



# Food for Thought

## Unit Summary

Students study their own health, activity, and nutrition needs as they develop menus of healthy and appealing foods for their own restaurants. Students develop consumer awareness by evaluating the persuasive elements of television and print advertising, and write and present their own convincing commercials to encourage people to visit their restaurants. As a culminating activity, the restaurants open, and students pretend to take orders, figure bills, compute 15 percent tips, and count back change.

## Curriculum-Framing Questions

- **Essential Question**  
How can I stay healthy?
- **Unit Questions**  
How do my eating habits affect my health and growth?  
How do I plan a healthy, nutritious diet?  
What factors influence my food choices?
- **Content Questions**  
What is the food pyramid?  
What is the right number of calories for me?  
How do I analyze and represent data?

## Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Food for Thought Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

## Instructional Procedures

### Getting Started

*(Note: The [nutrition notes](#) sheet summarizes many of the concepts addressed in this unit. The information is presented as background for teachers, but you may want to make copies for students as well.)*

Begin this study of health and nutrition by asking students, "If, as the saying goes, 'You are what you eat,' does that make me a cheeseburger? What does that phrase mean? Is it true? In what ways?" Promote a discussion about nutrition, and record prior knowledge, interesting ideas, questions that arise, and possible avenues for answering questions. Introduce the Unit Question, *How do my eating habits affect my health and growth?* and discuss briefly.

Before moving forward, pass out a nutrition learning log and a [learning log rubric](#) to each student. Explain to students that they will be writing in their learning logs throughout the unit to reflect on questions, record information, and document their thinking. The learning logs are an important part of the unit and assessed at the end of the unit. Therefore, the learning log rubric outlines expectations and guidelines for students to refer to while they write entries in their learning logs. Review the rubric with students and consider drafting an entry with them as an exemplary example.

Next, direct students to answer the Unit Question, *What factors influence my food choices?* in their learning logs. When writing is finished, ask students to voice their ideas, and cluster the ideas under logical categories. Some answers may include reasons such as hunger, taste, visual appeal, health, convenience, habit, novelty, cultural tradition, cost, and advertising.

**Homework Assignment:** Ask students to bring in a few nutrition charts from food packages that they may have at home. These will be used later during the "Planning a Healthy Diet" section of this unit.

### At a Glance

**Grade Level:** 5

**Subject(s):** Science, Mathematics, Health

**Topics:** Nutrition, Health, Consumer Awareness, Persuasion, Business

**Higher-Order Thinking**

**Skills:** Analysis, Evaluation

**Key Learnings:** Importance of Diet, Persuasive Writing, Planning Healthy Meals, Interpreting Food Labels

**Time Needed:** 4 weeks, 5 hours per week

**Background:** South Carolina, United States

### Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

## Nutrition Basics

(Note: See the [nutrition notes](#) before proceeding.)

Introduce the five food groups and the food pyramid. Lead a discussion to answer the Unit Question, *How do I plan a healthy, nutritious diet?* and the question, *Why is eating the recommended servings from each food group everyday as well as eating a wide variety of foods from each food group important?*

Have students draw the food pyramid in their nutrition learning logs, labeled with the recommended number of servings for each food group. Through a film, or aided with charts or diagrams, address the nutritional value of each of the food groups. Explain portions and how to count composite foods, like sandwiches, which may account for one meat serving, two bread servings, one vegetable serving, and one fat/other serving.

Help familiarize students with the five food groups by having them create large food group posters that can be posted around the classroom. Create a bulletin board area that displays in big letters the following labels:

- Milk/Dairy
- Meat
- Vegetables
- Fruit
- Grains
- Others

Have students cut out pictures of food from magazines, circulars, and newspapers and glue them to the appropriate banner.

For the next five days, have students keep a [food diary](#) of everything they eat and drink. Include a weekend day to see if eating habits are different from the rest of the week. At the end of the five days, have students use the [daily food diary spreadsheet](#) template to record the total number of servings they ate from each food group. They can then find the daily average of servings from each group (the spreadsheet will calculate this for them), create a daily average graph (see the [sample food diary](#)), and compare it to the recommended number of servings. Lead a discussion with students about the outcomes of poor nutrition.

## Food Is Fuel

Introduce the concept of food as fuel and the term *calorie* (see the [nutrition notes](#)). Show students how to find their ideal daily calorie levels as recommended in the nutrition notes calories chart. Ask students to reflect on one day's diet from their food diaries. (They have been recording this information!) Instruct students to use an Internet [Calorie Calculator](#)\* to find and record the total number of calories in the day's diet, and then answer the following questions:

- *What is the right number of calories for me?* (Content Question)
- *Do I eat the proper number of calories, too few, or too many?*
- *How can my diet be altered so I consume the right amount of calories?*
- *How can my activity level be altered?*

**Homework Assignment:** Reflect on the day and estimate how many minutes were spent engaged in different activities during waking hours. Record the activities in the learning log. Activities might include sitting in class, sports practice, watching television, walking to school, PE class, and doing specific chores.

