

Chapter 11

Food and Nutrition Guidance

Student assignments and activities designed to enhance learning and stimulate critical thinking.

1. Read W.O. Atwater's quote listed in Box 11.1 (page 304). Written more than a 100 years ago, describe the significance of this quote in the 21st century.
2. In reviewing Table 11.1 (pg 305), why have the food group categories changed over time? For someone who is not knowledgeable about nutrition, which of the 7 food guides listed in this table would be the easiest to understand? Which would be the most challenging? Explain your answer.
3. Compare and contrast the 1992 USDA Food Guide Pyramid graphic (<http://www.nal.usda.gov/fnic/Fpyr/pyramid.gif>) with the MyPyramid graphic shown in Figure 11.4A (page 334). Of these two graphics, which best represents the principles of designing a food guide, listed at the top of page 307? Explain your answer. (A color version of the MyPyramid graphic can be found at <http://www.mypyramid.gov/downloads/MiniPoster.pdf>.)
4. View the public commentary for the revision of the 1992 Food Guide Pyramid at <http://www.cnpp.usda.gov/MyPyramidJuly2004COMMENTS.htm>. Find one comment from a trade group, one from a nutrition professional, and one from a consumer. Compare and contrast the proposals from each of these three stakeholders. Include in your discussion, which, if any, of the recommendations from these three stakeholders was included in the final version of MyPyramid. Based on the comments and your own ideas, how would you design America's food guide?
5. Describe how well you think MyPyramid illustrates variety, moderation, proportionality, physical activity, personalization, and gradual improvement. Compared to the 1992 USDA Food Guide Pyramid (<http://www.nal.usda.gov/fnic/Fpyr/pyramid.gif>), which of the two graphics better represents each of these domains?
6. Using MyPyramid, develop a lesson plan to teach a group of third grader students about dietary variety, moderation, and proportionality.
7. Review Table 11.4 (page 311). Discuss how the *Dietary Guidelines* have changed over time. How has the wording changed? What effect might this have on the meaning and messages of the *Guidelines*?

8. View the public commentary for the *2005 Dietary Guidelines for Americans* at <http://www.health.gov/dietaryguidelines/dga2005/comments/ViewAll.asp#10>. Find one comment from a trade group, one from a health professional or organization, and one from a consumer. Compare and contrast the proposals from each of these three stakeholders. Include in your discussion, which, if any, of the recommendations from these three stakeholders was included in the final version of the *2005 Dietary Guidelines*.

9. Is the Healthy Eating Index (HEI) a useful tool? Why or why not?

10. What observations and interpretations can you make from the data presented in Table 11.5 (page 312)?

11. List the uses and limitations of the Dietary Reference Intakes (DRIs).

12. Estimating the calorie and fat content of meals is no easy task. In fact, even dietitians have difficulty (see the NY Times article, “Losing Count of Calories as Plates Fill Up” at <http://query.nytimes.com/gst/fullpage.html?res=9C06E0DA1F3AF931A35757C0A961958260&sec=&spon=&pagewanted=all>). Record your food and beverage intake at lunch for one day. Be sure to include condiments, seasonings, preparation methods, and estimated portion sizes. How many calories do you think this meal contained? How many grams of fiber?

Using the Nutrient Data Laboratory (NDL, <http://www.ars.usda.gov/ba/bhnrc/ndl>), determine the caloric and fiber content of your lunch meal. Was your estimation close to what the NDL estimated? Describe your experience using the NDL.

13. What are the benefits and possible consequences of having disease prevention dietary guidance along with federal dietary guidance? Is having multiple guidance systems optimal, or should we have just one? Explain your answer.