit, is sometimes used as a sweetener. Because fructose is sweeter than table sugar, less sweetener is needed and fewer calories are added to the food. Some potato chips are made with fat replacers so that they supply few calories from fat. An example of a fat replacer is *olestra*, which passes through the body undigested. Because olestra is not absorbed, some people find that its consumption can produce gastrointestinal problems such as diarrhea.

Product Labeling

Along with nutrition information, food labels may state the potential health benefits of a food. In some cases the label may also detail the conditions under which the food was produced or grown—for example, whether or not a food is organic or contains organic ingredients.

Nutrient Content Claims

Product labels may advertise a food’s nutrient value. Claims such as “100% Fat-Free” or “Light in Sodium” describe the nutrient content of a food. Some specific terms include the following:

- ▶ **Light or Lite.** The calories have been reduced by at least one third, or the fat or sodium has been reduced by at least 50 percent.
- ▶ **Less.** The food contains 25 percent less of a nutrient or of calories than a comparable food.

Claims on food products must meet strict guidelines. Check the Nutrition Facts panel for more specific information. *What do the labels on each of these food products tell you?*



- ▶ **Free.** The food contains no amount, or an insignificant amount, of total fat, saturated fat, cholesterol, sodium, sugars, or calories.
- ▶ **More.** The food contains 10 percent more of the Daily Value for a vitamin, a mineral, protein, or fiber.
- ▶ **High, Rich In, or Excellent Source Of.** The food contains 20 percent or more of the Daily Value for a vitamin, a mineral, protein, or fiber.
- ▶ **Lean.** The food is a meat, poultry, fish, or shellfish product that has less than 10 grams of total fat, less than 4 grams of saturated fat, and less than 95 mg of cholesterol per 3-ounce serving.

Open Dating

Many food products have *open dates* on their labels. The open dates on products such as milk and canned goods reflect their freshness. Canned foods eaten after these dates are safe, but they may not taste as fresh. Open dates on food such as meat can help you make decisions about the food's safety. Below are some common types of open dating you may see on product labels.

- ▶ **Expiration date.** The last date you should use the product.
- ▶ **Freshness date.** The last date a food is considered to be fresh.
- ▶ **Pack date.** The date on which the food was packaged.
- ▶ **Sell-by date (or pull date).** The last date the product should be sold. You can store and use a product after its sell-by date.

Food Sensitivities

Do you know anyone who feels ill after eating certain foods? This person may have a special sensitivity to the food or to an additive in the food.

Food Allergies

A **food allergy** is a condition in which the body's immune system reacts to substances in some foods. These substances, called **allergens**, are proteins that the body responds to as if they were pathogens, or foreign invaders. Allergies to peanuts, tree nuts, eggs, wheat, soy, fish, and shellfish are most common. Scratch tests, in which tiny amounts of suspected allergens are injected under the skin, are a common test for allergies. A simple blood test can also indicate whether a person is allergic to a specific food.

People with allergies have different types of allergic reactions. These reactions may include rash, hives, or itchiness of the skin;



- ▶ Milk containers are labeled with a sell-by date. *What does this date indicate?*

hotlink

allergens To learn more about allergens and allergies, see Chapter 26, page 688.

Did You Know?



Lactose intolerance, the inability or reduced ability to digest the natural sugar in milk, is a manageable condition. Small amounts of milk consumed more frequently may be easier to digest. Drinking milk with food helps, too. Another option is to get milk's nutrients from yogurt or cheese, which usually don't cause a problem. Health care professionals can provide lactase enzymes and can explain how to use them. Also, lactose-reduced milk and other products containing the same nutrients as milk are offered at many supermarkets.

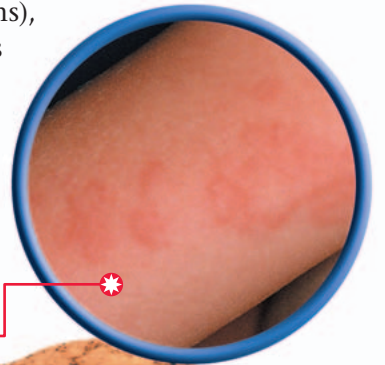
vomiting, diarrhea, or abdominal pain; or itchy eyes and sneezing. If you eat something and experience any of these symptoms, consult a health care professional. Serious allergic reactions, such as difficulty breathing, can be deadly. If you or someone else experiences a severe allergic reaction, call for medical help immediately.

