

SAINTS GLOBAL

ACTIVITY PLAN

NUTRITION

PHYSICAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The 3-day intake log and grocery trip

Between Sessions 2 and 3, each saint writes down everything he eats and drinks for three days and notes how he felt — energy, mood, hunger — at each meal. Within that window he also goes on a real grocery trip with a parent, picks five healthy choices himself, and explains each. The log and the trip together turn label literacy and meal planning into real decisions in the saint's own kitchen.

OFF-MEETING — THE SAINT'S HOME AND A REAL GROCERY STORE

4 SESSIONS IN THIS PLAN

SESSION 1 · PHYSICAL CORE

⌚ 60 min target

What your body actually needs

Name the six things every body needs and what each one does.

SESSION AIM

Open with a short scripture anchor on wise eating, then walk macronutrients, micronutrients, and water using real food on the table. Each saint explains what each nutrient does in his own body and where it shows up in his last meal. Saints leave with the homework to bring three packaged foods from home for the label work in Session 2.

🎯 WALK AWAY WITH

- Can explain in his own words what carbs, protein, fat, vitamins, minerals, and water do in the body
- Has named one nutrient he is probably short on and one he is probably overdoing
- Has brought home the assignment to collect three packaged foods for Session 2

📦 BRING / SET UP

- Doctrine and Covenants 89:11–13 printed on a handout (one per saint)
- A pen and a half-sheet of paper for each saint
- Six real food items laid out on a table — one for each nutrient category. Suggested: an apple or banana (carbs from fruit), a piece of bread or oats in a bowl (carbs from grain), grilled chicken or canned tuna (protein), avocado or a small bowl of nuts (fat), a leafy green or a carrot (vitamins/minerals), a glass of water
- A bag of cheap candy and a 20-oz soda bottle (for the contrast at the end of the macro walk)
- BRC printouts (one per saint)

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Your last full meal**

⌚ 5 min

Ask each saint in one or two sentences: what was the last full meal you ate, and how did you feel an hour after? Take four or five answers. Do not coach the answers. The point is to get each youth thinking about his own eating before the lesson starts. Naming a meal without thinking about what was in it is the default — that is what the rest of the hour fixes.

SESSION 1 · WHAT YOUR BODY ACTUALLY NEEDS (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SCRIPTURE **Read the scripture and place it**

⌚ 10 min

1. Hand out the printed Doctrine and Covenants 89:11–13. One saint reads aloud, slowly. Pause after "every herb in the season thereof, and every fruit in the season thereof" and after "with prudence and thanksgiving."
2. Two questions to the group, one at a time. (1) "In your own kitchen this week, which sentence in this passage matches what you actually ate?" (2) "Which sentence doesn't match yet?"
3. Make the teaching point: the passage names eating in season, eating in moderation, and eating with prudence. Each youth should be able to give one example from his own week of where he hit one of those and where he missed.
4. Each youth writes one sentence in his BRC margin: "D&C 89:11–13 connects wise food choices to ____." Read three aloud, no commentary.

REQ 1A

BLOCK 3 · SKILL PRACTICE **Walk the six things every body needs**

⌚ 30 min

1. Stand around the table where the six foods are laid out. Each food represents one category: an apple for carbs from fruit, bread or oats for carbs from grain, chicken or tuna for protein, avocado or nuts for fat, a leafy green or carrot for vitamins and minerals, and a glass of water.
2. Pick the first food and ask: "What does this do in your body?" Take answers. Then give the plain answer in one sentence per category. Carbs are the fuel your body burns first. Protein builds and repairs muscle, skin, and organs. Fat carries vitamins, builds nerve coatings, and is a slow fuel. Vitamins and minerals are the small parts that make every other nutrient work — iron in blood, calcium in bones, B vitamins for energy from food. Water carries everything and cools the body.
3. Move through all six. At each, have one youth name a meal from his own week that included that nutrient.
4. Now put the candy and the soda on the table. Ask: "Where do these fit?" Walk it: sugar is a fast carb with no fiber, no vitamins, and nothing to slow it down. The body uses it like fuel, but the spike-and-crash is the cost. The same calories of fruit or oats feed the body and leave it steady. Saints should be able to explain the difference, not just memorize it.
5. Each youth writes on his half-sheet: "One nutrient I'm probably short on: _____. One I'm probably overdoing: _____." Two saints share what they wrote. No coaching.

