

Lesson 3

Assessing My Eating Habits

Overview

This lesson introduces the federal guidelines for healthy eating. Students assess their eating habits against these guidelines and make suggestions for improvement. Then they analyze a day's sample menu for a middle school student and make recommendations for improving nutrition and bringing the meals into alignment with the federal dietary guidelines for healthy eating.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe the *U.S. Dietary Guidelines for Americans*.
2. Use self-assessment skills to analyze personal eating habits.
3. Summarize the benefits of eating plenty of fruits and vegetables.
4. Summarize the benefits of limiting the consumption of fat, added sugar and sodium.
5. Describe the benefits of eating in moderation.
6. Apply federal guidelines for healthy eating.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 6: Goal Setting

Performance Indicator

6.8.1: Assess personal health practices.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator

7.8.1: Explain the importance of assuming responsibility for personal health behaviors.

Materials & Preparation

Prepare

- Have **What's a Calorie?** (Slide 1) and **Guidelines for Healthy Eating** (Slide 2), or make transparencies, if needed.

- Have a sample food label to show at the end of the lesson, as an example of what students are to bring to next class.

Review

- **Assessing My Eating Habits** (*Student Workbook* pages 9–11), and Scoring Rubric, page 201.
- **Food Detective** (*Student Workbook* pages 12–14), **Food Detective Key**, pages 32–34, and Scoring Rubric, page 201.

Health Terms

Review the teaching steps, slides and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- analyze
- calorie
- fiber
- guidelines
- high blood pressure
- moderation
- nutritionist
- processed sugar
- refined grain
- registered dietician
- saturated fat
- sodium
- trans fat
- vitamins

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Review the healthy eating guidelines, food groups and recommended portions for teens.
- Give a mini-lesson on the guidelines used in the **Assessing My Eating Habits** activity sheet.
- Discuss different meals and snacking patterns that may reflect particular customs and cultures. For example, it's common to describe the first eating occasion of the day as *breakfast*, but the terms *brunch*, *lunch*, *dinner* or *supper* may be used interchangeably, depending on regional and cultural differences. Meals can be classified on the basis of time or occasion, or be categorized as morning, midday and evening meals. Foods eaten as snacks may be treated as a separate occasion.

To ensure student success with writing:

- Allow students to collaborate in pairs to complete the **Assessing My Eating Habits** activity sheet. Have better readers work with more challenged ones. Or allow students draw pictures of ways they can improve eating habits and examples of 3 foods they can eat, and then explain their drawings to the teacher or a partner.
- Allow students to complete the **Assessing My Eating Habits** activity sheet as homework and review with a family member.
- Distribute a copy of the **Food Detective Key** to students, or make the key into a slide or transparency to show students. Read each question and answer aloud.
- Allow students to complete the **Food Detective** activity sheet with a partner. Have better readers work with more challenged ones to read and explain, as needed, and record answers.
- Allow students to tape record their responses to the Exit Ticket, or work in pairs to complete it, with one student speaking while the other writes, and then switching roles. Or allow students to draw symbols for the 5 guidelines for healthy eating, and then put a star by the guidelines they think they follow best and a circle next to the one they would most like to improve.

Introduction

■ Get students ready for learning

Transition

Take out a piece of paper and write what you had for dinner or supper last night. Then use what you've learned about MyPlate to analyze your meal. Which food groups were included in your meal? Which were missing? How much did you eat from each food group?

Allow students to focus and work quietly for a minute or two. Then name each food group and have students raise their hands if they ate from this food group. Call on a few students to share the foods they ate.

Motivate

Do any of you play a sport or game, or do another type of activity, that has rules or guidelines? Do any of your families have rules or guidelines all the members try to follow? How do these guidelines or rules keep you safe and healthy or help you do better?

Allow students to share examples and discuss briefly. Make the point that guidelines help people know what to do to make life easier or help things work more smoothly.

Teaching Steps

■ Define calorie

Explain

You've learned that the food you eat is what gives your body the energy it needs to live. As we continue to talk about healthy eating, you may hear about "calories." *Calories* are how the energy foods give your body is measured. Understanding calories is part of eating healthy.

Prepare

Show the What's a Calorie? slide.

Slide 1

What's a Calorie?

- A calorie is the amount of energy in a food.
- The number of calories you need depends on your age, gender and activity level.
- Middle school students need between 1,600 and 2,800 calories a day.

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Slide 1

Explain

A calorie is the potential amount of energy in a food. The body tries to maintain a balance between the amount of food taken in and calories burned. Eating more food than is burned results in the body storing the food as fat. This results in weight gain.