Food Intolerances

Food intolerances are more common than food allergies. A **food intolerance** is a negative reaction to a food or part of food caused by a metabolic problem, such as the inability to digest parts of certain foods or food components. Food intolerance may be associated with certain foods, such as milk or wheat, or with some food additives. Some types of food intolerance may be hereditary, such as the reduced ability to digest lactose (milk sugar) or gluten, a protein in some grain products.

Foodborne Illness

You've seen the signs in restaurant restrooms: "Employees must wash their hands before returning to work." Restaurants have this policy because handwashing after using the restroom is one way to prevent **foodborne illness**, or *food poisoning*. Foodborne illness may result from eating food contaminated with pathogens (disease-causing organisms), the poisons they produce, or poisonous chemicals. Many times the contaminant can't be seen, smelled, or tasted. The best way to protect yourself is to become knowledgeable about the causes of such illnesses and ways to keep food safe.



Allergic Reaction

Foods that can cause allergic reactions include milk products, soy products, peanuts, wheat, and shellfish. **What should you do if you have a severe reaction to any food?**



Causes and Symptoms of Foodborne Illness

According to the Centers for Disease Control and Prevention (CDC), bacteria and viruses cause most common foodborne illnesses. Bacteria that contaminate food include *Campylobacter*, *Salmonella*, and *E. coli* O157:H7. Viruses include the Norwalk and Norwalk-like viruses. Foods become contaminated with these pathogens in two main ways:

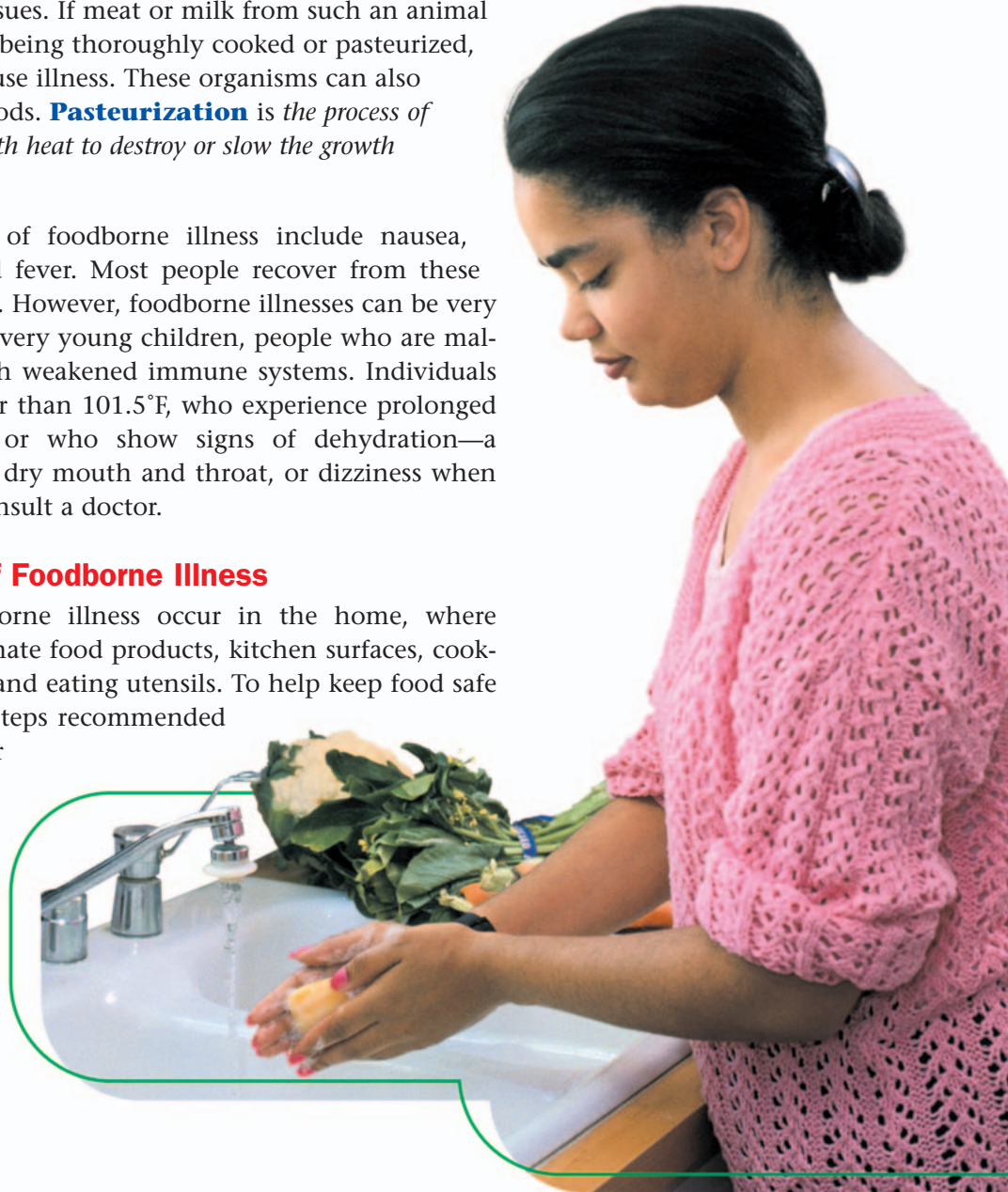
- ▶ Food may be contaminated with pathogens spread by an infected person.
- ▶ Animals raised or caught for food may harbor disease-causing organisms in their tissues. If meat or milk from such an animal is consumed without being thoroughly cooked or pasteurized, the organism may cause illness. These organisms can also contaminate other foods. **Pasteurization** is the process of treating a substance with heat to destroy or slow the growth of pathogens.