## Activity Fueled by Food

Discuss the activity log homework assignment. Have students pose questions for the group, such as:

- *What was the most common activity?*
- *What was the most strenuous activity recorded?*
- *Who expended the most energy?*
- *How many hours did the whole class spend in front of the television?*

Using the [Calories Burned Calculator](#)\*, teach students to calculate how many calories their specific activities burned. Create a large classroom chart that shows common activities and the calories they require. Have students create miniature versions of the chart in their learning logs.

## Making Choices

Discuss food choices and the impact of small changes in diet over time. For instance, a person can choose to have a glass of milk or a can of soda with lunch—*How do these drinks compare nutritionally?* Have students choose two foods, research their nutritional value (using print or electronic sources), and compare them. Provide students with the [making choices instructions](#) to guide them through using spreadsheet software when creating their nutritional [food label graphs](#). Students may practice interpreting each other's graphs and record their interpretations in their nutrition learning logs.

## Planning a Healthy Diet

Revisit the Unit Question, *How do I plan a healthy, nutritious diet?* Have a brief discussion to share ideas. Using the food group banners, food pyramid diagram, nutrition charts from packaged food labels, and cookbooks as resources, students

plan a day's menu that meets nutritional requirements and stays under 30 percent fat. Discuss with students the Essential Question, *How can I stay healthy?* Make sure students understand that eating a nutritional diet of the correct calories is a good way to achieve and maintain good health.

### **Advertising and Food Choice**

Revisit the Unit Question, *What factors influence my food choices?* In preparation for creating their own persuasive food commercials and slideshows for their restaurants, teach students to evaluate the persuasive elements of Saturday morning television advertising. Discuss the features of commercials (targeted audience, hook, message, sound and visual appeal, and descriptive words) that draw us in, causing us to want the products being advertised. Practice observation techniques in class before students try this at home. In advance, tape children's programming on Saturday morning between 7:00 a.m. and 10:30 a.m. Cue up a food commercial. Using a chart or overhead transparency of a [TV ad observation form](#), run the videotape and demonstrate how to record information about the advertisement. Pass out the observation form and have pairs of students record information from another food commercial. Assign this activity as homework for a Saturday morning. Ask students to write a summary of their information and be ready to report back to the class the following Monday. When lessons resume, discuss the assignment, and help students identify general themes in advertising.

### **Restaurateurs**

Set students to work in small groups to create their own [restaurant menus](#) and advertising campaigns. Give them the [scoring guide](#) when the requirements are given and encourage them to self-assess their work. Each menu should include:

- Restaurant name
- Tagline or slogan for the restaurant
- Restaurant description
- Menu items with a description of nutritional values
- Address, phone number, and hours of operation
- Digital pictures, graphics, or scanned artwork

As an extension activity, have students compare caloric and nutritional values of their menus to menus from a [Fast-Food Restaurant](#)\* they have visited. Challenge kids to find the worst and best food item in each restaurant (a worst example would be Burger King's\* Double Whopper with cheese—932 calories, 54 grams of fat).

### **Persuasive Commercial—Student Presentation**

To promote their restaurants, have each group create a convincing slideshow commercial or video commercial to encourage people to visit their restaurants. The commercials should reflect the advertising tactics they learned about during the Saturday morning commercial observation activity. Each commercial should include the following components:

- Name and slogan of the restaurant
- Restaurant description
- Address, phone number, and hours of operating
- Reasons why people should visit the restaurant
- Examples of the healthy items on the menu

Hand out the [commercial checklist](#) for students to follow as they create their commercials. Have students develop storyboard plans of their commercials before they work in the computer lab or film their videos. Photocopy menus and show commercials to the class, and discuss the appeal and nutrition of the restaurants.

### **Culminating Activity—Restaurant Opening Night**

"Open" one or two restaurants each day, with restaurant groups serving their classmate customers. Have restaurateurs explain their healthy offerings, pretend to take orders, figure a bill, compute a 15 percent tip, and count back change. Buddy classes, specialists, and the principal might enjoy "dining" at the "restaurants," too.

Revisit the Essential Question, *How can I stay healthy?* Have students record in their logs what they learned in this unit to help them stay healthy and respond to one of the following summative prompts:

- *You go out to breakfast with friends. Wanting to eat in a healthy way, what do you order and why?*
- *What kinds of foods would you choose for healthy snacks? How are these foods different from those that fit in the "Others" category?*
- *Your family goes to a fast-food restaurant for dinner. Wanting to eat in a healthy way, how do you choose what to order?*
- *Have your eating habits changed? How?*
- *What influences your food choices? How do you deal with these influences?*

### **Other Food Topics**

Throughout the unit, lessons should be presented about food and nutrition. Lessons and activities might include:

- How food moves from producer to consumer

- Politics of food
- Price of food—*What fraction of a family's dollar goes for food? How does this compare to 50 years ago?*
- Food origins
- Historical trends in food
- Culture and food
- Compare cultural food pyramids (see [FDA Food Pyramids\\*](#)).
- Birth of convenience foods
- Genetic alteration in foods
- Health risks related to poor nutrition (such as obesity, rickets, scurvy, kwashiorkor, type 2 diabetes, high blood pressure, and heart disease)
- Famine, then and now
- Food-borne pathogens

## Differentiated Instruction

### Resource Student

- Encourage the student to successfully participate in all projects, which are all open-ended
- Pair the student in heterogeneous pairings or small groups to do research and complete unit projects
- Give the student extra adult assistance as needed and additional work time or task modifications as described in the student's Individualized Education Plan (IEP)

