

Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

KEY

◻ Fat (naturally occurring and added)

◼ Sugars (added)

These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well.

Milk, Yogurt, & Cheese Group
2-3 SERVINGS

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS

Vegetable Group
3-5 SERVINGS

Fruit Group
2-4 SERVINGS



Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

Use the Food Guide Pyramid to help you eat better every day... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk group and two to three servings from the Meat group.

Each of these food groups provides some, but not all of the nutrients you need. No one food group is more important than another — for good health you need them all. Go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

To order a copy of "The Food Guide Pyramid" booklet, send a \$1.00 check or money order made out to the Superintendent of Documents to: Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

U.S. Department of Agriculture, Human Nutrition Information Service, August 1992, Leaflet No. 572

How to Use The Daily Food Guide

What counts as one serving?

Breads, Cereals, Rice, and Pasta

- 1 slice of bread
- 1/2 cup of cooked rice or pasta
- 1/2 cup of cooked cereal
- 1 ounce of ready-to-eat cereal

Vegetables

- 1/2 cup of chopped raw or cooked vegetables
- 1 cup of leafy raw vegetables

Fruits

- 1 piece of fruit or melon wedge
- 3/4 cup of juice
- 1/2 cup of canned fruit
- 1/4 cup of dried fruit

Milk, Yogurt, and Cheese

- 1 cup of milk or yogurt
- 1-1/2 to 2 ounces of cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

- 2-1/2 to 3 ounces of cooked lean meat, poultry, or fish
- Count 1/2 cup of cooked beans, or 1 egg, or 2 tablespoons of peanut butter as 1 ounce of lean meat (about 1/3 serving)

Fats, Oils, and Sweets

- LIMIT CALORIES FROM THESE especially if you need to lose weight

The amount you eat may be more than one serving. For example, a dinner portion of spaghetti would count as two or three servings of pasta.

How many servings do you need each day?

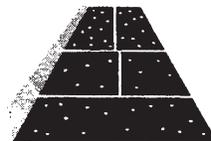
	Women & some older adults	Children, teen girls, active women, most men	Teen boys & active men
Calorie level*	about 1,600	about 2,200	about 2,800
Bread group	6	9	11
Vegetable group	3	4	5
Fruit group	2	3	4
Milk group	**2-3	**2-3	**2-3
Meat group	2, for a total of 5 ounces	2, for a total of 6 ounces	3 for a total of 7 ounces

*These are the calorie levels if you choose lowfat, lean foods from the 5 major food groups and use foods from the fats, oils, and sweets group sparingly.

**Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need 3 servings.

A Closer Look at Fat and Added Sugars

The small tip of the Pyramid shows fats, oils, and sweets. These are foods such as salad dressings, cream, butter, margarine, sugars, soft drinks, candies and sweet desserts. Alcoholic beverages are also part of this group. These foods provide calories but few vitamins and minerals. Most people should go easy on foods from this group.



Some fat or sugar symbols are shown in the other food groups. That's to remind you that some foods in these groups can also be high in fat and added sugars, such as cheese or ice cream from the milk group, or french fries from the vegetable group. When choosing foods for a healthful diet, consider the fat and added sugars in your choices from all the food groups, not just fats oils, and sweets from the Pyramid tip.



Strategies for Health Professionals to Promote Healthy Eating Habits

Appendix Three

Modified from: Story M, Holt K, Sofka D.

Communication Factors

<i>Strategies</i>	<i>Applications/Questions</i>
Promote positive, nonjudgmental strategies to help the adolescent adopt healthy eating behaviors.	Reinforce positive aspects of the adolescent's eating behaviors.
Encourage the adolescent's active participation in changing eating behaviors.	Help the adolescent identify barriers that make it difficult to change eating behaviors, and develop a plan of action for adopting new behaviors.
Provide concrete learning situations.	Use charts, food models, and videotapes to reinforce verbal information and instructions.
Focus on the short-term benefits of healthy eating behaviors.	Emphasize that healthy eating behaviors will make the adolescent feel good and energized.
Understand and respect the adolescent's cultural eating behaviors.	Help the adolescent integrate dietary recommendations with cultural eating behaviors.
Use simple terminology.	Avoid using the term "diet" with the adolescent because it tends to be associated with weight loss and may be confusing.