Common symptoms of foodborne illness include nausea, vomiting, diarrhea, and fever. Most people recover from these symptoms in a few days. However, foodborne illnesses can be very serious for older adults, very young children, people who are malnourished, or those with weakened immune systems. Individuals who have a fever greater than 101.5°F, who experience prolonged vomiting or diarrhea, or who show signs of dehydration—a decrease in urination, a dry mouth and throat, or dizziness when standing up—should consult a doctor.

Minimizing Risks of Foodborne Illness

Most cases of foodborne illness occur in the home, where pathogens can contaminate food products, kitchen surfaces, cooking and serving dishes, and eating utensils. To help keep food safe to eat, follow the four steps recommended by the Partnership for Food Safety Education: clean, separate, cook, and chill.

▼ **Washing your hands after using the bathroom and before handling or eating foods greatly reduces your risk of foodborne illness and the risk of passing pathogens to others. What are some of the symptoms of foodborne illness?**



▶ **Clean.** Before preparing food and after using the bathroom, handling pets, changing diapers, or touching any other obvious source of pathogens, wash your hands thoroughly in hot, soapy water. To prevent **cross-contamination**, *the spreading of bacteria or other pathogens from one food to another*, wash your hands, cutting boards, utensils, plates, and countertops with hot, soapy water after preparing each food item. It is also recommended that you use cutting boards made of nonporous materials, such as plastic or glass, for preparing foods. When possible, use disposable paper towels instead of dishcloths to clean kitchen surfaces. Also, remember to wash fruits and vegetables before you eat them.

▶ **Separate.** To avoid cross-contamination, separate raw meat, seafood, and poultry from other items in your shopping cart. At home, store these foods separately from other foods. The bottom shelf of the refrigerator is a good place to keep these foods because their juices won't run onto other foods. Use separate cutting boards for raw meats and raw vegetables or foods that are ready to be eaten. Never place cooked food on a plate that previously held raw meat, seafood, or poultry. After contact with raw meats, wash cutting boards and other utensils (as well as your hands) in hot, soapy water.


▶ **Cook.** Cook foods to a safe temperature: 160°F for ground beef, 170°F for roasts and poultry, and 145°F for fish. Use a meat thermometer to make sure meats and fish are cooked thoroughly. When thoroughly cooked, meat or poultry juices should run clear. Properly cooked fish should be opaque and flake easily with a fork. Don't eat raw ground beef or ground beef that is still pink after being cooked. Avoid dishes that contain partially cooked or raw eggs. Sauces, soups, and gravies should be brought to a boil before serving.