### Gifted Student

- Allow the student to serve as an expert in reading, writing, or technology
- Require the student to research an aspect of health or nutrition that was not focused on in class (see the "Other Food Topics" section earlier in this Unit Plan)

### English Language Learner

- Ask the ELL teacher to help the student translate basic terms into an English/first language glossary
- Post translated terms around the room to allow all students to learn new vocabulary
- Have the ELL teacher explain new concepts, help the student complete journal entries, and help the student conduct research
- Pair bilingual students with non-native speakers for tasks that require reading and writing
- Allow journal writing to be completed in the student's first language for later translation
- Allow assignments to be adapted, or give the student more time when necessary

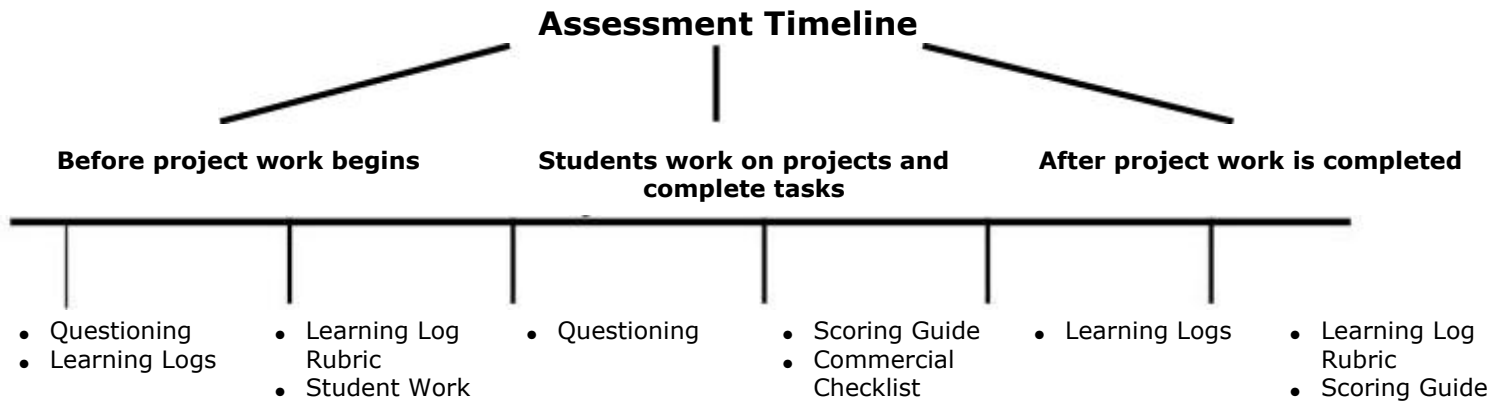
## Credits

A classroom teacher participating in the Intel® Teach Program developed the idea for this unit plan. A team of teachers expanded the plan into the example you see here.

# Designing Effective Projects: Food for Thought

## Assessment Plan

### Assessment Plan



The unit begins with questioning and discussion to assess prior knowledge and prompt higher-order thinking. Students are given a [learning log rubric](#) and are asked to refer to the rubric every time they write in their logs. Students demonstrate their learning throughout the unit as they respond in their learning logs to questions posed at transition points in the unit. Student work, such as homework and graphs, assesses student learning on an individual basis. Frequent probing for understanding allows monitoring and adjusting instruction in a responsive way. The [scoring guide](#) and [commercial checklist](#) are given to students before work on the projects begins. These assessments help students stay on track and remain aware of expectations for the projects. Students' menus are assessed using the same [scoring guide](#). Use the [learning log rubric](#) at the end of the unit to assess students' learning logs.

# Designing Effective Projects: Food for Thought

## Content Standards and Objectives

### Targeted Content Standards and Benchmarks

#### Targeted Oregon Content Standards and Benchmarks

##### Health: Grade 5

- Understand and analyze the relationships among psychological factors, physical activity, nutrition, and personal hygiene and their effects on personal health and well-being.
  - Understand and apply eating patterns that promote wellness and prevent disease.
  - Compare and contrast cultural differences in eating patterns and the impact on lifelong wellness.

##### Math: Statistics and Probability: Grade 5

- Create charts, tables, graphs, and use statistics to summarize data, draw inferences, and make predictions.
  - Collect, organize, display, and analyze data using number lines, bar graphs, line graphs, and circle graphs.
  - Predict outcomes for a large group based on data gathered from a small group sample.
  - Collect and organize data to answer a question or test a hypothesis. Draw conclusions based on the collected data and communicate results.
- Interpret data and determine the reasonableness of statements about the data.

##### Science: Grade 5

- Explain, from a science perspective, how nutrition, exercise and disease, toxic substances, safety, and relationships with the environment are important to the health and safety of individuals and the community as a whole.
  - Identify a personal and/or community health risk. Explain risks and benefits in personal and community health from a science perspective.