Environmental Factors

Strategies

Provide a setting oriented to adolescents.

Communicate developmentally appropriate health messages.

Encourage health professionals and staff to become role models for healthy eating behaviors.

Applications/Questions

Use posters and materials written for adolescents.

Use posters and materials that highlight the importance of healthy eating behaviors.

Have health professionals and staff model healthy eating behaviors (e.g., by keeping a bowl of fruit at the front desk).

Readiness to Change

Strategies

Identify the adolescent's stage of behavior change and readiness to change based on the Stages of Change model (Appendix 2).

Facilitate behavior change with counseling strategies tailored to the adolescent based on the Stages of Change model (Appendix 2).

Applications/Questions

“Are you interested in changing your eating behaviors?”

“Are you thinking about changing your eating behaviors?”

“Are you ready to change your eating behaviors?”

“Are you in the process of changing your eating behaviors?”

“Are you trying to maintain changes in your eating behaviors?”

Provide a supportive environment, basic information, and assessment.

Prioritize behaviors to be changed, set goals, and identify barriers to change.

Develop a plan that incorporates incremental steps for making changes, support, and reinforcement.

Action Plans

Strategies

Applications/Questions

Provide counseling for the adolescent who is in the stages of behavior change or who is unwilling to change.

Increase the adolescent's awareness and knowledge of early behaviors.

Encourage the adolescent to make behavior changes if necessary.

Provide task-oriented counseling for the adolescent who is ready to change eating behaviors.

Encourage a few small, concrete changes first, and build those.

Support and follow up with the adolescent who has change behavior.

Identify and prioritize behavior changes to be made.

Suggest changes that will have a measurable impact on the adolescent's most serious nutrition issues.

Set realistic, achievable goals that are supported by the adolescent's family and peers.

"What behavior will you change?" "What goal is realistic right now?"

"How and when will you change the behavior and who will help you?"

Identify and address barriers to behavior change; help reduce barriers when possible.

"What will make it hard for you to make change?"

"Money, friend, or family?"

"How can you get around this?"

Make sure that the behavior changes are compatible with the adolescent's lifestyle.

Don't force the adolescent to conform to rigid eating behaviors. Keep in mind current behaviors and realistic goals.

Establish incremental steps to help the adolescent eating behaviors.

For example, have the adolescent reduce fat consumption change by gradually changing the type of milk consumed, from whole 2% (reduced fat), to 1% (low-fat), to skim (nonfat) milk.

Give the adolescent responsibility for changing and monitoring eating behaviors.

Stress the importance of planning how the adolescent will make and track changes in eating behavior.

Make record-keeping simple, and review the plan with the adolescent.

Make sure that the adolescent has family and peer support.

Show the adolescent how to encourage parents and peers to help.

Meet with the parents to clarify goals and action plans; determine how they can help.

Offer feedback and reinforce success.

Regularly show interest to encourage continued behavior change.

General Strategies

Strategies

Applications/Questions

Ask the adolescent about changes in eating behaviors at every visit.

“How are you doing in changing your eating behaviors?”

Emphasize to the adolescent the consumption of foods rather than nutrients.

For example, say, “Drink more milk, eat cheese, and yogurt” rather than “Increase your calcium intake.”

Build on positive aspects of the adolescent’s eating behaviors.

“It’s great that you’re eating breakfast. Would you be willing to try cereal, fruit, and toast instead of bacon and doughnuts four days out of the week?”

Focus on “how to” instead of “why” information.

Share behaviorally orientated information (e.g., what, how much, and when to eat and how to prepare food) rather than focusing on why the information is important.

