

2010 -2011

Unit 4: How to Make the Most of the % Daily Value

Instructor's Guide



Grocery Shop
Your Way to
Better Health:
Reading Food
Labels Workshop

UNIT 4:
How to Make the
Most of % Daily Value

Created By: Lila Azouz

*Sponsored by:
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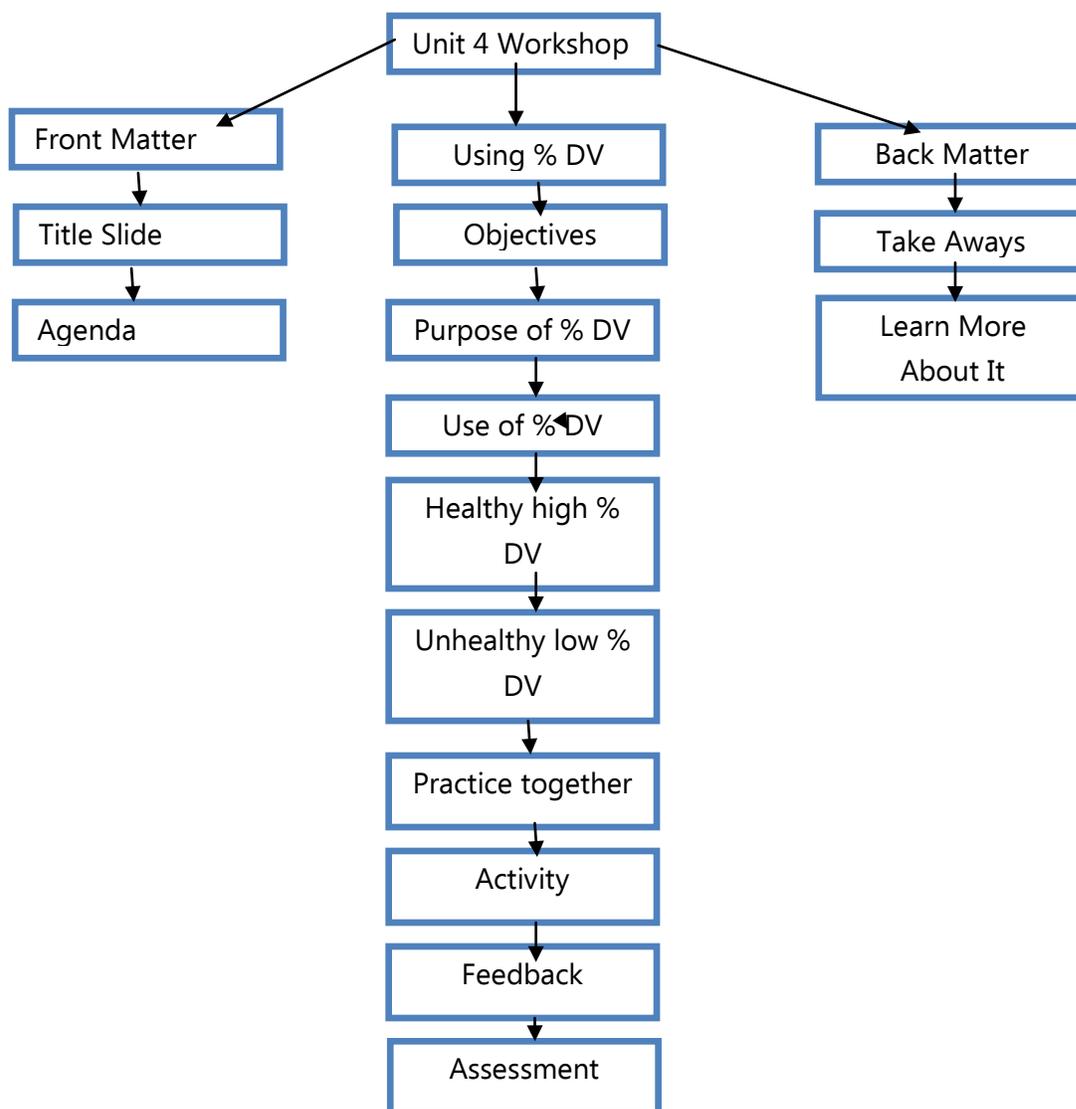
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Idea Behind the Workshop:

Going grocery shopping is not as easy as it appears. With a huge range of products lining the shelves, how do people make healthy choices? Some products claim to be healthy, yet upon further inspection the claims made do not amount to much nutritional gain. Many are left to decipher the Nutrition Facts without ever learning how to read them.

This workshop will help patients with conditions like diabetes, Crohn's Disease, and Celiac take control of their own health by learning how to read food labels. This Unit will focus on reading and interpreting the % Daily Value on the Nutrition facts so that the learners can make healthier food choices.

Introduction:

In this guide you will find the PowerPoint presentation slides with detailed instruction of how you should proceed in presenting the content and objectives, a learner activity sheet, a survey and quiz to be distributed to learners, and a Nutrition Guide Sheet to be used as a reference. Please ensure to read the notes carefully and thoroughly at least several hours before the workshop. Familiarize yourself with the content.

Many of the learners will have a medical condition or restrictive diets, so you will need to be careful in how you present information. This workshop will be beneficial for them to get a general understanding of how to use the % Daily Value to choose healthy food.

Workshop Objectives:

The objective of this workshop is for learners to be able to choose healthy food products using the percent daily value (% DV) of nutrients covered by the Nutrition Facts.

It is important for learners to use the information learned in this workshop and apply it to their daily lives. Learners can use the % DV to identify healthy foods, increase or decrease certain nutrients and choose foods based on a higher nutritional value. This will help them maintain better health.

Teaching Strategy

This workshop is a combination of the classical approach and mastery learning.

The general structure of the workshop will be in a classical approach with the instructor presenting the outline of the lesson and the learning objectives, which are both marked on the PowerPoint presentation. The workshop will begin with the instructor grabbing the learners' attention by telling a war story of frustration with reading food labels. Active learning will be used in terms of discussion and hands on activities. The learners will hopefully engage in discussions related to each objective presented. The slides are mostly presented in question format to get the learners to think reflectively and relate the information to their own experiences.

The Mastery approach will be used to teach how to use the percent Daily Value (% DV). The instructor will first demonstrate how to locate the nutrient, then identify the % DV, and explain what a lot or a little of the %DV represents. The learners will then have the occasion to practice their skills in a brief exercise.

The workshop will end with Kirkpatrick Level one and two assessments. After the assessment, a take away question will be asked and students will be directed to additional resources.

Emergency Situations:

Advise learner that you are not a medical provider and that you cannot give them medication or help them create a detailed meal plan. Inform learners that if they want more specialized or personal information regarding their diet that they need to seek the advice of a registered dietician. You may also provide them with additional resources which are included in this instruction package.

In case of emergency, should a learner feel very sick during the workshop send them directly to either the doctor on call within the CLSC clinic or to the emergency room at the hospital depending on where the workshop will take place. Do not attempt to resolve the issue on your own. You may also seek guidance or aid from one of the nurses on location.

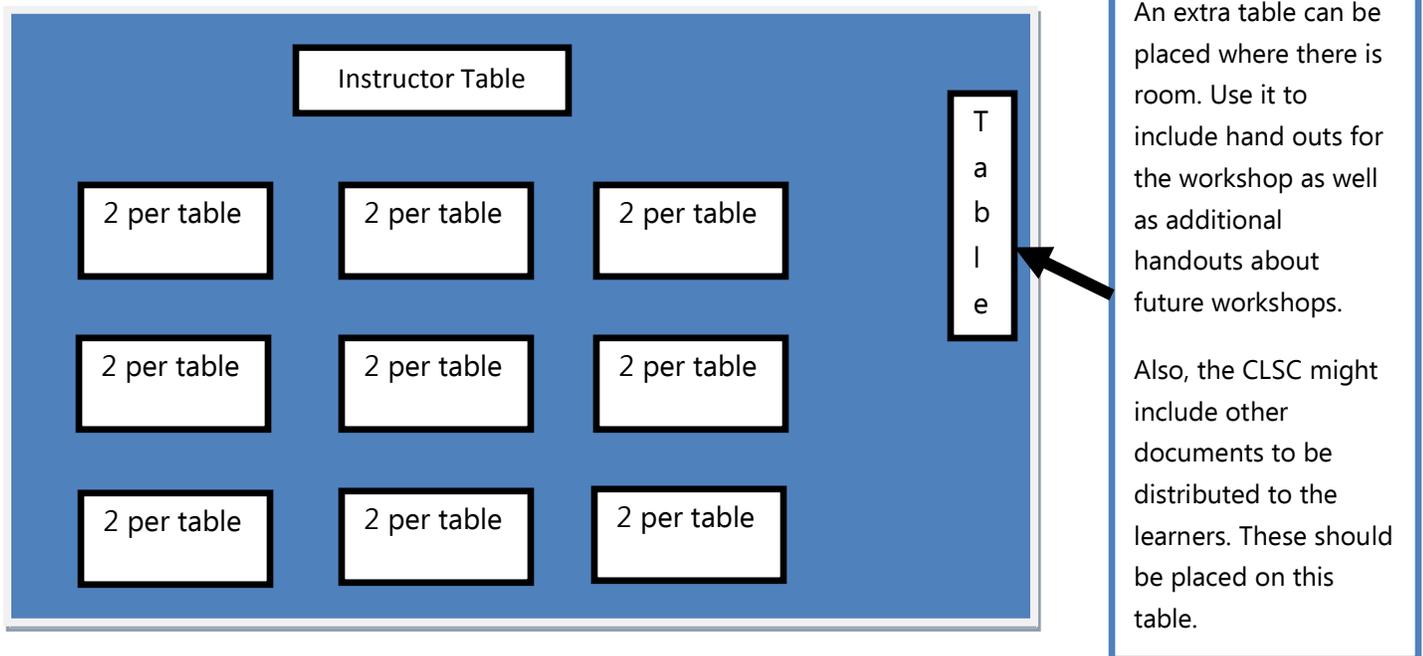
Set Up Instructions:

Classroom set up:

- Obtain the key to the classroom from the front desk secretary once you arrive on location.
- Have a staff member direct you to the classroom.
- Unlock the door.
- Begin classroom set up.
- Ensure that there are enough chairs for each learner attending the workshop.
- If you need assistance arranging the classroom, ask one of the maintenance crew to help you.

Note: The classroom should have enough room for 18 learners; however the workshop is made for small groups of 10 to 15, therefore some learners will have the table all to themselves.

Please set up the tables according to the diagram below:



Audiovisual requirements:

- Within the classroom there is access to a white board, projector and screen.
- Obtain the white board markers from the CLSC supply cabinet located in the employee room.
- A laptop must be requested in advance to be able to use Power Point or video/digital presentations.
 - To request a laptop, obtain the request form from the CLSC front desk.
 - Provide the completed form to the secretary at the front desk.

- If you are unable to come to the classroom location in advance, please call 514-848-4040 at extension 2121 to request a laptop three hours before the start time.

Other equipment and software needed:

- There is also a photocopier available in the CLSC employee room.
- If you are providing your personal laptop for the workshop, please ensure that it has the latest version of PowerPoint and that it is compatible with either Windows Vista or Windows 7.