#### National Educational Technology Standards (NETS)

##### Performance Indicators for Technology Literate Students (Grades 3-5)

Prior to completion of grade 5, students will:

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
- Use technology tools (such as multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
- Use technology resources (such as calculators, data collection probes, videos, and educational software) for problem solving, self-directed learning, and extended learning activities.
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

### Student Objectives

Students will be able to:

#### *Health and Nutrition*

- Develop awareness of factors that influence food choices, and reflect on their own eating patterns
- Learn to analyze the nutritional values of foods
- Understand their nutritional needs and outline steps to plan healthy eating

#### *Math*

- Make and use estimates with money
- Learn to calculate percentages to determine recommended daily requirements
- Apply consumer math skills to real-world situations while they tabulate a bill, make change, and figure a 15 percent tip
- Create charts and graphs to record data and observations
- Make decisions based on visual displays of data

#### *Science*

- Design an investigation to answer questions or check predictions

- Collect, organize, and summarize data from investigations
- Analyze, interpret, and summarize data
- Use process skills
- Work cooperatively in small groups
- Document observations in a journal or learning log
- Ask questions, gather research, organize information, prepare data, and present findings in writing

# Designing Effective Projects: Food for Thought Resources

## Materials and Resources

### Printed Materials

- Allison, L. (1976). *Blood and guts: A working guide to your own insides*. New York: Little, Brown, and Company.
- Meeks, L. (2002). *Comprehensive school health education: Totally awesome strategies for teaching health, 3rd edition*. Columbus, OH: McGraw-Hill Companies.

### Supplies

- Basic art supplies
- Old magazines and newspapers (food section)
- Grocery store fliers
- Cookbooks

### Internet Resources

- All About Food Labels  
[www.healthchecksyste.ms.com/label.htm](http://www.healthchecksyste.ms.com/label.htm)\*  
Shows information about what is on food labels
- Calories Burned Calculator  
[www.northsuburban.com/HC\\_CalBurned.asp](http://www.northsuburban.com/HC_CalBurned.asp)\*  
Calculator to show calories burned during activity
- Calorie Calculator  
[www.caloriescount.org](http://www.caloriescount.org)\*  
Another site to show calories burned
- Consumer Math  
[www.aamath.com/mny.html](http://www.aamath.com/mny.html)\*  
An interactive site that lets you practice your math skills
- Fast Food Nutrition Information  
[www.dietriot.com/fff/rest.html](http://www.dietriot.com/fff/rest.html)\*  
[www.foodfacts.info/](http://www.foodfacts.info/)\*  
Dietary information regarding fast foods
- FDA For Kids  
[www.cfsan.fda.gov/~dms/educate.html](http://www.cfsan.fda.gov/~dms/educate.html)\*  
FDA site that talks about nutrition and food groups
- Food and Nutrition Internet Resources  
[www.nal.usda.gov/fnic/etext/fnic.html](http://www.nal.usda.gov/fnic/etext/fnic.html)\*  
Lots of links to nutrition information
- Nutrition Dictionary  
[www.foodfit.com/misc/encyclopedia.html](http://www.foodfit.com/misc/encyclopedia.html)\*  
Tells what specific vitamins and minerals do for your body

### Other Resources

- Guest speakers, such as nutritionists, to come in to talk to the class

### Technology—Hardware

- Computer(s) for research and presentations
- Digital camera for pictures for menus and commercial presentations
- Internet connection for conducting research
- Printer to print menus
- Projection system for lessons and presentations
- Scanner to scan pictures into menus and presentations
- Television to view commercials
- VCR to view taped commercials

### Technology—Software

- Database or spreadsheet for graphing activities
- Desktop publishing for menus



- Encyclopedia on CD-ROM for conducting research
- Internet web browser for conducting research
- Multimedia for commercial presentations

## Learning Log Rubric

**Instructions:** Refer to this rubric every time you write an entry in your learning log.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Recording</b>	<p>I neatly, thoroughly, and accurately record data in usable, appropriate formats, such as charts, lists, outlines, and diagrams.</p> <p>When I read about a topic or listen to information that is presented, I take notes in my own words to show the difference between important information and supporting details. I include connections, predictions, and questions about the topic.</p>	<p>I record data in appropriate formats.</p> <p>When I read about a topic or listen to information that is presented, I take notes in my own words to show the difference between important information and supporting details.</p>	<p>I try to record data accurately, but I sometimes choose a format that is not appropriate, and some of my data may be inaccurate.</p> <p>When I read about a topic or listen to information that is presented, I try to take notes in my own words, but sometimes, I just copy what I read or hear exactly without showing what information is important.</p>	<p>I often do not record data accurately.</p> <p>When I read about a topic or listen to information that is presented, I copy exactly what I read or hear without thinking about it at all.</p>
<b>Exploration</b>	<p>I can explore many different ideas in my writing without worrying about which ones are good.</p> <p>I accurately and completely describe my past, present, and future feelings about people and experiences.</p>	<p>I can explore different ideas in my writing.</p> <p>I describe my feelings accurately.</p>	<p>With help, I can explore some ideas in my writing.</p> <p>With help, I can describe my feelings.</p>	<p>I do not explore ideas in my writing.</p> <p>I cannot describe my feelings.</p>
<b>Reflection</b>	<p>I write about what I am learning from an experience by explaining how the new learning connects to what I knew and believed before, how my thoughts have changed, what questions I still have, and what is important about what I have learned.</p> <p>I thoroughly explain</p>	<p>I write about what I am learning from my experiences.</p> <p>I explain my working and thinking processes and write about how I could improve them.</p>	<p>I have difficulty writing about what I am learning from my experiences.</p> <p>I describe my processes in vague language, and at times, I think about how I could improve them.</p>	<p>I do not write about what I am learning from my experiences.</p> <p>I do not describe my processes or think about how I could improve them.</p>