Provide counseling that integrates realistic behavior change into the adolescent’s lifestyle.

“I understand that your friends eat lunch at fast-food restaurants. Would it help you to learn how to make healthier food choices at these restaurants?”

Discuss how to make healthy food choices in a variety of settings.

Talk about how to choose foods in various settings such as fast-food and other restaurants, convenience stores, vending machines, and friends’ homes.

Provide the adolescent with learning experiences and skills practiced.

Practice problem solving and role-playing (e.g., having the adolescent ask the food server to hold the mayonnaise).

Introduce the concept of achieving balance and enjoying all foods in moderation.

“Your food diary indicates that after having pepperoni pizza for lunch yesterday, you ate a lighter dinner. That’s a good way to balance your food intake throughout the day-”

Make record-keeping easy, and tell the adolescent that you do not expect spelling, handwriting, and eating behaviors to be perfect.

“Be as accurate and honest as you can as you record your food intake. This food diary is a tool to help you reflect on your eating behaviors.”

Make sure the adolescent hears what you are saying.

“What eating behaviors are you planning to work on before your next appointment?”

Make sure that you and the adolescent define terms the same way to avoid confusion.

Discuss the definition of words that may cause confusion, such as “fat.... calories,” “meal,” and “snack.”

Guidelines for Adolescent Preventive Services

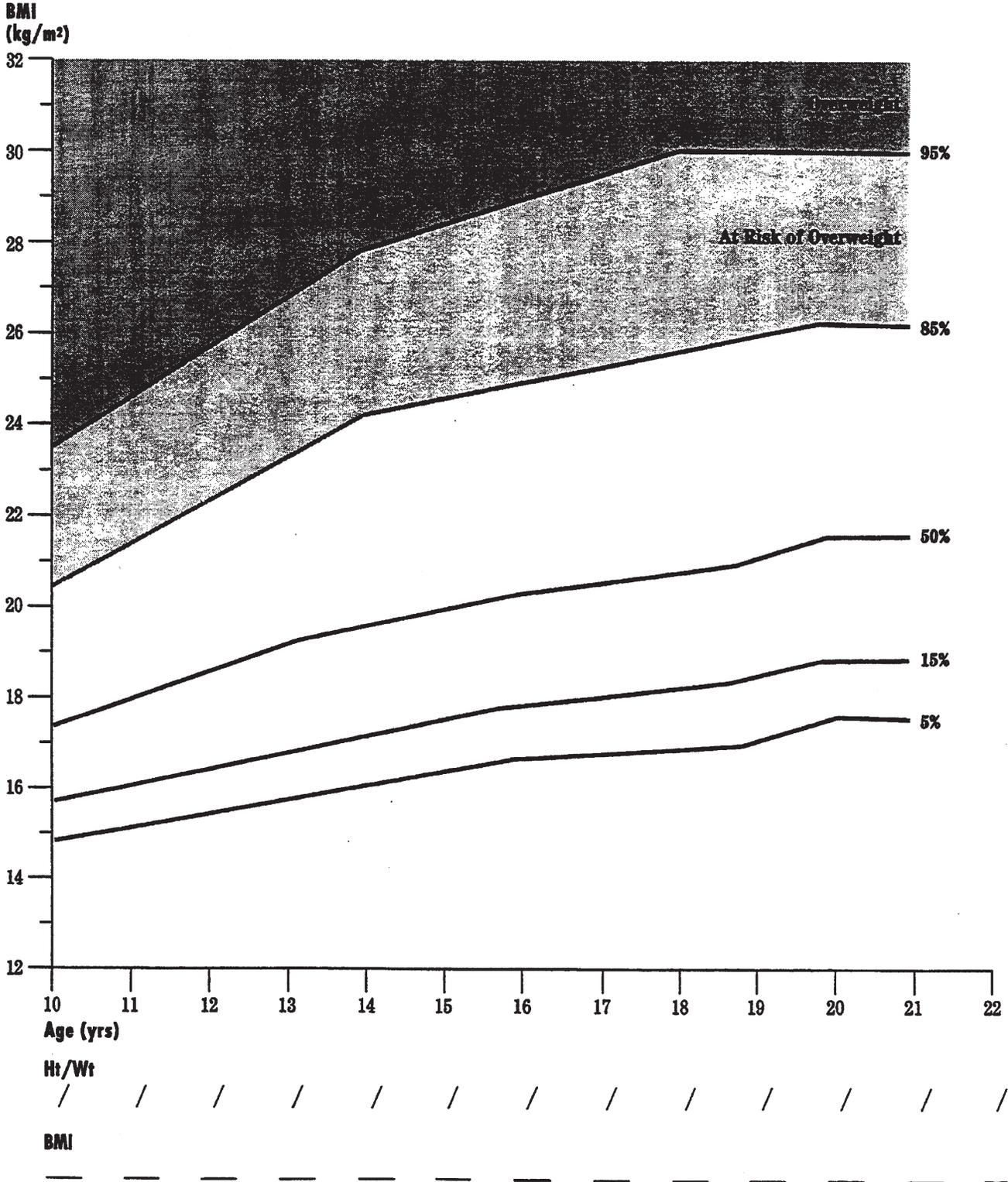
Body Mass Index for Selected Weight and Stature