Learner Materials:***Provide Following Material:***

- Learner's Workshop Package:
 - PowerPoint presentation Handout
 - Healthy Nutrients and Their Benefits Handout
 - % Daily Value Activity Sheet
 - Information Sheet with Resources
- Health Canada Food Guide
- Kirkpatrick Level 1 Assessment (Satisfaction Survey)
- Kirkpatrick Level 2 Assessment (Quiz)

Note: Use the learner's Workshop package material to make the necessary photocopies. The answer sheets provided in this guide are not formatted for printing.

Instructions for Preparing Materials:

Obtain Instructor's and learner's package from the CLSC headquarters where your training took place.

If unable to obtain these guides from headquarters, they can be brought to the CLSC where you will be teaching the workshop.

Copies can be made at the CLSC location where you will be teaching.

- Obtain copy password from the secretary at your CLSC location.
- Ensure sufficient paper will be available to you for making copies.

Make, obtain and provide copies of the materials listed above.

For the following items Learner's Workshop Package, % Daily Value Exercise, Kirkpatrick Level 1 Assessment, and Kirkpatrick Level 2 Assessment, please follow the instructions provided below:

1. Look at registration sheet to calculate attendance to ensure sufficient photocopies.
2. Make copies for the learners.
3. Make at least five extra copies for last minute attendees.
4. Attach copies to the folder provided for this workshop.
5. Bring folder with copies to the classroom.

6. Place stacks of copies of each material on the table provided.
7. Provide each learner with a copy of the items listed above when they enter the classroom.
8. For the late comers, invite them to take a copy of each item from the table provided.

Follow the instructions provided below for the Health Canada Food Guide:

1. When you receive your Instruction Package make sure sufficient copies of the Health Canada Food Guide are provided.
2. If you have insufficient copies, obtain copies from the CLSC main office.
3. Most CLSC's will have copies of the Health Canada Food Guide available in each location.
4. If they do not have enough copies, order the Health Canada Food Guide for learners in advance by calling 514-848-4422 at extension 3131.
5. If you have sufficient copies, place stacks of the material on the table provided.
6. Provide each learner with a copy of the Health Canada Food Guide when they enter the classroom.
7. For the late comers, invite them to take a copy from the table.

Prerequisites for Workshop:

- Learners must have completed Units 1 through 3 before taking this workshop.
 - Unit 1 covers the purpose and basics of Nutrition Facts.
 - Unit 2 covers the Serving Size and how to adjust it for consumption.
 - Unit 3 covers the 13 Nutrients in detail.
- Learners must be able to identify a Nutrition Facts Table on a food product.
- Learners must have basic math skills such as subtractions, additions, multiplications, divisions, and can calculate percentages.

Possible Questions and Answers:

1. Why do we need to use the % DV?

The % DV is a great way to find out about how much nutritional value a food has and can tell you if it contains too much of a nutrient you need to limit.

2. Why are not all nutrients marked on the Nutrition Facts?

Health Canada only requires companies to list the 13 nutrients (calories, fats –saturated and trans fats, sodium, carbohydrates -fiber and sugars, protein, vitamin A, vitamin C, iron, calcium). A company can decide to add any other nutrient that the food may contain a high % DV.

3. Can you tell me what other nutrients can be marked on the Nutrition Facts?

It depends on the food product and the company. Some nutrients can include potassium, foliate, flavonoid.

4. Who chooses what goes on a Nutrition Facts table?

Health Canada regulates the labeling of food products in Canada through the *Food and Drugs Act*.

5. Are Nutrition Facts marked on all foods?

Nutrition Facts are not mandatory on whole foods such as fresh fruits and vegetables or raw meat, poultry, fish, and seafood, as well as foods containing very few nutrients such as coffee, tea, herbs, and spices.

6. Is it important to adjust the % DV to my calorie intake?

If you are able to do the calculation it is a bonus, however you are not required to make any adjustments to your calorie intake as the % DV is used mostly as a guide rather than a hard rule. What would be good is to multiply the % DV with the serving size you will consume to get closer to seeing how much of a nutrient you are consuming.

7. Why should I avoid foods that have no nutritional value if they don't harm my health?

Since most of you are dealing with a medical condition, it is recommended that you choose foods that will benefit your health. If you eat foods that contain no nutritional value, you will be consuming empty calories. This will lead you to feel hungry faster and perhaps make you crave sugar to boost your energy. Also if you choose foods that contain a high healthy nutritional value, you will have more energy and it will help your body heal and repair itself. It is essential when having a medical condition that you help your body by consuming foods with a high healthy nutrient content.

8. Why is the % DV not marked on the protein section?

There is no established recommended daily intake for protein.

9. What should I do if a food product has a lot of a healthy nutrient, but also contains a high % DV of a nutrient that I should limit?

It depends on your medical condition and its severity. You should consult a dietician or a health care provider to determine the health consequences of the unhealthy nutrient. For example, for patients with Crohn's it is recommended to consume fats, while it should be avoided for someone who has heart problems.

10. Can I choose foods using the ingredient list and ignore the % DV?

It is important that you are aware of the % DV of nutrients marked on the label but you do not need to base your decision solely on the % DV. For some people, it is more important to pay attention to the ingredients, because they may have certain allergies or intolerances. It also depends on your diet, if you consume many whole foods; you are more likely to get a lot of nutrients that way.

PowerPoint Presentation Instructions:

General instruction notes for all slides:

Please read the following general instructions for the PowerPoint presentation and workshop teaching instructions. As this is a lecture format workshop, use the PowerPoint presentation and handouts to teach the content.

- Cover all the material presented in the slides.
- Do not read the slides.
- Present all the material in your own words.
- Feel encouraged adjusting presentation to your teaching style.
- Do not stray from material.
- Cover all the objectives.
- Include personal anecdotes if desired.
- Allocate time for discussion and activities.
- Engage the learners as much as possible without passing the time limit for the workshop.
- Explain in more detail if students need clarification on an issue.
- Use additional information provided in case students request clarifications or details.
- Find additional content information in the note section under each slide and in this manual.
- If time is limited, go over the material in the slides without going into too much detail.
- Encourage learners to visit the websites provided for additional information.
- Stay positive and cheerful!

Instructions for each slide:

Please read carefully all the instructions provided for each slide. There are ten sections provided for each slide. The table is presented with the following information:

1. The slide number is presented on the upper left hand corner of the table.
2. An Image of the PowerPoint presentation is then presented.
3. Next to the slide image, a box briefly describing how to present the content is provided to allow the instructor quick access to what he or she needs to do.
4. Below this section, the title slide is provided.
5. Then the objectives to be covered in this topic are provided.
6. Step by step information on how the objectives will be presented is listed.
7. The Content information section describes any additional information to be presented.
8. Below this, the running header is presented.
9. The related information section describes any effects on the slide.
10. The Slide Instructions describe what you need to press within the slide.

Slide 1 of 13

Grocery Shop Your Way to Better Health
 Reading Food Labels Workshop
 Unit 4:
 How to Make the Most of the % Daily Value

Instructor: TBA
 Location: CLSC Métro Guy
 1801 de Maisonneuve West, 3rd Floor
 Montreal, QC
 H3H 1J9



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- Introduce yourself and workshop title.
- Review administrivia.
- Present personal war story about a frustrating experience with reading Nutrition Facts.
- If no personal stories to relate, ask students questions about their experiences reading Nutrition Facts.

Title: Grocery Shop Your Way to Better Health: Reading Food Labels Workshop
 Unit 4: How To Make The Most Of The % Daily Value

Objectives to be covered in this topic:

- Recognize workshop title slide information.
- Identify if this is the right workshop for you.
- Relate personal experience of reading food labels to instructor's war story.

How the objective(s) will be presented:

1. Welcome Students.
2. Wait until everyone is seated to begin.
3. Present yourself as the instructor.
4. Introduce workshop title: Grocery Shop Your Way to Better Health: Nutrition Facts Workshop.
5. Introduce unit title: How to Make the Most of the % Daily Value.
6. After introductions and administrivia are out of the way, begin lesson by telling an anecdote or a war story about a frustrating time reading Nutrition Facts.
7. Ask students to raise their hand if they have felt a similar frustration.
8. If time permits, get one or two students to describe their experience.
9. Keep track of the clock to not go over allocated time.
10. Transition to the next slide by telling learners you will now discuss the agenda for the workshop.

| | |
|----------------------|---|
| Content Information: | <p>This workshop is provided by the CLSC to help people with chronic illnesses such as Diabetes and IBD read food labels to help them take control of their health. This Unit will go over how to use the % DV of nutrients on Nutrition Facts.</p> <p>Administrivia: The time for this Unit is 30 minutes. Inform learners that you are not a health care provider. If they have personal health questions, refer them to a dietician.</p> |
| Running Footer: | Copyright © Lila Azouz. 2010. All Rights reserved. |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

Slide 2 of 13



Agenda

- Workshop Agenda
- How can the % Daily Value help you?
- How to use the % Daily Value of Nutrients
- Practice your skills
- Feedback
- Test your skills
- Take Aways
- Learn More About it

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop 2

- Present the agenda for the lesson.
- Provide an overview of the material to be discussed.
- Answer questions regarding the agenda.

Title: Agenda

| | |
|---|--|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Recognize content to be taught in this workshop. ▪ Explain the structure of the workshop. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Restate in your words what will be presented in the workshop using the information provided on the PowerPoint presentation. |

| | |
|----------------------|--|
| | <ol style="list-style-type: none"> 2. Inform learners that the workshop objectives will be presented in the following slide. 3. Inform learners that the % Daily Value will be explained. 4. Inform learners that they will do a short activity to practice their new skill. 5. Inform learners that they will need to take an evaluation at the end of the workshop. 6. Ask learners if they have any questions about the agenda. 7. Transition to the next slide by telling learners you will now discuss the workshop objectives. |
| Content Information: | <ul style="list-style-type: none"> ▪ If learners ask detailed questions about the content of what will be presented, explain that they will receive more information as the workshop unfolds. ▪ If they did not understand what you presented, clarify any misunderstandings. |
| Running Footer: | "Grocery Shop Your Way to Better Health: How to read food labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

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Workshop Objectives

- Analyze the % Daily Value
- Use the % daily value to decide if the nutrient has a lot or a little of a nutrient
- Choose healthier food products using the % Daily Value

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop 3

- Explain workshop objectives.
- Go through each bullet one by one and describe what learners should accomplish by the end of the workshop.
- Ensure that students can interpret workshop objectives.
- Get feedback from learners about their personal objectives relating to the workshop.

| | |
|---|--|
| Title: Workshop Objectives | |
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Read workshop objectives. ▪ Analyze the Nutrition Facts using the % DV. ▪ Identify what will be learned in the workshop. |
| How the objective(s) will be presented: | <ul style="list-style-type: none"> ▪ Go through each bullet point one by one and explain in your own words what the objectives are. ▪ Engage student by asking them which objective they are most interested in learning. ▪ Keep open dialogue with students by asking questions. ▪ Keep track of the clock to not go over allocated time. ▪ Transition to the next slide by asking the question, "What is the purpose of Nutrition Facts?" |
| Content Information: | <p>Learners should be able to analyze the % DV on a Nutrition Facts table by the end of the workshop.</p> <p>Learners should be able to use the % DV to decide if the food product has a lot or a little of a nutrient by the end of the workshop.</p> <p>Learners should be able to choose healthy foods by using the % DV.</p> |
| Running Footer: | "Grocery Shop Your Way to Better Health: How to read food labels Workshop" |

| | |
|----------------------|---|
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

Slide 4 of 13

How Can the % Daily Value Help You?

