

## LABEL LITERACY

Approx. Minutes	Activities	Teacher Materials	Student Materials
15	1. Food Record Assessment and Sampling Snacks		TEENS Student Notebook and Folder TEENS Group File Snacks*
10	2. Foods for Dudes	Cassette Player Foods for Dudes Session 3 Cassette Overhead Projector Transparency #4 and #5	
15	3. Race for Labels	Snack Food Packages	TEENS Peer Leader Guide TEENS Group File
5	4. Assignments & Scoring	Transparency #6	
<b>Total: 45</b>			



\*See **SNACK AND REQUISITIONS** section of this manual for recommended snacks and supplies.

### Activity 1: Food Record Assessment and Sampling Snacks\_\_\_\_\_

- A. Ask students to take out the Food Records they completed for class today.
- B. Tell the Peer Leaders to take out the Session 3 folder from their **TEENS Group File** and give each student a **Check Out the Chow** assessment.

**C. INSTRUCT THE STUDENTS:**

- 1. Fill out the sheet for each day of your food records. There are two sheets, one for each day.

**INSTRUCT THE STUDENTS:** (Continued)

2. Answer the questions based on what you ate that day.
3. Then add your scores together and divide by two to get your average score like you did last time for your group's teen on the video.
4. You can find out what this score means by looking at the last page of the Check Out the Chow assessment. This is the same way you evaluated the diets of the students on the video.

D. Tell them that you will hand out another low-fat snack for them to try while they are working.

1. **Distribute the snack.**

2. Tell students they will have a chance to rate the snack at the end of the session.

E. Allow students 7-8 minutes to complete their sheets.

F. Discuss the students' scores as time permits.

**ASK:**

- How many of you got a score of 80 or better?
- How many of you scored less than 50? What would be the easiest way for you to increase your scores?

## **Activity 2: Foods for Dudes** \_\_\_\_\_

A. Explain that they will now listen to the next Foods for Dudes call-in show. Tell the students to clear their desks or tables so they can listen.

B. Play **Foods for Dudes Session 3 Cassette.**

*(A script for this show is included at the end of this session.)*

C. Project **Transparency 4** when Donny and Darlene begin discussing the food label, and point to each part of the label as it is explained. There is a copy of this transparency on Page 6 of their Student Notebook.

D. After the cassette is over, project **Transparency 5** and instruct students to turn to **Label Lingo** on **Page 7** of their notebook. Emphasize the parts of the food label that are most important for them to know.

**POINT OUT:**

- **Serving Size:** the amount of food that is usually considered one portion or one serving.
- **Amount Per Serving:** the number of **Calories** listed is the amount of calories in one serving.
- **Total Fat:** the number of **grams** (abbreviated as "g") listed is the amount of fat in one serving.

E. Explain that **1 teaspoon of fat equals approximately 4 grams of fat.**

1. Ask how many teaspoons of fat are in the one serving of the food in this package.  
*(Total Fat: **3 grams of fat** or about  $3/4$  teaspoons of fat.)*

2. **EXPLAIN:**

Although snacks that are considered low-fat have 3 grams of fat or less per serving, you might wonder how many grams of fat are too much for other types of foods. One guideline is to look for foods that have 30% or less of their calories from fat. For example, this label shows a food that has 90 calories per serving and 30 calories from fat, or 30% of the calories from fat so it is a low-fat food. Don't count out a food just because it is high in fat. What is **most** important is the fat we eat over the total day or over about five days. **Per day, most teens need 66-83 grams of fat and between 2000-2500 calories.** If you are tall or very active, you may need more. If you are small and not very active, you may need less. It's important to remember that you are doing a lot of growing right now, so you do need some fat, just not too much.

### Activity 3: Race for Labels \_\_\_\_\_

A. Explain that they will be playing a game involving label reading, using their own judgement about what foods are low in fat.