Weight kg (lb)	Stature m (in)																											
	1.24 (49)	1.27 (50)	1.30 (51)	1.32 (52)	1.35 (53)	1.37 (54)	1.40 (55)	1.42 (56)	1.45 (57)	1.47 (58)	1.50 (59)	1.52 (60)	1.55 (61)	1.57 (62)	1.60 (63)	1.63 (64)	1.65 (65)	1.68 (66)	1.70 (67)	1.73 (68)	1.75 (69)	1.78 (70)	1.80 (71)	1.83 (72)	1.85 (73)	1.88 (74)	1.90 (75)	1.93 (76)
20 (45)	18	13	12	12	11	11	10	10	10	9	9	9	8															
23 (50)	15	14	13	13	12	12	12	11	11	10	10	10	9	9	9	8												
25 (55)	16	15	15	14	14	13	13	12	12	12	11	11	10	10	9	9	9											
27 (60)	18	17	16	16	15	15	14	13	13	13	12	12	11	11	10	10	10	9	9									
29 (65)	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	10	10	10	10							
32 (70)	21	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10	10						
34 (75)	22	21	20	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10					
36 (80)	24	22	21	21	20	19	19	18	17	17	16	16	15	15	14	14	13	13	13	12	12	11	11	11				
39 (85)	25	24	23	22	21	21	20	19	18	18	17	17	16	16	15	15	14	14	13	13	13	12	12	12	11			
41 (90)	27	25	24	23	22	22	21	20	19	19	18	18	17	17	16	15	15	14	14	14	13	13	13	12	12	12		
43 (95)	28	27	25	25	24	23	22	21	20	20	19	19	18	17	17	16	16	15	15	14	14	13	13	13	12	12		
45 (100)	29	28	27	26	25	24	23	22	21	20	20	19	18	18	17	17	16	16	15	15	14	14	14	13	13	13	12	12
48 (105)	31	30	28	27	26	25	24	24	23	22	21	21	20	19	19	18	17	17	16	16	16	15	15	14	14	13	13	13
50 (110)	32	31	30	29	27	27	25	25	24	23	22	22	21	20	19	19	18	18	17	17	16	16	15	15	15	14	14	18
52 (115)	34	32	31	30	29	28	27	26	25	24	23	23	22	21	20	20	19	18	18	17	17	16	16	16	15	15	14	14
54 (120)	35	34	32	31	30	29	28	27	26	25	24	24	23	22	21	20	20	19	19	18	18	17	17	16	16	15	15	15
57 (125)	37	35	34	33	31	30	29	28	27	26	25	25	24	23	22	21	21	20	20	19	19	18	17	17	16	16	16	15
59 (130)	38	37	35	34	32	31	30	29	28	27	26	25	25	24	23	22	22	21	20	20	19	19	18	18	17	17	16	16
61 (135)	40	38	36	35	34	33	31	30	29	28	27	27	25	25	24	23	22	22	21	20	20	19	19	18	18	17	17	16
64 (140)	41	39	38	36	35	34	32	31	30	29	28	27	26	25	24	23	22	22	21	21	20	20	19	19	18	18	18	17
66 (145)	43	41	39	38	36	35	34	33	31	30	29	28	27	27	26	25	24	23	23	22	21	21	20	20	19	19	18	18
68 (150)	44	42	40	39	37	36	35	34	32	31	30	29	28	28	27	26	25	24	24	23	22	21	21	20	20	19	19	18
70 (155)	46	44	42	40	39	37	36	35	33	33	31	30	29	29	27	26	26	25	24	23	23	22	22	21	21	20	19	19
73 (160)	47	45	43	42	40	39	37	36	35	34	32	31	30	29	28	27	27	26	25	24	24	23	22	22	21	21	20	19