REQ 1B

SESSION 1 · WHAT YOUR BODY ACTUALLY NEEDS (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · REFLECTION **Where each nutrient came from today**

⌚ 10 min

1. Sit down. Each youth writes for two minutes: "What I ate today, and which nutrients showed up." If he hasn't eaten yet, he writes what he plans to eat. Saints should aim for a real list — "toast with peanut butter and a banana" beats "breakfast."
2. Pair up. Each pair trades sheets and names one nutrient missing from his partner's day and one that is doubled up.
3. Open round: each pair names the gap they spotted. Most days will be short on vegetables or water and long on refined carbs — that pattern is normal and is what label literacy in Session 2 starts to fix.
4. Leader's 60-second teaching point: hunger does not tell you what your body needs; it tells you that your body needs something. Label literacy and meal planning are how you give it the right thing instead of the first thing within reach.

REQ 1B

BLOCK 5 · REFLECTION **Close — Bring three packages**

⌚ 5 min

1. Homework: bring three packaged foods from your kitchen to Session 2. Pick anything with a Nutrition Facts label — a cereal box, a granola bar, a yogurt cup, a cracker box, a juice bottle. Pick what you actually eat, not what looks healthy.
2. Write the assignment on the BRC tonight so it isn't forgotten.
3. Reminder: next week is when labels stop being a chart on the side of the box and start being a tool you use at the store.

AT THE CLOSE · DEBRIEF

1. Which of the six nutrients were you weakest on in your written-out day?
2. Which sentence from D&C 89:11–13 matched what you actually ate this week?
3. Which packaged food at home do you think is going to surprise you when you read its label?

☑ *Initial Req 1a and Req 1b on each saint's BRC after this session. Note any saint who didn't write a real day in Block 4 and check his Session 2 homework arrives with him.*

SESSION 2 · PHYSICAL CORE

⌚ 60 min target

Read the label, plan the day

Use the Nutrition Facts label to make a meal plan that actually fits a real day.

SESSION AIM

Saints walk the Nutrition Facts label using the three packages they brought from home, then plan a real balanced day of meals and snacks using whole foods. The session closes by locking in the 3-day intake log and the parent grocery trip — both happen before Session 3. Each saint leaves with a written day plan and a tracking worksheet.

🎯 WALK AWAY WITH

- Reads a Nutrition Facts label and explains serving size, calories, sugar, fiber, protein, and sodium
- Has compared one of his own packaged foods to a whole-food equivalent and seen the difference on paper
- Has a written balanced day of meals and snacks using whole foods
- Has the 3-day intake log and the parent grocery trip on the calendar before Session 3

📦 BRING / SET UP

- Each saint brings: the three packaged foods from home (any food with a Nutrition Facts label)
- Printed Nutrition Facts label-reading handout (one per saint) — see Block 2 visual
- Printed Balanced Day worksheet (one per saint) — see Block 3 visual
- Printed 3-Day Intake Log (one per saint) — to take home, see Block 5 visual
- A whole-food reference set for the comparison at Block 2: a plain rolled-oats bag next to a sweetened instant-oats packet, plain Greek yogurt next to flavored yogurt, an apple next to apple juice. Pick one comparison the group will recognize.
- BRC printouts and pens

🔗 THE HOUR**BLOCK 1 · DISCUSSION Opener — What did you bring**

⌚ 5 min

Each saint holds up the three packaged foods he brought and names them out loud. No commentary yet. The point is to make sure every youth has packages to work with before the label walk starts. Any saint who forgot uses a spare from the leader's stack — but note who forgot, because his Session 1 BRC note matters next week.