1. Call on four students to volunteer and come up to the front of the room.
2. Give each student one of the food packages for similar products marked **Activity 3, Part A.**

3. Ask for another volunteer to arrange the students in order, guessing the amount of fat per serving in their packages, going from least to most. They should not look at the labels yet.
4. Tell the students to read the amount of fat per serving on each label and rearrange themselves if necessary.
5. Once completed, tell the students to be seated.
6. Explain that it's sometimes hard to know how much fat is in a food without looking at the label.

B. Instruct Peer Leaders to set up the two game tables with the snack food packages, while you give the rest of the class the directions to the game. Tell the Peer Leaders to be sure that there is a **mix of high- and low-fat food packages at each table.**

**EXPLAIN:**

- We will now have a relay race to select the products with the lowest fat per serving.
- The class will be divided into two teams and each team will stand in a line a few feet from one of the tables of snack food packages that the Peer Leaders are now preparing.
- When I say "**GO**," the first member of each team will rush to their team's snack table and choose one snack that they think is low in fat, and then bring it back to the Peer Leaders assigned to each team.
- You can look at the label of the package, of course, but you must hurry because each pair of contestants will only get 5 seconds to choose an item.
- The next contestant on each team will be given 5 seconds to select another snack food that is low in fat, and so on, until everyone on both teams has had the chance to play the game.  
*(An extra student on one team will mean that the other team will need to have one of their students go twice.)*
- The Peer Leaders will time the 5 seconds you get to make your choice and they will add up the **Total Fat per Serving** of each of the snack food packages collected by each team.
- The team whose snack food packages add up to the lowest number of grams of fat wins the game.
- By the way, be sure you and your team members do not shout out which packages your team members should choose. Any team shouting out the names of foods to their teammates while they are choosing a snack food package will be penalized by having an **extra 10 grams of fat added to their total score.**

- C. Ask students if they have any questions, and then have students number off into two teams or call out the names of the first team and then the second team. Peer Leaders will assist with the timing and scoring of the game, but not be included on either team. **Be sure to have teams stand far enough away from the tables so the students can't see the packages until it is their turn.**
- D. Play the game, and declare the winning team at the conclusion.
1. Spend some time discussing the food items selected by each winning team, **as time permits.**
  2. Emphasize that low-fat snacks are those that have **about 3 grams of fat or less per serving**, and urge students to check the **Nutrition Facts** on the package.
  3. Tell students to return to their small group seats.
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## Activity 4: Assignments & Scoring

- A. Inform students that their assignment is to try to meet **the challenge of choosing two low-fat snacks and/or beverages with no added sugar (like 100% fruit juice) for the next two days.**
1. Tell Peer Leaders to find the sheets **A Challenge I Can Meet – #1** in the Session #3 section of their group file and distribute one sheet to each student in the group .
  2. Project **Transparency 6**, and read aloud (or ask Peer Leaders to read aloud) the **Challenge #1 Statement** at the top of the page.
  3. Instruct students to look at their **Food Records** to see when they usually eat high-fat snacks and sugar-added beverages. Remind them that sugar-added beverages like soft drinks add lots of calories, but no nutrients that their bodies need. 100% fruit juice tastes great and has important nutrients they need.
  4. Then, point out the lines for them to write down two of the "Sensational Snacks" – low-fat snacks of about **3 grams or less per serving** and no-added-sugar beverages – they think they could eat or drink instead for the next two days.
  5. Tell students to bring their completed challenge to the Session 5 TEENS class. Tell them the date of Session 5 and have them write that date on the "Date due" line at the top of the page.

B. As an example to students, fill in **Transparency 6** with the challenge you will personally try to meet.

1. Point out the **Challenge Check** boxes, emphasizing that this is where they check that they achieved their challenge each day and record the date.
2. Emphasize the **problems or barriers** lines after each **Challenge Check**, and ask students what they think this means.
3. Reinforce the responses by telling students that if they do not achieve their challenge for one of the days, they can use this space to write down the reason or reasons why they were not able to achieve it, and then they can try again. They will have one week to complete their challenge.
4. Instruct students to fill in their **Challenge #1 Statement**, and begin thinking about and filling in the **Day 1** and **Day 2** charts with the high-fat snacks and beverages with sugar added they usually eat.
5. Tell students they will be handing in the Challenge in Session 5 on \_\_\_\_\_.  
Date

C. Remind students of the snack they tasted earlier and tell them to find that snack on the Sensational Snacks list under the Snacks & Recipes section of their notebook.