▶ **Chill.** Cold temperatures slow the multiplication of bacteria. Refrigerate or freeze perishable foods as soon as you get home. Foods that need to be kept cold should be refrigerated quickly at temperatures of 40°F or less. Frozen foods should be stored at 0°F. Refrigerate or freeze prepared foods and leftovers within two hours after a meal—even sooner on a hot day. Divide leftovers into small, shallow containers to help them cool more quickly. Remove any stuffing before freezing meats or poultry. Don't over-pack the refrigerator; air needs

▼ Wash cutting boards in hot, soapy water. *How can using different cutting boards for raw meats and raw vegetables help protect you from foodborne illness?*



to circulate around the food to keep it cool. Don't defrost foods on a kitchen counter. Instead, thaw these foods in a refrigerator, under cold running water, or by using a microwave's defrost function. At a picnic, keep hot foods hot and cold foods cold. Thoroughly cook meats at the picnic site. Discard foods that have been sitting out for two hours—one hour if the temperature is above 85°F.

 Proper preparation of picnic foods will help ensure that these foods remain safe to eat. **Why should you discard any picnic food that's been sitting out for two hours?**



Lesson 4 Review

Reviewing Facts and Vocabulary

1. What can the ingredients list of a food product tell you?
2. How does a *food allergy* differ from a *food intolerance*?
3. What is *pasteurization*?

Thinking Critically

4. **Analyzing.** How does the policy that requires food service workers to wash their hands help prevent foodborne illness?
5. **Applying.** Develop a strategy to store food that's left over from dinner.

Applying Health Skills

Accessing Information. Find three to five reliable online sources of information about foodborne illness. Use these resources to create a pamphlet titled "Preventing Foodborne Illness."



WORD PROCESSING Word processing can give your pamphlet a professional look. See health.glencoe.com for tips on how to get the most out of your word-processing program.

Analyzing Food Ads

Being overweight is associated with many serious health problems, including type 2 diabetes. Ads for fast food and high-calorie snacks may influence young people to consume foods that contribute to unhealthy weight gain. In this activity you will learn to recognize the different techniques food advertisers use to appeal to children and teens.

Language	Color	Music	Types of Characters	Editing Methods

ACTIVITY

One way to critique a TV ad is to consider its style. An ad's style includes its use of language, color, and music; types of characters featured; and methods of film editing. Ads for breakfast cereals, for example, often feature cartoon characters to draw in children. Fast-food ads may have a fast-paced editing style, such as that seen in music videos, to appeal to teens.

Critique a TV ad for a food product that is targeted to children or teens. Use a chart like the one above to describe each element of the ad. Then write an essay indicating how

the style of the ad is attempting to draw in its target audience. Explain why the advertised food should not be targeted to children or teens. Include information on why the food is a poor nutritional choice for a healthful eating plan.

EXPRESS YOUR VIEWS

Should fast-food and convenience-food manufacturers be required to put warning labels on their products that describe the health risks of consuming a particular food? Hold a class debate on this issue.

CROSS-CURRICULUM CONNECTIONS



Write a Story. Compose a short story about a family enjoying a traditional feast featuring their native cuisine. You may wish to focus on your own cultural or ethnic background, or choose one that you are interested in. Research that culture's cuisine and dining customs to incorporate into your story, and be sure to use vivid, descriptive language to set the scene.



Give an Oral Report. Early settlers in America had to modify their diets based on the foods available in the area where they settled. Your teacher will divide you into groups and assign you a particular U.S. region to study. Research what groups settled in that area and how they adapted their diets to incorporate the foods available in that region. Create a visual aid, and present an oral report to the class.



Calculate the Calories. The USDA's *Dietary Guidelines for Americans* recommends that no more than 30 percent of daily calories come from fat. Mike is a teen whose recommended daily calorie intake is 2,800 calories. Keeping in mind that a gram of fat yields 9 calories, if the total fat content of Mike's breakfast and lunch totals 38.6 grams, how many more calories from fat can he eat that day and still remain within the recommended limits?



Conduct Research. The French chemist Louis-Camille Maillard noticed that certain chemical compounds appeared in foods during the cooking process that were not present in the raw food. This phenomenon is now called the Maillard Reaction. List some common foods, such as bread, meats, and vegetables, and research the compounds produced in the Maillard Reaction when they are cooked.



Dietetic Technician

Do you enjoy planning meals and cooking? Do you like interacting with others? If so, you may enjoy a career as a dietetic technician. This career allows you to assist dietitians in the planning of healthful meals.

To enter this field, you must first complete a two-year associate's degree program. You'll also need to complete an accredited dietetic technician program and pass a national exam. To maintain certification, you'll need to stay up-to-date on nutrition trends. Find out more about this and other health careers by clicking on Career Corner at health.glencoe.com.