SESSION 2 · READ THE LABEL, PLAN THE DAY (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk a real Nutrition Facts label**

⌚ 22 min

1. Hand out the label-reading handout. Each youth lays one of his packages next to it.
2. Walk the six fields together: (1) serving size — read the package, compare to what you actually eat in one sitting; (2) calories per serving — multiply by what you actually eat; (3) added sugar — anything over ~10g per serving is a red flag in a snack food; (4) fiber — under 3g per serving in a grain product is low; (5) protein — name the gram count and where it ranks for a serving of this kind; (6) sodium — anything over ~400mg per serving is a sodium-dense food.
3. Each youth reads his own three labels using the six-field walk. He writes the numbers on the handout, one column per package.
4. Now put a whole-food next to a packaged equivalent: a bag of plain rolled oats next to a packet of flavored instant oats, or plain Greek yogurt next to a flavored cup. Have one youth read both labels aloud and name the differences. Usually the gaps are sugar (whole food much lower) and fiber (whole food higher).
5. Make the teaching point: the better product is rarely the better-marketed one. Read the label, not the front of the box. Saints should be able to read it without help by the end of this session.

REQ 2A

BLOCK 3 · CREATIVE **Plan a real balanced day**

⌚ 20 min

1. Hand out the Balanced Day worksheet. Each youth plans a real day of meals and snacks he could eat this week. Three meals plus one or two snacks. Whole foods, not packaged versions.
2. Walk the plate framework as he plans: half the plate is vegetables or fruit, a quarter is a protein source, a quarter is a whole grain or starchy vegetable, with a small amount of fat (oil, avocado, nuts) and water as the drink. The same framework works for every meal of the day, not just dinner.
3. Have each youth name where each meal's protein comes from, where the fiber comes from, and what he is drinking. If he can't name the fiber source, the meal needs revision before he leaves the room.
4. Pair up. Each pair trades sheets and names one thing on his partner's day that wouldn't actually happen at his house ("You hate broccoli — pick a vegetable you'll really eat") and one thing that's missing.
5. Each youth revises one meal based on what his partner said. Real beats ideal — a plan you won't follow is worse than a smaller plan you will.

REQ 2B

SESSION 2 · READ THE LABEL, PLAN THE DAY (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **How the body uses what you planned**

⌚ 8 min

1. Open round: each youth names one meal from his plan and walks the group through what each part of the meal does. "The chicken is protein for muscle. The rice is fuel. The broccoli is fiber and vitamins. The water keeps the rest moving." One sentence per part.
2. Make the teaching point: portion is the missing skill in most home cooking. Saints who can name what's on the plate can adjust portions; saints who just copy recipes can't.
3. Quick partner check: trade sheets one more time. Each youth marks one place where his partner's portions look off — most often the protein is too small and the starch is too big.

REQ 2B

BLOCK 5 · REFLECTION **Close — Lock in the log and the trip**

⌚ 5 min

1. Hand out the 3-Day Intake Log. Three days, every bite, every drink, plus a 1–5 energy rating at each meal. Pick the three days now and write them on the BRC. They must land before Session 3.
2. Pair with a parent for the grocery trip this week. The trip needs to be real — saints pick the five healthy choices and explain each one. Write the planned trip day on the BRC.
3. Reminder: Session 3 runs as a cook-along. Come ready to compare two products side by side and prepare a real balanced meal — bring an apron and any ingredients the leader has assigned.

AT THE CLOSE · DEBRIEF

1. Which of your three labels surprised you the most when you read the numbers?
2. What does your planned breakfast actually have in it that yesterday's breakfast didn't?
3. Which day this week are you going to start your 3-day log, and why that day?

📝 *Initial Req 2a after the label walk and Req 2b after the day-plan is revised. Confirm each saint has the 3-day log dates and the grocery trip day written on the BRC before he leaves. Req 3a is in progress — it earns once the grocery trip happens and is reported back at Session 3.*

SESSION 3 · PHYSICAL CORE

⌚ 60 min target

Compare and cook

Apply what you read on the label and what you planned on paper.

SESSION AIM

Saints arrive having logged three real days and shopped with a parent. The session opens with a report-back on what the log and the trip taught them, then runs a real product-comparison drill and a balanced-meal cook-along. Each saint also names the one unhealthy habit he will replace this week and writes the trigger and the replacement on the BRC.