1. Explain that they should evaluate it by filling out their rating of the snack on the **Sensational Snacks** list on Page 19 of their notebook.
2. Ask for some class reactions to the snack, **as time permits**.
3. Encourage students to try snacks on this list that they have never eaten and then check off and rate them on this page.

D. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

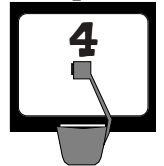
1. Ask Peer Leaders to record any points in the Session #1, #2, or #3 section that the members of their group scored for completing their assignment **Two Day Food Records**, and returning their **Back Again Return Card 1**.
2. Tell Peer Leaders to collect the Back Again Return Cards and Check Out the Chow sheets and put them in the yellow student folders at the back of the Group File.
3. Encourage students who have not completed past assignments, or have not returned

their return card, to do so as soon as possible.

4. Ask Peer Leaders to point out today's assignments in the Session #3 section.
5. Remind students that when they complete that assignment and bring it back to the next TEENS class, the Peer Leader will record the points they scored.

## Notes & Reminders

- Check to be sure you have all of the materials and supplies needed for the Food Facts stations during Session #4 and #5. See the **Materials & Supplies** list at the end of each station.



## Crazy Crunch Crackers

### Nutrition Facts

Serving Size 10 crackers  
Servings Per Container 12

#### Amount Per Serving

Calories 200      Calories from Fat 50  
% Daily Value\*

**Total Fat** 5.5g      9%  
Saturated Fat 0g      0%  
**Cholesterol** 0mg      0%  
**Sodium** 300mg      13%  
**Total Carbohydrate** 13g      4%  
Dietary Fiber 3g      12%  
Sugars 3g

#### 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:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:

Fat 9      •      Carbohydrates 4      •      Protein 4

## Full O' Fat Cookies

### Nutrition Facts

Serving Size 2 cookies  
Servings Per Container 25

#### Amount Per Serving

Calories 300      Calories from Fat 150  
% Daily Value\*

**Total Fat** 16.5      27%  
Saturated Fat 0g      0%  
**Cholesterol** 0mg      0%  
**Sodium** 300mg      13%  
**Total Carbohydrate** 13g      4%  
Dietary Fiber 3g      12%  
Sugars 3g

#### Protein 3g

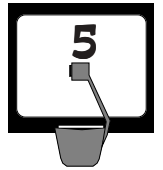
Vitamin A 0%      •      Vitamin C 0%  
Calcium 0%      •      Iron 2%

\* 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	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:

Fat 9      •      Carbohydrates 4      •      Protein 4



# Label Lingo

Food label title

Number of grams (g) of fat in each serving of this food

Nutrients affecting your health with the amount in grams (g) or milligrams (mg) listed

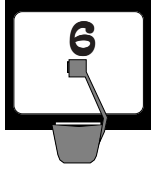
Daily amounts of nutrients based on 2000 and 2500 calorie daily food intake

<b>Nutrition Facts</b>			
Serving Size 1/2 cup (114g)			
Servings Per Container 4			
<hr/>			
<b>Amount Per Serving</b>			
Calories 90	Calories from Fat 30		
	% Daily Value*		
<b>Total Fat</b> 3g			5%
Saturated Fat 0g			0%
<b>Cholesterol</b> 0mg			0%
<b>Sodium</b> 300mg			13%
<b>Total Carbohydrate</b> 13g			4%
Dietary Fiber 3g			12%
Sugars 3g			
<b>Protein</b> 3g			
<hr/>			
Vitamin A 80%	•	Vitamin C 60%	
Calcium 4%	•	Iron 4%	
<hr/>			
* 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	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g
<hr/>			
Calories per gram:			
Fat 9	•	Carbohydrates 4	• Protein 4