	my working and thinking processes and analyze what went well and what I could do differently and better.			
<b>Goal Setting</b>	<p>I use my analysis of my own learning styles and understanding of the subject to set goals for future learning.</p> <p>I use my learning log to check on how well I am progressing toward my goals and to change them if I need to.</p>	<p>I use my analysis of my past learning to set goals for the future.</p> <p>I check to see how I am doing at achieving my learning goals.</p>	<p>Sometimes, I set goals for future learning.</p> <p>Sometimes, I check on my goals, but sometimes, I forget all about them.</p>	<p>I hardly ever set learning goals for myself. I expect my teacher to set them for me.</p> <p>When I set goals, I rarely check to see if I am making progress to achieve them.</p>
<b>Conventions</b>	I write so that I can read and understand what I have written, and if someone else is going to read my learning log, I follow the conventions so the audience can understand it.	I usually write so that I and others can read and understand what I have written.	I try to write so I and others can read what I have written, but sometimes, I cannot figure out what I was trying to say.	I often cannot figure out what I was trying to say in my learning log.

# Food for Thought

## MENU SCORING GUIDE

Use a 4 through 1 rating scale to score each of the following requirements.

4 - Exceeds requirements	3 - Meets requirements	2 - Falls short of requirements	1 - Does not address requirements
--------------------------	------------------------	---------------------------------	-----------------------------------

Requirements	Score	Weight	Total	Teacher Comments
The menu includes a catchy tagline or slogan for the restaurant.		X 1		
The menu includes a description of the restaurant.		X 2		
The menu includes a wide variety of items from all of the food groups.		X 4		
The nutritional benefits of the items are reflected in the descriptions.		X 5		
The prices are reasonable for each item.		X 3		
The menu allows people to know about the restaurant by listing the address, phone number, operating hours, and map.		X 1		
The menu has digital pictures, graphics, or scanned artwork.		X1		
The layout of your menu is professional looking, with items in columns and the appropriate number of pictures.		X 2		
Total Score:				

## Commercial Checklist

**Instructions: Use this checklist while you create your commercial to make sure you meet all of the project's requirements.**

	Check Off
<b>We developed a storyboard plan for our commercial before we created the final product.</b>	
<b>Our commercial includes the name and slogan of the restaurant.</b>	
<b>Our commercial meets the time requirements.</b>	
<b>We included a clear description of our restaurant with the address, phone number, and hours of operation.</b>	
<b>Our commercial includes examples of the healthy items on the restaurant's menu.</b>	
<b>We included reasons why people should visit our restaurant.</b>	
<b>Props, costumes, and scenery add to our commercial.</b>	
<b>We made sure that our commercial is appropriate for the target audience.</b>	
<b>We used advertising strategies to share our product.</b>	

## Nutrition Notes

### Food Groups and the Food Pyramid

The USDA has long promoted a food pyramid that is currently being challenged from many sides. One compelling alternative model (shown in comparison with the USDA pyramid) can be seen at Harvard University's IntelliHealth Web site at [www.intelihealth.com](http://www.intelihealth.com). The site compares the pyramids on the Nutrition page in the "Learn the Basics" section (click Healthy Eating and then click Pyramids-A-Plenty).

As newer nutrition models have yet to be validated, this teaching plan sticks with the USDA pyramid (which was revised in 1996). The food groups in the USDA pyramid include milk/dairy, meat, vegetable, fruit, grain, and others (fats, oils, and sugars).

### USDA Recommended Servings for Children and Nutritional Benefits

- **Milk/Dairy Group—4 servings**  
The milk/dairy group provides calcium for strong bones and teeth, and helps blood clot.
- **Meat Group—2 servings**  
The meat group provides protein for building and repairing muscles, and aids growth.
- **Vegetable Group—3 servings**  
The vegetable group provides carbohydrates for energy and vitamin A, which aids vision and promotes healthy skin.
- **Fruit Group—2 servings**  
The fruit group provides carbohydrates, for energy, and vitamin C, which helps fight infection and promotes the healing of cuts and bruises.
- **Grain Group—6 servings**  
The grain group provides carbohydrates, for energy, and fiber, which helps in digesting food.
- **Fats and Refined Sugars—Scant amounts**  
Fat helps the body absorb vitamins, which regulate calcium absorption for strong bones. Fats help regulate hormone production, aid blood cell formation and clotting, provide energy, and support growth.

### Food as Fuel: Calories

A calorie is defined scientifically as the amount of energy required to raise the temperature of one gram of water by exactly one degree Celsius. For nutritional purposes, a calorie is a standard measure of how much energy is delivered in the different foods you eat. When you eat, your body converts food to fuel, and burns it through bodily functions and activity. Vigorous exercise requires a lot of caloric fuel. When at rest, your body needs fewer calories, but some energy is needed to keep your bodily systems going—digestion, respiration, and so on. To stay even (and not

get too fat or too thin), you should consume the same number of calories you burn. If you consume many calories but aren't active, the energy has nowhere to go, and it is stored as fat. In primitive times, a store of fat was helpful, because food could become scarce at times, and a body could draw on stores of fat to get through lean times. In these plentiful times, storing body fat isn't necessary, and, in your diet, fat should account for less than 30 percent of all the calories consumed.