- Make informed choices
- Maintain good health
- Identify the nutritional value of the packaged food
- Increase or decrease your consumption of any nutrient



Grocery Shop Your Way to Better Health: Nutrition Facts Workshop 4

- Go through each bullet one by one.
- Explain how the % DV can help you.
- Get feedback from learners about how they think the % DV is useful.

Title: How Can the % Daily Value Help You?

| | |
|---|--|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Make informed choices. ▪ Maintain good health. ▪ Identify the nutritional value of the packaged food. ▪ Increase or decrease your consumption of any nutrient. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Ask learners if they have ever used the % Daily Value to decide if a food was worth consuming? 2. Ask learners to identify how they think the % Daily Value can help them. 3. If students don't respond, start going over each bullet in the slide in your own words one by one. 4. Answer any of the learners' questions if it relates to the topic. 5. Transition to the next slide by asking the question, "How do you use the % DV of nutrients?" |
| Content Information: | The % DV helps people make informed decisions about the foods |

| | |
|----------------------|--|
| | <p>they consume.</p> <p>It helps people maintain good health by ensuring that they choose foods with a high nutrient value.</p> <p>It is a quick and easy way to identify the nutritional value of the packaged food.</p> <p>You can use it to increase or decrease the amount of a nutrient.</p> <ul style="list-style-type: none"> o For example, if there is a nutrient like sodium that you need to limit, you would choose foods with a low % DV of 5% or less. o The opposite would be true if you want to increase your intake of a certain nutrient like Calcium, for you would then need to look for food that have 15 % or more marked on the % DV on the nutrition facts. |
| Running Footer: | "Grocery Shop Your Way to Better Health: How to read food labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

Slide 5 of 13

How to Use the % Daily Value of Nutrients

Decide if it contains a lot or a little of the Nutrient

Based on a 2000 calorie meal plan

5% or less on a scale = a little

15% or more on a scale = a lot

Look at the nutrient

Look at the % DV

| Nutrition Facts | |
|----------------------------------|---------------|
| Per 2 slices (64 g) | |
| Amount | % Daily Value |
| Calories 140 | |
| Fat 1.5 g | 2 % |
| Saturated 0.3 g + Trans 0.5 g | 4 % |
| Cholesterol 0 mg | |
| Sodium 290 mg | 12 % |
| Carbohydrate 26 g | 9 % |
| Fibre 3 g | 12 % |
| Sugars 2 g | |
| Protein 5 g | |
| Vitamin A 0 % | Vitamin C 0 % |
| Calcium 4 % | Iron 10 % |

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

5

- Explain how to use the % DV.
- Explain of the % DV is based on a 2000 calorie meal plan.
- Describe what a lot of a nutrient is in terms of the % DV.
- Describe what a little of a nutrient is in terms of the % DV.
- Answer any questions related to this topic.

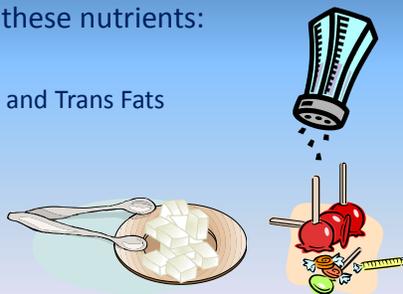
| Title: How To Use The % Daily Value Of Nutrients | |
|--|--|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Recognize that the daily values are based on the recommendations for a 2000 calorie meal plan. ▪ Choose food products for consumption based on the percent Daily Value (% DV) of nutrients covered by the Nutrition Facts. ▪ Identify a nutrient on the nutrition facts table. ▪ Identify the percent daily value of that nutrient. ▪ Evaluate if it is <i>a little</i> or <i>a lot</i> in terms of nutrients. ▪ Associate 5% or less on a scale with <i>a little</i> of a nutrient in one serving of a packaged food. ▪ Associate 15% or more on a scale with <i>a lot</i> of a nutrient in one serving of a packaged food. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Start the demonstration. 2. Go through the slide one bullet at a time. 3. Explain that % DV helps you decide if a nutrient contains a lot or a little of a nutrient. 4. Explain to learners what is a little of a nutrient in terms of percentage which is 5% or less. 5. Explain to learners what a lot of a nutrient is in terms of percentage which is 15% or more. 6. Demonstrate how to look for nutrients. 7. Demonstrate how to locate the % DV on the Nutrition Facts. 8. Transition to the next slide by telling learners that they will have a chance to identify which nutrients they need to limit. |
| Content Information: | <ul style="list-style-type: none"> ▪ The Nutrition Facts contain the % DV on the right hand side of the table. ▪ The % DV is based on a 2000 calorie meal plan. ▪ Adjust the % DV to the amount of food you consume. ▪ A nutrient that contains 5% or less is considered low in nutritional value. ▪ A nutrient that contains 15% or more is considered high in nutritional value. ▪ You need to first identify the nutrient than look for the % DV associated to it. |
| Running Footer: | "Grocery Shop Your Way to Better Health: How to read food labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to |

| | |
|---------------------|---|
| | the next. |
| Slide Instructions: | <ol style="list-style-type: none"> 1. Click on the computer mouse button or the computer keypad and the first note will appear. 2. Click on the computer mouse button or the computer keypad and the second note will appear. 3. Click on the computer mouse button or the computer keypad and the third note will appear. 4. Click on the computer mouse button or the computer keypad and the fourth note will appear. 5. Click on the computer mouse button or the computer keypad and the fifth note will appear. 6. Once all content has been covered on this slide, click the computer mouse button or computer keypad to go to the next slide. |

Slide 6 of 13

Which Nutrients do You Want to Get Less Than 5% DV?

- Get less of these nutrients:
 - Sodium
 - Saturated and Trans Fats
 - Sugars



Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

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- Explain which nutrients they should limit.
- Explain that these nutrients must be limited to 5% or less of the % DV.
- Explain why they should limit these nutrients if time is available.
- Answer any questions related to this topic.

Title: Which Nutrients do You Want to Get less than 5% DV?

Objectives to be covered in this topic:

- Identify which nutrients you need to limit your consumption.
- Associate 5% or less of % DV with a little of a nutrient.
- Limit sodium, saturated fats, trans fats and sugars.
- Chose foods that contain 5% or less of the nutrients mentioned above.

| | |
|--|--|
| <p>How the objective(s) will be presented:</p> | <ol style="list-style-type: none"> 1. Start the slide by asking learners which nutrients they think they need to limit. 2. If learners identified the three different types of nutrients, then click on the mouse until all three nutrients are posted on the screen. 3. Explain why these nutrients should be limited if time is available. 4. Explain that they should look for foods that contain 5% or less of these nutrients. 5. Explain that if the nutrients have below 15%, they should be careful about selecting the food product. 6. Remind learners that they need to multiply the % DV with the amount of food or serving size that they consume. 7. Prelude to the next slide by asking learners what nutrients they should get more of. |
| <p>Content Information:</p> | <ul style="list-style-type: none"> ▪ A nutrient that contains 5% or less is considered low in nutritional value. ▪ Those with medical conditions should be careful about these nutrients. ▪ Sugars can increase inflammation and increase a diabetic's glucose level. ▪ Sodium should be limited to 1500 mg per day. ▪ Most Canadians consume more than 2300 mg per day. ▪ Certain fats are good for the body and can help give your body energy. ▪ Fats can also help your body absorb vitamin A, B, D, and K. ▪ Limit fats like saturated and trans fats because it may increase your risk of developing heart disease. |
| <p>Running Footer:</p> | <p>"Grocery Shop Your Way to Better Health: How To Read Food Labels Workshop"</p> |
| <p>Related information:</p> | <p>A smooth fade is added to the slide to transition from one slide to the next.</p> |
| <p>Slide Instructions:</p> | <ol style="list-style-type: none"> 1. Click on the computer mouse button or the computer keypad and the first note (sodium) will appear. 2. Click on the computer mouse button or the computer keypad and the second note (saturated and trans fats) will appear. 3. Click on the computer mouse button or the computer keypad and the third note (sugars) will appear. |

4. Once all content has been covered on this slide, click the computer mouse button or computer keypad to go to the next slide.

Slide 7 of 13

Which Nutrients do You Want to get 15% DV or More?

- Get more of these Nutrients
 - Fiber
 - Vitamin A
 - Vitamin C
 - Calcium
 - Iron



Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

- Explain which nutrients they should increase.
- Explain that they should look for these nutrients that contain 15% or more of the % DV.
- Explain that the % DV of nutrients will depend on the food itself.
- Answer any questions related to this topic.

Title: Which Nutrients Do You Want To Get 15 % DV or More

Objectives to be covered in this topic:

- Identify which nutrients you need to increase consumption.
- Associate 15% or more of % DV with a lot of a nutrient.
- Increase intake of fiber, protein, vitamin A, vitamin C, calcium and Iron.
- Chose foods that contain 15% or more of the nutrients mentioned above.

How the objective(s) will be presented:

1. Start the slide by asking learners which nutrients they think they need to increase.
2. If learners identified the six different types of nutrients, then click on the mouse until all six nutrients are posted on the screen.
3. If not, click one nutrient at a time.
4. Explain why these nutrients should be limited if time is available.
5. Explain that they should look for foods that contain 15 % or more of these nutrients.
6. Explain that if the nutrients are below 15%, that the nutritional value of the food is limited.

| | |
|----------------------|--|
| | <ol style="list-style-type: none"> 7. Remind learners that they need to multiply the % DV with the amount of food or serving size that they consume. 8. Prelude to the next slide by asking learners if they are ready to practice reading the % DV together. |
| Content Information: | <ul style="list-style-type: none"> ▪ A nutrient that contains 15% or more is considered high in nutritional value. ▪ Those with medical conditions should choose nutrients with high nutritional value to help their condition. ▪ Increase consumption of these nutrients to provide energy to your body and to help your body repair itself. <p>Note: Refer to the additional resource sheet to answer any questions relating to these nutrient benefits.</p> |
| Running Footer: | "Grocery Shop Your Way to Better Health: How To Read Food Labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | <ol style="list-style-type: none"> 1. Click on the computer mouse button or the computer keypad and the first note (fiber) will appear. 2. Click on the computer mouse button or the computer keypad and the second note (protein) will appear. 3. Click on the computer mouse button or the computer keypad and the third note (vitamin A) will appear. 4. Click on the computer mouse button or the computer keypad and the fourth note (vitamin C) will appear. 5. Click on the computer mouse button or the computer keypad and the fifth note (calcium) will appear. 6. Click on the computer mouse button or the computer keypad and the sixth note (iron) will appear. 7. Once all content has been covered on this slide, click the computer mouse button or computer keypad to go to the next slide. |

Slide 8 of 13

Let's Practice Together

| Nutrition Facts | |
|--------------------------------|----------------------|
| Serving Size: 1 serving (258g) | |
| Amount Per Serving | |
| Calories 273 | Calories from Fat 61 |
| % Daily Value* | |
| Total Fat 6.79 g | 10% |
| Saturated Fat 2.79 g | 14% |
| Trans Fat 0.18 g | |
| Cholesterol 49.02 mg | 16% |
| Sodium 614.04 mg | 26% |
| Potassium 559.86 mg | 16% |
| Total Carbohydrate 31.32 g | 10% |
| Dietary Fiber 2.58 g | 10% |
| Sugars 4.54 g | |
| Sugar Alcohols | |
| Protein 22.08 g | |
| Vitamin A 0 IU | 0% |
| Vitamin C 0 mg | 0% |
| Calcium 113.52 mg | 11% |
| Iron 2.58 mg | 14% |

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

8

- Identify the nutrient that has lowest % DV.
- Identify the nutrient that has no nutritional value.
- Identify the nutrient that has the highest % DV.
- Identify the healthier nutrient with a high % DV.
- Answer any questions related to this topic.