🎯 WALK AWAY WITH

- Has compared two similar packaged products on label and chosen the healthier one with a reason
- Has prepared and eaten a real balanced meal with protein, vegetable, and whole grain — portion-aware
- Has named one unhealthy habit and written a specific trigger-and-replacement plan to execute this week
- Has logged Reqs 3a, 3b, and 3c on the BRC

📦 BRING / SET UP

- Each saint brings: completed 3-day intake log, grocery-trip notes (the five healthy choices he picked and why), apron
- Three product-comparison pairs set up on a side table: (A) two breakfast cereals (a heavily sweetened brand vs. plain bran or shredded wheat); (B) two yogurts (sweetened flavored vs. plain Greek); (C) two breads (white bread vs. 100% whole wheat). Real packages, with labels visible.
- Cook-along ingredients for the group: pre-cooked chicken breast or canned beans, brown rice or quinoa (precooked, warmed), broccoli or salad greens, olive oil, a lemon, salt and pepper. Enough for one balanced plate per saint.
- Plates, forks, serving spoons, a cutting board, a knife the leader controls
- Habit-Change card (half-sheet, one per saint) — trigger / replacement / three times by next session
- BRC printouts

📅 THE HOUR**BLOCK 1 · DISCUSSION Opener — Log and trip report**

⌚ 5 min

Go around the room: who finished his 3-day log, and what did he notice? Who did the grocery trip, and what did he pick? One sentence each on the log, one sentence each on the trip. Anyone who hasn't finished the log writes his completion date on the BRC now, before the session moves on. Anyone who hasn't done the trip names the day he will do it this week.

SESSION 3 · COMPARE AND COOK (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Compare two products by label**

⌚ 15 min

1. Three pairs of products on the side table — cereal A vs. B, yogurt A vs. B, bread A vs. B. Each saint picks one pair to work with.
2. Read both labels using the six-field walk from Session 2. Write the numbers down on the back of his Balanced Day worksheet — serving size, calories, added sugar, fiber, protein, sodium.
3. Pick the healthier product and write the reason. The reason has to be specific: "Cereal B has 4g of fiber and 2g of added sugar vs. cereal A's 1g and 12g — fiber per serving is four times higher and added sugar is six times lower." Not: "It looked healthier."
4. Pair up with a saint who picked a different product pair. Each youth walks his partner through his comparison. Partner asks: what was the closest call, and what almost made you pick the other one?
5. Make the teaching point: the better product is rarely the better-marketed one. Read the label, not the front of the box. Saints who can run this comparison can do it in a real store, not just a session.

REQ 3B

BLOCK 3 · CREATIVE **Cook and eat a balanced meal**

⌚ 28 min

1. Wash hands. Aprons on. Set up the assembly line: rice or quinoa station, protein station (chicken or beans warmed in a pan), vegetable station (broccoli steamed or greens dressed), fat station (olive oil and lemon), plates at the end.
2. Walk portion awareness with hand sizes before plating. Protein = the saint's palm (not fingers, just palm). Vegetables = a closed fist (or two — vegetables can fill half the plate). Whole grains = a cupped hand. Fats = a thumb tip.
3. Each youth builds his own plate using the hand portions. Half the plate vegetables. A palm of protein. A cupped hand of grain. A thumb of oil or dressing. A full glass of water.
4. Sit down and eat together. Saints describe what each part of the plate is doing in their bodies as they eat it. The point is to make portion awareness a habit, not a one-time exercise.
5. Quick portion debrief: how full are you compared to a normal meal? Saints often find they are full on less food than they usually plate — that gap is what portion awareness fixes.

BY TIER

ENTRY	Stay at one station, follow the leader's portion guidance, and ask before plating. Build the plate exactly to the hand-portion framework.
ESTABLISHED	Work multiple stations and help younger saints find the right portions. Plate without checking with the leader.
MENTOR	Lead one station for the whole group. Walk a less-experienced saint through his plate-building. Catch his portion mistakes before they hit the plate.

REQ 3C

SESSION 3 · COMPARE AND COOK (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Name the habit you will replace**

🕒 7 min

1. Hand out the Habit-Change card. Each youth writes one unhealthy eating habit he actually has — "after-school chips," "soda with dinner," "third helping at the table," "juice instead of water at breakfast." Specific is better than vague.
2. Write the trigger underneath: when does it happen? Time of day, place, who he's with. Habit change happens at the trigger, not at intent — if he doesn't know the trigger, he can't switch the behavior.
3. Write the replacement: a specific healthier choice he will make at the same trigger. "After school, water and an apple before anything else." "With dinner, water in a regular glass." The replacement has to be available at the trigger, not aspirational.
4. Each youth reads his card aloud — habit, trigger, replacement. No commentary from the group. The leader notes who picked something concrete and who picked something vague; the vague ones get checked in privately after the session.