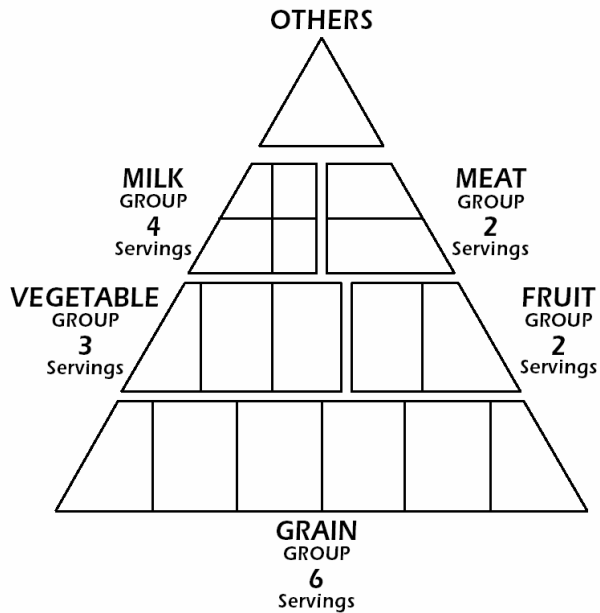
### **USDA Recommended Daily Calories Based on Moderate Activity Levels**

<b>Person</b>	<b>Age</b>	<b>Daily Calories</b>
Children	1-3	1,300
Children	4-6	1,800
Children	7-10	2,000
Boys	11-14	2,500
Boys	15-24	2,900-3,000
Men	25-50	2,000-2,500
Men	51+	1,800-2,000
Girls & Women	11-50	1,700-2,000
Women	51+	1,600

## Food Diary

Date:

Write down the foods you eat today. Color in the appropriate spaces on the food pyramid. Write down the foods you eat that belong in the "Others" category and keep a list near the space at the top of the chart. Count composite foods in each category. For example, a ham and Swiss cheese sandwich with mayonnaise, lettuce, and tomato would count as 1 meat serving, 1 dairy serving, 2 bread servings, 1 vegetable serving, and 1 other serving.



Answer these questions:

- Did you get all the proper servings from each food group?
- Is your pyramid completely colored in?
- How many of the 17 serving spaces in the pyramid are still blank?
- How many servings of "Others" foods did you have?

Chart from Nutrition Explorations  
[www.nutritionexplorations.org](http://www.nutritionexplorations.org)\*

Breakfast:	
Lunch:	
Dinner:	
Snacks:	
Others:	





## [Name]'s Food Diary

	Grain	Vegetable	Fruit	Milk	Meat	Other
<b>Monday</b>						
<b>Tuesday</b>						
<b>Wednesday</b>						
<b>Thursday</b>						
<b>Friday</b>						
<b>Saturday</b>						
<b>Daily Average</b>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