Serving size stated in commonly served portions

Daily Value is a guide to a day's intake of each nutrient

% Daily Value shows each nutrient in this food product as part of a 2000 calorie daily intake. For example, this product provides 5% of the Daily Value of fat per 1/2 cup serving



# A Challenge I Can Meet #1



## I accept the challenge . . .

During the next 2 days, I, \_\_\_\_\_, will try to eat TWO lower-fat snacks and beverages with no added sugar instead of high-fat snacks and beverages with added sugar.



**Day 1:** \_\_\_\_\_ Date \_\_\_\_\_

Some of the high-fat snacks and sugar added beverages I usually eat:

\_\_\_\_\_

\_\_\_\_\_


The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_

2. \_\_\_\_\_

---

**Day 1 Challenge Check**  
**I DID IT! I achieved my challenge!**



Day 1 problems or barriers? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Signature)

**Day 2:** \_\_\_\_\_ Date \_\_\_\_\_

Some of the high-fat snacks and sugar added beverages I usually eat:

\_\_\_\_\_

\_\_\_\_\_

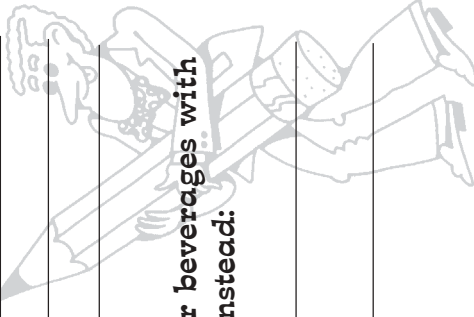
The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_

2. \_\_\_\_\_

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**Day 2 Challenge Check**  
**I DID IT! I achieved my challenge!**



Day 2 problems or barriers? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Signature)

Date \_\_\_\_\_

Name \_\_\_\_\_



# Check Out the Chow Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

\_\_\_\_\_ (points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

\_\_\_\_\_ (points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

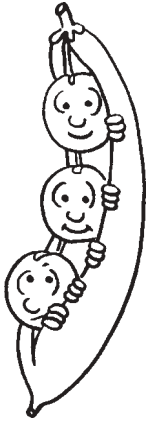
Yes = 10 points  
No = 0 points

\_\_\_\_\_ (points)



# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

\_\_\_\_\_ (points)

10. Did you skip any meal?

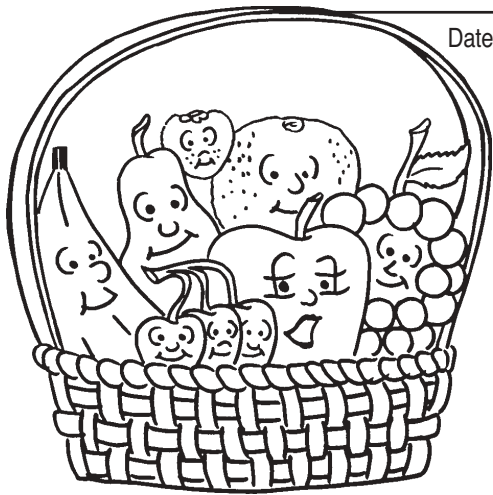
Yes = 0 points  
No = 10 points

\_\_\_\_\_ (points)

**TOTAL SCORE** \_\_\_\_\_ (points)

Now look on the next page to score your Day 2.





Date \_\_\_\_\_



Name \_\_\_\_\_

# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 -or more servings = 10 points  
1 - 2 servings = 5 points

\_\_\_\_\_ (points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_ (points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

\_\_\_\_\_ (points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

\_\_\_\_\_ (points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

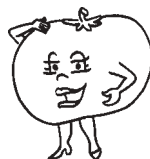
Yes = 10 points  
No = 0 points

\_\_\_\_\_ (points)



# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

\_\_\_\_\_ (points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

\_\_\_\_\_ (points)

**TOTAL SCORE**

\_\_\_\_\_ (points)

Now look on the next page to interpret your score!