77 (170)	50	48	46	44	42	41	39	38	37	36	34	33	32	31	30	29	28	27	27	26	25	24	24	23	23	22	21	21
79 (175)	49	47	46	44	42	40	39	38	37	35	34	33	32	31	30	29	28	27	27	26	25	24	24	23	22	22	21	21
82 (180)	51	48	47	45	44	42	40	39	38	36	35	34	33	32	31	30	29	28	27	27	26	25	24	24	23	23	22	22
84 (185)	50	48	46	45	43	42	40	39	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	22	23
86 (190)	49	47	46	44	43	41	40	39	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	24	23	23	23
88 (195)	51	49	47	45	44	42	41	39	38	37	36	35	34	33	32	31	31	30	29	28	27	26	26	25	25	24	23	23
91 (200)	50	48	46	45	43	42	40	39	38	37	35	34	33	32	31	30	30	29	28	27	27	26	25	25	24	23	23	24
93 (205)	50	47	46	44	43	41	40	39	38	36	35	34	33	32	31	30	29	29	28	27	26	26	25	25	24	23	23	25
95 (210)	49	47	45	44	42	41	40	39	37	36	35	34	33	32	31	30	29	28	28	27	26	26	25	25	24	23	23	26
98 (215)	50	48	46	45	43	42	41	40	38	37	36	35	34	33	32	31	30	29	28	28	27	26	26	25	25	24	23	26
100 (220)	49	47	46	44	43	42	40	39	38	37	35	34	33	32	31	30	29	28	28	27	26	26	25	25	24	23	23	27
102 (225)	51	49	47	45	44	42	41	40	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	27
104 (230)	50	48	46	45	43	42	41	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	28
107 (235)	49	47	46	44	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	29
109 (240)	50	48	47	45	44	43	41	40	39	38	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	29
111 (245)	49	48	46	45	43	42	41	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	30
113 (250)	50	49	47	46	44	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	30
116 (255)	50	48	47	45	44	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	31
118 (260)	49	48	46	44	43	42	41	39	39	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	32
120 (265)	50	49	47	45	44	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	32
122 (270)	50	48	46	45	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	33
125 (275)	49	47	46	44	43	42	41	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	23	33
127 (280)	50	48	47	45	44	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	34
129 (285)	50	49	47	46	45	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	35
132 (290)	50	48	47	46	44	43	42	41	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	23	35
134 (295)	50	49	47	46	45	44	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	36
136 (300)	50	48	47	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	37