Title: Let's Practice Together

Objectives to be covered in this topic:

- Practice exercise on using the % DV as a group.
- Identify the nutrient with the lowest % DV on the slides Nutrition Facts image.
- Identify the nutrient with no nutrition value using the % DV within the slides Nutrition Facts image.
- Recognize that sodium can be an unhealthy nutrient.
- Limit consumption of sodium to 1500 gm per day.
- Identify the nutrient with the highest % DV on the slides Nutrition Facts image.

How the objective(s) will be presented:

1. Present each question one by one.
2. Have them examine the Nutrition Facts for each question raised.
3. Elicit responses from learners.
4. Have learners raise their hand to answer the questions.
5. Proceed to the next slide when all questions have been asked.

Content Information:

- Ask the four following questions:
1. Which nutrient has the highest % daily value?
 2. State that they should limit the sodium consumption to 1500 mg per day.
 3. Which nutrients have no nutritional Value?
 4. Which nutrient has the lowest % daily value?
 5. Which healthier Nutrient has a high % daily value?

| | |
|----------------------|--|
| Running Footer: | "Grocery Shop Your Way To Better Health: How To Read Food Labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | <ol style="list-style-type: none"> 1. Click on the computer mouse button or the computer keypad after presenting the first question and the first red circle will appear over the nutrient sodium. 2. Click on the computer mouse button or the computer keypad after presenting the second question and the second red circle will appear over the nutrients vitamin A and C. 3. Click on the computer mouse button or the computer keypad and these two red circles will disappear. 4. Click on the computer mouse button or the computer keypad after presenting the third question and the third red circle will appear over the nutrient fiber. 5. Click on the computer mouse button or the computer keypad after presenting the fourth question and the fourth red circle will appear over the nutrients vitamin A and C. 6. Once all content has been covered on this slide, click the computer mouse button or computer keypad to go to the next slide. |

Slide 9 of 13

Practice Your Skills

Take the next few minutes to practice your new skill

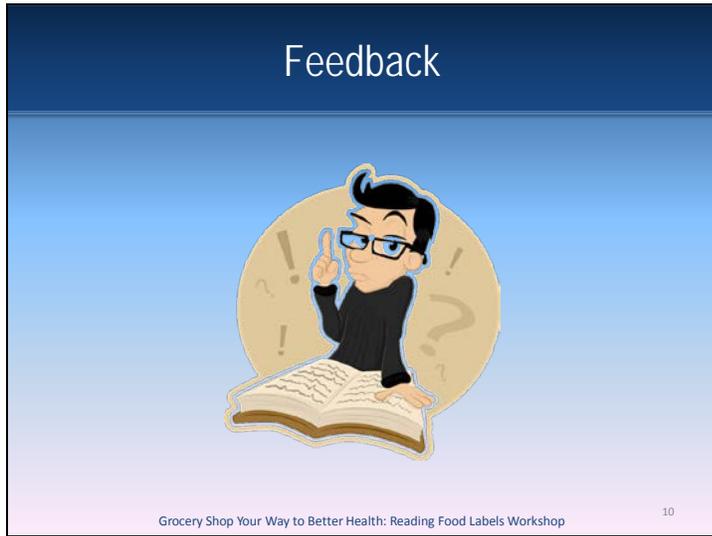


Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

- Hand out the activity sheet.
- Tell learners to take a few minutes to practice on their own.

| Title: Practice Your Skills | |
|---|---|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Practice using the % DV using the activity sheet provided by the instructor. ▪ Identify nutrients with the lowest % DV marked on the Nutrition Facts tables provided in the activity sheet. ▪ Identify the nutrient with the highest % DV marked on the Nutrition Facts tables provided in the activity sheet. ▪ Identify the nutrient with no nutrition value using the % DV within the slides Nutrition Facts image. ▪ Compare nutrients using the % DV. ▪ Choose healthier foods based on the information provided in the workshop. ▪ Avoid foods with no or little nutritional value. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Tell learners to have their pens or pencils ready for the practice activity. 2. Hand out the activity sheet to each learner in the classroom. 3. Give five minutes for students to complete the two page activity. 4. Once activity is completed, move on to the next slide where you will give feedback on the activity. |
| Content Information: | Please view the activity sheet for information. |
| Running Footer: | "Grocery Shop Your Way To Better Health: How To Read Food Labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

Slide 10 of 13

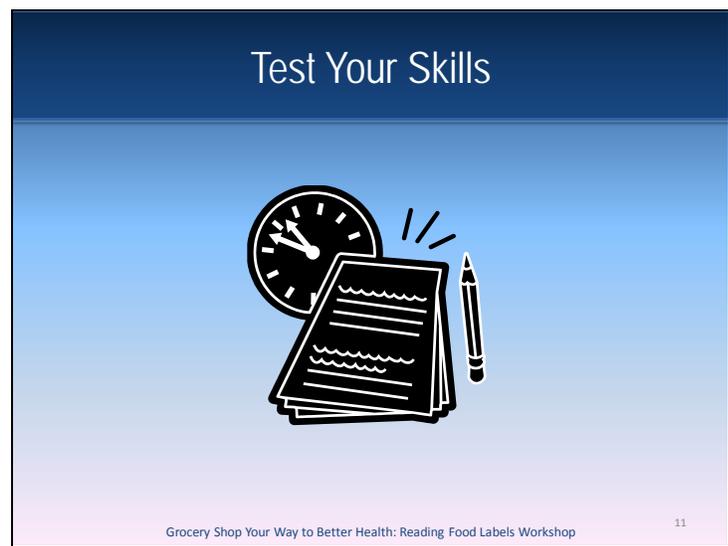


- Provide feedback to learner's questions.

Title: Feedback

| | |
|--|--|
| <p>Objectives to be covered in this topic:</p> | <ul style="list-style-type: none"> ▪ Answer any questions related to the Unit topic. ▪ Provide feedback to student activity sheet. |
| <p>How the objective(s) will be presented:</p> | <ol style="list-style-type: none"> 1. Ask learners if they have any questions regarding the activity. 2. If learners have detailed questions about how to calculate the % Daily Value in terms of the serving size, tell them these issues will be discussed in the next unit. 3. If learners have complicated questions that cannot be answered within the two minutes time frame allocated to this slide, encourage the learner to stay after the workshop. 4. If no one has any questions, move on to the next slide. |
| <p>Content Information:</p> | <p>View "Possible Questions and Answers" section of this guide as well as the supplementary material to help answer questions.</p> |
| <p>Running Footer:</p> | <p>"Grocery Shop Your Way To Better Health: How To Read Food Labels Workshop"</p> |
| <p>Related information:</p> | <p>A smooth fade is added to the slide to transition from one slide to the next.</p> |
| <p>Slide Instructions:</p> | <p>To continue to the next slide, press the mouse button or the space bar on the computer key board.</p> |

Slide 11 of 13



- Hand out the level one and two assessments to learners.
- Tell learners to take the time to test their skills.
- Pick up the two assessments from learners.

Title: Test Your Skills

| | |
|---|--|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Evaluate learner's knowledge of what was covered in the workshop with the Kirkpatrick level two assessment. ▪ Receive feedback from learners about the workshop by having them complete the Kirkpatrick level one assessment. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Tell learners to have their pens or pencils ready for the small test. 2. Hand out the two assessments to each learner in the classroom. 3. Give five to ten minutes for students to complete both assessments. 4. Move on to the next slide where you will ask learners a reflective question. |
| Content Information: | View the Instructor's Guide Assessment answer sheet. |
| Running Footer: | "Grocery Shop Your Way To Better Health: How To Read Food Labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

Slide 12 of 13

Take Aways

- Which nutrients on the food label will you look to increase the next time you go grocery shopping?



Grocery Shop Your Way to Better Health: Reading Food Labels Workshop 12

- Get students to reflect on the question provided.
- Identify if learners have taken something away from the workshop.

Title: Take Aways

| | |
|---|--|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Self-reflect on how you can transfer what you have learner in the workshop to the next time you go grocery shopping. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Ask learners which nutrients they want to get more of the next time they go grocery shopping. 2. Illicit responses from learners. 3. If no answer is provided, move on to the last slide. |
| Content Information: | <p>Ask this question to learners:</p> <p>Which nutrients on the food label will you look to increase the next time you go grocery shopping?</p> |
| Running Footer: | "Grocery Shop Your Way To Better Health: How To Read Food Labels Workshop" |
| Related information: | A smooth fade is added to the slide to transition from one slide to the next. |
| Slide Instructions: | To continue to the next slide, press the mouse button or the space bar on the computer key board. |

Slide 13 of 13

Learn More About It



- For more information, consult a registered dietician.
- Visit the Health Canada website for more detailed information: <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php>
- Visit the Eat Well, Live Well website for extra activities: <http://www.dietitians.ca/eatwell/>
- Visit the Nutrition Labeling Education Center website for a *Virtual Grocery Store Tour*: http://www.healthyeatingisinstore.ca/virtual_grocery.asp

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- Provide learners with addition resources.
- Encourage learners to seek out more information on their own.
- Tell learners that they have a copy of the resource links in their guide.

Title: Learn More About It

| | |
|---|---|
| Objectives to be covered in this topic: | <ul style="list-style-type: none"> ▪ Identify where to find extra resources on Nutrition Facts. ▪ Locate websites to obtain additional information. |
| How the objective(s) will be presented: | <ol style="list-style-type: none"> 1. Recommend learners to seek guidance from a registered dietician for more specialized meal plans. 2. Present links to additional information listing the websites of reputable resources. 3. Remind learners that they have a copy of the resources in the guide. |
| Content Information: | Refer to your resource and reference section. |
| Running Footer: | Copyright © Lila Azouz. 2010. All Rights reserved. |
| Related information: | Last slide |
| Slide Instructions: | Turn off presentation once complete. |

Close Out Instructions:

1. Pick up all the assessments.
2. Thank all the learners for their participation.
3. Encourage learners to take the next unit.
4. Have learners leave the classroom.
5. Once the classroom is empty, begin clearing all the tables of any leftover materials.
6. Pick up all the extra handouts on the extra table provided.
7. Organize all the handouts into pills.
8. Turn off the computer or laptop.
9. Turn off the projector.
10. Lift the projector screen.
11. Take the laptop and materials out of the room.
12. Turn off all the lights.
13. Return laptop and extra materials to the CLSC front desk or secretary on duty.
14. Sign in the equipment.
15. Correct the assessments.
16. Hand in the Kirkpatrick Level One assessment to your supervisor.