Eating less food than your body needs means that you don't have enough energy to function properly.

The number of calories you need depends on your age, gender and activity level. Middle school students need between 1,600 and 2,800 calories a day, depending on how much physical activity they do.

■ Teach about healthy eating guidelines

Explain

In the last two classes, you've learned about key nutrients, MyPlate for teens and recommended amounts to eat from each food group. One of the challenges in eating healthy is to take what you know and apply it in real life.

Nutritionists have spent many decades researching how to eat healthy. The U.S. Department of Health and Human Services has used this research to create guidelines for healthy eating. Following these guidelines can help you make healthy food choices.

Prepare

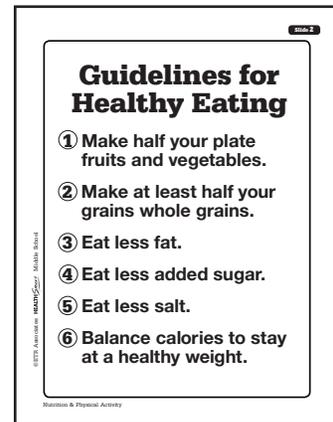
Show the **Guidelines for Healthy Eating** slide.

Explain

Following these 6 guidelines will help you make healthy food choices.

- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Eat less fat.
- Eat less added sugar.
- Eat less salt.
- Balance calories to stay at a healthy weight.

Now let's look at the reasons for each of these guidelines.



Slide 2

Ask & Discuss

Guideline 1 says to make half your plate fruits and vegetables. Why do you think it's important to eat a variety of fruits and vegetables?

Allow students to respond to the question and discuss their ideas.

Summarize

You've learned that fruits and vegetables provide vitamins, minerals, complex carbohydrates and fiber. They also tend to be naturally low in fat and fill you up. Eating more fruits and vegetables as part of an overall healthy diet can help reduce your risk for certain diseases. Most people, including teens, don't eat enough fruits and vegetables.

Ask & Discuss

Guideline 2 says to make at least half your grains whole grains, especially whole grains. Why do you think it's important to eat whole grains?

Allow students to respond to the question and discuss their ideas.

Summarize

You've learned that grains provide complex carbohydrates, vitamins and minerals. Whole grains also provide fiber, which helps your body digest food and get rid of waste. Grains give your body lasting energy in a form it can use easily. Remember that whole grains contain all of the grain kernel, including the bran, or outside husk, and the germ, which is the part that can grow into a new plant. Refined grains have had these parts removed to give the flour made from the grain a finer texture. Refined grains don't give you as much nutrition.

Ask & Discuss

Guideline 3 says to eat less fat. This includes choosing lean sources of protein and switching to fat-free or low-fat (1%) milk. Why do you think it's important to limit the amount of fat you eat?

Allow students to respond to the question and discuss their ideas.

Summarize

Your body needs a certain amount of fat to stay healthy, but too much saturated fat and trans fat can cause health problems such as heart

disease and cancer. Eating too many foods that are high in fat can cause a person to gain weight. Fatty foods also tend to fill you up, so you may eat less of the other foods you need to stay healthy. Teens should get no more than 25 to 35% of the calories they eat each day from fat.

Ask & Discuss

Guideline 4 says to eat less added sugar. This includes drinking water instead of sugary drinks. Why do you think it's important to limit the amount of sugar you eat?

Allow students to respond to the question and discuss their ideas.

Summarize

Sugar is added to a lot of foods. Eating too much sugar can make you gain weight and causes tooth decay. Many sweet foods don't provide the nutrients your body needs. If people eat too many foods with added sugar they may not eat the healthier foods such as fruit or vegetables that provide good nutrition. This guideline doesn't mean you can't enjoy eating something sweet once in a while, but limiting how much sugar you eat will leave room for the healthier foods that give your body what it needs to stay healthy.

Ask & Discuss

Guideline 5 says to eat less salt. Why do you think it's important to limit the amount of salt you eat?

Allow students to respond to the question and discuss their ideas.

Summarize

Salt contains the mineral sodium. Your body needs some sodium to be healthy. But too much can lead to high blood pressure. Blood pressure is a measure of how hard your blood pushes as it moves through your body. When this pressure gets too high it can damage parts of your body and lead to health problems. Again, you don't have to stop eating all foods that have salt, but, because most people eat too much salt, limiting salty foods is a good idea. Many packaged or processed foods contain a lot of sodium or salt.

Ask & Discuss

Guideline 6 says to balance calories to stay at a healthy weight. Why do you think this is important, and what are some ways to do this?