Date \_\_\_\_\_

Name \_\_\_\_\_

# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. Example  $40 + 80 = 120$ .
- 2) Then divide your total by 2. Example:  $120 \div 2 = 60$ .

$$\overline{\text{Day 1 score}} + \overline{\text{Day 2 score}} = \overline{\text{Total score}} \div 2 = \overline{\text{Average score}}$$

## 80 or above:

If your average score for the two days is **80 or above, Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50 -79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a +10 answer. Keep working at it – you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So ... start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a +10 point answer. **You can do it!**

# A Challenge I Can Meet #1

Name \_\_\_\_\_  
 Date due \_\_\_\_\_ YES!!



**I accept the challenge . . .**

During the next 2 days, I, \_\_\_\_\_, will try to eat **TWO** lower-fat snacks and/or beverages with no added sugar instead of high-fat snacks and beverages with added sugar.



**Day 1:** \_\_\_\_\_ Date \_\_\_\_\_

Some of the high-fat snacks and sugar added beverages I usually eat:

\_\_\_\_\_

\_\_\_\_\_

The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_

2. \_\_\_\_\_

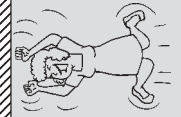
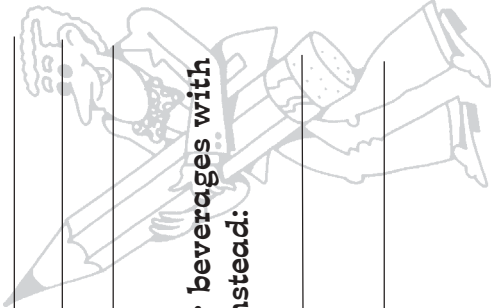
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**Day 1 Challenge Check**

**I DID IT! I achieved my challenge!**

Day 1 problems or barriers? \_\_\_\_\_

(Signature) \_\_\_\_\_



**Day 2:** \_\_\_\_\_ Date \_\_\_\_\_

Some of the high-fat snacks and sugar added beverages I usually eat:

\_\_\_\_\_

\_\_\_\_\_

The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_

2. \_\_\_\_\_

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**Day 2 Challenge Check**

**I DID IT! I achieved my challenge!**

Day 2 problems or barriers? \_\_\_\_\_

(Signature) \_\_\_\_\_

# FOODS FOR DUDES

## Session Three

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and **FOODS FOR DUDES** with Donny –
- Darlene** And Darlene. Welcome to Foods for Dudes, the call-in show for kids who like to eat—and who doesn't? (*haha*)
- Donny:** Nobody I know Darlene.
- Darlene** Say, we received a terrific letter from Theresa in Brownsville, Texas –
- Donny:** Ah, Brownsville. (*sings*)...Deep in the heart of Texas...You know, why do you think they named it Brownsville—it really sounds so dull. Why not Redsville or Yellowville? You know what I mean?
- Darlene** You really are so creative Donny. Anyway, Theresa says here that she has been making her own pizza snack after school using pita bread that is spread with low-fat cream cheese. She adds some carrots and peppers and smothers it with salsa and awaaaaaaaay she goes.
- Donny:** Sounds great! A pita pizza! Hey, you can have a pita my pizza—get it? A pita my pizza? Oh, that's funny. That is funny! So Darlene what fantastic little prize do we have for Theresa in Brownsville, Texas?
- Darlene** Well, Donny. We love to give prizes for great, new low-fat recipes from our listeners. So just for you, Theresa from Brownsville we have an autographed copy of the new and improved **FOODS FOR DUDES** cookbook!
- Donny:** And we'll save your recipe for the next edition. Now Darlene, I think we have a caller on the line. Are you there? Let's see, this should be Marley. Are you there Marley?
- Marley:** Hi.
- Donny:** Greetings, Marley. And where are you calling from?
- Marley:** East Lansing, Michigan.
- Donny:** East Lansing! Hey! (*sings*) East is east and west is west and I bet you like East Lansing best!
- Darlene** What's your question, Marley?
- Marley:** Well, I decided that I wanted to eat foods that didn't have so much fat in them so I started looking at the labels, but there's so much stuff on there —I don't even understand it. What do all those numbers mean?