Instructor Copy: Activity Sheet

Instructions:

1. Ask learners if they have any questions regarding the activity.
2. If learners have detailed questions about how to calculate the % Daily Value in terms of the serving size, tell them these issues will be discussed in the next unit.
3. If learners have complicated questions that cannot be answered within the two minutes time frame allocated to this slide, encourage the learner to stay after the workshop.
4. If no one has any questions, move on to the next slide.

Name: _____

Date: _____

Grocery Shop Your Way to Better Health: How to Read Nutrition labels Workshop Unit 4: How to Make the Most of the % Daily Value

Take a few minutes to practice the new skill you learned. Please read the instructions and Nutrition Facts labels carefully before responding. Write down your responses in the spaces provided.

1. Look at the label below and answer the following questions:

| Plain Yogurt Nonfat Serving Size 1 cup (227g) | |
|--|------------|
| Amount Per Serving | 5 |
| Calories 127 | |
| % Daily Value | |
| Total Fat 0 g | 0% |
| Cholesterol 4mg | 1% |
| Sodium 174 mg | 7% |
| Total Carbohydrate 17 g | 6% |
| Protein 13 g | 26% |
| Vitamin C | 3% |
| Calcium | 45% |
| Thiamin | 7% |
| Riboflavin | 31% |
| Not a significant source of calories from fat, saturated fat, vitamin A, iron and niacin. Values are not available for fiber and sugars. | |
| *Percent Daily Values are based on a 2,000 calorie diet. | |

- a. The % Daily Value (%DV) Tells you if a food has a lot or a little of a nutrient. Looking at the label, would you get a *lot* or a *little* of Vitamin C? ____ Explain your answer?

Answer: You would get a little Vitamin C. If % DV is 5 % or less on a scale, it is considered a little of a nutrient in one serving of a packaged food.

- b. Looking at the label and tell me if would you get a *lot* or a *little* of Calcium? _____

Answer: You would get a lot of Calcium because if the % DV is 15 % or more on a scale, it is considered a lot of a nutrient in one serving of a packaged food.

- c. Write down the % Daily Value of the calcium: _____ *Answer:* 45%

2. Look at the label below and answer the following questions:

| Nutrition Facts | |
|------------------------------------|----------------------|
| Serving Size: 1/12 of recipe (58g) | |
| Servings 1 | |
| Amount Per Serving | |
| Calories 150 | Calories from Fat 35 |
| % Daily Value* | |
| Total Fat 4.5g | 6% |
| Saturated Fat 0g | 2% |
| Trans Fat 0g | |
| Polyunsaturated Fat 1g | |
| Monounsaturated Fat 2.5g | |
| Cholesterol 0mg | 0% |
| Sodium 100mg | 4% |
| Total Carbohydrate 25g | 8% |
| Dietary Fiber 5g | 20% |
| Sugars 3g | |
| Protein 5g | |
| Vitamin A 0% | Vitamin C 0% |
| Calcium 0% | Iron 8% |

- a. Write down the highest % Daily Value marked on this label and explain if it is considered a lot or a little of a nutrient based on Health Canada standards.

Answer: Fiber at 20%, yes it is considered high on the scale and a very healthy nutrient. Especially for people with diabetes.

- b. Identify the following nutrients and write down their % Daily Value.

Sodium: _____ *Answer:* 4%

Iron: _____ *Answer:* 8%

Calcium: _____ *Answer:* 0%

Instructor Copy: Satisfaction Survey

**Grocery Shop Your Way to Better Health: How to Read Nutrition labels
Workshop**

**Unit 4:
How to Make the Most of the % Daily Value**

Name: _____

Date: _____

1. In a word, how would you describe this workshop: _____

2. Using a number, how would you describe this workshop?

| | | | | |
|----------|----------|----------|----------|-------------|
| 1 | 2 | 3 | 4 | 5 |
| Abysmal | | Average | | Outstanding |

3. How much did you know about reading food labels before taking this workshop?

| | | | | |
|------------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Not At All | | Some | | A lot |

What about *After*:

| | | | | |
|------------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Not At All | | Some | | A lot |

4. How comfortable do you feel going grocery shopping now and comparing and choosing food items based on the % Daily Value on nutrition label?

| | | | | |
|------------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Not At All | | Some | | A lot |

5. The best part of this workshop was:

6. This one thing that could improve this workshop most is:

7. Would you recommend this workshop to other people?

Yes

No

Instructor Copy: Criterion-Referenced Assessment Level 2
Grocery Shop Your Way to Better Health: How to Read Nutrition labels Workshop
Unit 4:
How to Make the Most of the % Daily Value

Going grocery shopping isn't always as easy as it seems, especially if you don't know how to read food labels. Food labels are a great way to help you make better choices. Now that you have learned some tricks for reading food labels, let's test those skills of yours!

Name: _____

Date: _____

Please read all the questions carefully and do your best to answer them.

1. What is the purpose of labelling the nutritional value of foods?

Possible Answers:

- a) It is used to identify "healthy" foods that have a high nutritional value.
- b) It is used to identify "unhealthy" foods that have no or low nutritional value.

2. Name one purpose of the % Daily Value.

Possible Answers:

- a) To determine the amount in percentage of a nutrient labelled on the Nutrition facts.
- b) To evaluate if you need to increase or decrease consumption of that food.

3. Please read the following scenario and answer the question:

Paul is diabetic; today he is in the grocery store trying to decide whether to buy granola bars. He is reading the label but he forgot the nutrient he needs to limit. Can you help Paul by writing below what nutrient he has to limit?

Answers: Paul needs to avoid sugars. Granola bars are usually high in sugar and he needs to look for those with a little % Daily Value of sugar.

4. Look at the two soup labels below and answer the following questions:

Soup 1

| Nutrition Facts | |
|--|-----------------------|
| Serving Size 1 cup Servings Per Container 2 | |
| Amount Per Serving | |
| Calories 352 | Calories from Fat 112 |
| % Daily Value | |
| Total Fat 13g | 19% |
| Saturated Fat 5g | 23% |
| Trans Fat 1g | |
| Cholesterol 51mg | 17% |
| Sodium 795mg | 33% |
| Total Carbohydrate 37g | 12% |
| Dietary Fiber 10g | 41% |
| Sugars 9g | |
| Protein 24g | |
| Vitamin A 19% | Vitamin C 42% |
| Calcium 12% | Iron 32% |

Soup 2

| Nutrition Facts | |
|--|-----------------------|
| Serving Size 1 cup Servings Per Container 2 | |
| Amount Per Serving | |
| Calories 352 | Calories from Fat 112 |
| % Daily Value | |
| Total Fat 13g | 19% |
| Saturated Fat 5g | 23% |
| Trans Fat 1g | |
| Cholesterol 51mg | 17% |
| Sodium 220mg | 10% |
| Total Carbohydrate 37g | 12% |
| Dietary Fiber 10g | 41% |
| Sugars 9g | |
| Protein 24g | |
| Vitamin A 19% | Vitamin C 42% |
| Calcium 12% | Iron 32% |

- What is the % daily value of Sodium in Soup 1? _____ (Answer: 33%)
- What is the % daily value of Sodium in Soup 2? _____ (Answer: 10%)
- Which soup label has a higher percent of Sodium? _____ (Answer: Soup 1)
- Carefully look at the two labels and tell me which soup is the healthiest option. Explain your answer by comparing the % Daily Value of the nutrients?

Answer: The Low Sodium is a healthier option because it has 23% less sodium, and has equal nutritional value)

Please hand in your test at after you are finished answering the questions and reviewing your answers.

Healthy Nutrients and Their Benefits

| Nutrient Name | Type of Food Examples | Health Benefits |
|------------------|--|---|
| Fiber | Whole wheat bread Muesli Cereal Broccoli | <ul style="list-style-type: none"> Helps reduce the glycemic effect of a meal. Helps keep your bowel movements regular and your colon healthy. |
| Protein | Meats: steak or ground beef Lentils Beans Eggs | <ul style="list-style-type: none"> Helps build muscles, bones and teeth. Helps wounds heal faster. |
| Vitamin A | Fortified milk Egg yolk Carrot juice | <ul style="list-style-type: none"> Helps keep your eyes and skin healthy. Has antioxidant properties that neutralize free radicals in the body that cause tissue and cellular damage. |
| Vitamin C | orange or citrus juice red peppers | <ul style="list-style-type: none"> Helps your body fight infection and build your immune system. Helps your body absorb iron. |
| Calcium | Dairy foods such as milk, yogurt and cheese Green leafy vegetables such as spinach, kale, and broccoli | <ul style="list-style-type: none"> Gives you strong bones and teeth. State that calcium can help prevent osteoporosis. |
| Iron | Animal liver, kidney and heart. Dried beans Legumes. Note: Iron found in animal products is more easily absorbed than from plant sources. | <ul style="list-style-type: none"> Helps your red blood cells carry oxygen throughout your body. Helps prevent anemia. |

References:

Books:

- Black, J. (2006). *The anti-inflammation diet and recipe book*. Alameda, CA: Hunter House Inc.
- Cousins, B. (2000). *Cooking without: Recipes free from added gluten, sugar, dairy products, yeast, salt, saturated fat*. London, GB: Thorsons.
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<http://www.dietitians.ca/eatwell/>
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<http://www.healthyalberta.com/HealthyEating/784.htm>
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<http://www.lifeclinic.com/focus/nutrition/food-label.asp>
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http://www.saskatoonhealthregion.ca/your_health/ps_cdm_nutrition_heart_healthy.htm
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- Nutrition Labeling. (Date Modified: 2010-08-13). Retrieved on September 27, 2010 from Health Canada's website: <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php>
- Timme, K., & Huong, J. (2009, February). *Cambodian Shop Around Program*. EthnoMed. Retrieved on September 20, 2010 from <http://ethnomed.org/clinical/nutrition/cambodian-shop-around-program>

Fall / 2010

Unit 4: How to Make the Most of the % Daily Value

Learner's Guide



Grocery Shop Your
Way to Better
Health: Reading
Food Labels
Workshop

*UNIT 4:
How to Make the Most of %
Daily Value*

Created By: Lila Azouz

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Instructor: TBA

Location: CLSC Métro Guy

1801 de Maisonneuve West, 3rd Floor

Montreal, QC

H3H 1J9

Time: Saturday, February 19, 2011 at 1:00pm.

Organization: CLSC, MUHC, Le Gouvernement du Québec

Note : This workshop is provided every third Saturday of every month until June 2011.

Workshop Objectives:

The objective of this workshop is for you to learn how to choose healthy food products using the percent Daily Value (% DV) of nutrients covered by the Nutrition Facts.