Chapter 5 Review

► **EXPLORING HEALTH TERMS** Answer the following questions on a sheet of paper.

Lesson 1 Fill in the blanks with the correct term.

hunger **nutrition** **calories**
nutrients **appetite**

The process by which the body takes in and uses food is (**1**). (**2**) are the units of heat that measure the energy used by the body and the energy that foods supply to the body. The substances in food that your body needs to function properly are (**3**).

Lesson 2 Match each definition with the correct term.

vitamins **lipid** **carbohydrates**
proteins **fiber** **minerals**

- The starches and sugars present in foods.
- An indigestible complex carbohydrate.
- Nutrients that help build and maintain body cells and tissues.
- A fatty substance that does not dissolve in water.

Lesson 3 Fill in the blanks with the correct term.

Food Guide Pyramid Dietary Guidelines for Americans

- The _____ is a set of recommendations for healthful eating and active living prepared by the USDA and DHHS.
- The _____ is a guide for making healthful daily food choices.

Lesson 4 Match each definition with the correct term.

food allergy **pasteurization**
food additives **cross-contamination**
foodborne illness **food intolerance**

- Substances intentionally added to food to produce a desired effect.
- Another name for food poisoning.
- The spreading of bacteria or other pathogens from one food to another.

► **RECALLING THE FACTS** Use complete sentences to answer the following questions.

Lesson 1

- How does hunger differ from appetite?
- Give an example of how friends and peers can influence food choices.
- Why is good nutrition especially important during the teen years?

Lesson 2

- What is the relationship between glucose and glycogen?
- How does water benefit the body?
- List three minerals that are important for health.

Lesson 3

- What are the ABCs of good health?
- Most of the foods you eat each day should come from which three parts of the Food Guide Pyramid?
- How many servings should you eat each day from the Milk Group? From the Meat and Beans Group?

Lesson 4

- What does the Percent Daily Value column of a food label tell you?
- What are some symptoms of a food allergy?
- How can you keep picnic foods safe to eat?

► **THINKING CRITICALLY**

1. **Synthesizing.** Use specific examples to explain how strong emotions such as anger and fear might affect your eating habits. (LESSON 1)
2. **Evaluating.** Explain why it's important to know whether a fat is saturated or unsaturated. (LESSON 2)
3. **Applying.** What would you say to someone who always skips breakfast because he or she isn't hungry in the morning? (LESSON 3)
4. **Analyzing.** Several hours after eating dinner, you begin to feel nauseous and feverish and you have some abdominal cramps. What type of problem might these symptoms suggest? (LESSON 4)

► **HEALTH SKILLS APPLICATION**

1. **Advocacy.** Watch 30 minutes of television and keep a record of the food commercials shown. Analyze the health messages delivered through these food ads. Then write a script for an advertisement that encourages viewers to try a particular healthful food. (LESSON 1)

2. **Goal Setting.** Develop a table that summarizes what you have learned about the nutrients your body needs. Include in your table the name of each type of nutrient, why your body needs the nutrient, and what foods you can eat to make sure you include enough of the nutrient in your eating plan. Then set a goal to improve your intake of one or more of these nutrients. Use the goal-setting steps to reach your goal. (LESSON 2)
3. **Accessing Information.** Use reliable online resources to do more in-depth research on the relationship between nutrition and heart disease. How can good nutrition prevent this disease and improve quality of life? Summarize your findings in a one-page report. (LESSON 3)
4. **Practicing Healthful Behaviors.** Analyze how healthful practices might reduce the risk of foodborne illness, a communicable disease. Then develop a plan that features safe cooking strategies to reduce the spread of foodborne pathogens. (LESSON 4)

 **BEYOND**
the Classroom

Parent Involvement

Accessing Information. Work with your family to make a list of the prepared and fast foods you most enjoy eating. Then look through cookbooks to find recipes for similar treats that contain less fat, sugar, and salt. Make a recipe booklet of these healthful alternatives, and set a goal to try one new recipe each week.



School and Community

Meals on Wheels. Many communities have organizations such as Meals on Wheels or other groups that provide nutritious meals to older adults or physically challenged individuals who are unable to prepare meals for themselves. Find out whether your community has such an organization and how you and your classmates can become involved.