REQ 3D

BLOCK 5 · REFLECTION **Close — Three times before Session 4**

🕒 5 min

1. Confirm Req 3d: execute the replacement at least three times before Session 4. Write the three planned days on the BRC. Habit change isn't real until it's repeated under real conditions.
2. Confirm Req 3a is logged from the grocery trip earlier in the week. Anyone whose trip is still outstanding writes the new date on the BRC now.
3. Bring the BRC, the Habit-Change card, and the 3-day log back to Session 4. The card and the log are what Session 4's reflection is built on.

AT THE CLOSE · DEBRIEF

1. Which product comparison was closer than you expected, and why?
2. Which hand portion at the meal was smaller than you usually plate yourself?
3. What is the trigger for your habit, and what will you do differently at it three times this week?

☑ *Initial Req 3b after the product comparison and Req 3c after the cook-along. Initial Req 3a for any saint whose grocery-trip report came back complete this session — outstanding trips must complete before Session 4. Req 3d remains in progress and must show three completed replacements before Session 4.*

SESSION 4 · PHYSICAL CORE

⌚ 60 min target

What changed and what you'll keep

Look at the four weeks together and name the habits that are staying.

SESSION AIM

Saints arrive with the Habit-Change card marked three times, the 3-day log finished, and the grocery trip complete. The session debriefs how label literacy and shopping changed how each saint thinks about food, connects nutrition to endurance, mood, and service, and runs a final BRC walkthrough with sign-off. Saints leave with three nutrition habits they will keep and one they're dropping.

🎯 WALK AWAY WITH

- Has explained in his own words how label literacy and wise shopping changed how he thinks about food
- Has connected nutrition to endurance, mood, and his ability to serve others using a real moment from his week
- Has three nutrition habits to keep and one to drop, written in his own handwriting
- Has a fully signed BRC

📦 BRING / SET UP

- Each saint brings: his completed Habit-Change card, his 3-day intake log, his Balanced Day worksheet, and his BRC
- Half-sheets of paper and pens for the Three Keep, One Drop writing
- Scripture handouts: D&C 89:11–13 and D&C 89:18–20 (one per saint)
- The leader's master notes from Sessions 1–3 (to call back specific moments by name)
- A glass of water and a small plate of fruit on the table — light refreshment, models what the session is about

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Three times and the log**

⌚ 5 min

Round the room, under 30 seconds per saint: did you replace your habit three times, and what was the hardest of the three? Anyone who didn't get to three names the day he will finish before next week's Board of Review. The point is to confirm the replacement happened in real life, not just on paper.

SESSION 4 · WHAT CHANGED AND WHAT YOU'LL KEEP (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · REFLECTION **What label-reading and shopping changed**

⌚ 18 min

1. Pair up with a saint you haven't paired with before. Six minutes each — one talks, the other listens. No advice and no comparing. Each youth answers: "What is one specific food choice you make now that you didn't make four weeks ago, and what changed it — the label, the comparison, the cook-along, or the log?"
2. Switch and repeat for six minutes.
3. Each pair reports back one phrase from the partner's answer — only what the partner gave permission to share.
4. Make the teaching point: label literacy is the daily skill, but the shift is usually in what the saint looks at first when he walks into a kitchen or a store. If he reaches for the label before reaching for the food, the badge has done its work.
5. Each youth writes one sentence in his BRC margin: "I now look at ____ before I buy or eat ____."