It is important for you to use the information learned in this workshop and apply into your daily lives. You can use the % DV to identify healthy foods, increase or decrease certain nutrients, and choose foods based on a higher nutritional value. This will help you maintain better health.

Prerequisites:

1. You must have completed Units 1 through 3 before taking this workshop.
 - a. Unit 1 covers the purpose and basics of Nutrition Facts.
 - b. Unit 2 covers the Serving Size and how to adjust it for consumption.
 - c. Unit 3 covers the 13 Nutrients in detail.
2. You must have basic math skills such as subtractions, additions, multiplications, divisions, and can calculate percentages.

Administrivia:

Time of breaks: You will have a break after each unit completed.

Location of meals and breaks: You may not eat in the classroom or within the CLSC. You must find a location outside of the premises to eat. Please consult the front desk for possible eating locations.

Location of restrooms: The restrooms are located near the waiting room of the CLSC.

Emergency number: Please call 911 for emergency situations or present yourself at the front desk for assistance.

Location of emergency exits: Please view the map located next to the classroom door for the closest emergency exit.

Please turn off all cell phones and electronic devices during the workshop.



Healthy Nutrients and Their Benefits

| Nutrient Name | Type of Food Examples | Health Benefits |
|------------------|--|---|
| Fiber | Whole wheat bread Muesli Cereal Broccoli | <ul style="list-style-type: none"> Helps reduce the glycemic effect of a meal. Helps keep your bowel movements regular and your colon healthy. |
| Protein | Meats: steak or ground beef Lentils Beans Eggs | <ul style="list-style-type: none"> Helps build muscles, bones and teeth. Helps wounds heal faster. |
| Vitamin A | Fortified milk Egg yolk Carrot juice | <ul style="list-style-type: none"> Helps keep your eyes and skin healthy. Has antioxidant properties that neutralize free radicals in the body that cause tissue and cellular damage. |
| Vitamin C | orange or citrus juice red peppers | <ul style="list-style-type: none"> Helps your body fight infection and build your immune system. Helps your body absorb iron. |
| Calcium | Dairy foods such as milk, yogurt and cheese Green leafy vegetables such as spinach, kale, and broccoli | <ul style="list-style-type: none"> Gives you strong bones and teeth. State that calcium can help prevent osteoporosis. |
| Iron | Animal liver, kidney Dried beans Legumes Note: Iron found in animal products is more easily absorbed than from plant sources. | <ul style="list-style-type: none"> Helps your red blood cells carry oxygen throughout your body. Helps prevent anemia. |

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Name:

Date:

Activity Sheet

Take a few minutes to practice the new skill you have learned. Please read the instructions and Nutrition Facts labels carefully before responding. Write down your responses in the spaces provided.

1. Look at the label below and answer the following questions:

| Plain Yogurt Nonfat Serving Size 1 cup (227g) | |
|--|-----|
| Amount Per Serving | 5 |
| Calories 127 | |
| % Daily Value | |
| Total Fat 0 g | 0% |
| Cholesterol 4mg | 1% |
| Sodium 174 mg | 7% |
| Total Carbohydrate 17 g | 6% |
| Protein 13 g | 26% |
| Vitamin C | 3% |
| Calcium | 45% |
| Thiamin | 7% |
| Riboflavin | 31% |
| Not a significant source of calories from fat, saturated fat, vitamin A, iron and niacin. Values are not available for fiber and sugars. | |
| *Percent Daily Values are based on a 2,000 calorie diet. | |



- a. The % Daily Value (%DV) Tells you if a food has a lot or a little of a nutrient. Looking at the label, would you get a *lot* or a *little* of Vitamin C? _____ Explain your answer?

- b. Looking at the label and tell me if would you get a *lot* or a *little* of Calcium? _____
- c. Write down the % Daily Value of the calcium: _____

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop
Unit 4: How to Make the Most of the % Daily Value

2. Look at the label below and answer the following questions:

| Nutrition Facts | |
|------------------------------------|----------------------|
| Serving Size: 1/12 of recipe (58g) | |
| Servings 1 | |
| Amount Per Serving | |
| Calories 150 | Calories from Fat 35 |
| % Daily Value* | |
| Total Fat 4.5g | 6% |
| Saturated Fat 0g | 2% |
| Trans Fat 0g | |
| Polyunsaturated Fat 1g | |
| Monounsaturated Fat 2.5g | |
| Cholesterol 0mg | 0% |
| Sodium 100mg | 4% |
| Total Carbohydrate 25g | 8% |
| Dietary Fiber 5g | 20% |
| Sugars 3g | |
| Protein 5g | |
| Vitamin A 0% | Vitamin C 0% |
| Calcium 0% | Iron 8% |



a. Write down the highest % Daily Value marked on this label and explain if it is considered a lot or a little of a nutrient based on Health Canada standards.

b. Identify the following nutrients and write down their % Daily Value.

Sodium: _____
 Iron: _____
 Calcium: _____

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Name: _____

Date: _____

Please fill out the satisfaction survey and hand it back to the instructor once completed. I hope you enjoyed your time with us!

Satisfaction Survey

In a word, how would you describe this workshop: _____

Using a number, how would you describe this workshop?

| | | | | |
|---------|---|---------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| Abysmal | | Average | | Outstanding |

How much did you know about reading food labels before taking this workshop?

| | | | | |
|------------|---|------|---|-------|
| 1 | 2 | 3 | 4 | 5 |
| Not At All | | Some | | A lot |

What about *After*:

| | | | | |
|------------|---|------|---|-------|
| 1 | 2 | 3 | 4 | 5 |
| Not At All | | Some | | A lot |

How comfortable do you feel going grocery shopping now and comparing and choosing food items based on the % Daily Value on nutrition label?

| | | | | |
|------------|---|------|---|-------|
| 1 | 2 | 3 | 4 | 5 |
| Not At All | | Some | | A lot |

The best part of this workshop was:

This one thing that could improve this workshop most is:

Would you recommend this workshop to other people?

Yes

No

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Name:

Date:

Quiz

Going grocery shopping isn't always as easy as it seems, especially if you don't know how to read food labels. Food labels are a great way to help you make better choices. Now that you have learned some tricks for reading the % Daily Value, let's test those skills of yours!

Please read all the questions carefully and do your best to answer them.



1. What is the purpose of labelling the nutritional value of foods?

2. Name one purpose of the % Daily Value.

3. Please read the following scenario and answer the question:

Paul is diabetic; today he is in the grocery store trying to decide whether to buy granola bars. He is reading the label but he forgot the nutrient he needs to limit. Can you help Paul by writing below what nutrient he has to limit?

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Carefully look at the two labels and tell me which soup is the healthiest option. Explain your answer by comparing the % Daily Value of the nutrients?

4. Look at the two soup labels below and answer the following questions:



Soup 1

| Nutrition Facts | |
|-------------------------------|-----------------------|
| Serving Size 1 cup | |
| Servings Per Container 2 | |
| Amount Per Serving | |
| Calories 352 | Calories from Fat 112 |
| % Daily Value | |
| Total Fat 13g | 19% |
| Saturated Fat 5g | 23% |
| Trans Fat 1g | |
| Cholesterol 51mg | 17% |
| Sodium 795mg | 33% |
| Total Carbohydrate 37g | 12% |
| Dietary Fiber 10g | 41% |
| Sugars 9g | |
| Protein 24g | |
| Vitamin A 19% | Vitamin C 42% |
| Calcium 12% | Iron 32% |



Soup 2

| Nutrition Facts | |
|-------------------------------|-----------------------|
| Serving Size 1 cup | |
| Servings Per Container 2 | |
| Amount Per Serving | |
| Calories 352 | Calories from Fat 112 |
| % Daily Value | |
| Total Fat 13g | 19% |
| Saturated Fat 5g | 23% |
| Trans Fat 1g | |
| Cholesterol 51mg | 17% |
| Sodium 220mg | 10% |
| Total Carbohydrate 37g | 12% |
| Dietary Fiber 10g | 41% |
| Sugars 9g | |
| Protein 24g | |
| Vitamin A 19% | Vitamin C 42% |
| Calcium 12% | Iron 32% |

- a. What is the % daily value of Sodium in Soup 1? _____
- b. What is the % daily value of Sodium in Soup 2? _____
- c. Which soup label has a higher percent of Sodium? _____

Please hand in your Quiz at after you are finished answering the questions and reviewing your answers.

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Instructor: TBA
Location: CLSC Métro Guy
1801 de Maisonneuve West, 3rd Floor
Montreal, QC
H3H 1J9

Time: Saturday, February 19, 2011 at 1:00pm.

Note : This workshop is provided every third Saturday of every month until June 2011.

Workshop Summary:

This workshop explains how to use the % Daily Value to help you make healthier food choices. You use the % Daily Value to make informed decisions about the foods you consume. It is a great tool to quickly identify if the food has a lot of a nutrient daily value which would be 15% or more and whether a food has a little of the nutrient daily value which is 5% or less. You can use it to increase or decrease the amount of a chosen nutrient. It is best to find 15% or more of the % DV of the following nutrients, fiber, iron, calcium, vitamin A and C. It is also advisable to limit the following nutrients sugars, sodium, saturated and trans fats to 5% or less of the % DV. The % DV is based on a 2000 calorie meal plan.

Material Included:

- Workshop Package:
 - PowerPoint presentation Handout
 - Healthy Nutrients and Their Benefits Handout
 - % Daily Value Activity Sheet
 - Information Sheet with Resources
- Health Canada Food Guide
- Satisfaction Survey
- Quiz

List of Related Courses:

Unit 5: Going through the Ingredient List

Unit 6: What Ingredients to Avoid

Unit 7: Deciphering Nutrition Claims

Unit 8: Putting it all together (Reading Food labels A to Z revision)

Please call this number if you want to register or inquire about the above mentioned unit workshops: 514-848-4444 at extension 2121.

