

LESSON 4: FOOD RECORDS

Overview

It is a challenge for many adolescents to honestly discuss and assess their own food choices without feeling self-conscious, especially in front of peers. This lesson, therefore, gives students the opportunity to first observe, record, analyze and critique—as outsiders “looking in”—the food choices made by three students in the Lesson 4: *Today I Ate ...* video. Once they feel comfortable critiquing the meals and snacks of the students portrayed in the video, they will keep, analyze and assess their own three-day food records.

The process of analyzing their own food records is important for several reasons. It helps establish relevance for each student; it motivates students to create and implement a plan to improve; and it underscores that they already make food choices. Analyzing food choices is really a matter of three basic questions: What do you eat, how much do you eat, and when do you eat? And consider this: What is a healthy serving of food? The ability to estimate serving sizes is a critical enabling skill for students to be successful in analyzing their food choices and developing meaningful plans for improvement. The last part of the lesson helps students sort out their options for improvement by identifying which changes will make the most difference for them. The lesson reinforces the idea that small changes add up to significant improvements. So, if a student gets closer to meeting the recommended amounts of food each day, or if he or she begins to eat smaller, healthy servings instead of jumbo-sized servings, then those are certainly measures of success.

Nutrition Facts

“3 out of 5” model

- A breakfast is considered balanced if it contains “3 out of 5” of the following food groupings:
 - Grains (complex carbohydrates that are used by the body more slowly)
 - Vegetables OR Fruits (simple carbohydrates that supply quick energy)
 - Dairy OR Protein (protein and fat, for sustained energy release and to promote satiety)

“5 out of 5” model

- A lunch and dinner is considered balanced if it contains “5 out of 5” of the food groups:
 - Dairy
 - Vegetables
 - Fruits
 - Grains
 - Protein

Food labels

- Particular items on the food label to emphasize include:
 - the serving size,
 - number of servings per container,
 - calories per serving,
 - percent daily values of key nutrients like vitamins and minerals we need to promote.

Low-fat vanilla yogurt

Nutrition Facts		
Serving Size 1 cup (245g)		
Servings Per Container 1		
Amount Per Serving		
Calories	220	Calories from Fat 40
<hr/>		
%Daily Value*		
Total Fat	4.5g	7 %
Saturated Fat	3g	15 %
Trans Fat	0g	
Cholesterol	15mg	4 %
Sodium	140mg	6 %
Total Carbohydrate	38g	13 %
Dietary Fiber	0g	0 %
Sugars	34g	
Protein	10g	
<hr/>		
Vitamin A	6%	• Vitamin C 4%
Calcium	30%	• Iron 0%
<small>* Percent Daily Values are based on a 2,000 calorie diet.</small>		

- The information on food labels regarding the number of servings in a package is very important. The information on the nutrition facts food label about calories, vitamins and minerals applies to a single serving of the food, not the entire package or bag.
- For more detailed information on the components of a food label, review the Anatomy of a Food Label resource on the DVD or on your login page at HealthyEating.org.
- Some packaged food products are made with sugar substitutes or non-nutritive sweeteners. The fact that they are lower in sugar and/or calories does not necessarily make them healthier options. The Nutrition Facts label should still be checked to see what nutrients are contained in the food.
- Note that there are many healthy food choices that do not have food labels (e.g., fresh produce, meats). Generally, labels appear on packaged foods that are stocked primarily in the center aisles of grocery stores.

Serving sizes

- Serving size is a term referenced in the California Health Education standards to denote an appropriate amount of a given food to eat at a meal or snack. This is the amount that provides a significant quantity of the main nutrient contributed by a given food group.
- The recommended number of servings for each of the food groups is:
 - Dairy—3 servings
 - Vegetables—3 servings
 - Fruits—2 servings
 - Grains—6 servings
 - Protein—2 servings

These represent the minimum number of servings needed for growth and development. Individual student needs can vary, depending on their body size and activity levels.

Note: These serving numbers are based on the total amounts of foods from each food group recommended by USDA's Dietary Guidelines.

- A serving size that is too small may not provide enough nutrients needed for growth or adequate calories for energy. On the other hand, a serving size that is too large may contain too many calories and could fill students up so they don't eat the variety of food-group foods they should.
- In some instances it may be appropriate to eat more than one serving of food at a meal. In some cases, only a half serving may be eaten.
 - For example, a whole sandwich with two slices of bread is equal to two servings from the Grains food group.
 - Only a half-serving of milk may be used on top of dry cereal.
- Most adults as well as children have difficulty estimating an appropriate serving size.
 - Serving sizes are generally referenced as household measures (e.g., ½ cup, 1 cup, 1 tablespoon, etc.) or hand symbols.
 - It is convenient to use hand symbols to approximate serving sizes. For example, the palm of your hand approximates the appropriate serving size for a piece of meat; a cupped handful for a serving of pasta or rice; your pointer finger for a serving of cheese.