REQ 4A

BLOCK 3 · SCRIPTURE **Nutrition, endurance, and serving others**

⌚ 15 min

1. Hand each saint the printed D&C 89:11–13 and D&C 89:18–20.
2. Three minutes of silent reading. Mark any phrase that lands.
3. Open round: "Name one moment this month — work, sport, school, a calling, helping at home — where what you ate or didn't eat showed up in how you felt or what you could do. One moment, specific." Each saint contributes. No follow-up questions.
4. Make the teaching point: D&C 89 promises that wise eating builds saints who run and are not weary. That promise lands at the level of the long task — the long day at work, the service project that runs late, the morning workout before school — and it lands through ordinary meals, not heroic ones.
5. Each youth writes one sentence in his BRC margin tying one phrase from D&C 89 to one moment from his month.

REQ 4B

REQ 1A

SESSION 4 · WHAT CHANGED AND WHAT YOU'LL KEEP (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Three keep, one drop, and BRC sign-off**

⌚ 17 min

1. Each youth writes for three minutes on a half-sheet, in two columns. Column A: "Three nutrition habits I will keep after this badge." Column B: "One eating habit I'm dropping because the four weeks showed me I do not need it."
2. Each youth reads both columns aloud. The room responds with one observation or affirmation per habit. The leader listens for who is being concrete and who is being tepid, and follows up after.
3. Two-minute leader affirmation by name: point to something specific each saint did. "Saint Jacob, your cereal comparison in Session 3 was the cleanest in the group." "Saint Will, your 3-day log showed you were eating breakfast on only one day in three — and you fixed it in week four."
4. Walk the BRC with each saint, one requirement at a time. Mark each. For any outstanding requirement, set a concrete deadline before the next Board of Review.
5. Saint and leader each sign the BRC. The saint takes the BRC home.

REQ 4A

REQ 4B

BLOCK 5 · REFLECTION **Close — One habit, one phrase**

⌚ 5 min

1. Each youth says aloud the one habit he is keeping that he is most worried he will drop. One sentence. No commentary.
2. Each youth names the one phrase from D&C 89 he is taking with him. One phrase per saint, plain.
3. Quiet last minute: the leader names by initial the saints whose BRCs are fully signed tonight and the saints with one item still to finish. The session ends without ceremony — the work goes home with each youth.

AT THE CLOSE · DEBRIEF

1. Which of your three keep-habits is the one you are most worried you'll drop in two weeks?
2. Which moment from your month tied D&C 89 to a real day for you?
3. What's the next food decision you'll make this evening, and how is it different from the same decision a month ago?

☑ *Initial Req 4a and Req 4b on each saint's BRC after this session. Req 3d gets initialed once the three executed replacements are confirmed. Any requirement still outstanding gets a concrete deadline written on the BRC. Final sign-off completes tonight for any saint whose four-week record is complete.*

HANDOUT 1 OF 3

FROM SESSION 2 — WALK A REAL NUTRITION FACTS LABEL

Reading a Nutrition Facts Label

Lay this next to any packaged food. Read the six fields in order; don't trust the front of the box.

NUTRITION · FIELD CARD

Read the six fields first.

Read the back of the package before you trust the front. The numbers are what to compare.

SIX FIELDS, IN ORDER

scan top to bottom every time

Nutrition Facts	
8 servings per container	
Serving size	1 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Sodium 160mg	7%
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%

* The % Daily Value (DV) tells you how much a nutrient in a serving contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1 SERVING SIZE

The numbers on the label are per serving — not per package. Read the size, then read what you actually eat. Most snack bags hold 2–3 servings.

2 CALORIES PER SERVING

Multiply by what you actually eat. A 230-calorie cereal at 2 cups is 460. The label number is the floor, not the meal.

3 ADDED SUGAR

Different from total sugar — added sugar is what a manufacturer put in. Over 10g per serving in a snack is a red-flag food.

4 FIBER

Under 3g per serving in a grain product is low. Fiber slows the body's response to sugar and keeps you full longer.

5 PROTEIN

Read the grams against what you expect from the food. A yogurt should clear 8g; a snack bar claiming protein should clear 10g.

6 SODIUM

Over 400mg per serving is a sodium-dense food. Watch frozen meals, canned soups, and most snack chips for surprise sodium.

INGREDIENT LIST

READ AFTER THE SIX FIELDS

Ingredients are listed by weight, largest first. If sugar or a sugar synonym (corn syrup, cane juice, fructose) is in the first three, the product is sugar-led. A short list of names you recognize beats a long list of chemicals — but read the six fields first.