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

Additional Resources:

- For more information, consult a registered dietitian.
- Visit the Health Canada website for more detailed information:
<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php>
- Visit the Eat Well, Live Well website for extra activities:
<http://www.dietitians.ca/eatwell/>
- Visit the Nutrition Labeling Education Center website for a *Virtual Grocery Store Tour*: http://www.healthyeatingisinstore.ca/virtual_grocery.asp





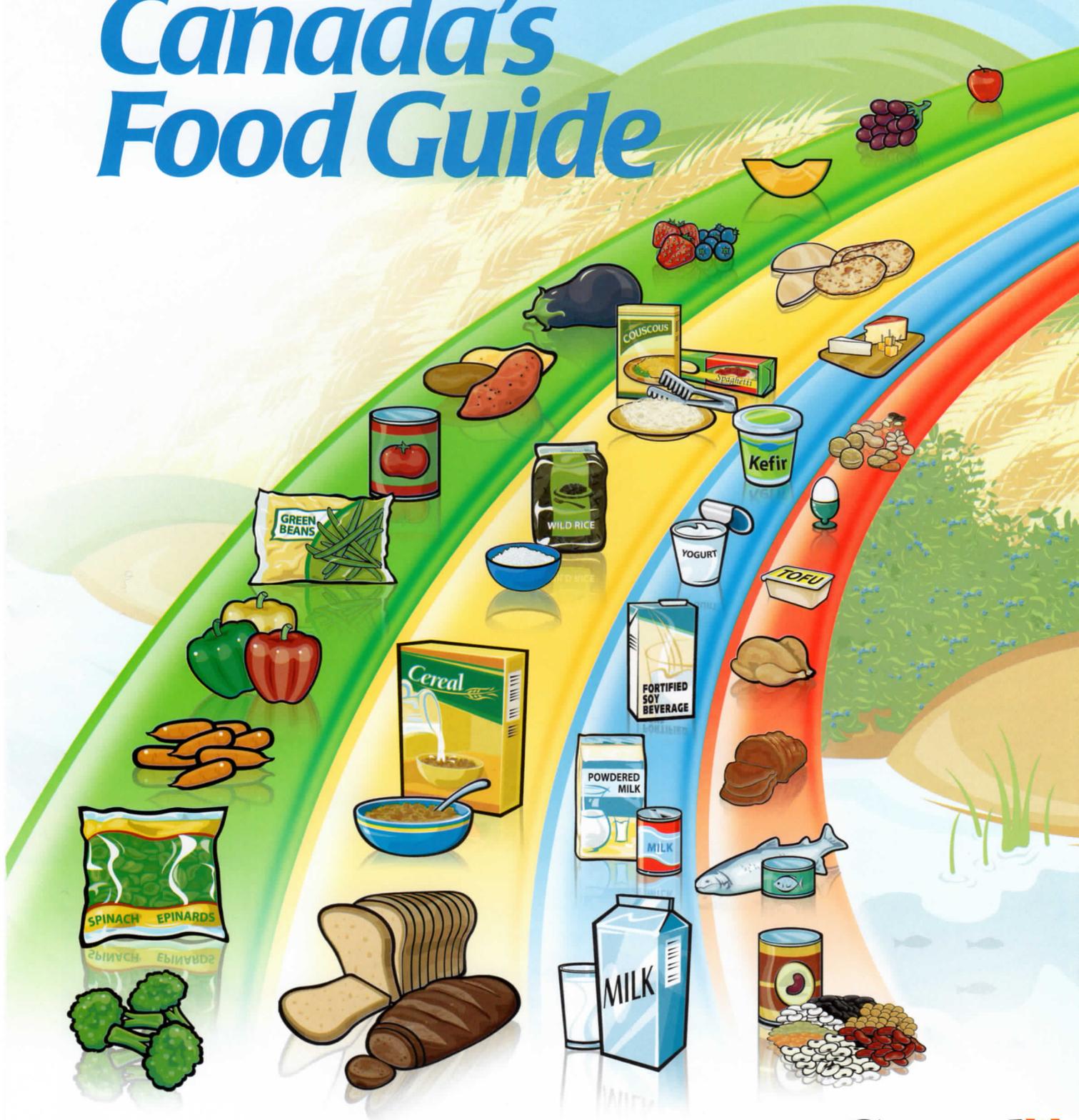
Health
Canada

Santé
Canada

Your health and
safety... our priority.

Votre santé et votre
sécurité... notre priorité.

Eating Well with Canada's Food Guide

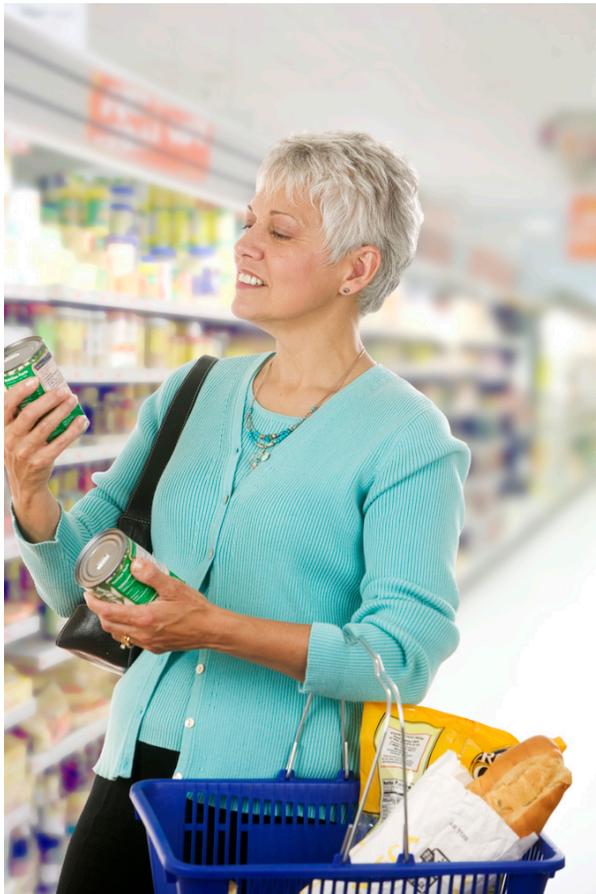


Canada 

2010 -2011

Unit 4: How to Make the Most of the % Daily Value

Formative Evaluation Plan



Grocery Shop
Your Way to
Better Health:
Reading Food
Labels
Workshop

*UNIT 4:
How to Make the
Most of % Daily
Value*

Lila Azouz
ID: 5933501
ETEC 712

Grocery Shop Your Way to Better Health: Reading Food Labels Workshop

Unit 4: How to Make the Most of the % Daily Value

TO: Ms. Epstein (CLSC Education Coordinator and Sponsor)
FROM: Lila Azouz, Instructional Designer
DATE: December 13, 2010
SUBJECT: Plan for Conducting Formative Evaluations

This formative evaluation plan is provided to guarantee that all elements have been thought through and that the proper timeline has been set to receive feedback for a technical review, pilot test, and editorial review.

This plan is structured with the pilot test questions and answers, the technical review question and answers and is completed by a production review for the Unit 4: How to Make the Most of the % Daily Value of the Grocery Shop Your Way to Better Health: Reading Food Labels Workshop.

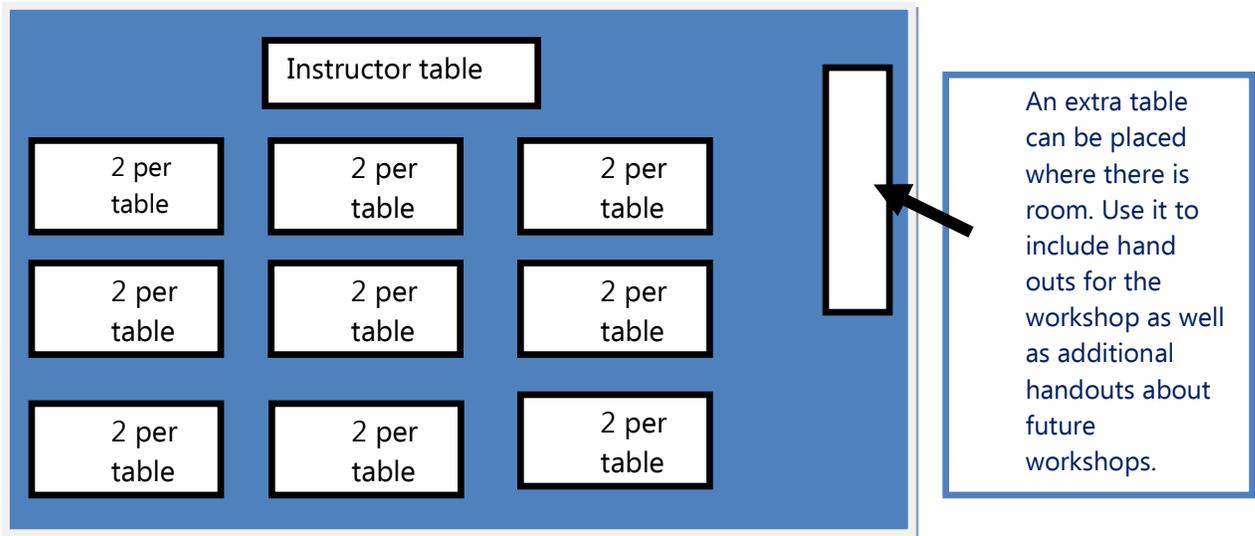
Pilot Test:

- When will the test occur?
The Pilot test will occur four weeks prior to the workshop date. The Workshop date is on February 19, 2011, which will put the pilot test date on Saturday January 22, 2011.
- Who will participate in the test?
I need about 10 people to participate in this pilot test. I will gather some nurses, administrative staff and any volunteer patients from the CLSC clinic.
- What is the procedure for conducting the test?
 - What preparations do you need to make in advance—listed in the order in which you need to do them and when you need to perform them
 1. Reserve the classroom for the workshop two weeks prior to the trial day. (Reserve by January 20).
 2. Make sure that the classroom has a projector screen for PowerPoint Presentations and access to a lap top.
 3. Recruit 10 learners to participate in the pilot workshop.
 4. Recruit an instructor who will present the workshop.
 5. Send a reminder three days (January 19, 2010) before the workshop, either by e-mail or call the learners directly.
 6. Obtain all the material for the workshop at least five days prior to the pilot test.
 7. Print and copy the material for the learners (the student guide, the two assessments, the activity sheet, and the Healthy Nutrient and Their Benefits

handout) either one day before the workshop or a few hours before the workshop.

8. Obtain copies of the Heath Canada Food Guide.
 9. Obtain an audio recording device a few days before the workshop trial date.
 10. Complete the request form for a laptop to be provided during the workshop at least one day before the workshop starts date.
 11. A laptop must be requested in advance to be able to use Power Point or video/digital presentations.
 - To request a laptop, obtain the request form from the CLSC front desk.
 - Provide the completed form to the secretary at the front desk.
 - If you are unable to come to the classroom location in advance, please call 514-848-4040 at extension 2121 to request a laptop three hours before the start time.
- What setup is needed for the pilot test?
- Classroom set up:
- Obtain the key to the classroom from the front desk secretary once you arrive on location.
 - Have a staff member direct you to the classroom.
 - Unlock the door.
 - Begin classroom set up.
 - Ensure that there are enough chairs for each learner attending the workshop
 - The classroom should have enough room for 18 learners; however the pilot test workshop is to have 10 learners, therefore some learners will have the table all to themselves.

Please set up the tables according to the diagram below:



- How will the actual test be conducted? At what points will you capture feedback?
How will you record it?
At the beginning of the class the instructor will remind learners that this is a pilot workshop and that they will not be tested themselves. The instructor will ask learners to be open and honest about their feedback and to take notes on any issues regarding the material or instruction that they have a concern about. There will be two feedback moments, one after the instructions and activity have been completed, and one after the two evaluations and Take Aways slide have been presented. The instructor will take notes on the comment in his or her Instructor Guide. Also, this workshop will be recorded using an audio device which will be listened to after to cross check anything that has been missed. The workshop designer (myself) will be there to transcribe any notes and observations. The learners will also be given a form where they will complete their evaluation of the workshop.
- How will you compile the data from the pilot? How will you report the data? How will you respond to the feedback from the pilot?
 - An audio recording of the pilot workshop.
 - A handout will be provided to learners to make their comments.
 - The instructor will also have the chance to make notes in his guide.
 - I will be present taking notes and making observations.