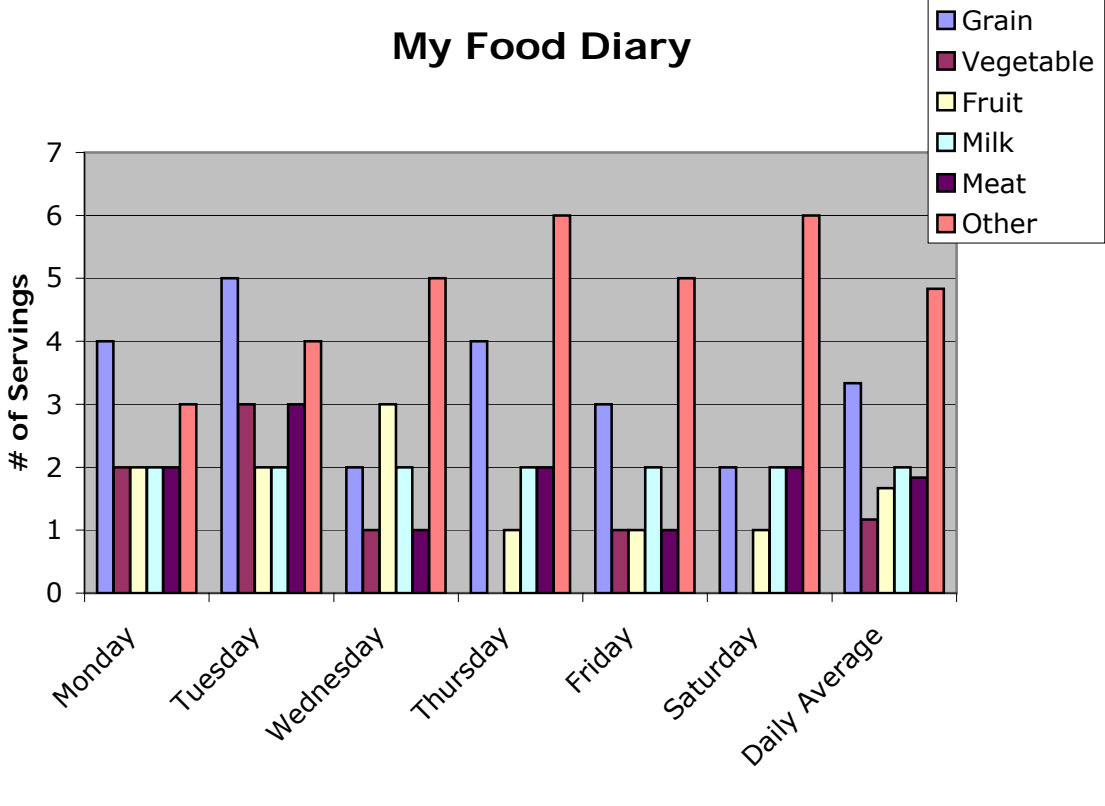


## [Name]'s Food Diary



	Grain	Vegetable	Fruit	Milk	Meat	Other
<b>Monday</b>	4	2	2	2	2	3
<b>Tuesday</b>	5	3	2	2	3	4
<b>Wednesday</b>	2	1	3	2	1	5
<b>Thursday</b>	4	0	1	2	2	6
<b>Friday</b>	3	1	1	2	1	5
<b>Saturday</b>	2	0	1	2	2	6
<b>Daily Average</b>	3.33333333	1.16666667	1.66666667	2	1.83333333	4.83333333

# My Food Diary



## Making Choices Spreadsheet Instructions

**Description:** You are going to investigate the nutritional value of two foods. You will begin by choosing two foods that seem similar yet different (such as lowfat milk and soft drinks or whole wheat bread and donuts), research their nutritional value using print or electronic sources, and compare them. You will use a spreadsheet to create nutritional food label graphs.

### Step 1

#### Choosing Food

Choose two foods that seem similar yet different and research their nutritional value using print or electronic sources.

### Step 2

#### Creating a Worksheet in Spreadsheet Software

Open a worksheet in a spreadsheet application. In cell A1, type the title **Nutritional Food Label Graphs**. In row 3, beginning in cell A3, type the headings **Daily**, **[name of your food choice]**, and **[name of your second food choice]**. In column A, beginning in cell A4, list all of the nutrients that you found for your foods (such as fat, protein, vitamin A, Vitamin C, Calcium, Iron, and so forth).

	A	B	C	
1	<b>Nutritional Food Label Graphs</b>			
2				
3	Daily	Soda	1% Milk	
4	Fat			
5	Protein			
6	Vitamin A			
7	Vitamin C			
8	Calcium			
9	Iron			
10	Thiamin			
11	Riboflavin			
12	Niacin			
13	Calories			
14				

### Step 3

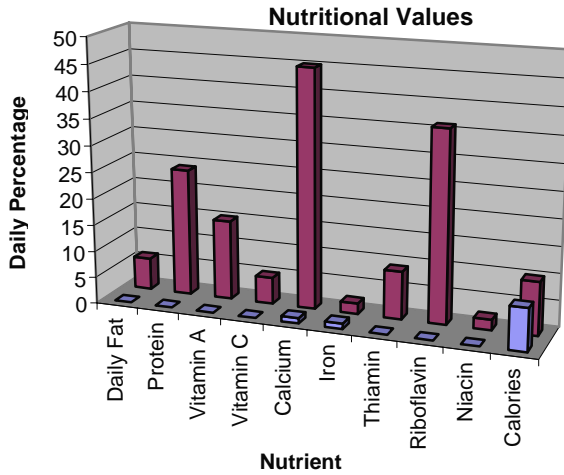
#### Building a Chart

Use the Chart Wizard to produce a chart. Choose the chart type that best represents the data, such as a bar graph or column chart, and then work through the Chart Wizard. For example, to create a Column chart in Microsoft Excel\* using the sample table shown earlier, follow these steps:

1. After you add data to the table, highlight cells A3 through C13.
2. Choose Chart on the Insert menu.
3. Click the Column chart type, and then click the Next button.
4. Click the Data Range tab, make sure Columns is selected next to Series In, and then click Next.
5. In step 3 of the Wizard (Chart Options), click the Titles tab.
6. Add titles for the chart and its axes.
7. Click the Gridlines tab, and experiment with gridline options.
8. Choose the gridline option that makes understanding your data easy.
9. Click the Legend tab, choose a location for the legend, and then click Next.
10. Place the chart as an object on the original worksheet, so you can see the worksheet entries while you examine the chart.