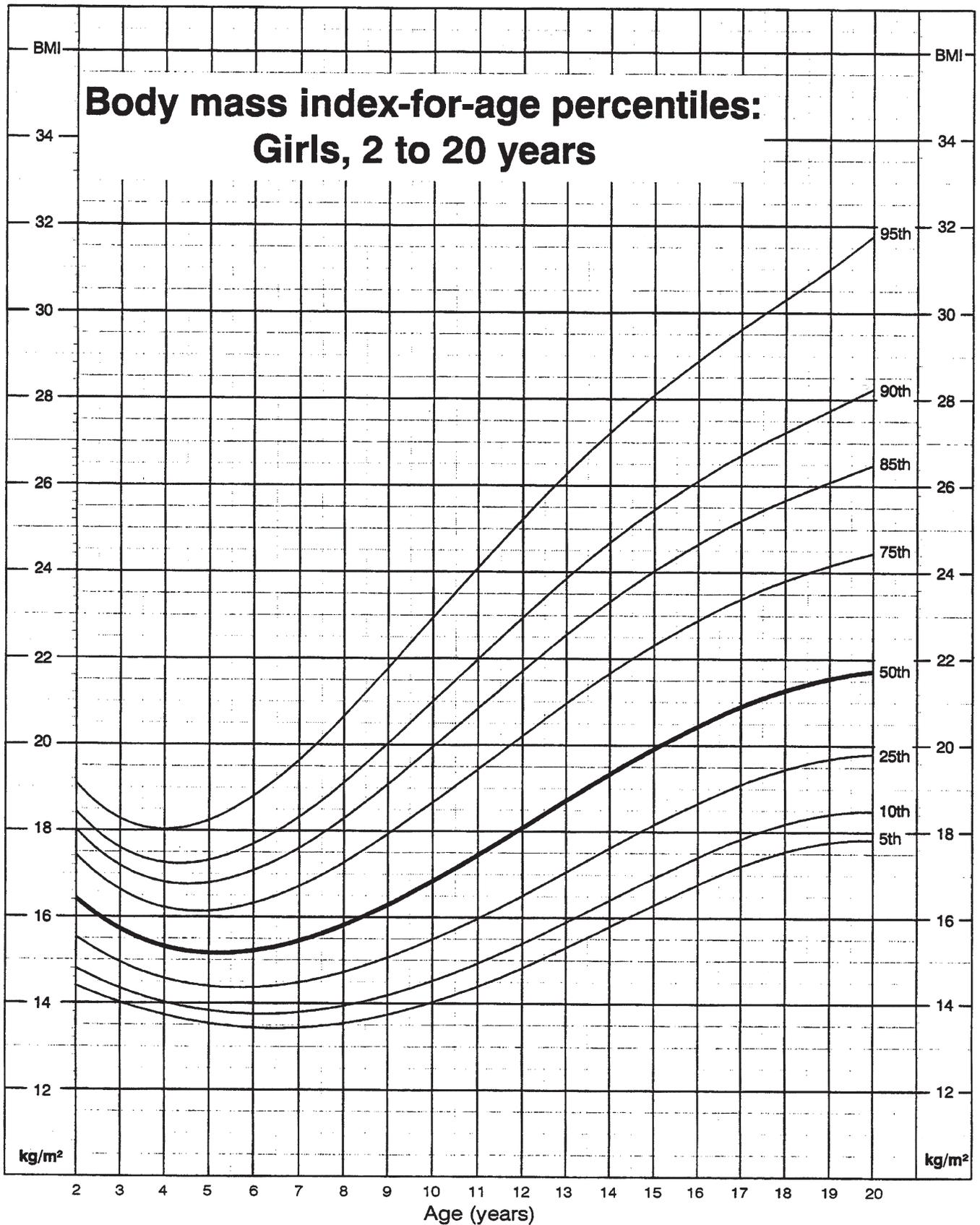


Guidelines for Adolescent Preventive Services
Height, Weight & Body Mass Index (BMI) by Age: Female