Allow students to respond to the question and discuss their ideas.

Summarize

When you balance the calories you take in through eating and drinking with the calories your body uses each day to function and to move, you will stay at a healthy weight. It's still important to enjoy your food. Just make sure you're not taking in more calories than your body needs.

Eating less and avoiding oversized portions is one way to be sure you're not taking in too many calories. You can also burn off excess calories through physical activity and moving your body more throughout the day.

■ **Teach the concept of eating in moderation**

Ask & Discuss

What does the phrase “eating in moderation” mean?

What are the benefits of eating in moderation?

Allow students to respond to the questions and discuss their ideas.

Summarize

The word *moderation* means within reasonable limits or avoiding extremes. “Eating in moderation” means you eat healthy foods in the recommended amounts for your gender, age and activity level. It also means you don't eat too much of any particular food. This helps your body get the nutrition it needs to be healthy. Eating too much—or not enough—can lead to health problems. Following the guidelines for healthy eating will help you eat foods, particularly fatty, sweet or salty foods, in moderation.

■ **Students assess eating habits**

Read & Complete

Now you're going to take a look at your own eating habits and see how well you meet each guideline.

Direct students to turn to **Assessing My Eating Habits** on page 9 of the Student Workbook.

Have students read Guideline 1 aloud and then direct them to complete the *How I'm Doing* assessment. Explain that after completing the assessment for the guideline they should list 1 way they could improve (or keep doing well) in this area.

Repeat the process for Guidelines 2 through 6.

Ask & Discuss

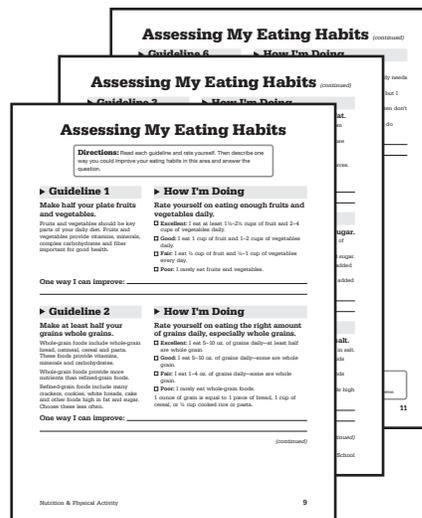
Whose responsibility is it to make smart choices about healthy eating?

Allow students to respond to the question and discuss their ideas.

Summarize

Family and friends can support your choice to eat healthy, but ultimately it's your body and your health. So the decision to make healthy eating a priority is up to you. Good eating habits keep your body strong, fit and healthy. Following these guidelines will help you stay healthy.

(Note: When students are deciding what diet or physical activity behavior to change toward the end of the unit, refer them back to the **Assessing My Eating Habits** activity sheet to help them determine the behavior they want to change.)



Workbook pages 9–11

Assessment & Closure

Students demonstrate learning

Complete & Share

Direct students to turn to **Food Detective** on page 12 of the Student Workbook.

You're going to be a food detective. You'll use what you know about the guidelines for healthy eating to analyze someone's daily menu and make recommendations for how to make healthier food choices.



Review the directions and allow time for students to complete the activity sheet.

Exit Ticket

Take out a piece of paper and write the 6 guidelines for healthy eating. Put a star by the guidelines you think you follow best and circle the one you'd most like to improve. Be sure to put your name on your paper and hand it in before you leave class.

Write the criteria for completing the Exit Ticket on the board and allow time for students to complete the assignment.

Food Detective (continued)

Food Detective

Directions: Jaime is a seventh grader who wants to eat healthy. Circle at least 3 items Jaime ate today. Use a Food Detective to assess Jaime's choices and recommend changes that will help Jaime eat healthier.

What Jaime Ate Today			
Breakfast	Lunch	Snack	Dinner
1 cup of oatmeal white toast 1 cup of banana milk 1 cup of orange juice	Double hamburger from Doritos burrito bowl of chicken on a mission and rice 1 tablespoon of mayonnaise Doritos bag of potato chips Milkshake with drink	Orange soda with drink with drink Doritos bag of tortilla chips mint tea	2 cups whole-wheat pasta with 1 cup of tomato sauce Doritos bag of tortilla chips 1 cup of lettuce salad with dressing 2 tablespoons of ranch 1 slice of garlic bread 1 cup of broiled shrimp sauce

Did Jaime meet the healthy eating guidelines?

➤ **Guideline 1: Make half your plate fruits and vegetables.**

What fruits and vegetables did Jaime eat today? _____

What are some changes Jaime could have made to include more fruits and vegetables? _____

Why is it important to eat plenty of fruits and vegetables? _____

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Workbook pages 12–13

End the lesson

Close

Look at your **Assessing My Eating Habits** activity sheets and the suggestions you wrote for improving in each area. Let's review the guidelines for healthy eating and some of the ways you can meet them.

Read each of the guidelines aloud and call on students to share their suggestion for improving in that area. Continue until all guidelines have been reviewed and all students have had a chance to share one of their suggestions for improvement.

Assign

Go home and share what you learned about the guidelines for healthy eating and improving your eating habits with your parent or guardian.

For the next class, please bring in a food label from a packaged food your family has at home.

Show students a sample of a food label removed from a packaged item, to aid in understanding.

Assess

Collect students' **Assessing My Eating Habits** and **Food Detective** activity sheets and Exit Tickets and evaluate their work for this lesson.

Assessment Evidence**Objective 1**

Students described the *U.S. Dietary Guidelines for Americans* by:

- Completing the Exit Ticket.

Objective 2

Students used self-assessment skills to analyze personal eating habits by:

- Completing the **Assessing My Eating Habits** activity sheet.
- Completing the Exit Ticket.

Objective 3

Students summarized the benefits of eating plenty of fruits and vegetables by:

- Completing the **Assessing My Eating Habits** activity sheet.

Objective 4

Students summarized the benefits of limiting the consumption of fat, added sugar and sodium by:

- Completing the **Food Detective** activity sheet.

Objective 5

Students described the benefits of eating in moderation by:

- Completing the **Food Detective** activity sheet.

Objective 6

Students applied federal guidelines for healthy eating by:

- Completing the **Food Detective** activity sheet.

(Scoring Rubrics, page 201)

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Lesson 3 Exit Ticket				
Objective	4	3	2	1
1. Federal Dietary Guidelines for Teens	Correctly names the 5 federal dietary guidelines for healthy eating.	Correctly names 3 or 4 federal dietary guidelines for healthy eating.	Correctly names 1 or 2 federal dietary guidelines for healthy eating.	Does not correctly name any of the federal dietary guidelines for healthy eating.
2. Self-Assessment of Eating Habits	Puts a star next to 1 or more guidelines he/she follows best, and circles 1 or more guidelines that need improvement.	Puts a star next to 1 guideline he/she follows best, and circles 1 guideline that needs improvement.	Puts a star next to 1 guideline he/she follows best. OR Circles at 1 guideline that needs improvement, but not both.	Does not star or circle any of the guidelines.
Assessing My Eating Habits Activity Sheet				
Objective	4	3	2	1
2. Self-Assessment of Eating Habits	Completes the self-assessment for all 6 guidelines, and correctly lists 1 way to improve in each area.	Completes the self-assessment for 4 or 5 guidelines, and lists 1 way to improve in 4 or 5 areas.	Completes the self-assessment for 2 or 3 guidelines, and lists 1 way to improve in 2 or 3 areas.	Completes the self-assessment for only 1 or none of the guidelines.
Food Detective Activity Sheet				
Objective	4	3	2	1
3. Benefits of Eating Fruits and Vegetables	Clearly and correctly explains the importance of eating plenty of fruits and vegetables.	Explains somewhat clearly the importance of eating plenty of fruits and vegetables.	States that eating fruits and vegetables is important, without explaining why.	Does not correctly explain the importance of eating fruits and vegetables.
4. Benefits of Limiting Fats, Sugars and Sodium	Clearly and correctly explains the importance of limiting fat, sugar and salt.	Explains somewhat clearly the importance of limiting fat, sugar and salt.	States that people should limit fat, sugar and salt, without explaining why.	Does not correctly explain the importance of limiting fat, sugar and salt.
5. Benefits of Eating in Moderation	Clearly and correctly offers advice about limiting less healthy foods for better nutrition.	Offers general advice about not eating too much.	States simply that Jamie shouldn't eat too much.	Does not offer advice about limiting less-healthy foods for better nutrition. OR Advice offered is incorrect.
6. Applying Guidelines for Healthy Eating	Suggests healthy food changes, including adding more whole grains, fruits and vegetables, and limiting fat, sugar and salt and in the suggested new menu for 1 meal to make it more nutritious.	Suggests healthy food changes, including adding more whole grains, fruits and vegetables, OR limiting fat, sugar and salt in the suggested new menu for 1 meal to make it more nutritious.	Suggests a few healthy food changes in the suggested new menu for 1 meal to make it somewhat more nutritious.	Makes inappropriate suggestions or does not suggest a new menu for 1 meal that is more nutritious than the original.