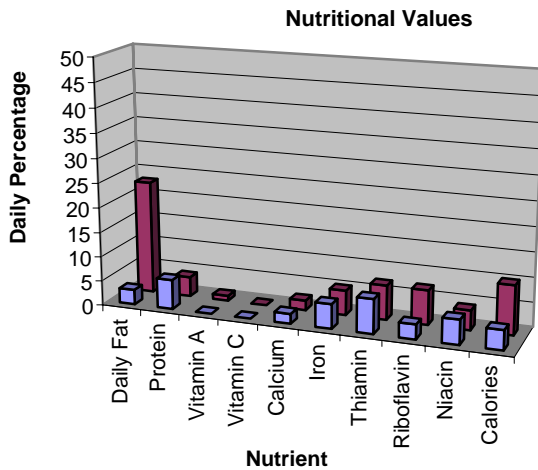
# Sample Nutritional Food Label Graphs

## Compare 1% Lowfat Milk and Soft Drinks



Daily	Soda	1% Milk
Fat	0	6
Protein	0	24
Vitamin A	0	15
Vitamin C	0	5
Calcium	1	45
Iron	1	2
Thiamin	0	9
Riboflavin	0	36
Niacin	0	2
Calories	8	10

## Compare Whole Wheat Bread Slice and Plain Cake Doughnut



Daily	Bread Slice	Doughnut
Fat	3	23
Protein	6	4
Vitamin A	0	1
Vitamin C	0	0
Calcium	2	2
Iron	5	5
Thiamin	7	7
Riboflavin	3	7
Niacin	5	4
Calories	4	10





At The Healthy Hut, we make  
the tastiest yet healthiest food  
in the neighborhood.

You can order foods and  
beverages that contain  
vitamins and minerals.

We do not cook with butter or  
salt, but those are available  
upon request.

All our meals are served with  
whole grain breads and a  
leafy, green vegetable.

We accept all major credit cards.  
Sorry! No personal checks  
accepted.



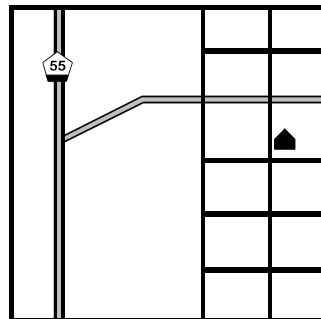
## The Healthy Hut

### Hours

Monday-Friday 11 a.m.–9 p.m.

Saturday 11 p.m.–10 p.m.

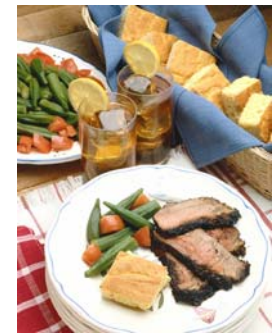
Sunday CLOSED



The Healthy Hut  
1234 Nutritious Way  
Nutrition, OR

## The Healthy Hut

### Menu



*A healthy food  
restaurant alternative*

Phone: 1-HEALTHYHUT





## BEVERAGES

All beverages are low in fat and sugar.

**Splish-Splash Fruit Punch**—made with real fruit juices \$1.50

**Shake-Em-Up Milkshake**—low fat milk is central to this drink \$2.95

**Yogi Bear Yogurt Smoothie**—real fruit mixed with low fat yogurt—a perfect mix \$3.50

**Simply Sumptuous Herb Tea**—filled with lots of herbs to improve your health \$1.00

**Chocolate Lovers Carob Drink**—carob, the low fat alternative to chocolate \$1.75

## APPETIZERS



**Beautiful Four Bean Salad**—lots of protein in these beans \$1.75

**Jamaican Hot Fruit Salad**—delicious tropical fruits with a nice natural sauce \$2.50

**Humming Hamburger Vegetable Soup**—what a great way to get one serving of your daily vegetables \$2.50

**Fly Away Wings**—baked, not fried \$2.25



## MEATLESS DISHES

All entrees served with a small green salad.

**Peggy's Pasta With Three Cheeses**—cheese, full of calcium for your bones \$6.50

**Rice and Bean Tostadas**—beans have lots of protein to fill your daily needs \$5.95

**Vegetarian Chili**—this has a kick from some wonderful natural herbs and spices \$5.75

**Angel Hair From Heaven With Asparagus, Tomatoes, and Herbs**—get your grain servings along with loads of healthy veggies \$6.75

**Mama Mia Pasta and Sicilian Tomato Sauce**—tomatoes have lots of healthy benefits \$5.25

**Tofu Stir Fry**—protein filled tofu, lots of veggies and light canola oil \$6.50

## SIDE DISHES



**Crispy Apple-Rice Salad**—fruits and veggies mixed into one with a light balsamic dressing \$2.50

**Geeky Greek Salad**—full of tomatoes, cucumbers, onions, and feta with a drop of healthy olive oil \$2.95

**Spring Herb Rice**—lots of natural herbs to add flavor \$1.50

**Fun Fruit Kabobs**—fresh seasonal fruit with a light yogurt dip \$2.25



## MAIN DISHES

All entrees served with a small green salad.

**Hong Kong Chicken Chop Suey**—protein and veggies lightly stir-fried \$7.95

**Hey Mon! Jamaican Chicken**—baked, not fried \$6.50

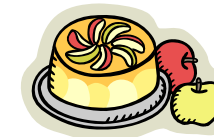
**Veggie -Topped Chicken Burgers**—protein and fresh, in-season vegetables grilled \$5.95

**Sumptuous Salmon**—plank grilled fresh wild salmon—lots of omega 3 \$9.95

**Sizzling Sirloin Steak**—for you protein lovers a nice lean grilled to order steak full iron \$10.95



## DESSERTS



**Banana Bread**—lots of ripe bananas full of potassium \$2.50

**Lemony Lemon Squares**—fresh lemons and lots of vitamin C \$2.75