Name _____ Birthdate _____



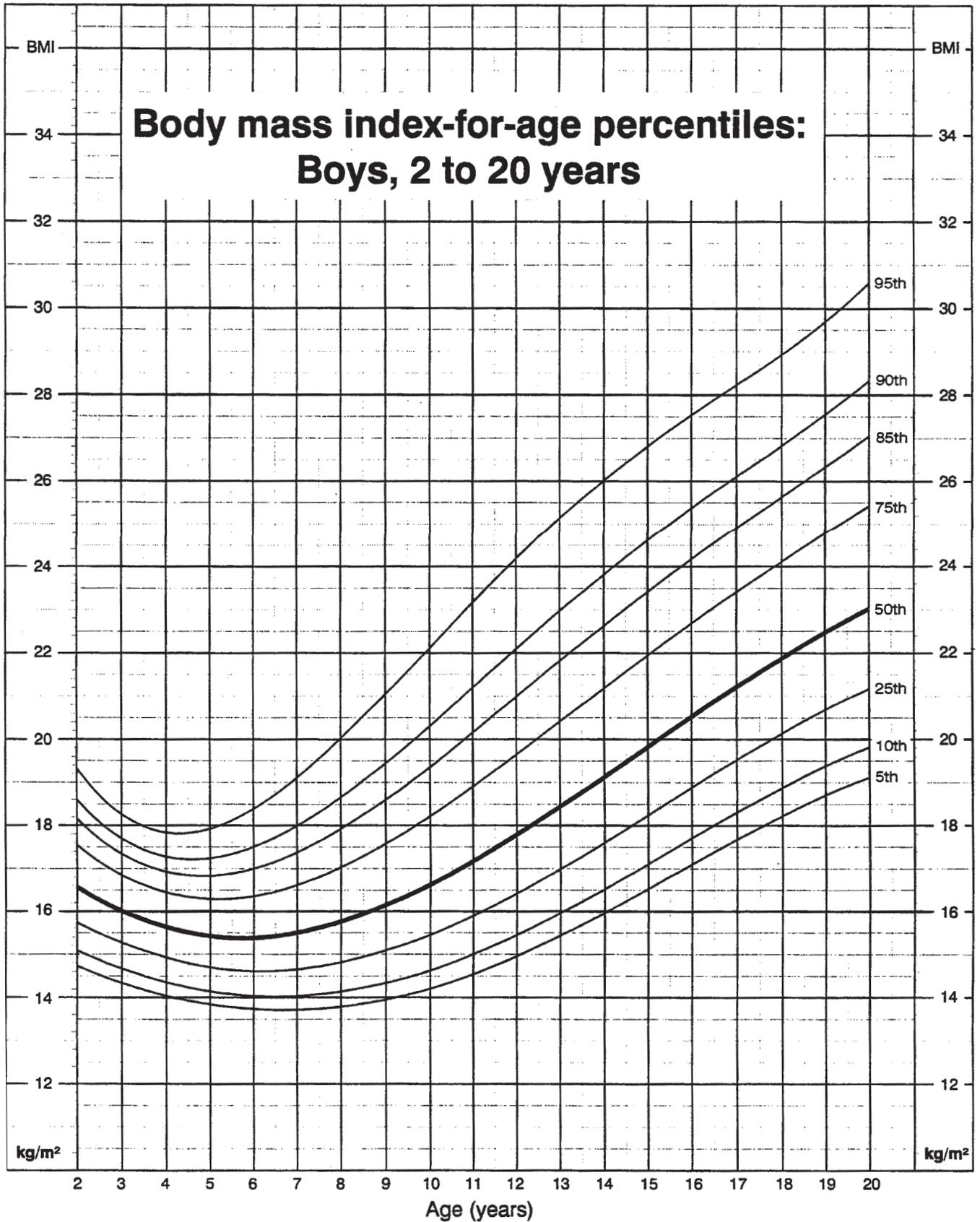
CDC Growth Charts: United States



SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).



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