Read the same six fields on every label. You'll get faster the more packages you read.

Print this handout for in-person reference during session 2 — walk a real nutrition facts label.

HANDOUT 2 OF 3

FROM SESSION 2 — PLAN A REAL BALANCED DAY

Plan a Balanced Day

Plan a real day. Use hand portions when the saint doesn't have a scale.

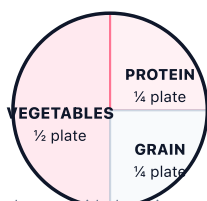
NUTRITION · WORKSHEET

Plan a real day on a plate.

Half plate vegetables. Quarter protein. Quarter whole grain. Water as the drink.

SAINT _____ DATE PLANNED _____

1 THE PLATE FRAMEWORK



HAND PORTIONS — WHEN YOU DON'T HAVE A SCALE



PALM
protein, one serving



FIST
vegetables, one serving



CUPPED HAND
whole grain, one serving



THUMB
oil, butter, nut butter — one serving

Hands grow with the saint, so the portion grows with him. A scale is more exact but a hand is always with you.

2 YOUR DAY

whole foods, real meals you'll really eat

MEAL	PROTEIN	VEG / FRUIT	WHOLE GRAIN	FAT	DRINK
Breakfast first meal of the day _____	_____	_____	_____	_____	_____
Morning snack if hungry mid-morning _____	_____	_____	_____	_____	_____
Lunch mid-day meal _____	_____	_____	_____	_____	_____
Afternoon snack if hungry mid-afternoon _____	_____	_____	_____	_____	_____
Dinner last meal of the day _____	_____	_____	_____	_____	_____

If a meal is missing protein or a vegetable, fix it before you cook.
Water is the default drink; soda and juice count as a sweet, not a drink.

Plan meals you'll actually cook. Bring this sheet back to Session 3 with revisions.

HANDOUT 3 OF 3

FROM SESSION 2 — CLOSE — LOCK IN THE LOG AND THE TRIP

3-Day Intake Log

Take this home. Fill it in right after each meal — memory drifts faster than you think.

NUTRITION · WORKSHEET

Write down every bite for three days.

Write every meal, snack, and drink. Bring the finished log back to Session 3.

SAINT _____ THREE DATES _____

HOW TO USE

Fill in each row right after the meal — memory is worse than you think. Rate energy 1–5: 1 = dragging, 5 = strong. Count water glasses by hash marks. Don't edit yesterday; honest is more useful than tidy.

DAY 1

DATE _____

BREAKFAST

ENERGY 1–5 ☐ HUNGER BEFORE ☐

MORNING SNACK

ENERGY ☐

LUNCH

ENERGY 1–5 ☐ HUNGER BEFORE ☐

AFTERNOON SNACK

ENERGY ☐

DINNER

ENERGY 1–5 ☐ HUNGER BEFORE ☐

WATER — TICK A GLASS

| | | | | | | |

DAY 2

DATE _____

BREAKFAST

ENERGY 1–5 ☐ HUNGER BEFORE ☐

MORNING SNACK

ENERGY ☐

LUNCH

ENERGY 1–5 ☐ HUNGER BEFORE ☐

AFTERNOON SNACK

ENERGY ☐

DINNER

ENERGY 1–5 ☐ HUNGER BEFORE ☐

WATER — TICK A GLASS

| | | | | | | |

DAY 3

DATE _____

BREAKFAST

ENERGY 1–5 ☐ HUNGER BEFORE ☐

MORNING SNACK

ENERGY ☐

LUNCH

ENERGY 1–5 ☐ HUNGER BEFORE ☐

AFTERNOON SNACK

ENERGY ☐

DINNER

ENERGY 1–5 ☐ HUNGER BEFORE ☐

WATER — TICK A GLASS

| | | | | | | |

AFTER THREE DAYS — READ THE PATTERN

BRING TO SESSION 3

One nutrient I'm clearly short on _____

One thing I'm clearly overdoing _____

One meal I'd plan differently next time _____

Write each meal down within five minutes of finishing it. Don't edit yesterday's entries.

Print this handout for in-person reference during session 2 — close — lock in the log and the trip.