Note: There is not a hand-symbol equivalent for every food students may choose. The examples used are simply to provide guidance.

Preparation

1. Review food groups, serving sizes, nutrients and health benefits for each food group.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 50 – 60 minutes

Student Objectives

1. Evaluate food choices.
2. Evaluate daily food intake to make healthier choices.
3. Create a plan to improve one's daily food intake.
4. Understand how to read a food label.

Level of Cognition

Objective 1: Evaluation

Objective 2: Evaluation

Objective 3: Synthesis

Objective 4: Comprehension

Materials

Student Workbooks

Pencil

Exercise Your Options DVD, Lesson 4:
Today I Ate ... Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that they will have the opportunity to observe, record and then **analyze** the food choices of students in the video and then do the same thing for their own food choices.
 - Tell students that oftentimes our food choices are steered by other things going on in our lives. For example, if they don't have a lot of time to eat lunch, they might make food choices based on being rushed.
 - Ask students to share examples of how other factors in their lives (e.g., time constraints, types of restaurants, lack of availability of certain foods) might have affected a food choice for a meal or snack.
 - Tell students to bring their workbooks and pencils with them to the computer.

2. Have students watch the Lesson 4: *Today I Ate ...* video.

- Students should first watch the entire video segment, which tracks the food choices of three students over a one-day period. Then, **tell** them each to choose one of the three characters and watch only that character's segment a **second time**. They should pay attention to **what** the student is eating, where he or she is eating (e.g., at home, school, in a restaurant) and **how much** the student is eating.
- Students should begin the food record on Page 14 of their Student Workbook, recording the food choices of their chosen student in the video.

3. Discuss the Lesson 4: *Today I Ate ...* video.

- Ask students to summarize aloud the video's main plot and then **summarize** the main nutrition concepts dramatized by the students and addressed by the Expert.

Lesson 4: *Today I Ate ...* Video Summary

Plot: Three students make meal and snack choices during a one-day period.

The Expert introduces the video, pointing out that there are multiple factors in a day that may steer the way we make food choices. Factors include time constraints, whether we're eating at home or away from home and food availability.

Drew's choices:

- Breakfast: toaster pastry
- Lunch: hot dog, canned fruit, brownie, low-fat milk
- Snack: fruit smoothie (yogurt, juice, frozen berries, ice)
- Dinner: salad, chicken, pasta, pudding

Mike's choices:

- Breakfast: high-sugar cereal, milk
- Lunch: tuna sandwich, orange, carrot sticks, low-fat chocolate milk
- Snack: sports drink
- Dinner: chimichangas, beans, rice, chips, churros, soda

Sarah's choices:

- Breakfast: jumbo-sized breakfast sandwich (sausage, egg, English muffin)
- Lunch: (from school vending machine): pretzels, granola bar, water
- Dinner: steak, rice, peas, fruit salad, low-fat strawberry milk

Lesson 4
FOOD RECORDS

VIDEO
Today
I Ate...

Select one student in the *Today I Ate ...* video and list everything he or she eats and drinks in one day. Be sure to include the amounts.

_____ 'S FOOD RECORD
(name of student in video)

	FOODS (INCLUDE THE AMOUNTS EATEN)	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	"extras"
BEFORE SCHOOL	carton of low-fat yogurt	1 cup					
	toaster pastry						✓
	Records will vary						
AT SCHOOL	BEVERAGE						
AFTER SCHOOL	BEVERAGE						
DINNER	BEVERAGE						
(TOTAL AMOUNTS)							
Daily Recommended Number of Servings		3	3	2	6	2	

For each glass of water consumed, check a box:

Step-by-Step Procedures With Guided Practice

1. Have students complete a food record for one student in the video (Page 14).

- After watching and discussing the video, students continue to record all the food and beverage choices of the student they chose to track in the video.
- Tell students it's important to be specific about the kind of food and about the *amount* of food eaten. Example: “low-fat chocolate milk” instead of just “milk” or “two carrot sticks,” not just “carrots.”
- Tell students to fill in the amount eaten in the appropriate food-group columns for the foods and beverages they recorded. **Point out** that only check marks should be put in the “extras” column because there are no recommended amounts for “extras.”

Students should use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

- If desired, demonstrate one example with the whole class before students work independently:

Mike's tuna sandwich

bread = 2 servings of Grains

tuna = 1 serving of Protein

lettuce = ½ serving of Vegetables

mayonnaise = “extras”

2. Analyze video student food records (Page 14).

- Once all foods and beverages have been recorded, have students analyze, on Page 14 of their workbooks, the choices made by the student in the video.

Lesson 4

FOOD RECORDS

Select one student in the *Today I Ate...* video and list everything he or she eats and drinks in one day. Be sure to include the amounts.