**Darlene** Marley that is a wonderful question. A brilliant question! A stellar question. Those nutrition labels can be so confusing.

**Donny:** Confusion thy name is nutrition labels!

**Darlene** Oh Donny you're so literary!

**Donny:** So Marley you want to cut down on fat and that's why you're looking at labels, right?

**Marley:** Right.

**Darlene** Well now do you have a label in front of you?

**Marley:** Yeah, it's for some low-fat crackers.

**Donny:** This girl is with it, Darlene. I mean that. She is really with it. Say, all you listeners out there, go grab yourself a food label and follow along.

**Darlene** Okay, Marley. Now either on the top or on the side where it says nutrition facts you'll see what it says for a serving size. It might say a cup or a certain number of crackers. That tells you that all the information on the label applies to that serving size. It also tells you how many servings are in one package.

**Donny:** If you don't mind Darlene—

**Darlene** I do Donny.

**Donny:** Hey Dar. Go eat a food label or something, will ya? This serving size thing is very important because you might just look at how much fat is in the food and think hey, there's only 5 grams of fat in this bag of chips—then you read the fine print and find out that there are really six servings in the bag or 30 grams of fat if you eat the whole bag!

**Darlene** Is that all Donny?

**Donny:** Not really. There's a part on the label Marley, where it says "Total Fat" and that's really what you want to look for, just remember it's total fat *per serving*.

**Marley:** What's that calories from fat thing ?

**Donny:** That's how much of the calories in the food come from fat. You can use that number to help you figure out the percent of calories that come from fat. In general, what you want to look for is a food that has 30% or less calories from fat. I'm gonna let Darlene here give you an example because you can't see this Marley, but the look on her face could turn a glass of milk into sour cream.

**Darlene** Thank you Donny, for that ever so gracious comment.

**Donny:** You know I love ya!

**Darlene** So Marley, let's say you eat some crackers that have 200 calories per serving and a serving is 10 crackers and the calories from fat is 50. 50 is 25% of 200 so the crackers have 25% of calories from fat which would be okay because we're looking for foods that have less than 30% of calories from fat. Now let's say that you also have some cookies that have 300 calories for a 2-cookie serving and 150 calories come from fat. Then you'd have a food that has 50% of calories from fat which, of course, is more than the 30% we're looking for.

**Donny:** So, are you saying that foods with more than 30% calories from fat are bad for you?

**Darlene** Now Donny, you know that no foods are "bad" foods. For example, peanut butter has much more than 30% of calories from fat, but some peanut butter is okay - just don't go wild. Peanut butter has protein, some vitamins, and minerals, too.

**Donny:** Tell 'em about the vitamins Dar. I love when you do that! You know I could do it, but I just love when you do it. Go on Darlene.

**Darlene** Oh Donny. Stop it! Well, some vitamins are also listed on the label in percents. So this means that one serving of the food has say, 30% of the Vitamin C that you would need in one day.

**Donny:** Great Dar. I love you. You know I do. So Marley does that do it for you?

**Marley:** Yeah, that really helped a lot. Thanks.

**Donny:** No Marley, thank you. I mean that. Thank you.

**Darlene** It was truly a great question Marley. Thanks for calling, Marley from East Lansing, Michigan. I think we're just about out of time. This is Darlene—

**Donny:** And Donny

**Darlene** Signing off till next time on—

**Don & Dar** Foods for Dudes

**Darlene** And remember, we eat lunch

**Donny:** So you eat lunch.