 - All this data will be compiled and I will review all the gathered data and make any necessary changes to the workshop structure.
 - During the workshop, the instructor and I will have a chance to clarify any misunderstanding and provide information to the learners. (Oral feedback)
 - Also, the learners will be provided with an e-mail address and phone number to contact the workshop designer for additional feedback.
- What follow-up activities will you perform?
The learners will be sent an e-mail or will be called depending on their stated preference on the sign-in sheet to clarify any comments made on their feedback form.
- Which documents can you draft (in part or completely) in advance, such as invitations to participate and final reports?
 - An invitation e-mail will also be written and sent in advance.
 - The learner's feedback form will also be created and copied for the trial.
 - A thank you letter or e-mail will be drafted and sent to learner after completing the pilot workshop.
 - Sign-in sheet

Drafts provided in the appendix to the Plan.

Technical reviews:

- When will the review(s) occur?
The review will occur after each Unit is completed. As the Unit 4 will be completed for December 13, it will then be sent for a technical review. The reviewer will have two weeks to go over Unit 4, or at least until after the holidays.
- Who will participate in the review(s)? What expertise do they provide?
The review will be conducted by the SME of the project and by an associate instructional designer of mine who will be able to give guidance on the structure.
- What is the procedure for conducting the review(s)?
 - What preparations do you need to make in advance—listed in the order in which you need to do them and when you need to perform them
 - A reminder will be sent before sending the draft to mention that the draft is coming.
 - Then the draft will be sent with a note stating what the reviewer should do and should not do.
 - Another reminder will be sent to tell the reviewers that the expected date of return for the reviewed drafts is the 3rd of January.
 - Once both comments are received the workshop designer will begin going over the reviews and making the necessary changes.
 - What materials do reviewers need to conduct their review, such as instructions, review criteria and drafts? How will you provide it to them?
An e-mail will be sent to both reviewers which will contain the following materials in a word format. They will also be encouraged to use the word office comment features to make any changes:
 - The complete instructors guide.
 - The complete learner guide with handouts.
 - A review document containing the review criteria.
 - How will the review(s) be conducted? When will reviewers receive drafts? When do you expect drafts to be returned?
A reading review will be conducted by the associate instructional designer and the SME who will take the unit 4 and review it.
Reviewers will receive the drafts by December 13 at 6pm.
Reviewers will have over two weeks to make their comments.
The expected due date to hand in reviews will be on January 3, 2011.
 - How will you compile the data from the reviews? How will you report the feedback? How will you respond to it?

After receiving all the comments I will send a thank you note to reviewers for going through all the material. Once the whole analysis of the reviews is completed and the questions have been collected, a follow-up e-mail will be sent to the reviewers with the questions and the page numbers where the comments were originally made for additional clarifications.

Once all the comments are incorporated, I will send a follow-up e-mail stating the progress and status of the comments.

- What are your plans for a review meeting?
The work begins by going through all the notes one by one and deciding if they will be incorporated or not. If there are any questions to the comments, they will be marked on a separate sheet that will state the question, the comment location on the material, and who made the comment.
- Which documents can you draft (in part or completely) in advance, such as advance notice of reviews, review instructions and criteria, reminder letters, announcements of the review meeting, and draft of the report?
 - Reminder e-mail that the draft is coming.
 - An e-mail with the draft material.
 - A criteria sheet marking what the reviewers should look for.
 - A question sheet with comments.
 - Thank you e-mail to the reviewers.

Drafts provided in the appendix to the Plan.

Production (editorial) review:

- When will the review(s) occur?
Once the technical reviews and trial workshop has been completed, then the final draft of the instructions will be sent to an editor. As the workshop is on the 19th of February and the returned feedback was given on the 3rd of January, and the pilot test is conducted on the 22nd of January the expected date to hand in the copy to the editor will be January 27 to allow one week for proof reading.
- Who will participate in the review(s)? What expertise do they provide?
The editor Joanne Hudson of First Time Publications will review the Instructor's Guide and the Learner's guide for Unit 4. She is the Chief Editor of the publication company and has been doing this work for ten years. She will provide a third eye to any typos, style corrections, grammar corrections, content placement, and formatting.

- What is the procedure for conducting the review(s)?
 - What preparations do you need to make in advance—listed in the order in which you need to do them and when you need to perform them
 1. The technical review changes made from the comments of the SME and associate Instructional designer must be completed before submitting to the editor.
 2. The changes made from the pilot test must also be completed before submitting the unit 4 material to the editor.
 3. Once the above changes have been made, the copy of the Instructor’s Guide and Learner’s Guide will be e-mailed to the Editor.
 - What materials do reviewers need to conduct their review, such as instructions, review criteria and drafts? Which editorial and production guidelines should the reviewer use?

She will need all the printable material such as Instructor guide and Learner Guide with handouts to conduct this review. The editor will know what the publication guidelines are therefore no criteria will be necessary to submit.
 - When will the editor or reviewer receive drafts? When do you expect drafts to be returned?

The expected date to hand in the copy for review to the editor will be January 27, 2011 to allow one week for proof reading and corrections.
The expected return date should be between February 3rd and February 7, 2011.
 - How will you compile the data from the reviews? How will you report the feedback? How will you respond to it?

As the documents will be sent in Word format to the editor, she will be able to make her comments and changes directly to the documents. These comments and notes will be verified by me one by one and the corrections will be made. If there are any changes that the editor wants made but that I object to, I will make a note of it in another word document and contact the editor by e-mail to set up either a phone conference or a face to face conference where we can go over any issues.
 - What are your plans for an author-editor (or similar review) meeting?

I will schedule a face to face meeting or a phone conference meeting with the editor that suits both of our availabilities a few days after receiving her comments so that I may get clarifications or discuss any issues I have with the corrections.
- Which documents can you draft (in part or completely) in advance, such as advance notice of reviews, style sheets, reminder letters, announcements of the review meeting, and draft of the report?
 - A notice of review e-mail will be sent.
 - A reminder e-mail or telephone call will be sent.

- An e-mail will be sent to thank the editor for her feedback and a request for a follow up meeting will be made.
- A comment sheet with questions and suggestions will used for the feedback.

Drafts provided in the appendix to the Plan.

Appendix

Pilot Test draft documents:

Draft of the invitation e-mail:

[Your Name]

[Street Address]

[City, ST ZIP Code]

December 12, 2010

[Recipient Name]

[Title]

[Company Name]

[Street Address]

[City, ST ZIP Code]

Dear **[Recipient Name]**:

The CLSC Education department would like to invite you to participate in the a pilot test for the Unit 4: How to Make the most of the % Daily Value workshop which is part of the Grocery Shop Your Way to Better Health initiative project. You will get the chance to learn about reading food labels while providing our team with valuable insight.

This is a volunteer opportunity, yet food and beverages will be provided if you join us on Saturday, January 22, 2010 at the Guy Metro CLSC.

If you are interested in participating in our pilot test, please call this number (xxx) or e-mail us at the following address (xx@xx).

We look forward to your active participation.

Sincerely,

[Your Name]

[Title]

Draft of the learner's feedback form:

Name: _____

Class Attended: _____

Facilitator: _____

Please share your opinions on what you thought about this pilot test workshop that took place. Your thoughts will be highly appreciated, as we strive to provide the best instruction program.

Rating: A: Strongly Agree B: Agree C: Disagree D: Strongly Disagree

1.The workshop was interesting _____

2.The workshop was well organized _____

3.The workshop was well executed _____

4.I learned a lot from what was presented _____

5.I thought the workshop was quite lengthy _____

6.The facilitator did well in answering any questions that arose _____

7.Manuals handout helped ease understanding of the issues being discussed _____

Comments and Suggestions

If you have any other comments that you feel we should know about, please feel free to write them here.

Draft of thank you letter or e-mail will be drafted and sent to learner after completing the pilot workshop.

Dear Mr./Ms. Last Name:

Our organization would like to thank you for taking the time to join our pilot test workshop on Unit 4: How to Make the most of the % Daily Value. Your feedback was very valuable and provided a lot of insight into this workshop.

I hope that you enjoyed yourself, and if you have any other comments or questions do not hesitate contacting us at the following e-mail address (xx@xx).

I appreciate the time you took to join our group and I wish you all the best of luck in your endeavors. Hopefully you may join us for the next unit pilot test.

Sincerely,

Your Name
Email Address
Address
Phone Number

Draft of Sign-in sheet:

| Workshop Sign-In Sheet | |
|------------------------|---------------|
| Project: | Meeting Date: |
| Facilitator: | Place/Room: |

| Name | Title | Company | Phone | Fax | E-Mail |
|------|-------|---------|-------|-----|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Technical Review:

Reminder e-mail that the draft is coming.

Dear Mr./Ms. Last Name:

This is an e-mail message to remind you that the Instructor's Guide and Learner's guide drafts for the Unit 4: How to Make the most of the % Daily Value will be sent to you in two days.

Please make sure to confirm reception of the drafts by e-mail at the following e-mail address (xx@xx).

I appreciate you taking the time to review the drafts. I look forward to receiving your comments.

Sincerely,

Your Name
Email Address
Phone Number

An e-mail with the draft material:

| |
|--|
| <p>Dear Mr./Ms. Last Name:</p> <p>Please find attached to this e-mail the Instructor’s Guide and Learner’s guide drafts for the Unit 4: How to Make the most of the % Daily Value. Please make sure that you follow the guidelines provided to review the draft and correct any technical errors regarding the content of the draft. You do not need to comment on the structure or layout.</p> <p>Please make sure to confirm reception of the drafts by e-mail at the following e-mail address (xx@xx).</p> <p>I appreciate you taking the time to review the drafts. I look forward to receiving your comments.</p> <p>Sincerely,</p> <p>Your Name Email Address Phone Number</p> |
|--|

A draft criteria sheet marking what the reviewers should look for:

| | Criteria | Yes/ No | Score | Comments |
|----------|--|---------|-------|----------|
| 1. | Is this document complete? | | | |
| 2. | Are there any technical errors? If so explain what they are. | | | |
| etcetera | | | | |

A draft question sheet with comments:

| Comment | Page # in Document | Question |
|---------|--------------------|----------|
| | | |
| | | |

- Thank you e-mail to the reviewers.

| |
|---|
| <p>Dear Mr./Ms. Last Name:</p> <p>I would like to thank you for taking the time to review both the Instructor’s and Learner’s Guide drafts. Your feedback was very valuable and provided a lot of insight into how to correct any mistakes.</p> |
|---|

If you have any other comments or questions do not hesitate contacting as at the following e-mail address (xx@xx).

I appreciate the time you took to review the drafts and I will keep in touch by e-mail or by phone to let you know of the workshop progress.

Sincerely,

Your Name

Email Address

Address

Phone Number

Editorial Review:

Please view the drafts for the production review as they will be the same format for the following:

- A notice of review e-mail will be sent.
- A reminder e-mail or telephone call will be sent.
- An e-mail will be sent to thank the editor for her feedback and a request for a follow up meeting will be made.
- A comment sheet with questions and suggestions will used for the feedback.