_____ 'S FOOD RECORD

(name of student in video)

		FOODS (INCLUDE THE AMOUNTS EATEN)	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	“extras”
BEFORE SCHOOL		carton of low-fat yogurt	1 cup					
		toaster pastry						✓
		Records will vary						
AT SCHOOL		BEVERAGE						
		BEVERAGE						
AFTER SCHOOL								
		BEVERAGE						
DINNER								
		BEVERAGE						
		(TOTAL AMOUNTS)						
		Daily Recommended Number of Servings	3	3	2	6	2	

For each glass of water consumed, check a box:

3. Discuss video student food records.

- Ask students to share aloud some of the meal and snack choices made by the students in the video and tell whether or not they think the student chose well and how they might improve. (See *Lesson 4: Today I Ate ... Video Summary for all meal and snack choices.*)
- Ask students to look for gaps in the student's food-group columns. If there are blanks in some food groups, why might this be a problem? What about excessive amounts in a food group?
- Review with the class each of the meal and snack choices depicted in the video. Make sure students understand that "extra" foods can be part of healthful food choices, but that we need to limit **how often** and **how much** of "extra" foods we eat.
- Review the video student's food record to determine if he or she followed the "3 out of 5" model for breakfast and the "5 out of 5" model for lunch and dinner.

Teacher Facts

- A breakfast is considered balanced if it contains "3 out of 5" of the following food groupings:
- Grains (complex carbohydrates that are used by the body more slowly)
- Vegetables OR Fruits (simple carbohydrates that supply quick energy)
- Dairy OR Protein (protein and fat, for sustained energy release and to promote satiety)

Teacher Fact

- A lunch and dinner is considered balanced if it contains "5 out of 5"; food from all five food groups:
 - Dairy
 - Vegetables
 - Fruits
 - Grains
 - Protein
- If they did not follow these models, what could they add or trade to make the meals complete?
- Review the snacks to determine if their video student had food-group foods for snacks.
 - If he or she did not, what food-group food could he or she trade for a healthier choice?

Lesson 4: *Today I Ate ...* Video

Good choices that contain a variety of food-group foods:

- Drew's lunch, snack, dinner
- Mike's lunch
- Sarah's snack and dinner

Choices that need improvement; choices that are high in added sugar or fat:

- Drew's breakfast is an "extra" food, not a food-group food.
- Mike's breakfast and snack are both high in added sugar. His dinner is high in fat (chimichangas and chips) and sugar (beverage and dessert).
- Sarah's jumbo-sized (multiple servings) breakfast sandwich contains excessive calories and fat, and her vending-machine lunch contains foods from only one food group (granola bar and pretzels—Grains).

4. Discuss Nutrition Facts Labels (Back Cover).

- In the video, Mike's coach talks about reading Nutrition Facts labels on packaged food products to determine what and how much one is eating.
- Have the students look at the **Nutrition Facts** label on the back cover of their workbooks, and point out the top line, "Serving Size," which is the healthy serving size for one person. Next, point out the "Servings Per Container," which is the total number of servings inside the container or package of food or beverage. Repeat this process for all sections of the label that are pulled out and explain the purpose.
- Remind students that reading Nutrition Facts labels is a smart way to know what's contained in the foods they eat and to know how many servings are contained in each package.

Check for Understanding

- Assign students into groups of two.
- Each group will need one piece of paper.
- Each group will create (draw) their own food label of a food of their choice.
- Each label must include the following:
 - serving size,
 - serving per container,
 - total calories,
 - total fat, carbohydrates and protein,
 - vitamin and mineral section.
- Let the students know that you have sample labels for them to look at, or they can turn to the back cover of their workbooks to look at the label provided.
- Students will guess what amount of nutrients their food will have based on what they have learned about food groups and nutrients in previous lessons.
- There aren't any wrong labels—this is their creation!
- Once students have finished, call on a couple groups to share their label and have the class guess for what food they made the label.

Assessment

1. Begin Day 1 of personal food records (Page 15).
 - Tell students they are going to repeat the same food record activity they just completed for Drew, Mike or Sarah, but this time **they** are going to record all of the foods they eat and drink in one day—today—starting from when they woke up and ending when they go to sleep tonight.
 - Students will need to keep their food records with them for the rest of the day in order to record all of the food and beverages, including what is consumed at school and after school, at home or a restaurant. **IMPORTANT—** Remind students to bring their workbooks back to class tomorrow.
 - Students will be keeping track of the food and beverages they consume for a total of three days.
 - If necessary, review the same rules as before, making sure students know how to complete their food records. Remind students that they can use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

Lesson 4
FOOD RECORD: DAY 1

List everything you eat and drink in one day. Be sure to include the amounts.

MY FOOD RECORD

		FOODS (INCLUDE THE AMOUNTS EATEN)	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	"extras"
BEFORE SCHOOL		Records will vary						
	BEVERAGE							
AT SCHOOL								
	BEVERAGE							
AFTER SCHOOL								
	BEVERAGE							
DINNER								
	BEVERAGE							
		(TOTAL AMOUNTS)						
		Daily Recommended Number of Servings	3	3	2	6	2	

For each glass of water consumed, check a box:

