

Beyond Fast Foods

Nutrition Teaching Kit

Grades 8-12



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Better health. Best in health care.

Public Health Nutrition Program
2007

Complements learning outcomes in:

- Planning 10
- Health + Career Education 8-9
- Home Economics 8-12

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Information acquired from other resources is acknowledged as they appear. If you are aware of any error or omissions, please let us know.

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* Home Economics prescribed learning outcomes are under revision as of publication

Beyond Fast Foods

PART I

Introduction



Beyond Fast Foods

How To Use Beyond Fast Foods

“Beyond Fast Foods” is a nutrition education resource designed to complement the **Planning 10** curriculum in British Columbia.

“Beyond Fast Foods” also supports learning outcomes in

- **Health and Career Education 8-9** *
 - **Home Economics 8-12** *
-
- An overview of these **Prescribed Learning Outcomes** and resource objectives can be found in Appendix B. The prescribed learning outcomes for Planning 10 are also outlined in each section of the program.
 - A **“Quick Study and Suggested Activities sheet”** (pg. 8) provides suggestions for those with limited time to spend on this resource, while still meeting prescribed learning outcomes for Planning 10 as well as Health and Career Education 8-9 *.
 - See **“Student Assessment/Evaluation”**, (Part III, pg. 107) for suggestions on assessing student learning, including:
 - Student self-evaluation (for Planning 10 and Health and Career Education 8-9)
 - Opportunities for goal setting (grades 8-12)
 - Post-test (grades 10-12)

* Home Economics prescribed learning outcomes are under revision as of date of publication.

Quick Study – Suggested Activities by Grade Level

The “Quick Study” provides activity suggestions for those with limited time to spend on this resource, while still meeting nutrition related prescribed learning outcomes. Other information from the resource can be added as time and interest allow. Background information in each section provides valuable information to help the teacher put the activity into context.

For added fun, introduce your students to the game “Who Wants to Feel Like a Million” (pg. 92)!

Section of Beyond Fast Foods	A) Making the Rainbow Meaningful	B) Eat More Plants	C) Having a Healthy Relationship with Food	D) Who’s In Charge?	E) Label Logic	F) Chewing the Fat	G) Putting It All Together
Learning Objective:	Students will identify a healthy variety of food choices that are acceptable to teens.	Students will explore the value of eating plant food choices.	Students will adopt a positive approach to feeding themselves.	Students will practice advocating for the availability of high quality foods.	Students will learn to read and understand nutrition information on food labels.	Students will learn to identify healthy fat choices and the role of fats in health.	Students will assess their food intake and set goals to improve eating habits.
Health and Career Education 8	Calcium Calculator	Fruit & Veggie Challenge	What’s Reliable? You Decide!	The Life Cycle of a Potato Chip	Section E is better suited to grades 10-12	Figuring out the Fats	Personal Food Journal and Design Your Fate
Health and Career Education 9	Top 10 Foods	Fruit & Veggie Challenge	The Hunger Scale	Advocacy Campaign	Section E is better suited to grades 10-12	Why we Need Fat Everyday	Personal Food Journal and Design Your Fate
Planning 10	Snack it Up	101 Reasons to Eat Plants	Myths in the Media	Scenarios	Dissecting a Food Label	A Further Focus on Fats	Personal food journal and Design your fate

Beyond Fast Foods

PART II

The Program



Beyond Fast Foods

Part II - Section A

Making the Rainbow Meaningful



A. Making the Rainbow Meaningful

Learning Objective: *Students will learn about a variety of food choices that are healthy and acceptable to teens.*

Planning 10 Prescribed Learning Outcomes:

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual's health-related decisions on self, family, community

Classroom Activities:

- Paper Folding exercise
- Top 10 Foods
- What's Your Nutrition IQ?
- Snack it Up
- Calcium Calculator for Teens (pg. 21) – a 2 page activity and goal-setting exercise

Student Handouts:

- Food Groups
- Be Iron Rich (pg. 20) – a 1 page handout

Other Useful Resources:

- *Eating Well with Canada's Food Guide* * - a tri-fold handout
- *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators* *

* Available for free from your local health unit or downloadable from:
www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Background Information:

Teens often identify foods as “cool or OK” & others as “gross” because of taste, unfamiliarity or peer discrimination. Caviar sandwiches might embarrass some students, but roll caviar around sushi rolls & it's a hit! Dahl & curry may not be acceptable as a lunch item, but a curried wrap would be great. Many adolescents' food habits fortunately do mature as they approach their senior school years & become more aligned with foods that are healthy, as well as contemporary.

Research tells us that there are two sure ways to turn teens off nutrition messages. The first is asking them to plan for their future health by eating healthy now. *So far, focusing on the possibility of heart disease has not encouraged young people to change their eating habits.* Second, teaching negative messages around “bad” or “junk” foods, may not only turn students off, but will also encourage negative relationships with food.

We have been bombarded with negative messages about calories, fat, “bad” foods and environmental concerns...it’s no wonder we’re afraid to eat!

One way to a teen’s heart is through the stomach. An approach that focuses on enjoyment or pleasure has been shown to motivate teens the most. It’s time to focus on the **positive** aspects of eating.

Rethinking “good” and “bad” foods

When children are asked about healthy eating, they tend to label or classify foods as “good”, “bad” or “junk”. This good/bad split assigns moral value to food that often results in negative emotional feelings about food. This can result in a harmful, uncomfortable relationship with food and eating, and in extreme cases, lead to eating disorders.

Eating Well with Canada’s Food Guide avoids labeling foods as “good” or “bad.” Rather, it recommends that we pay attention to the amount of food we eat and suggests limiting those foods that are high in calories, fat, sugar and salt. It is the overall pattern of eating that really matters, not any one specific food or meal. This means that what you eat over the entire week is a more accurate reflection of your overall diet. When we assess our diet over a longer period of time, it helps to keep us from judging ourselves critically and feeling bad about eating a specific food or meal.

Many nutrition educators use the terms “*everyday*” & “*sometimes*” foods as more positive labels to “good” & “bad.” **“Everyday foods” are nutrient-packed staple foods** that help the body to grow and function optimally. Because of their high nutrient value, they are found in the 4 food groups of Canada’s Food Guide.

“Sometimes foods” have less nutritional value and contain more fat, sugar or salt, compared to everyday foods. Their lower nutrient value prevents them from fitting into one of the 4 food groups. However, “sometimes” foods can add flavour and pleasure to meals, so we enjoy them in moderation. Examples of sometimes foods include gravy, jam, salad dressing, pop, candy and potato chips.

In leading your students through many of the exercises in this kit, use the “sometimes/ everyday foods” language consistently, to emphasize positive food and eating messages to students. Ask yourself if you are aware of your own personal biases around food and eating. Do you ever catch yourself labeling food as “good”, “bad” or “junk”?

FOOD GROUPS¹

<p style="text-align: center;">Vegetables and Fruit</p> <ul style="list-style-type: none"> • Strive for 7-8 servings a day; including at least one dark green and one dark orange veggie. Add your favorite dip, salad dressing or sauce to perk up your veggie servings. • Have vegetables & fruit more often than juice. • Choose vegetables & fruit prepared with little or no added fat, sugar or salt. • Carbohydrate-rich fruits and veggies give us plenty of vitamins, minerals & fibre. Packed with healthy plant chemicals (phytochemicals), this food group protects us by helping prevent many diseases. 	<p style="text-align: center;">Grain Products</p> <ul style="list-style-type: none"> • Choose 6-7 servings each day. • Choose grain products that are lower in fat, sugar or salt. • Opt for ½ of your grain products to be whole grains; they are packed with carbohydrates, fibre and B vitamins. • Food from this food group provides energy for everyday activities. Choosing often from this food group will maximize physical endurance and muscle strength.
<p style="text-align: center;">Milk & Alternatives</p> <ul style="list-style-type: none"> • Teens need 3-4 servings daily to get required amounts of protein, calcium, vitamins A, D, and more. • Drink skim, 1% or 2% milk or fortified soy beverages or select lower fat milk alternatives. • Choices from this food group are an important source of calcium² for strong bones, teeth & nerves. 	<p style="text-align: center;">Meat & Alternatives</p> <ul style="list-style-type: none"> • Teens need 2-3 protein choices from this food group daily to maintain muscles, hormones & also to provide energy. • Select lean meats and alternatives with little or no added fat or salt. • The best “pick-me-up” snack is a protein choice along with a fruit, veggie, or grain choice. • Meat, fish, poultry, eggs, beans, lentils, nuts and tofu are loaded with protein, iron³, zinc and vitamin B12. (Two servings of fish⁴ a week provide the healthy omega 3 fats.)
<p>“Sometimes” Foods</p> <ul style="list-style-type: none"> • These foods add flavour and variety to everyday foods and are enjoyed less often. • Over time, if most food choices come from “sometimes” foods, you may feel tired, weak and get sick a lot. Most of your food should come from the 4 major food groups 	

List 2 healthy snacks that include a protein choice along with a fruit, veggie or grain choice

1) _____

2) _____

1. See “Canada’s Food Guide”
2. See “Calcium Calculator” (pg. 21) and Non-Dairy Sources of Calcium (pg. 31).
3. See “Be Iron Rich” (pg. 20).
4. Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

Paper Folding Exercise

1. Provide each student with a copy of the Paper Folding Exercise. *Note that the exercise will print without the boxes surrounding each food group.*
2. Ask students to circle all the foods that they like to eat. Tell students there are no right or wrong answers & that no one will see their choices.
3. Instruct the class to fold their rectangular pieces of paper lengthways in half. Then have them fold the long rectangle in half again.
4. Ask students how the foods in each quadrant are related. [Each quadrant represents one of the four food groups from Canada's Food Guide].
5. Discuss how a healthy and varied diet would appear on the Paper Folding Exercise. Students who circled several foods in each quadrant are more likely to have a varied and nutritious diet.

The purpose of this exercise is to investigate whether students eat a variety of foods, demonstrated by whether they circle foods in all 4 quadrants.

Paper Folding Exercise



Top 10 Foods

Ask the students:

- What are some of your favourite foods?
- What are some foods that you don't like?
- What foods do you like now that you didn't like when you were a little kid?
- Are there any new foods that you have come to enjoy in the last 2 years?
Discuss the variety of likes & dislikes amongst the class & remark on how taste buds & adventurous spirits differ.

A. Record on the blackboard the **most popular favourite foods** identified by the class.

B. On another board, ask the class to design a set of **food and eating criteria** that support healthy minds, bodies & spirits.

- They may suggest:
- choosing natural, unprocessed foods often
 - buying local products, grown and produced in B.C.
 - eating foods with ingredients they can pronounce
 - eating mostly "everyday" foods at each meal and snack

Suggest that in pairs, the class come up with the **TOP 10 popular & nutritious foods of teens**, blending foods suggested from A with the criteria from B.

Challenge students to include one or more of these identified foods in their diet. These foods can also be used in developing food policy guidelines in "School Food Activity", Section D, and in making a meal in "Design Your Fate", Section G.

What's Your Nutrition IQ?

	True	False
1. Beans, nuts & seeds are excellent sources of plant proteins.		
2. Genetics play a large role in determining what your body will look like.		
3. All meats contain dietary fibre.		
4. Teens who skip breakfast have a harder time concentrating and learning.		
5. A couple of vegetable servings a day meets Canada's Food Guide requirement for teens.		
6. Fun physical activity helps strengthen body, mind and spirit.		
7. The first ingredient on the list is the one that the product contains least of.		
8. It's time to eat when we feel physical hunger pangs.		
9. Fat is an essential nutrient required by the body.		
10. The more colour from plant foods on your plate, the healthier the meal.		

What's Your Nutrition IQ?

	True	False
1. Beans, nuts & seeds are excellent sources of plant proteins.	T	
2. Genetics play a large role in determining what your body will look like.	T	
3. All meats contain dietary fibre.		F
4. Teens that skip breakfast have a decreased ability to concentrate and learn.	T	
5. A couple of vegetable servings a day meets Canada's Food Guide requirement for teens.		F
6. Fun physical activity helps strengthen body, mind and spirit.	T	
7. The first ingredient on the list is the one that the product contains least of.		F
8. It's time to eat when we feel physical hunger pangs.	T	
9. Fat is an essential nutrient required by the body.	T	
10. The more colour from plant foods on your plate, the healthier the meal.	T	

Snack it Up . . .with Everyday Foods

1. Divide the class into small groups. Give each group a poster-sized paper & marker pen. Allow them three minutes to list as many creative snacks as they can think of.
 - Using the Canada's Food Guide, decide which snacks are "everyday" snacks and which are "sometimes" snacks.
 - Have each group present their **most creative** "everyday" snack suggestions to the class.
2. Ask the students to record all snack foods they have eaten in the last three days. Have them evaluate their own snack habits using Canada's Food Guide:
 - Circle snacks that are "everyday" snacks
 - Decide which snacks do not fit into the rainbow
 - Calculate the percentage of snacks they have eaten that fit into the rainbow
3. Have the class review the list of students' snacks that do NOT fit into the rainbow (from question 2). Ask students to list snack substitutes that would be healthier and that students would still eat.

Some examples are:

- potato chips & dip
- apple fritter doughnut
- French fries

Healthier substitutes:

- ⇒ tortilla chips & salsa
- ⇒ apple crisp
- ⇒ burrito

4. Ask students to choose one or more of the substitutes identified in #3 that they will try in the next week.

BE IRON RICH

People who don't eat enough iron get tired more easily and get sick more often.
Avoid iron deficiency anemia by eating a variety of iron rich foods every day.

IRON RICH FOODS

Foods containing iron

- ◆ Beef, pork, poultry, fish, shellfish
- ◆ Legumes, i.e., baked beans, kidney beans, lentils, split pea soup, bean salad
- ◆ Nuts, i.e., almonds, cashews, mixed nuts
- ◆ Seeds, i.e. pumpkin , sesame, sunflower
- ◆ Wheat germ
- ◆ Blackstrap molasses
- ◆ Green vegetables, i.e. broccoli, spinach, peas, potatoes, squash
- ◆ Dried fruits, i.e., dried apricots, dried peaches, raisins, prunes
- ◆ Sesame tahini (sesame butter)

Iron-Fortified Foods*

- ◆ Dry cereals i.e., Total®, Raisin Bran®, Life®, Bran Flakes®, infant pabulum's
- ◆ Hot cereals i.e., Cream of Wheat®
- ◆ Soy products i.e. Yves® Veggie Dogs, Veggie Ground Round®, Veggie Pepperoni, etc.
- ◆ Whole grain products i.e., dried pasta, Hamburger Helper®, whole wheat bread
- ◆ Ovaltine®
- ◆ Instant Breakfast®
- ◆ Some sports drinks and bars

* Read nutrition labels to ensure these foods are iron-fortified.

TO INCREASE IRON ABSORPTION

- ◆ Eat meat, fish, and poultry.
- ◆ Eat vitamin C-rich and iron-rich foods at the same time.
- ◆ Cook in cast-iron pots and pans.
- ◆ Avoid drinking lots of regular tea or coffee.
- ◆ Talk to your pharmacist if you are taking antacids, ASA (i.e., Aspirin ®) or calcium supplements. These pills can lower the amount of iron your body absorbs.

SOME VITAMIN C- RICH FOODS

- ◆ Grapefruit
- ◆ Oranges
- ◆ Orange, grapefruit, tomato or V8 juice
- ◆ Cabbage
- ◆ Tomatoes
- ◆ Kiwi fruit
- ◆ Cantaloupe
- ◆ Green and red peppers
- ◆ Potatoes
- ◆ Broccoli
- ◆ Apple juice fortified with Vitamin C

Adapted from: Health and Welfare Canada 1990.

Calcium Calculator™

Step 1: Calculate your calcium intake.

Check (3) the calcium-rich foods you ate yesterday. Write the number of servings for each food checked. Total the number of servings and multiply by the milligrams of calcium per serving. Enter amount in totals column. Add the amounts in this column and compare your calcium intake to your calcium need.

(3) Calcium-Rich Foods	Usual Serving Size	No. of Servings Yesterday	mg of Calcium	Total mg of Calcium
<input type="checkbox"/> Firm cheeses such as Cheddar, Edam, Mozzarella	50 g	_____		
<input type="checkbox"/> Macaroni & cheese, homemade	250 mL	_____		
<input type="checkbox"/> Milkshake	285 mL	_____		
	Total servings	_____	x 350=	mg
<input type="checkbox"/> Skim milk powder	75 mL	_____		
<input type="checkbox"/> *Milk -skim, 1%, 2%, whole, buttermilk, or chocolate	250 mL	_____		
<input type="checkbox"/> *Yogourt, plain	175 mL	_____		
<input type="checkbox"/> Calcium fortified beverages (i.e. soy, rice)	250 mL	_____		
	Total servings	_____	x 300=	mg
<input type="checkbox"/> Processed cheese slices	2 slices	_____		
<input type="checkbox"/> Soft cheese such as Camembert, Feta	50 g	_____		
<input type="checkbox"/> Salmon, canned with bones	90 g	_____		
<input type="checkbox"/> Sardines, canned with bones	11 small	_____		
<input type="checkbox"/> Yoghurt, fruit flavoured	175 mL	_____		
	Total servings	_____	x 250 =	mg
<input type="checkbox"/> Almonds	75 mL	_____		
<input type="checkbox"/> Baked beans, Soybeans, White beans	250 mL	_____		
<input type="checkbox"/> Cheese pizza	1/8 of 12"	_____		
<input type="checkbox"/> Pancakes or Waffles, made with milk	3 medium	_____		
<input type="checkbox"/> Pudding, made with milk	125 mL	_____		
<input type="checkbox"/> Soup, made with milk	250 mL	_____		
<input type="checkbox"/> Tofu, made with calcium (check the label)	90 g	_____		
<input type="checkbox"/> Yoghurt, frozen	125 mL	_____		
	Total servings	_____	x 150=	mg
<input type="checkbox"/> Bok choy or Kale, cooked	125 mL	_____		
<input type="checkbox"/> Chickpeas	250 mL	_____		
<input type="checkbox"/> Cottage cheese	125 mL	_____		
<input type="checkbox"/> Ice cream, Ice milk	125 mL	_____		
<input type="checkbox"/> Parmesan cheese	15 mL	_____		
	Total servings	_____	x 75 =	mg
<input type="checkbox"/> Bread	2 slices	_____		
<input type="checkbox"/> Broccoli, cooked	175 mL	_____		
<input type="checkbox"/> Kidney beans, Lima beans, Lentils	250 mL	_____		
<input type="checkbox"/> Orange (fruit, not juice)	1 medium	_____		
	Total servings	_____	x 50 =	mg

- add 100 mg for each serving of calcium-enriched milk or yoghurt..

My Calcium Intake: _____

Calcium Need For Teens: 1300mg

The DIFFERENCE: _____

Step 2: Does your calcium intake meet your calcium need?

- Yes. . . Great! No. . . Go to Step 3.

Step 3: Prepare a plan to eat more calcium-rich foods.

Use the list in **Step 1** to make a plan to add calcium-rich foods to your diet. Select one or two times of the day when a change will be most realistic.

<i>i.e. <u>In the morning</u> I usually eat <u>toast with jam,</u> <u>juice</u></i>	Calcium-rich foods I will add: <i>Toast with melted cheese, juice</i>
_____ I usually eat (time of day or meal)	Calcium-rich foods I will add
_____ I usually eat (time of day or meal)	Calcium-rich foods I will add
_____ I usually eat (time of day or meal)	Calcium-rich foods I will add
_____ I usually eat (time of day or meal)	Calcium-rich foods I will add
_____ I usually eat (time of day or meal)	Calcium-rich foods I will add

Step 4: Do you think your plan is realistic?

To check if your plan is realistic, ask yourself the following questions:

- Have I chosen foods that I will enjoy eating?
- Have I chosen portion sizes, which I will be comfortable eating?
- Are the times I plan to eat calcium-rich foods convenient for me?
- What other problems might I have? How will I overcome them?



Beyond Fast Foods

Part II - Section B

Eat More Plants



B. Eat More Plants

Learning Objective: *Students will explore the value of eating grains, legumes, vegetables & fruits.*

Planning 10 Prescribed Learning Outcomes

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual's health-related decisions on self, family, community

Classroom Activities:

- Check your VQ (Vegetarian Quotient)
- Stand up/Sit down
- Fruit & Veggie Challenge
- 101 Reasons to Eat Plants
- Marketing “Cool”

Student Handouts:

- Non-dairy sources of calcium

Other Useful Resources

- Vegetarian Edge www.healthservices.gov.bc.ca/prevent/pdf/vegedge.pdf - a detailed booklet with information on vegetarianism and recipes
- Food Sources of Calcium and Vitamin D - downloadable from www.bchealthguide.org/healthfiles - a 2 page handout

Background Information:

Variety is the spice of life. When we encourage teens to explore a variety of food choices like whole grains, nuts & beans, we are supporting positive life skills and encouraging them to be flexible & adventurous with food choices. Research indicates that most Canadians (including teens) could improve their long-term health by eating more plant foods such as vegetables, fruits, whole grains, nuts/seeds, and beans. Plant foods boost energy levels, add precious nutrients including antioxidants, protein, vitamins and minerals, and add fibre, all of which help to preserve health.

Unprocessed plant foods are rich in carbohydrates, vitamins, minerals and dietary fibre. Processing plant foods reduces nutrient value – that’s why unprocessed carbohydrates are better than the processed ones. Examples of processed carbohydrates include white breads, white pasta or rice, and white or multicolored cereals. On the other hand, **carbohydrates that come from unprocessed whole grains (dark brown in colour), legumes (like chick peas, kidney beans and lentils) and whole vegetables and fruits are the higher quality carbs and “best of the bunch.”**

Vegetarianism

Today, teens are bombarded with information on how typical North American diet choices work against their bodies' needs, the environment, animal rights or in aiding world hunger. Choosing to eat fewer animal products makes some teens feel like they are positively contributing to the future of the planet.

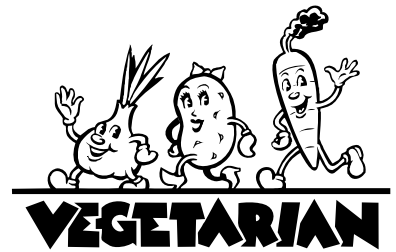
While some teens dabble in vegetarianism, others may eliminate all animal foods from their diets. Without substituting appropriate plant proteins for animal proteins, a person's health and energy levels will eventually be compromised. While intentions may be good, poor food choices over time will negatively affect a teen's physical growth and learning potential.

Some common vegetarian pitfalls can be observed at the local burger joint. A teen may skip the beef burger, only to choose fries and a pop instead, perhaps not knowing that these choices are protein and nutrient-poor. Another common mistake is to eliminate the "meat and alternatives" group, and rely only on dairy sources for protein. This leaves the teen without enough iron, zinc and other important nutrients for growth. Other teens may choose to eliminate dairy products entirely. Eliminating dairy makes it more difficult for them to meet their calcium requirements, but it is still possible (see "Non-Dairy Food Sources of Calcium" pg. 31).

Vegetarian teens need to recognize that what they need to ADD to their diet is as important as what they decide NOT to eat.

Information and recipes on plant protein substitution is available in the booklet, "**The Vegetarian Edge**" (See Appendix). One great way to start increasing plant foods is to cook one meal per week using vegetable proteins (i.e. vegetarian chili, falafel, bean burritos, hummus and pita). Encourage students to get together and cook as a group for added fun.





Check Your VQ (Vegetarian Quotient)

Do you agree or disagree?
See if you have what it takes to be a vegetarian.

Circle Your Answer

- | | | |
|---|--------------|-----------------|
| 1. I love trying foods from different countries-like burritos, hummus (chickpea dip) and veggies or roti with Dahl. | Agree | Disagree |
| 2. I enjoy preparing foods. | Agree | Disagree |
| 3. I will try any food once. | Agree | Disagree |
| 4. I enjoy foods like refried beans, nuts, sunflower seeds, peanut butter, tofu and dried beans and peas (legumes). | Agree | Disagree |
| 5. I would order a vegetarian pizza while my friends were all chowing down on burgers. | Agree | Disagree |



How did you do?

Give yourself one point for every time you agreed with a statement.

4 to 5 points.....No Problem...go for it!

2 to 3 points.....Loosen Up! Be more adventuresome in your food choices.

1 point or less....No Way! You need to change your ways before you think about being a vegetarian

Adapted from the Public Health Nutritionists/Dietitians in Ontario

Stand-up / Sit-down

Ask students these simple questions, emphasizing there are no right or wrong answers. With every "yes" answer, they stand up for a few seconds. This is a fun way to bring blood to the brain and get students thinking.

- Who ate breakfast this morning?
- Who likes broccoli?
- Who has a garden at home?
- Who is vegetarian?
- Who knows where kiwis are grown? (BC, New Zealand, USA)
- Who can tell when they are hungry?
- Who likes to cook?
- Who knows what bean "hummus dip" is made out of?
(chickpeas / garbanzo beans)
- Who knows what shape the Canada's Food Guide is designed in?
(rainbow)
- Who included a fruit or vegetable in their lunch today?
- Who has tasted eggplant?

Fruit & Veggie Challenge

Eating the minimum number of servings of vegetables & fruits a day is one of the most important food choices that we can make to be healthy. These sources of complex carbohydrates, fibre, vitamins, minerals & phytochemicals enhance our immune systems and digestion. Canada's Food Guide recommends that teens have 7-8 vegetable & fruit servings every day.

Ask students to think of ways that they could eat more vegetables & fruits every day. Ask them to consider their eating habits at meals and snacks. Challenge them to find ideas that would fit with their daily lifestyle.

Some examples that they may come up with include:



- Keep a stash of dried fruit in your desk or backpack.
- Take advantage of a Kiwi's own serving bowl. Cut in half & scoop out with a spoon.
- Add a handful of baby carrots to your lunch.
- Pack cut & washed veggies & a small container of dip.
- Buy fruits & vegetables that require little peeling & chopping: baby carrots, cherry tomatoes, grapes, apples, apricots, bananas, broccoli or cauliflower florets, oranges, plums, strawberries.
- Try a fast food restaurant's salad or baked potato instead of fries.
- Drink 100% fruit juice instead of pop; add carbonated water for sparkle.
- Buy pre-cut, bagged salad fixings for a quick pre-dinner appetizer.

Challenge yourself and your students over a period of one week to take the "fruit & veggie challenge". Ask students to record the veggies & fruit they eat each day, along with comments on how they feel about their energy levels, appetites, & general wellness. Each day, take a few minutes to allow students to share their creative ideas for eating more veggies and fruit.

101 Reasons To Eat Plants

Assemble your students into small groups according to the colour of their clothing (red at one table, blue the next, brown the next, etc.).

Have each team BRAINSTORM and record reasons why teens need to eat more plants.

You can start them off by suggesting things like:

- Vegetables are full of nutrients.
- Plant protein is inexpensive.
- It's easy to grow your own vegetables.
- Grain and legume production requires less water and fossil fuel resources, compared to meat production.



1. After **10** minutes, ask each group to share their answers.
 2. Ask the "red" table to list their reasons first.
 3. When a group lists a reason that another group also has, all groups who listed that reason can give themselves a checkmark (✓).
 4. Each time a group lists an answer that is unique but that makes sense to the rest of the class, have them put a ♥ by the explanation.
- At the end, the groups tally the **checks & hearts**.
 - Each check is worth 1 point, each heart worth 3 points.
 - The group with the most points at the end of the game wins!!!

Marketing "Cool"

According to *No Logo* author Naomi Klein, in the 1990s corporations discovered that the youth market was able and willing to pay top dollar in order to be "cool." The corporations have been chasing the elusive cool factor ever since. Some companies hire "cool hunters" or "cultural spies" to infiltrate the world of teens and bring back the latest trends. Trying to stay ahead of the next trend can be a tricky business.

Taken from www.media-awareness.ca

List 3 examples of products that are marketed as 'cool'? (i.e. a Porsche driven by a popular actor in a movie, TV ads showing Pepsi drinkers having fun, etc.)

Product: _____

How it is portrayed as 'cool':

Product: _____

How it is portrayed as 'cool':

Product: _____

How it is portrayed as 'cool':

Imagine you have just been hired as a 'cultural spy' to design a marketing campaign to make eating vegetables and fruit cool. In about 250 words, describe your strategy. Consider the 4P's of marketing: product, pricing, placement, and promotion. Who would you target? Would you have spokespeople, if so who would they be? Would they be using or wearing other products?

Present your marketing strategy to the class.

Vote on one or two favourite strategies that could be adapted to your school setting and begin your school-wide marketing campaign.

Non-Dairy Sources of Calcium

What is calcium?

Calcium is one of many minerals that humans need to be healthy. Calcium is very important to ensure strong, healthy bones and teeth. It also helps muscles and nerves to work properly.

Why choose non-dairy sources of calcium?

People choose to get their calcium from non-dairy sources for many different reasons. They may be allergic to dairy products. They may limit their intake because they are lactose intolerant, or because they just may not like dairy products. They may prefer not to use dairy products for ethical or religious reasons. Whatever your reason for not choosing dairy products, it is important to make sure you get enough calcium from other sources.

How much calcium do you need:

Recommend Calcium Intake¹

Age:

0 - 6 months	210 mg/day ²
7 - 12 months	270 mg/day ²
1 - 3 years	500 mg/day
4 - 8 years	800 mg/day
9 - 18 years	1,300 mg/day ³
19 - 50 years	1,000 mg/day ³
51 - 70+ years	1,200 mg/day

- ¹ Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride, 1997.
- ² Breastfeeding is the best way to meet your infant's calcium needs. For infants who cannot be breastfed, infant formula can meet their calcium needs.
- ³ No additional calcium intake recommended during pregnancy and lactation.

From: The Health Files, Number 70, March 2000, Province of British Columbia, Ministry of Health and Ministry Responsible for Seniors. (Internet – <http://www.hlth.gov.bc.ca>)

You need vitamin D to help your body absorb calcium. There are only a few non-dairy food sources of vitamin D: fortified foods and beverages (like non-dairy margarine's and fortified soy drinks), egg yolks, fish and liver. If you do not eat these foods often, you may want to consider taking a vitamin D supplement. If you already take a multiple vitamin supplement, it may contain vitamin D. Check the label to find out.

Recommended Vitamin D Intake¹

Age:

0 – 50 years	200 I.U./day ²
51 – 70 years	400 I.U./day
71+ years	600 I.U./day

- ¹ Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride, 1997.
- ² No additional vitamin D intake recommended during pregnancy and lactation.

How can you get enough calcium from non-dairy sources?

Plan your food choices carefully. Every day, choose a variety of foods from the *Non-Dairy Food Sources of Calcium* list (pg. 31). Some people may find it difficult to get the recommended amount of calcium from non-dairy sources. For these people, a combination of food sources **and** a calcium supplement may be a good compromise.

Non-Dairy Food Sources of Calcium¹

	Portion	Calcium (mg)		Portion	Calcium (mg)
BEANS			FRUIT		
Soy Bean, mature, cooked	½ cup	90	Orange	1 med	55
White beans, cooked	½ cup	65	Dried fig	2 med	30
Hummus	½ cup	60	NON-DAIRY DRINK		
Navy beans, cooked	½ cup	60	Fortified Non-Dairy Beverage	1 cup	300
Black Turtle beans, cooked	½ cup	50	Regular Soy Beverage	1 cup	20
Pinto beans or Chick peas, cooked	½ cup	40	GRAINS		
Red Kidney beans, cooked	½ cup	25	Amaranth, boiled	½ cup	150
Miso Paste	2 tbsp.	25	Whole wheat flour	1 cup	40
Tempeh	2 tbsp.	20	Whole wheat or white bread	1 slice	20
NUTS AND SEEDS			OTHER FOODS		
Whole Sesame seeds	2 tbsp.	175	Brown sugar	1 cup	180
Tahini	2 tbsp.	125	Blackstrap Molasses	1 tbsp.	145
Almonds, dry roasted	¼ cup	90	Regular Molasses	1 tbsp.	40
Almond Butter	2 tbsp.	85	ASIAN FOODS		
Brazil/Hazelnuts	¼ cup	65	Tofu (made with calcium)	100 g (1/3 cup)	100
VEGETABLES			Shrimp, small, dried	1 tbsp.	145
Gai Lan	½ cup	135	Tofu (made with Nigari)	100 g (1/3 cup)	105
Kale, cooked	½ cup	100	Lily flour, dried	¼ cup	85
Turnip greens, cooked	½ cup	95	Seaweed, dried (Hijiki)	1 tbsp.	80
Beet greens, cooked	½ cup	85	Seaweed, dried (Agar)	10g (1 ½ tbsp.)	75
Bok Choy, cooked	½ cup	75	Fat Choy, dried	10g (1/3 cup)	70
Okra, frozen, cooked	½ cup	75	Fish, small, dried	1 tbsp.	60
Yellow, green, or waxed beans	½ cup	55	Shrimp, dried	¼ cup	60
Dandelion greens	½ cup	55	Seaweed, dried (Laver or Nori)	3 sheets	15
Mustard greens, cooked	½ cup	50	Oyster, dried	1	15
Rutabaga, cooked	½ cup	40	Seaweed, dried (Wakame)	¼ cup	10
Broccoli, cooked	½ cup	35	NATIVE FOODS		
Tomatoes, canned	½ cup	35	Fish Head Soup	2 cups	295
Parsnips, cooked	½ cup	30	Lamb's Quarters	½ cup	250
Carrots, cooked	½ cup	25	Eulachons, salted, cooked	3 oz	210
Cabbage, cooked	½ cup	25	Native ice cream (whipped soap berries)	½ cup	130
Onions, cooked	½ cup	20	Herring Eggs	100 g	50
Collard greens	½ cup	15			
FISH					
Canned Sockeye Salmon with bones	100 g	230			
Canned Pink Salmon with bones	100 g	210			
Sardines	11 small	210			
Dried Fish	2 tbsp.	140			
Oysters	½ cup	120			
Scallops, steamed	7	105			
Salmon, raw without bones	3 oz	80			
Shrimp, canned	½ cup	75			

¹For comparison, 1 cup 2% cow's milk contains approximately 300 mg calcium.

How many cups of broccoli would you need to eat to get the same amount of calcium from 1 cup of milk?

How many cups would you need to eat to meet your daily need of 1300mg of calcium? _____

Beyond Fast Foods

Part II - Section C

Having a Healthy Relationship with Food



C. Having a Healthy Relationship with Food

Learning Objective: *Students will adopt a positive approach to feeding themselves.*

Planning 10 Prescribed Learning Outcomes

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual's health-related decisions on self, family, community

Classroom Activities:

- Food Values
- The Hunger Scale
- When Your Mouth is Hungry (External Hunger Cues)
- Are You a Natural Eater?
- Blast your Buds
- Brown Bagging the Cultural Way
- Eating Well Collage
- Myths in the Media
- What's Reliable? You decide!

Student Handouts:

- What's Cool About Natural Eating

Other Useful Resources:

- Evaluating Health Information on the Internet - a 2 page handout
<http://www.bchealthguide.org/healthfiles/index.stm>

Background Information:

People today spend too much time worrying about *restricting* rather than *savouring* food. Eating properly is loaded with overtones of “shoulds”, making the eating experience much less pleasurable.

Eating with inhibition often results in feeling “out of control.” Control issues with food can eventually boomerang into disordered eating. The contradiction between food biases and food choices often results in *guilt*. We eat what we want, but feel guilty when we eat a “bad” food. In an effort to appease the guilt, we restrict specific foods which are often wholesome, healthy foods that our bodies need. This is not normal, natural or healthy eating behavior.

Section C: Having a Healthy Relationship with Food

Ellyn Satter, author of “Secrets of Feeding A Healthy Family” defines normal eating as being flexible & satisfying. Normal eating means trusting your body to feed itself what it needs over a period of time – over a few weeks, for example. It is eating when you are physically hungry and stopping when you are physically full. It is giving some thought to food selection and allowing yourself to eat according to physical appetite - and beyond appetite, every so often. Responding to hunger in this way most of the time will result in a body weight that is right for you.

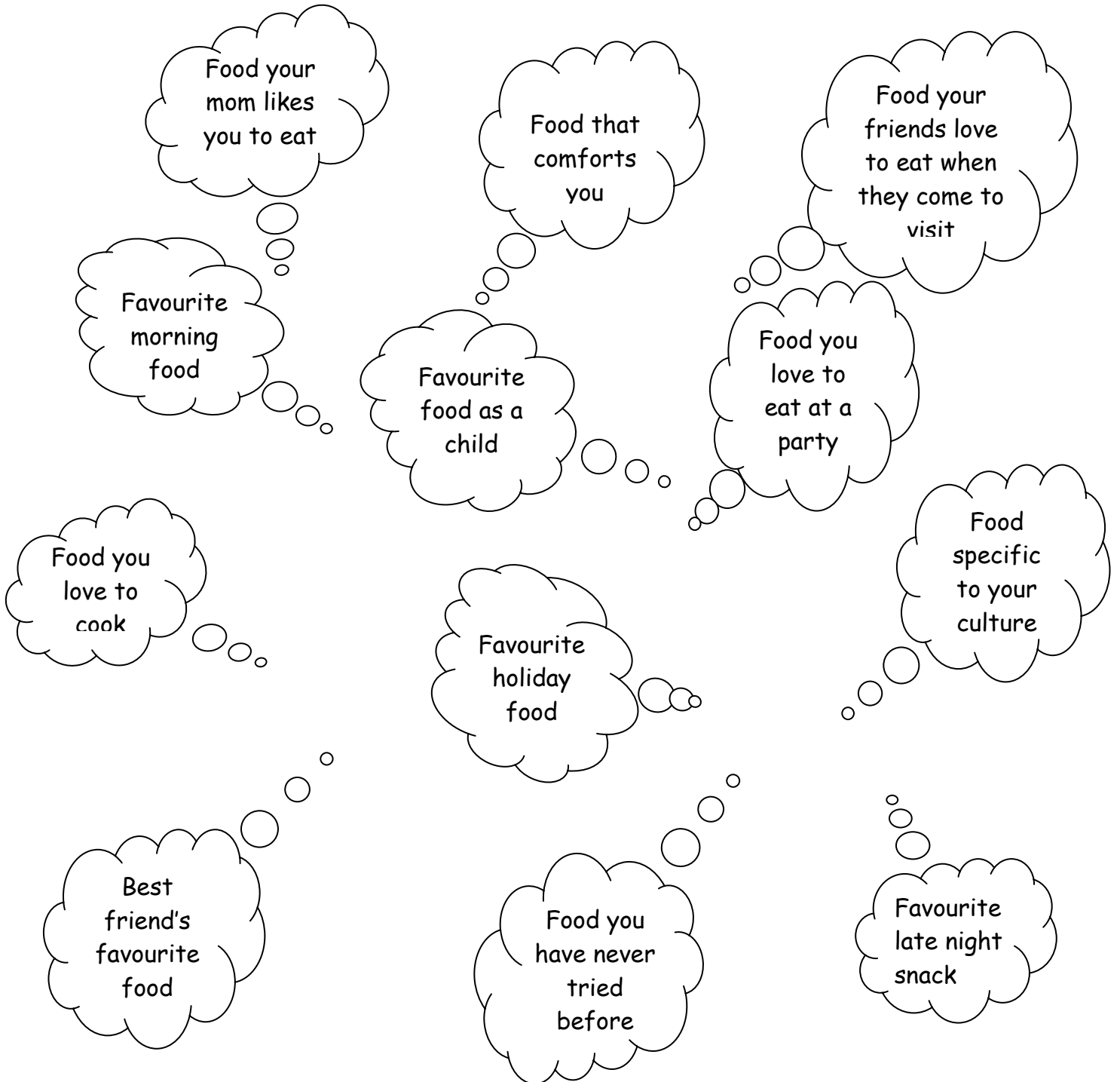
This section introduces the Hunger Scale, a tool that helps raise awareness of physical internal hunger and satiety. It also addresses the external reasons why people eat – to feed emotions or because of habit or learned behavior, boredom or a belief system that one should always clean his/her plate. Having a healthy relationship with food encourages students to eat with enjoyment. It encourages them to have positive attitudes to feeding themselves.

This section ends with two activities that allow students to explore the world of advertising as it relates to weight loss and muscle gain. Students are challenged to question what they see, hear and read, in order to gain an understanding of media credibility.



Food Values

Write down some of your favourite foods:



Compare your food choices with a partner.

Do you share many of the same food preferences?

Why do you think you share or don't share similar tastes?

The Hunger Scale

Hunger is a physical phenomenon, beginning when the stomach is empty. It takes one to four hours for food to leave the stomach, depending on the type of food eaten. Once the stomach is empty, one begins to think about food. As blood sugars drop (and you feel hungrier), a variety of hunger signs are experienced. Each person has his or her own unique time frame for needing to eat again, which can vary from day to day.

- **What's important?** To become aware of and comfortable with your own personal signs of hunger.
- **When should you eat?** Generally you should feel some hunger before eating, but not wait until you are really hungry before you eat. You will likely feel more satisfied and energetic if you eat at level 2.
- **Where are you on the hunger scale right now?** ____

The Hunger Scale

0 Satisfied	1 Thinking of Food	2 Hungry	3 Really Hungry
<ul style="list-style-type: none"> • Not hungry • No thoughts of food • May have had a meal recently 	<ul style="list-style-type: none"> • Some thoughts of food • Not quite ready for a meal • May eat for something to do, or if upset, bored, lonely 	<ul style="list-style-type: none"> • Hungry enough to eat a meal • Temporarily satisfied with a snack • Making decisions about what to eat 	<ul style="list-style-type: none"> • Thinking of food a lot • Irritable • Stomach growling • Low energy • Nausea, upset stomach • Headache • Feeling shaky • Trouble concentrating • Sleepy

Adapted from: Every Body is a Somebody/Body Image Coalition of Peel, 1997.

The Hunger Scale

Sometimes situations other than hunger can trigger the munchies. Sometimes we eat when we feel sad, lonely, angry, stressed out or bored. In other situations it's just expected that we eat, or it's a learned behaviour. For example, it's 12:00 noon and "time" for lunch, or we're at a party and there's finger food everywhere, or the TV is on and a potato chip commercial triggers a craving. These are called "external cues" to hunger - when your mouth wants to eat, but your stomach is not quite ready.

What's important? To become aware of the reasons why you eat and recognise whether they are internal (related to hunger) or external (reasons other than hunger). Remember, it is important to always respond to physical hunger by refuelling your body with food, especially if you're at level 2 on the Hunger Scale. This will not make you fat; instead, it will honour your body.

Using the **Hunger Scale**, answer the following questions.

1. Where are you on the scale when you get out of bed in the morning? _____
2. Where are you on the scale when you walk out the door to come to school? _____
3. Where are you on the scale when it's your lunch period? _____
 - Did you need a mid-morning snack to prevent you from getting to level 3?
6. Where are you on the scale right after school? _____
 - Did you eat enough at lunchtime to keep you at level 0-2?
Do you need a snack to tide you over until dinner?
5. Where are you on the scale when you watch your favourite TV program at night? _____
6. Where are you on the scale when studying at night? _____
7. Where are you on the scale right before you exercise? _____
8. Where are you on the scale right before you go to bed? _____

Are you a Natural Eater?

Most of the time, do you:

- eat regularly (eat every 3-4 hours)
- enjoy eating a variety of different foods
- eat when you are physically hungry
- feel good about yourself during and after eating
- like to try new foods
- stop eating when you're physically full
- feel comfortable eating in places other than at home
- feel OK about indulging in "sometimes" foods sometimes
- eat "everyday" foods *every day*

Challenge the students to choose one of the above items they did not check off to practice in the next week.

What's Cool About Natural Eating

- It's totally ok and actually vital to acknowledge physical appetite. This is a way of trusting and honouring our bodies. It also helps us to maintain our awareness of physical hunger and fullness.
- It's good to be aware of and respond to early hunger signals. This helps keep intense hunger feelings from interfering with our studies, and ability to effectively communicate with others.
- It's ok at times to ignore hunger feelings - sometimes we have no choice.
- It's also ok to eat or plan to have food nearby, before the hunger cues even hit, in anticipation of an active, busy day.
- It's not ok to intentionally skip meals in the hope of saving calories.
- When we skip meals, we tend to overeat or binge at the next meal.
- When we respond to physical hunger, our body thanks us for taking care of it by providing needed fuel.
- It's not ok to make our bodies run on a reserve tank - we don't feel good when this happens!
- There is no right or wrong way to eat. There are just lots of choices.

Blast Your Buds

Materials needed: 2 Hershey's kisses per person

Give each student two chocolate kisses (or wrapped chocolate) & walk them through this activity:

- Sitting up with your feet flat on the floor, in a relaxed position, take a slow, deep breath to relax yourself further.
- **Slowly** unwrap one kiss. Smell the aroma of the chocolate, feel the kiss in your hand & look at the candy.
- Now, slowly lick your lips & rub the chocolate over them.
- Experience the sensations this creates for you.
- Smell the chocolate again.

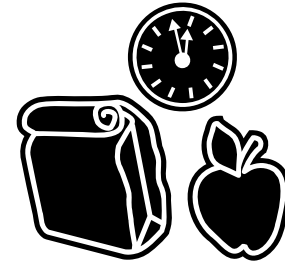
Now, bite off about $\frac{1}{2}$ of the kiss & put the other $\frac{1}{2}$ back into its wrapper. Place the kiss between the tongue & the roof of your mouth. Keeping the kiss pressed against the roof of your mouth, move your tongue over it. Move the chocolate around your mouth rolling & rolling it until it's all gone.

When you have completely finished your savoring, put the other $\frac{1}{2}$ of the kiss between your tongue & the roof of your mouth. What part of your tongue is the most sensitive to this taste? Experience the taste of the chocolate to its fullest. Now, unwrap the second Kiss & chew it up as fast as you can. Ask the class to compare their experience of this Kiss to the first one. Do the students generally take time to enjoy their food? Are there certain occasions or foods that help them to enjoy eating more?

As a warm-up before each nutrition class, different foods can be explored, i.e. strawberries, small crackers, cookies. Students could be encouraged to bring in their own or new & interesting foods for the exercise.

P.S. If you can talk with your mouth full, experiment with your class tasting & savoring the experience too.

Adapted from: Body Images, Leader's Guide, Step by Step Youth Series, Lambton Health Unit (Ontario)



Brown Bagging the Cultural Way

- A) In a brown lunch bag, collect 3-4 foods (or pictures of foods) specific to your cultural background. You can go back as many generations as you wish. Bring your collections to class.
- B) In small groups, explain to fellow students:
- What types of dishes are prepared with the foods you have collected?
 - Which of these foods are traditionally served on special holidays, feast days, celebrations or weddings?
 - Is there any special meaning behind these foods?
- C) Ask each small group to choose one specific culture and prepare a dish to be shared with the rest of the class. The group will present any special meaning associated with the chosen dish.
- D) As a class, discuss the significance that food plays in holiday celebrations and special family occasions.
- E) As a class or in small groups, discuss what health benefits might exist when eating in different cultural ways.



Adapted from: Every Body is a Somebody, Body Image Coalition of Peel, 1997.

Eating Well Collage

Using magazines and newspapers, cut and paste examples of healthy eating onto this page.

What makes these examples healthy?

Adapted from: Promoting Healthy Body Image, NEDIC

Myths In The Media

Look through magazines and newspapers for advertisements that promote rapid weight loss or muscle gain. Cut out and bring in 2 advertisements. For each ad, answer the following questions:

1. What methods of weight loss/gain are being advertised?
2. How do the advertisements say the products work?
3. Who is the intended target audience?
4. How much weight do the advertisements say a person can lose or gain?
How long will this take?
5. How would you describe the models who advertise these products? Do they look like they need to use the products? Do you think models who endorse these products actually use them?
6. What are some of the risks to a person using the products? Are the risks identified in the ad?
7. Do you know if the products have been tested on humans for safety and reliability in scientific studies? (Call Health Canada's Health Protection and Safety Division to find out). Is it worth it to take a product you know very little about?
8. How much money do you think the models make for endorsing these products?
9. Based on what you know about weight loss and gain, do these advertisements sound true?
10. Who is the author/sponsor/company? Do they list their qualifications? Are these qualifications valid?
11. Describe some broader affects this type of advertising could have on society in general.

What's Reliable? You Decide!

Use this information to work through the exercise on the next page.

These health and nutrition claims may be used in advertising. They are likely unreliable when:

- A. Fear is a selling tactic.
- B. The promoter puts down natural "everyday" foods, saying they lack important nutrients, or are dangerous to your health.
- C. The promoter makes exaggerated claims and promises quick, dramatic and miraculous results.
- D. They use testimonials and "personal histories," rather than scientifically controlled studies to support their claims.
- E. The promoter claims everyone needs this product to optimize health and to make up for eating poorly.
- F. The promoter claims he is persecuted by members of the health profession and suggests that you can't trust your doctor.
- G. The promoter claims his product has magical or secret properties.
- H. The promoter claims that his product cures many different illnesses and conditions.

Adapted from: The Best You Can Be, Gr. 10-12. Red Deer Regional Health Unit.

What's Reliable? You Decide!

Read each statement below. If the statement is reliable, mark "OK" in the blank. If the claim is unreliable, leave the space blank.

Using "The Reliability Detector" from the previous page, decide which tactic is being used to try to sell the product. Fill in the blank with the letter(s) of the tactic(s) used.

- 1.____ Adequate Vitamin C in the diet helps to keep gums healthy.
- 2.____ Power Tabs™ give you all the vitamins and minerals, which are lacking in today's foods.
- 3.____ You can lose weight while you sleep with the special Weight Away Capsule! A package of 30 only costs \$29.95.
- 4.____ If your diet is lacking in Vitamin A, you will have trouble seeing at night. Carrot pills are what you need.
- 5.____ Vitamin B17 gives you extra energy, prevents baldness, builds muscles and even cures the common cold.
- 6.____ Vita Formula 96 with its secret ingredients makes up for the nutrients you lose daily as a result of poor food habits. A must for every household.
- 7.____ These terrific diet tablets have helped thousands of people lose weight painlessly. Mary Warner from California says, "I tried everything to lose weight, and was just about ready to give up completely when I saw SHRINKTAB™ in the drugstore. It changed my life! I shrank from a size 22 to a size 8, and I was never hungry."
- 8.____ If you wish to lose weight, health professionals recommend eating healthy foods and increasing physical activity to help you achieve and maintain a healthy weight.
- 9.____ Cancer is becoming a widespread disease. A lot of the cancer is due to lack of fibre in everyday foods. Your doctor may not agree, but these fibre pills are the very thing to keep you healthy.
- 10.____ Are you wondering what to drink with your lunch? Try orange juice. It is an excellent source of vitamin C and it tastes good too!

Adapted from: The Best You Can Be, Gr. 10-12. Red Deer Regional Health Unit.

What is Reliable? You Decide!

Read each statement below. If the statement is reliable, mark "OK" in the blank. If the claim is **unreliable (UR)**, leave the space blank.

Using "The Reliability Detector" from the previous page, decide which tactic is used to try and sell the product. Indicate which tactics are used by filling in the blank with the corresponding letter(s) from The Reliability Detector.

1. OK Adequate Vitamin C in the diet helps to keep gums healthy.
2. UR b,e Power Tabs™ give you all the vitamins and minerals, which are lacking in today's foods.
3. UR c,g You can lose weight while you sleep with the special Weight Away Capsule! A package of 30 only costs \$29.95.
4. UR a If your diet is lacking in Vitamin A, you will have trouble seeing at night. Carrot pills are what you need.
5. UR
c,g,h Vitamin B17 gives you extra energy, prevents baldness, builds muscles and even cures the common cold.
6. UR
b,c,e,g Vita Formula 96 with its secret ingredients makes up for the nutrients you lose daily as a result of poor food habits. A must for every household.
7. UR
c,d,g These terrific diet tablets have helped thousands of people lose weight painlessly. Mary Warner from California says, "I tried everything to lose weight, and was just about ready to give up completely when I saw SHRINKTAB™ in the drugstore. It changed my life! I shrank from a size 22 to a size 8, and I was never hungry."
8. OK If you wish to lose weight, health professionals recommend eating healthy foods and increasing physical activity to help you achieve and maintain a healthy weight.
9. UR
a,b,e,f Cancer is becoming a widespread disease. A lot of the cancer is due to lack of fibre in everyday foods. Your doctor may not agree, but these fibre pills are the very thing to keep you healthy.
10. OK Are you wondering what to drink with your lunch? Try orange juice. It is an excellent source of vitamin C and it tastes good, too!

Adapted from: The Best You Can Be, Gr. 10-12. Red Deer Regional Health Unit.

Beyond Fast Foods

Part II - Section D

Who's in Charge?



D. Who's in Charge?

Learning Objectives: *Students will practice advocating for the availability of high quality foods.*

Planning 10 Prescribed Learning Outcomes

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual's health-related decisions on self, family, community

Classroom Activities:

- It's All in the Family
- School Food Policy Activity
- Advocacy Campaign
- The Life Cycle of a Potato Chip
- Scenarios

Other Useful Resources:

- School Food Policy – find recently developed policies and more information about school food policy at: www.dashbc.org/aboutnp/sfnp/policies.html. A sample policy has been included in Appendix C.
- Cost of Eating in B.C. – search for the most recent yearly report at <http://www.dietitians.ca/resources/resourcesearch.asp?fn=view&contentid=1944>
- Agriculture in the classroom – visit www.aite.ca for useful resources and information

Background Information:

Senior students have come a long way from their junior years in terms of maturity, life skills & global environmental interests. Students are questioning the media, the influence of teen idols and the effects big corporations have on the environment. This may lead them to consider the many factors, choices and food policies that affect them and their peers.

This section encourages students to stretch a little more in finding their voices to help make a difference in their community, as it relates to advocating for high quality food choices.

It's All In The Family

1. Who usually does the cooking in your family? _____
2. Do you cook foods or meals for yourself or your family? If so, what favourite foods or meals do you enjoy cooking? _____

3. Who does the meal planning? _____
4. Who does the grocery shopping? _____
5. Do you usually eat the same foods as your family at mealtime? _____

6. a) How much influence do you have on what you and your family eat?

- b) If you would like more influence, what would it take for you to have it?

7. a) Which meals do you eat alone? _____
b) Which meals do you eat together? _____
c) How important to you is it to eat meals together as a family? _____

- d) If you would like to eat together as a family more often, what could you do to make this happen? _____

Discuss students' eating habits and lifestyle patterns with the class. Explore the impact of family and culture on students' eating habits.

Adapted from: Every Body is a Somebody, Body Image Coalition of Peel, 1997.

School Food Policy Activity

→ *Pre-activity organization:*

Find out if your school or school district has a school food policy, and obtain a copy. If your school does not have a policy, use the sample provided in Appendix C or download another school or school district policy from www.dashbc.org/aboutnp/sfnp/policies.html.

- 1) Divide students into groups of 4.
- 2) Ask groups to brainstorm the reasons for having a school food policy.
- 3) Provide groups with a copy of your school or school district food policy to review. Ask students to consider:
 - when was it last updated?
 - do the foods available at school follow the policy recommendations?
 - what changes to the policy would they suggest to support healthy eating at school
- 4) Ask your students to modify the food policy guidelines to increase the availability of "everyday foods". They may consider:
 - the types of foods sold at school (cafeteria, vending machines, fundraisers, etc.)
 - where and when students eat
 - guidelines for preparing foods (i.e. students/teachers preparing bagged lunches)
- 5) Ask each group to report to the class their favourite policy suggestion for supporting and promoting the availability of "everyday" foods in their school. Then, ask the class to vote on which of the suggestions the class will choose to work on collectively.
- 6) Here's the challenging part - making changes happen! Ask the class to brainstorm and resolve the following:
 - what are the obstacles to making this one suggested change?
 - how can these challenges be overcome?
 - who needs to be involved in order to be successful?

Advocacy Campaign

Encourage your students to find their voices by planning nutrition-related Public Service Announcements, newsletter inserts, poster campaigns, surveys, tours, research, cookbooks, taste-tests of healthy vending machine options, panel discussions and health fairs!

Some examples of topics that may charge them up:

- Researching how food production and consumption affects the environment.
- Investigating food advertisements on TV & in magazines: Which foods are advertised the most? To whom are they targeted? What's the message?
- Promoting cool cafeteria & after-school food choices.
- Investigating the pros & cons of corporate sponsorship in schools.
- Following the lifecycle of a food from farm to table, i.e., potato chips, cheese.
- Investigating the big business of dieting in North America.
- Tracking food-packaging waste in the cafeteria.
- Promoting economic and environmental benefits of eating local foods.
- Identifying factors that affect our food supply.
- Examining the difference in the percent of income spent on food by the average B.C. resident, by someone on welfare and by someone working full time at minimum wage.

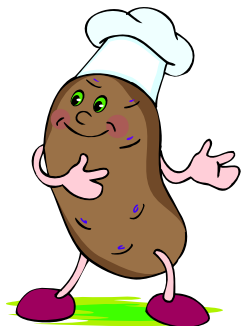
How?

- interviewing fellow students, community members, farmers
- writing newspaper columns
- drama presentations
- creating a school or community campaign
- touring supermarkets
- producing a cookbook
- panel discussions
- hands-on wastebasket surveys

The Life Cycle of a Potato Chip

1. A farm in Alberta grows potatoes.
2. Potatoes are trucked to a plant in Tabor, Alberta for processing.
3. Potato chip is made (peeled, washed, and sliced by machine, fried in vegetable oil, salted, preservatives added).
4. Chip package is made in Ontario.
5. Packaging is trucked to Taber, Alberta.
6. Potato chips are packaged.
7. Potato chips are trucked to distributor.
8. Distributor transports them by highway to British Columbia and by highways & ferries to stores.
9. Consumer drives to the store to buy chips.
10. Consumer eats the chips.
11. Consumer throws the package away.

* Canadian locations are used in this example, but much of the food in Canadian Supermarkets comes from the USA.



- Which steps could be skipped or changed to positively affect the environment and our health?
- Does the cost of the product reflect the real cost of producing the potato chip?
- Research the life cycle of another favourite food.

Scenarios

Divide the class into small groups.

Provide each group with one of the following scenarios. Ask groups to review the scenario and present a plan for improving the health of the characters depicted.

Students should

- a) Identify the unhealthy behaviour(s) or attitude(s)
 - b) Explore the pros and cons of the behaviour(s) or attitude(s). Be sure to identify the health effect(s) on the character (beyond those described in the scenario).
 - c) Propose a(n) effective solution(s) to improve the health of the character
1. Josie decided to become vegetarian last year. She no longer eats meat and instead typically chooses veggie pizza or pasta with tomato sauce when she eats out and snacks on foods like apples and muffins. She's been feeling too tired lately to play ball hockey with her friends after school.
 2. George skips breakfast every day. Generally, he's hungry by mid-morning and buys some chips from the vending machine to tide him over until lunch.
 3. Isabella doesn't like the taste of water and doesn't like dairy foods except for the occasional glass of chocolate milk on weekends. She usually drinks 100% orange juice for breakfast and a can of pop at lunch.
 4. At Fred's weekly yearbook meeting, someone always brings snacks to share. Usually the snacks are cookies and donuts. He would prefer to eat healthier foods, but he always gets tempted to have a few treats with his friends.
 5. Melissa has cut out as many fats from her diet as possible as a way to lose weight. She has noticed that her hair is getting brittle and her skin is dry.
 6. Mark started a carbohydrate-free diet hoping it would help him on the soccer field. He finds his endurance seems worse than ever. And he's not able to join his friends on weekends when they go out to eat, since there is rarely any food on the menu that he can eat.

Scenarios

7. Josh drinks a Slurpee every day after school and sips on it during his 45 minute bus ride home. He found out last week that he has 3 cavities that need to be filled.
8. Mollie plays on the volleyball team. She read on the internet that as an athlete she should drink sports drinks to be sure she stays hydrated during games. She now drinks Gatorade at practices and makes a conscious effort to drink one bottle before her games and one during the game.
9. Jenn has lots of friends who enjoy her generosity, sense of humour, and ability to bring friends together to have a good time. Her friends would all describe her as beautiful, but she doesn't see herself that way. She can't help but compare herself to the models she sees in magazines and on TV. Every time she watches TV, she wishes that she had longer legs, a thinner stomach, and better hair.

Scenarios

Teacher Answer Key

Students should:

- a) Identify the unhealthy behaviour(s) or attitude(s)
- b) Explore the pros and cons of the behaviour(s) or attitude(s). Be sure to identify the health effect(s) on the character (beyond those described in the scenario)
- c) Propose a(n) effective solution(s) to improve the health of the character

Below are examples of answers to each of the scenarios. Students may come up with different answers.

Scenario 1 - Josie

- a) Not including iron-rich alternatives to meat in her diet (i.e. beans, tofu, etc.)
Substituting cheese for meat in meals/snacks even though it doesn't contain iron
- b) Pro: it's easy to find cheap and tasty foods that don't include meat alternatives
Con: eating low amounts of iron can lead to iron-deficiency anemia
Con: people with anemia are tired and get sick easily
- c) Look over the list of iron-rich foods and ensure meals contain an iron-rich food. Eat a source of vitamin C at each vegetarian meal. (see Section A - pg. 20 "Be Iron Rich")

Scenario 2 - George

- a) Not eating breakfast
Choosing "sometimes" foods from the vending machine every day
- b) Pro: saves time, easy
Con: people who skip breakfast are less able to pay attention in class, get lower grades, and get sick more often
Con: people who skip breakfast are unlikely to make up for important nutrients they missed at breakfast later in the day
- c) Explore barriers to eating breakfast (i.e. Why is George not eating? Is he not hungry?, sleeps in?, dislikes breakfast foods?, etc.). Find solutions (i.e. smaller meal/smoothie; easy to prepare foods or foods that can be eaten on the run; leftover dinner foods, etc.)

Ask vendors/cafeteria to stock healthier options

Ask parents to buy healthier morning snack / breakfast options and remember to bring snacks / breakfast from home

Scenario 3 - Isabella

- a) Not eating 3-4 servings of milk or milk alternatives every day
Not drinking water
Drinking pop (a "sometimes" food) every day
- b) Pro: suits Isabella's tastes
Con: she's lacking calcium in her diet during her bone forming years
Con: she gets lots of sugar/calories in her diet from pop
Con: she's displacing the nutrients from "everyday" foods with pop
- c) Explore different ways to include calcium / vitamin D rich foods in her diet (i.e. make smoothies/homemade milkshakes, drink chocolate milk, fortified soy / nut / rice beverages, eat cheese/yogurt for calcium & get sunshine from vitamin D during summer or take a supplement in the winter
Explore different ways of including water in diet (i.e. carry a water bottle; make 'iced herbal tea' with Bengal Spice tea bags or raspberry flavoured tea)
Look for ways to substitute healthier options for pop (i.e. drink 100% juice or chocolate milk to take a step in the right direction!)

Scenario 4 - Fred

- a) Challenged to support his personal healthy eating goals
- b) Pro: he gets to enjoy food with his friends
Con: he's challenged to support his personal healthy eating goals
Con: he may feel obligated to eat higher sugar foods because of peer pressure
Con: he eats more fat/sugar/calories/salt from "sometimes" foods
- c) He could offer to bring in treats and bring in "everyday" foods or a combination of "everyday and "sometimes" foods to offer everyone a choice
He could talk to the people bringing in the treats about offering "everyday" foods in addition to or instead of "sometimes" foods
He could bring his own snack
He could choose not to eat the snacks provided

Scenario 5 - Melissa

- a) Avoiding fats
- b) Pro: None. Melissa thinks she will lose weight, but eating fats doesn't mean we will be fat
Con: she'll need to eat more food to feel full and could be eating more calories as a result
Con: she's not absorbing fat soluble vitamins
Con: she's missing out on great tasting foods
- c) Eat fewer unhealthy fats (i.e. cookies, crackers, French fries), replace them with healthier fats (i.e. nuts/seeds, avocados, fish, tofu)
Choose "everyday" foods and be active

Scenario 6 - Mark

- a) Missing out on carbohydrates and all of the nutrients they provide (i.e. energy, B vitamins, iron, fibre, etc.)
- b) Pro: None. Perceived athletic benefit
Con: he lacks endurance
Con: he has bad breath
Con: he gets headaches
Con: he finds it hard to eat out with friends
- c) For an endurance sport with lots of running like soccer, players need to eat carbohydrates to replenish their muscle stores of energy. Mark should include carbohydrate-rich foods (i.e. grain products, fruits) in his meals and snacks.

Scenario 7 - Josh

- a) Having a "sometimes" food every day
Sipping on sugary drinks over a long period of time exposes his teeth to sugars and acids that cause tooth decay
- b) Pro: taste, cheap
Con: he could get lots of cavities
Con: he drinks lots of calories and sugar
Con: he replaces nutrient-rich "everyday" beverages
- c) Find an "everyday" beverage to drink instead (even 100% juice or chocolate milk would be a step in the right direction)

Choose a smaller Slurpee size
Brush teeth after drinking
Drink sweetened drinks faster

Scenario 8 - Mollie

- a) Drinking lots of sports drinks
- b) Pro: stays hydrated during games
Con: she drinks lots of calories and sugar
Con: she could get lots of cavities
- c) For athletes who play vigorous sports for over an hour, drinking a sports drink during the game will help them stay hydrated. For athletes who will be playing for shorter periods of time or for sports that aren't as endurance-based (i.e. volleyball) choose water.

* For more information about sports hydration, see the sports nutrition section of the Coaching Association of Canada website: www.coach.ca.

Scenario 9 - Jenn

- a) Low self-esteem
Comparing herself to unrealistic/ unattainable image
- b) Pro: none
Con: this type of negative talk continues to support her low self-esteem and can lead to controlling eating behaviours to lose weight
- c) Friends can support one another by complimenting each other on non-physical attributes (i.e. personality, abilities)
Jodie could cut down on TV watching and not read fashion magazines
She can spend time thinking about all of her positives attributes rather than focusing on perceived negative ones
She could talk to friends and family about what they like about her

Beyond Fast Foods

Part II - Section E

Label Logic



E. Label Logic

Learning Objective: *Students will learn to read & understand nutrition information on food labels.*

Prescribed Learning Outcomes:

Healthy Living Analyse factors that influence health
Health Information Analyse health information for validity and personal relevance

Classroom Activities:

- Label Logic
- “Light” vs “Lite”
- Dissecting a Food Label

Student Handouts:

- Canadian Nutrition Labels
- Understanding Label Claims

Other Useful Resources:

- Shopsmart Tours – grocery store tours for students with a Registered Dietitian on topics including labelling, environmental shopping, vegetarianism, or other teen issues. Call any Save-On / Overwaitea food store for details.
www.saveonfoods.com/1/brightlife/healthy_eating/shopsmart_kids.htm
- Health Canada Nutrition Labelling information:
http://hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index_e.html
 - for an *Interactive Nutrition Label and Quiz* for educators and students
 - for posters and a 1 page handouts go to: *Education*, then to *Consumer Resources*
 - for a Nutrition Labelling Toolkit, go to *Education* then to *Nutrition Labelling Toolkit for Educators*

Background Information:

Experience with teens has shown that they are curious about information on food labels. No wonder! Food labels are cleverly designed to entice consumers into buying products.

Help open students’ eyes to “behind the scene” facts of food labels. Use the resources included in this section to help you and your students better understand food labels and the nutritional quality of commercial food products.

Until recently, nutrition labeling has been optional in Canada. New regulations make nutrition labeling mandatory on most food labels. They also update requirements for nutrient content claims; and permit, for the first time in Canada, diet-related health claims for foods. Large manufacturers are already following the new labeling regulations. Small manufacturers have until 2007 to comply. These regulations apply mainly to packaged foods.

It is important to remember that food labels are only one education tool to guide healthy eating. In looking at one's overall diet, a focus on whole, natural foods featured in Canada's Food Guide is as important as label reading - you don't need a label to know that fruit and vegetables are good for you!

Canadian Nutrition Labels

Nutrition and diet information may now appear in three places on packaged food:

- 1) Nutrition Facts table, 2) Ingredient List, and 3) Nutrition and Health Claims.

Summary of features and potential uses of several elements of nutrition labels

Element	Features	Potential uses
Nutrition Facts * <i>See example below</i>	<ul style="list-style-type: none"> - it shows the calories, amount of fat, saturated and trans fats, cholesterol, sodium, carbohydrate, fibre, sugars, protein, calcium, iron, and Vitamins A & C in a specified amount of food - it provides the nutrient content in grams and milligrams and the % daily value - it is almost always present - its standard format makes it easier to compare different foods 	<ul style="list-style-type: none"> - evaluate a food's nutritional value - compare nutritional quality of foods - control intakes of specific nutrients, such as fat or sodium, in special diets
Ingredient List	<ul style="list-style-type: none"> - it is almost always present - the ingredients are always listed in descending order by weight, with the ingredient in the greatest amount listed first. A food is <u>high</u> in a particular ingredient if that ingredient is listed at the <u>beginning</u> of the ingredient list. 	<ul style="list-style-type: none"> - identify the main ingredients in packaged foods - identify food allergens or meet cultural requirements - allow consumer to choose 100% juices vs fruit drinks and to choose whole grain foods
Nutrition and Health Claims	<ul style="list-style-type: none"> - Nutrition and Health Claims are either: <ol style="list-style-type: none"> a) 2 or 3 words that describe the amount of a nutrient in a food (i.e. "good source of fibre" or "sodium-free"), or b) a message about how diet affects health (** see examples below) - they are optional, highly visible, and they are quick and easy 	<ul style="list-style-type: none"> - identify foods with a specific nutritional feature of interest quickly

* In the **Nutrition Facts table** below, the serving size of 125mLs ($\frac{1}{2}$ cup) would provide 10% of one's daily need for Vitamin C.

Nutrition Facts			
Per 125 mL (87 g)*			
Amount	% Daily Value**		
Calories 80			
Fat 0.5 g			1 %
Saturated 0 g			0 %
+ Trans 0 g			
Cholesterol 0 mg			
Sodium 0 mg			0 %
Carbohydrate 18 g			6 %
Fibre 2 g			8 %
Sugars 2 g			
Protein 3 g			
Vitamin A	2 %	Vitamin C	10 %
Calcium	0 %	Iron	2 %

* Information in the Nutrition Facts table is based on a specific amount of food. Compare this to the amount you eat.

** Use % Daily Value to see if a food has a little or a lot of a nutrient.

Taken from Health Canada.

** Manufacturers are only allowed to make specific diet-related **health claims** about the following diet/health relationships:

- A diet low in saturated and trans fat reduces risk of *heart disease*;
- A diet with adequate calcium and vitamin D, and regular physical activity, reduces risk of *osteoporosis*;
- A diet rich in vegetables and fruit reduces risk of some types of *cancer*;
- A diet low in sodium and high in potassium reduces risk of *high blood pressure*; and
- Gum, hard candy or breath-freshening products with minimal fermentable carbohydrates, reduce the risk of *dental caries*.

Nutrition and health claims are optional. However, if used, specific regulations are attached to each claim. For example, to meet the heart disease claim, the food must meet a number of criteria, such as: *low in or free of saturated fat and trans fat; and limited in cholesterol, sodium and alcohol*.

Label Logic

Understand food labels to help make healthy food choices!

A) Using the food labels below, try to answer these questions:

1. Which cereal contains fibre? How can you tell? _____

2. Which cereal has greater nutritional value? Does it have a short or long ingredient list? _____

3. Which fruit beverage is healthier? How do you know? _____

4. Which soup would taste saltier? Why? _____

5. Which soup has greater nutritional value? Why? _____

B) Bring in empty cereal, drink and soup packages from home.

Compare them using the questions above. It may also be interesting to cut the ingredient list off the product, and try to guess what the product is based on the ingredient list!

CEREAL – A

Rice, sugar/glucose-fructose, salt, malt flavouring, vitamins (thiamin hydrochloride, pyridoxine hydrochloride, folic acid, calcium pantothenate), iron, BHT.

CEREAL – B

100% whole wheat, BHT.

GRAPE JUICE

Water, concentrated grape juice. Ascorbic Acid added for vitamin C.

GRAPE JUICE COCKTAIL

Water, sugar, grape juice, corn syrup, citric acid.

MINESTRONE SOUP

Beans, pasta, tomatoes, carrots, onions, garlic, green beans, beets, hydrolyzed wheat protein, spices, salt.

NOODLE SOUP

Flour, palm oil, salt, MSG, potato starch, corn, carrot, leeks, soy sauce, sugar, sodium carbonate, disodium succinate, tricalcium phosphate, artificial flavour.

Adapted from: The Best You Can Be, GR. 10-12 Red Deer Regional Health Unit

Label Logic

1. Which cereal contains fibre? How can you tell?
Cereal B. The first ingredient is 100% whole wheat which is a whole grain. If the first ingredient were 'wheat flour', it would not be considered a whole grain.
2. Which cereal has greater nutritional value? Does it have a short or long ingredient list?
Cereal B. Cereal B is a whole grain and therefore contains naturally present vitamins and minerals. It also has no added sugar.
Cereal B has a short ingredient list. Often (but not always) healthier packaged foods have fewer ingredients.
3. Which fruit beverage is healthier? How do you know?
Grape juice. It has no added sugar.
4. Which soup would taste saltier? Why?
Noodle soup. Salt is listed on ingredient lists as salt, monosodium glutamate (MSG), baking powder, baking soda, brine, soy sauce, and many variations of 'sodium'. The noodle soup will taste saltier as it contains salt, MSG, soy sauce, sodium carbonate, and disodium succinate.
5. Which soup has greater nutritional value? Why?
Minestrone soup. The first ingredients listed are all food group foods (i.e. beans, pasta, tomatoes, carrots, etc.).

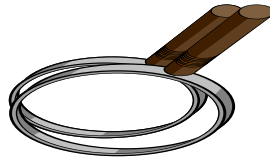
Understanding Label Claims

Here are a few tips to help you understand food labels and claims a little better.

If the label says...	What does it mean?
"Light", "lite"	May be lighter in colour, taste, or texture (not calories). May be lighter in calories or fat compared to its original product. Tip: If the term "light" is not defined on the label, assume it has nothing to do with fat or calories
"Reduced"	Food contains at least 25% less of the nutrient compared to its original product. Tip: May not be reduced in calories or fat.
"Low"	Contains a small amount of the nutrient. i.e. "low fat" (3 grams or less per serving) Tip: Watch your portion size. One portion is usually very small, (i.e. 6 crackers, 2 cookies, 10 potato chips). Product becomes high in fat if you eat more than one portion
"Free"	Contains none or hardly any of the nutrient. i.e. "cholesterol free" or "sodium free" (<5 mg sodium/serving) Tip: Does not mean low in fat, (i.e., margarine is cholesterol-free but is 100% fat calories).
"Source"	Contains a significant amount of the nutrient. i.e. "is a source of fibre" means that it has 2 gms or more per serving. Tip: Look for "high" or "very high" source of dietary fibre for significant amounts, (i.e., cereals).
"High" or "good source"	Contains a high amount of the nutrient. i.e. "Is a high source of Vitamin C"
"Very high" or "excellent source"	Contains a very high amount of the nutrient. i.e. "excellent source of Calcium"
Low in sugar	Contains 2 grams or less sugar per serving
Fat-free	Contains no more than 0.5 grams of fat per serving. Tip: Ingredients may be mostly sugar (i.e., candy, fruit drinks, jams, sherbet, and cookies). Read the ingredient list.

Adapted from: Shop Smart Tour Handbook, Shop Smart Tours Inc.
Public Health Nutrition/ Fraser South

"Light " vs " Lite "



What do these terms mean on a food label?

They might mean that the food has less:

- colour
- flavour
- calories
- fat
- texture

We don't know the real meaning of the claim until we read the label for more information!

For example, many shoppers assume that "light" olive oil means less fat. What does "light" olive oil really mean? *Olive oil can be lighter in flavour, colour or texture - but not in fat or calories.*

If "light" is part of the common name of a product (Light Peanut Butter) then the product has to be lower in calories than the same product that is not marketed "light" (Peanut Butter). The following information must be stated on the label or advertisement for the "light food":

- the similar reference food (the company's original product);
- the amounts of the foods being compared (if the amounts are not equal);
- the difference in energy value or fat content between the compared foods

"Light" can also be used to describe sensory characteristics of a food. If the term light is not defined on the label, then you can assume that it has nothing to do with the amount of calories in the food. Instead, it means light tasting, light coloured or light textured.

"Light " vs " Lite "

Here are a few foods commonly sold in "light" versions. Can you guess what they are light in?

Food	May be 'light' in:
Salad dressing	
Peanut butter	
Cream cheese	
Margarine	
Jam	
Pancake syrup	
Drink mixes	
Frozen dinners	

"Light" vs "Lite"

Food commonly sold in 'light' version	May be 'light' in:
Salad dressing	fat or taste
Peanut butter	salt or fat
Cream cheese	fat
Margarine	fat or salt
Jam	sugar
Pancake syrup	colour or sugar
Drink mixes	sugar (i.e. sweetened with artificial sweeteners)
Frozen dinners	fat or salt

Remember that the product is "light" only compared to the company's original (unmodified) product. You must search the label for the true meaning of "light." The light claim in itself does not indicate how much less fat, sugar or salt the product contains. The difference may be very little!

Dissecting a Food Label

Ask students to bring in food packages that show the nutrition facts panels and ingredient lists. This activity will work best if there are packages of comparable products (i.e. 2 or more different brands or flavours of granola bars or sports drinks, 2 or more different frozen entrees, etc.).

Provide students with the 'Student Cheat Sheet' to help them decide whether a food item is a good choice. Students can record their answers on the Answer Chart provided.

Student Cheat Sheet Dissecting a Food Label

With food labels in front of you, follow these six easy steps to help you determine whether the food is a good choice for you. Record your findings on the answer chart.

Step #1 Look at the serving size

Always compare the serving size on the package to the amount that you actually eat.

Step #2 Look at the calories

Calories tell you how much energy you get from one serving of a packaged food. Remember to adjust the serving size to the amount you actually eat!

Step #3 Look at the nutrients and get *more* of these:

- Fibre
- Vitamin A
- Vitamin C
- Calcium
- Iron

Tip: Use the % Daily Value to decide which food will provide more of these healthy nutrients.

Step #4 Look at the nutrients and get *less* of these:

- saturated fat
- trans fat
- cholesterol
- sodium
- sugar

Tip: Use the % Daily Value to decide which food will provide less of these nutrients.

Step #5 Look at the ingredient list for more information.

Look for food group foods listed in the first few ingredients. For example, apples, almonds, rolled oats, or milk are good ingredients to see at the top of the list.

Dissecting a food label

Food	Calories	Serving size	Serving size I would eat	Calories I'd get	Featured Nutrients?	First Ingredient	Thumbs up? Thumbs down?	Why?
<i>Example:</i> Harvest Crunch Cereal	230	30 grams (1/2 cup)	1½ cups	690	Iron Fibre	Rolled Oats	Up But watch the serving size	High calorie
<i>Example:</i> Sprite	96	250 mLs (1 cup)	1 bottle (710mLs)	273	None	Water	Down	Empty calories (19 tsp of sugar & 0 nutrients)

Beyond Fast Foods

Part II - Section F

Chewing the Fat



F. “Chewing the Fat”

Learning Objectives: *Students will learn to identify healthy fat choices and the role of fat in health.*

Planning 10 Prescribed Learning Outcomes

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual’s health-related decisions on self, family, community

Classroom Activities:

- Why Teens Need To Eat Fat Everyday
- Figuring out the Fats
- A Further Focus on Fats

Student Handouts:

- What Really Happens When We Diet (pg. 81) – a 4 page handout

Background Information:

Canada’s Food Guide recommends moderation when it comes to meeting a teen’s dietary fat requirements. It is impossible to recommend a specific amount of dietary fat for teens due to differences in body size, growth spurts, activity levels, genetics and overall lifestyle variation. Instead of amounts, we emphasize the quality or type of fat that Canada’s Food Guide recommends for both teens and adults. You probably guessed it - **plant fats** (unsaturated fats) are the fats to choose as often as possible, whether in cooking, or as added fats. These include vegetable oils (canola, olive and soybean) and soft tube margarines which are low in saturated and trans fats. Butter, hard margarine, lard and shortening should be used in limited amounts.

Nutritionists are cautious about perpetuating negative fat messages. It is recognized that fat phobia very often leads to disordered eating. Too many teens and adults have jumped on the low fat bandwagon in the hopes of rapid weight loss. The resulting shift to emphasize fat-free, nutrition-poor foods has not resulted in the weight loss people have expected. A poorly planned, very low fat diet is often nutrient-poor. What diets have resulted in for many, is a psychological battle with food, whereby weight or food choices dictate a person’s thoughts, feelings, and emotions. Eating becomes an everyday battle for control, while guilt remains a constant enemy. This self-defeating struggle for control can be lifelong.

It’s time to shift the paradigm from “no fat” or “very low fat” to choosing **healthy fats** and **feeling comfortable with those choices**. This section provides two handouts that address why teens need to eat some fat everyday, and clarifies which fats are the higher quality fats needed for optimal health and growth potential.

Why We Need To Eat Fat Every Day

Check off all of the statements that are correct:

Teens need some fat in their diets because fat:

- makes foods taste good
- helps to keep you feeling full after eating
- helps hair and skin look healthy
- helps you pay attention in class
- protects major internal organs
- helps you run faster
- helps digest food
- provides healthy fibre
- helps fat soluble vitamins (vitamins A, E, D & K) do their job
- plays an important role in physical growth and development
- helps hormones function, enhancing male and female characteristics
- has been found to improve sense of smell and taste
- is essential to life, just like vitamins and minerals

Why We Need To Eat Fat Every Day

The correct answers are check-marked and bolded.

Teens need some fat in their diets because fat:

- ✓ makes “everyday” foods taste better
- ✓ helps to keep you feeling full after eating
- ✓ helps hair and skin look healthy
- helps you pay attention in class
- ✓ protects major internal organs
- helps you run faster
- ✓ helps digest food
- provides healthy fibre
- ✓ helps fat soluble vitamins (vitamins A, E, D & K) do their job
- ✓ plays an important role in physical growth and development
- ✓ helps hormones function, enhancing male and female characteristics
- has been found to improve sense of smell and taste
- ✓ is essential to life, just like vitamins and minerals

Figuring Out The Fats

The **best fats** for good health come from **plant foods** like grains, vegetables, nuts and seeds. Fish also provide an excellent source of fat, along with many other key nutrients.

The best fats for adding flavour to food or for cooking, are fats that are liquid or very soft at room temperature. These include vegetable oils and soft tub margarines that are non-hydrogenated. (“Hydrogenated” means that a chemical process is used to turn a liquid vegetable oil into a harder, less healthy fat).

- 1) Circle 3 fat sources on the chart below that you eat most of the time.
- 2) What changes to your eating pattern can you make to eat more plant or fish fats every day? _____

Choose some of these healthy fats every day	Choose less often or in small amounts
<ul style="list-style-type: none"> • nuts and seeds • nut/seed butters (peanut or almond butter, tahini) • fish • avocados • olives • tofu (burgers, hotdogs) • vegetable oils (olive, sunflower, canola, peanut, sesame, flaxseed) • soft tub, non-hydrogenated margarines • salad dressings/dips made with vegetable oils, nuts, seeds or vinegars • whole, natural foods (whole grains, vegetables, fruits, beans) 	<ul style="list-style-type: none"> • deep fried foods • snacks that leave a stain of grease on your fingers • whipped cream, half & half, ice cream • shortening, lard, butter, hard margarine • salad dressing or dips made with mayonnaise, sour cream

A Further Focus on Fats

1. Some people drizzle flax seed oil or sesame oil over their salads, pastas or stir-frys. What does this provide them with?

- a) unhealthy fat
- b) healthy fat
- c) fibre
- d) flavour
- e) B & D

2. Between each pair, check off the meal or snack which includes the healthier fat choice. Note that it is the quality of the fat, not the amount of fat that is being emphasized in these examples.

1.	<input type="checkbox"/> Tortilla chips with guacamole and salsa	<input type="checkbox"/> Tortilla chips and ranch dip
2.	<input type="checkbox"/> Toast with butter and jam	<input type="checkbox"/> Toast with tahini (sesame butter) and jam
3.	<input type="checkbox"/> Pizza with extra olives	<input type="checkbox"/> Pizza with extra cheese
4.	<input type="checkbox"/> Bagel'wich with tomato and avocado slices	<input type="checkbox"/> Bagel with cream cheese and sliced tomato
5.	<input type="checkbox"/> Thai peanut noodle salad	<input type="checkbox"/> Battered Chinese lemon chicken
6.	<input type="checkbox"/> Beef pot pie	<input type="checkbox"/> Fish curry over rice
7.	<input type="checkbox"/> Oven-baked French fries	<input type="checkbox"/> Deep-fried French fries
8.	<input type="checkbox"/> Tofu dog	<input type="checkbox"/> Pork hot dog

3. List 2 reasons why eating healthy fats is good for you:

1. _____

2. _____

A Further Focus on Fats

1. Some people drizzle flax seed oil or sesame oil over their salads, pastas or on a stir-fry. What does this provide them with?

- a. unhealthy fats
- b. healthy fats**
- c. fibre
- d. flavour
- e. B & D

2. Between each pair, check off the meal or snack which includes the healthier fat choice:

The correct answer has been bolded, and the food containing the healthier fat source has been underlined. Note that it is the quality of the fat, not the amount of fat that is being emphasized in these examples.

1.	<input type="checkbox"/> Tortilla chips with <u>guacamole</u> and salsa	<input type="checkbox"/> Tortilla chips and ranch dip
2.	<input type="checkbox"/> Toast with butter and jam	<input type="checkbox"/> Toast with <u>tahini</u> (sesame butter) and jam
3.	<input type="checkbox"/> Pizza with extra <u>olives</u>	<input type="checkbox"/> Pizza with extra cheese
4.	<input type="checkbox"/> Bagel'wich with tomato and <u>avocado</u> slices	<input type="checkbox"/> Bagel with cream cheese and sliced tomato
5.	<input type="checkbox"/> Thai <u>peanut</u> noodle salad	<input type="checkbox"/> Battered Chinese lemon chicken
6.	<input type="checkbox"/> Beef pot pie	<input type="checkbox"/> <u>Fish</u> curry over rice
7.	<input type="checkbox"/> <u>Oven-baked</u> French fries	<input type="checkbox"/> Deep-fried French fries
8.	<input type="checkbox"/> <u>Tofu</u> dog	<input type="checkbox"/> Pork hot dog

3. List 2 reasons why eating healthy fats is good for you:

See list of reasons found in the activity 'why we need to eat fat everyday'

WHAT REALLY HAPPENS WHEN WE DIET?

Why do we diet?	This is What Really Happens!
To be healthier	<ul style="list-style-type: none"> While it is true that obesity may be a risk factor for some diseases and that a small weight loss may reduce this risk, it is also true that dieting may not lead to improved health. Dieting for long term weight management has not been shown to be successful, and may put you on a roller coaster of weight loss followed by weight gain.
To be slim	<ul style="list-style-type: none"> We come in a variety of shapes and sizes, mostly determined by our family genetics. We can't change our genes; if your blueprint means you are large and muscular (thanks Dad!), you can't change this without great cost to your health and well-being.
To be happier	<ul style="list-style-type: none"> Rigidly controlling your eating takes the joy out of eating. Your body and mind do not work best when you are restricting calories excessively, or eliminating whole groups of foods. You become more moody, grumpy and tend to become obsessed with food. 95% of 'diets' for <i>long term</i> weight loss will fail. Failure tends to lower your sense of personal power and control. Is this happiness?
To fit in	<ul style="list-style-type: none"> More boys, girls and women are dieting than ever, even those at a healthy weight for their height and age. Girls who diet during puberty can actually end up with more body fat than their non-dieting peers. Hmm - what's wrong with this picture? Many diets ask you to eat foods that are different from everyone else. This isn't fitting in.
To be better at sports	<ul style="list-style-type: none"> While you restrict foods and calories excessively your body is not working at its peak, and you may be losing muscle mass. Your mental awareness may be lowered. How does this improve your sport?
To be more attractive/ popular	<ul style="list-style-type: none"> What attracts you to someone? Do you want your boy/girl friend to like you for your body or for yourself? Are long term relationships based on looks? If you are dieting, are you fun to be around?



When we diet like this:	This is what really happens!
Restricting calories to the extreme	<ul style="list-style-type: none"> • With too little food, your body believes there is a famine. It can easily survive, but later on will try to store more and more fat "just in case" there's another famine! Body fat tends to increase every time you diet. Mental awareness and attention span decrease - you become irritable and fatigued. • Your body's need for high quality fuel (glucose) causes rebound 'munchies' - you may eat way more, later. • You lose muscle mass as tissue protein is used to make glucose. Less muscle means you burn fewer calories.
Cutting out carbohydrates	<ul style="list-style-type: none"> • Bread, cereal and pasta are great sources of fuel. When they're gone, the body will use muscle tissue to create a stable source of energy. Is this part of your plan? • You may crave higher fat, higher sugar foods to satisfy the munchies and mood swings.
Cutting out fat	<ul style="list-style-type: none"> • Your body will have no source of essential fatty acids - hair and skin may become dry and lacklustre. • You may be hungrier more often as your body's 'satiety' (feeling of fullness) mechanism is disturbed - your risk of rebound munchies increases dramatically.
Following rigid plans, meal replacements, liquid diets	<ul style="list-style-type: none"> • When diets 'work' it is short term success only! 50 years of research shows that 95% of us will regain all the weight we lost within 5 years. The risk of fat gain increases with each diet. Did the diet really help you? • Following a rigid plan causes you to lose touch with your body's natural controls - feelings of hunger and fullness. You begin to feel out of control and out of touch with your body! • These expensive plans are temporary at best.
Fasting or using other 'extreme' diet methods	<ul style="list-style-type: none"> • Not everyone who diets will develop an eating disorder - but those who diet to the extreme (fasting, using diet pills, purging) are <i>way</i> more likely to develop serious problems. • Water-loss and muscle wasting is likely to occur.

* Adapted (2005) by Fraser Health Community Nutritionists from a BC Ministry of Health and Ministry Responsible for Seniors resource (1995)

Eating, Activity and Weight: The Real Story

Being 'healthy' is not just about weight. We all know fat people who are healthy, and thin people who aren't. A healthy weight reflects both healthy eating and regular physical activity. The slogan **“Enjoy eating well, being active and feeling good about yourself. That's VITALITY”** promotes the spirit and meaning of a positive approach to health and wellness. When you feel good about yourself, you are more likely to eat well and move your body with joy. *These* behaviours will lead you to health and wellness; dieting may only lead you to another diet - or worse.

Balance is about eating well, moving daily, and feeling good about yourself.

<p>Balance = <u>Daily healthy eating</u>  Daily Activity</p>	<p>Off Balance = <u>Poor eating Habits</u>  Too much/too little activity</p>
<p>Daily healthy eating</p> <ul style="list-style-type: none"> ▪ Canada's Food Guide ▪ 3-5 meals and snacks a day ▪ eating at regular intervals 	<p>Poor eating habits</p> <ul style="list-style-type: none"> ▪ skipping meals ▪ irregular meal times ▪ avoiding foods or food groups
<p>Daily activity</p> <ul style="list-style-type: none"> ▪ enjoy a variety of body movements (not necessarily “exercising”) ▪ 30-60 minutes every day 	<p>Too much/too little activity</p> <ul style="list-style-type: none"> ▪ over “exercising” - can be obsessive about movement ▪ under activity- not moving enough to achieve health benefits

The Bottom Line

Dieting in the short term is successful; the failure is in the long term. The truth is that record numbers of people are 'dieting' and record numbers of people are getting fatter. While some people will lose weight while on a diet, over the long term, most regain their lost weight and more within 5 years. Use the facts and strategies in these pages to look at your own healthy eating, physical activity and body image behaviours. For more information and ideas for healthy living, call your local health unit, visit some of the following web sites, or pick up the recommended books from your local library.

Recommended websites:

www.dialadietitian.org
 (phone 1 800 667 DIET or 604 732 9191 for reliable nutrition information)
www.bcdairyfoundation.ca
 (Dairy Foundation of BC)
www.dietitian.ca (Dietitians of Canada)

www.disorderedeating.ca (Eating Disorder Resource Centre of BC)
www.hc-sc.gc.ca
 (Health Canada's web site - for the Vitality Program, and Canada's Fitness Guide, check out the LIFESTYLES section)

Recommended Books:

“Never say diet” by Judy Toews and Nicole Parton (Key Porter Books, 1998)
 “Secrets of feeding a healthy family” by Ellyn Satter, Kelcy Press, 1999)

Health Units are located in the Blue Pages under 'Health Authorities'.

Enjoy eating well, being active and feeling good about yourself. THAT'S VITALITY!

Healthy Eating Choices	Activity Choices	Body Image Choices	Attitude Choices
<ul style="list-style-type: none"> • Take pleasure in eating a variety of foods • Meet your body's energy and nutrient needs: Pick up a copy of <i>Canada's Food Guide</i>. It's a great place to start • Think of food as your friend - savor and enjoy the flavours of food • Pay attention and trust your body's messages of hunger (growlies) and fullness (there will be more food later) • Eat regularly - whether its 'three squares a day' or frequent mini-meals • Recognize that all foods can be part of healthy eating • Enjoy home cooking, and eating with friends and family 	<ul style="list-style-type: none"> • Be active your way, every day - choose activities you enjoy • Celebrate activity as a natural part of your life • Be active with friends and family • Spend time outdoors, enjoying nature • Enjoy the benefits of moving your body regularly: increased energy, lower stress, better sleep, stronger bones, reduced risk of chronic disease 	<ul style="list-style-type: none"> • Accept and respect yourself and others: healthy bodies come in all shapes and sizes • Celebrate and enjoy your uniqueness: focus on all your wonderful qualities • Make peace with your genetic blueprint - you can't change your height, the colour of your eyes, or the length of your legs. Why insist on pursuing a body shape that's not you? 	<ul style="list-style-type: none"> • Check your attitude: be happy with the small changes you make over time • Be confident in your ability to make choices for better health • Nurture yourself and experience increased self-esteem • Be flexible - go with the flow • Feel good about yourself - you are more likely to eat well and move your body with joy

Ideas to help you move towards the path of vitality and self acceptance

- Focus on how you might develop or improve your own skills, talents and interests. Comparing yourself to others puts you in a no-win situation.
- Think about one positive physical attribute and one personal attribute while you brush your teeth each morning. This can make a world of difference in how you see yourself.
- We need food for social, cultural and emotional reasons - not just for health! Food is not something to moralize as "good" or "bad." It is something to share with yourself and your loved ones for companionship, as well as health and vitality. Develop a healthy relationship with food!
- Be active your way EVERYDAY. The body is designed to move, not just in order to burn calories or work off that last meal. Movement helps you notice and appreciate all that your body can do for you, whether it's getting around, supporting you in your work, reaching out to touch and communicate with others, or simply for the joy of movement itself!

* Adapted (2005) by Fraser Health Community Nutritionists with thanks to Vitality (Health Canada)

Beyond Fast Foods

Part II - Section G

Putting It All Together



G. Putting It All Together

Learning Objectives: *Students will assess their food intake and set goals to improve eating habits.*

Planning 10 Prescribed Learning Outcomes

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual's health-related decisions on self, family, community

Classroom Activities:

- Personal Food Journal
- Rate What You Ate
- Design Your Fate
- The Hunger Scale
- Who Wants To Feel Like A Million? (Section H – pg. 92)

Other Useful Resources:

- Canada's Food Guide – a tri-fold handout
Available for free from your local health unit or downloadable from:
www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Background Information:

This section encourages students to apply recently learned knowledge, skills and attitudes to personal health goals.

By keeping a three-day personal food journal, students have the opportunity to gain an awareness of lifestyle habits and decide whether they reflect personal health goals. Students will decide whether they are eating what they need for optimal physical health and learning potential, and whether they are appropriately responding to physical appetite. Students will decide what changes they need to make to improve their food choices, if desired.

Please note that it is not the aim of this section to have student's feel judged by their individual food choices or portion sizes. Given that keeping a personal food journal may be sensitive for some, it is recommended that these exercises be kept confidential to the students, and not seen by the teacher or peers, unless permission is given. Emphasis on confidentiality encourages students to be as accurate as possible in documenting their lifestyle habits, and helps prevent anxiety associated with potential judgement.

Section G: Putting It All Together Cont.

The exercises that focus on family and culture help raise awareness of the way that food reflects family and cultural values. These exercises help students understand and respect the meaning of food beyond physical need and between different cultures.

These activities help students to acknowledge where they are currently at, what they want for themselves from a health perspective, and what it will take for them to get there. If appropriate discuss students' goals to enhancing their nutritional health, as a class.

Personal Food Journal

- Each student will need 3 copies of this page.
- For each day of this week, write down everything you eat and drink from the time you get up in the morning until the time you go to bed.
- Before each meal or snack, rate where you are on the hunger scale (using Hunger and Satiety handout).
- At the end of each day, **RATE WHAT YOU ATE** using the next page as a guide.

DAY _____	(i) FOOD EATEN	RATE WHERE YOU ARE ON THE HUNGER SCALE FROM 0 - 3
MORNING		
SNACK		
AFTERNOON		
SNACK		
EVENING		
SNACK		

Taken from: Every Body is a Somebody/Body Image Coalition of Peel, 1997.

Rate What You Ate!

- Calculate your daily score using your Personal Food Journal.
- Use the Canada's Food Guide to help you figure out serving sizes.
- Average the total score over 3 days.
- Count 1 point for each yes answer

DID YOU EAT AT LEAST: COUNT 1 POINT FOR EACH YES ANSWER	DAY:		
	1	2	3
3 servings from the Milk and Alternatives Group?			
2 servings from the Meat and Alternatives Group?			
6 servings from the Grain Products Group?			
7 servings from the Vegetables & Fruit Group?			
Eat a whole grain food?			
Eat at least 2 different foods within each of the 4 food groups?			
Eat something from 3 - 4 food groups before going to school?			
Eat every 3-4 hours throughout the day?			
Eat mostly "everyday" foods" for snacks?			
Walk or do something physically active for at least 30 minutes.			
TOTAL SCORE (maximum 10 points)			
Add total score for 3day period and divide this number by 3	Average 3 day Score: _____		

How Did You Rate over the 3-day period?

- 10 EXCELLENT** Congratulations! "Excellent" indicates that you are making wise choices. Keep up the good work!
- 8 - 9 GOOD** You have a good understanding of a balanced diet. What would it take for you to move up to "Excellent"?
- 5 - 7 FAIR** There is some room for improvement in your food choices. What one change could you make to improve your diet?
- 4 and under RISKY** Your growth and learning potential could suffer if this continues. What one change could you make to improve your diet?

Adapted from: Ontario Milk Marketing Board

Design Your Fate

1. Make a Plan

You may have decided to make some changes based on the “Rate What you Ate” activity. If you have, consider making one small change at a time, and being very specific.

For example:

Sample:
I would like to improve in the whole grain category.

Plan: I will eat Raisin Bran® instead of Rice Krispies® for breakfast.

My Plan:

I would like to improve in the _____ category.

Plan: I will _____.

2. Plan for your Plan

- When will I start? _____
- Where will I be? (home, work, school, etc.) _____
- What might interfere? _____
- How will I overcome this? _____
- What will help me? _____
- Is my plan realistic? _____ If not, go back to Step 1 and revise your plan.

3. Check it Out

After a week, check your progress. Did you do what you said you would?

- Yes? Fantastic, keep it up. You may want to consider another change after you are confident you have incorporated this change into your lifestyle.
- No? Don't despair, it's not easy to make changes. Consider what interfered, and what could help you overcome the barrier(s)?

Adapted from the BC Dairy Foundation

The Hunger Scale

Hunger is a physical phenomenon, beginning when the stomach is empty. It takes one to four hours for food to leave the stomach, depending on the type of food eaten. Once your stomach is empty, you begin to think about food. As your blood sugars drop (and you feel hungrier), you experience a variety of hunger signs. Each person has his or her own unique time frame for needing to eat again, which can vary from day to day.

- **What's important?** To become aware of and comfortable with your own personal signs of hunger.
- **When should you eat?** Generally you should feel some hunger before eating, but not wait until you are really hungry before you eat. You will likely feel more satisfied and energetic if you eat at level 2.
- **Where are you on the hunger scale right now?** ____

The Hunger Scale

0 Satisfied	1 Thinking of Food	2 Hungry	3 Really Hungry
<ul style="list-style-type: none"> • Not hungry • No thoughts of food • May have had a meal recently 	<ul style="list-style-type: none"> • Some thoughts of food • Not quite ready for a meal • May eat for something to do, or if upset, bored, lonely 	<ul style="list-style-type: none"> • Hungry enough to eat a meal • Temporarily satisfied with a snack • Making decisions about what to eat 	<ul style="list-style-type: none"> • Thinking of food a lot • Irritable • Stomach growling • Low energy • Nausea, upset stomach • Headache • Feeling shaky • Trouble concentrating • Sleepy

Adapted from: Every Body is a Somebody/Body Image Coalition of Peel, 1997.

Beyond Fast Foods

Part II - Section H

**Who Wants To
Feel Like A Million?**

? ? ?
? ? ?



Who Wants To Feel Like A Million?

Game Instructions:

This game can be played as individuals or teams. To choose a player(s), draw names from a hat.

The object of the game is to win as many points as possible. The questions, beginning with 500 points, start easy and progress to more difficult. For variety, there are 3 sets of questions with the same point value. The more questions the student(s) guess right, the more points are accumulated & the more excitement is generated.

- draw or put on an overhead the picture of the points (pg. 94)
- record the music from the TV game show to generate excitement while the student(s) are scrambling for their final answer

If a student/team is stuck on their “**final answer**,” they have 3 lifelines, each of which can be used only once during a participant’s turn. The lifelines are:

- **50/50** where ½ of the answers will be eliminated
- **Lifeline** where the student can ask a friend to help
- **Poll the class** where the class can vote with a show of hands on the correct answer

Participants are encouraged to voice their thinking processes so that the others can learn.

Using the answer key, teachers are encouraged to generate as much discussion around each answer as seems appropriate to the knowledge level of the students.

Who Wants To Feel Like A Million?

1,000,000 points

50,000 points

125,000 points

64,000 points

32,000 points

16,000 points

8,000 points

4,000 points

2,000 points

1,000 points

500 points

50/50	ask a friend	poll the class
--------------	---------------------	-----------------------

Who Wants To Feel Like A Million?

500 points

- 1) What part of the body tells us when we've had enough to eat?
- A) leg
 - B) brain
 - C) tongue
 - D) eyes

500 points

- 2) Of these choices, which is the healthiest breakfast?
- A) left-over cheese pizza & an apple
 - B) doughnut & coffee
 - C) orange juice & yoghurt
 - D) toast & jam

500 points

- 3) The main factor that determines what your body will look like is:
- A) your genetics (parents)
 - B) how much you exercise
 - C) plastic surgery
 - D) how much TV you watch

1000 points

- 4) Which of the following is a protein-packed meat substitute?
- A) bread
 - B) peanuts
 - C) broccoli
 - D) Corn

1000 points

- 5) Which represents the most food groups?
- A) quarter pounder with large fries
 - B) ham & cheese sub with veggies
 - C) 3 pieces of cheese pizza
 - D) chicken wings & salad

1000 points

- 6) Which food group do quinoa, couscous & bannock belong to?
- A) grain products
 - B) vegetables & fruit
 - C) milk & alternatives
 - D) meats & alternatives

2000 points

- 7) Which cereal has the most dietary fibre?
- A) Mini Wheats®
 - B) Raisin Bran®
 - C) Oat Squares®
 - D) Corn Pops®

2000 points

- 8) What's the best fluid replacement for exercise lasting less than 60 minutes?
- A) milk
 - B) water
 - C) juice
 - D) Gatorade

2000 points

- 9) For teenagers, how many servings of fruit & vegetables are recommended in Canada's Food Guide?
- A) 3-4
 - B) 4-5
 - C) 6-7
 - D) 7-8

4000 points

- 10) What is the best way to achieve and maintain the weight your body wants to be at?
- A) dieting
 - B) weighing yourself often
 - C) being active
 - D) drinking plenty of water

4000 points

- 11) Eating foods grown locally helps to:
- A) prevent golf courses from being built on farmland
 - B) decrease air pollution associated from transporting food over great distances
 - C) maintain local control over our food i.e. have more control over pesticide use
 - D) all of the above

4000 points

- 12) Which nutrient is commonly lacking in the diets of female teens?
- A) vitamin C
 - B) vitamin A
 - C) bee pollen
 - D) calcium

8000 points

- 13) Which of the following is NOT a physical sign of hunger?
- A) low energy
 - B) headache
 - C) depression
 - D) irritability

8000 points

- 14) Which lunch represents the most food groups?
- A) bagel & peanut butter & water
 - B) tuna on rye with Sprite
 - C) bean and cheese burrito & chocolate milk
 - D) banana & cup-of-noodles

8000 points

- 15) How much broccoli do you need to eat to equal the calcium in one cup of milk?
- A) 1 cup
 - B) 2 cups
 - C) 3 cups
 - D) 4 cups

16000 points

- 16) Weight loss diets rarely work for long on their own. Studies have shown what percentage of people gain their weight back within 5 years?
- A) 50%
 - B) 75%
 - C) 85%
 - D) 95%

16000 points

- 17) Which food group is highest in protective antioxidants?
- A) grains
 - B) vegetables & fruit
 - C) milk & alternatives
 - D) meat & alternatives

16000 points

- 18) What is another name for east Indian flat bread?
- A) chapatti
 - B) chole
 - C) daal
 - D) aloo

32000 points

- 19) Dairy products are excellent sources of calcium. What other foods also provide calcium?
- A) yellow / orange vegetables
 - B) red meats
 - C) nuts and seeds
 - D) fruit

32000 points

- 20) Before a game starts, a player should not eat high fat foods as:
- A) fats are bad luck
 - B) fats make you aggressive
 - C) fats make you fall asleep
 - D) fats can cause stomach aches & cramping since they take a long time to digest

32000 points

- 21) A 12 oz can of regular cola has about how many teaspoons of sugar?
- A) 12
 - B) 8
 - C) 6
 - D) 4

64000 points

- 22) A vegetarian diet can be very healthy. But, vegetarians need to replace animal foods with appropriate substitutes otherwise they could be low in which nutrient?
- A) fibre
 - B) co-enzyme Q
 - C) iron
 - D) vitamin C

64000 points

- 23) Osteoporosis (soft bones) has many risk factors. Which of the following helps prevent bone loss as you get older?
- A) drinking lots of coffee or cola
 - B) smoking
 - C) drinking alcohol
 - D) exercise

64000 points

- 24) The ball of food that your tongue creates when chewing is called a:
- A) bolus
 - B) node
 - C) sphincter
 - D) mass

125000 points

- 25) Studies have shown that skipping breakfast a lot of the can lead to:
- A) eye problems
 - B) urinary tract problems
 - C) learning problems
 - D) weight loss

125000 points

- 26) What kind of legumes are used to prepare Middle Eastern falafels?
- A) peanuts
 - B) kidney beans
 - C) lentils
 - D) chickpeas (garbanzos)

125000 points

- 27) What is the Greek name for fabulous spinach and cheese pies?
- A) babaganoush
 - B) spanokopita
 - C) quesadilla
 - D) fassolada

250000 points

- 28) Popcorn is rich in:
- A) bioflavonoids
 - B) pectin
 - C) calories
 - D) fibre

250000 points

- 29) Antioxidants:
- A) are disease-preventing plant chemicals found in colourful fruits and vegetables
 - B) cause disease
 - C) suppress appetite
 - D) are found in meat, poultry & fish

250000 points

- 30) Which of the following means a bread is likely HIGH in dietary fibre?
- A) brown colour and heavy to hold
 - B) contains raisins and cinnamon
 - C) first ingredient is "enriched, unbleached flour"
 - D) label claims "source of dietary fibre"

500000 points

- 31) Cruciferous vegetables have cancer-fighting substances. Which vegetable does NOT belong to the brassica/cruciferous family?
- A) radishes
 - B) bok choy
 - C) romaine lettuce
 - D) broccoli

500000 points

- 32) Which of the following is NOT high in plant protein?
- A) roasted almonds
 - B) chocolate soymilk
 - C) potatoes
 - D) baked beans in tomato sauce

500000 points

- 33) Athletes need more of which of the following nutrient?
- A) protein
 - B) fibre
 - C) carbohydrate
 - D) creatine

1000000 points

- 34) Which of the following is a healthy vegetarian meal that combines an iron rich food and a vitamin C rich food:
- A) broccoli, spinach and feta pizza
 - B) vegetable stir-fry with hoisin sauce
 - C) cheerios with skim milk and an apple
 - D) veggie chili over rice

1000000 points

- 35) The best source of omega-3 fats for healthy heart, skin, and mind is:
- A) tuna fish
 - B) milk
 - C) salmon
 - D) walnuts

1000000 points

- 36) Many herbal teas have healing properties. Peppermint tea helps to
- A) prevent asthma attacks
 - B) ward off headaches
 - C) soothe upset stomachs
 - D) reduce duration of coughs & colds

Who Wants To Feel Like A Million?

Teacher Reference Key to points

- 1) 500 (B) The hypothalamus in the brain signals hunger and satiety.
- 2) 500 (A) The best breakfast contains one serving from at least three different food groups. Leftovers often make awesome breakfast, hot or cold.
- 3) 500 (A) For the most part, your genes determine what your body type will be. As a result, there are limits to how much exercise will change your body shape and size.
- 4) 1000 (B) Peanuts are from the legume family and contain plenty of plant protein.
- 5) 1000 (B) A ham and cheese sub with tomato & sprouts will provide the most nutrients because it has ingredients from all 4 food groups.
- 6) 1000 (A) These are all examples of grains.
- 7) 2000 (B) Raisin Bran has the most dietary fibre at about 6 grams per serving. High fibre breads and cereals are usually brown in colour and feel real heavy.
- 8) 2000 (B) For shorter-term activity (less than 1 hour long) or for less intense exercise, plain water is the best choice for hydration. For exercise lasting longer than 60 - 90 minutes where you are really sweating, a sports drink like Gatorade would be recommended.
- 9) 2000 (D) 7 - 8 servings a day

- 10) 4000 (C) Research studies have clearly shown that dieting alone cannot control weight over time. Water can fool the stomach into feeling full for only a short period of time. Weighing oneself often is not accurate in that body weight (water weight) can change within 3-5 pounds over the course of the day and night due to hormone fluctuations, fluid intake, muscle status, and timing of meals, etc. Weighing oneself often only serves to drive oneself crazy. The most effective way to keep the metabolic rate high (which burns calories consistently) is to be ACTIVE!
- 11) 4000 (D) All of the above. (Prevent golf courses from being built of farmland, decrease air pollution and maintain local control over our food.)
- 12) 4000 (D) Calcium (iron and folate) are the three most common nutrients lacking in adolescent females.
- 13) 8000 (C) While people may eat to help depression, it is not a physical sign of hunger.
- 14) 8000 (C) The burrito has at least three food groups with an added milk product from the chocolate milk. A bagel & peanut butter represents only two food groups. A tuna sandwich would be a great meal if you added your favourite fruit or veggie sticks.
- 15) 8000 (D) It takes A LOT of dark green vegetables to equal the calcium in milk products.
- 16) 16000 (D) 95% of dieters will gain back weight lost after 5 years.
- 17) 16000 (B) The more colour on your plate, the more antioxidants that help protect against cancer, heart disease, eye disease and Alzheimer's!
- 18) 16000 (A) Chole means chick pea, daal is curried lentils and aloo means potato.

Section H: Who Wants To Feel Like a Million
Teacher Reference Key

- 19) 32000 (C) Nuts and seeds.
- 20) 32000 (D) It's better to eat easily digested foods (foods rich in carbohydrate) that your body is comfortable with before practice or competition.
- 21) 32000 (B) A 12oz. can of regular cola has about 8-9 teaspoons of sugar.
- 22) 64000 (C) Iron. While a well planned vegetarian diet can easily meet iron needs, certain foods must be included in the diet to meet iron needs. Legumes (dried beans) found in burritos, hummous, tofu, etc, as well as whole grains (whole wheat bread, whole grain cereal), and many vegetable greens are naturally high in iron. Also, products such as pasta, bread and cereal are often enriched with iron. Foods rich in vitamin C such as citrus fruit, juices and some vegetables (tomatoes, potatoes, broccoli, and peppers) help the body to absorb iron.
- 23) 64000 (D) Weight -bearing exercise is particularly beneficial to prevent osteoporosis (weight lifting, walking, running, hiking).
- 24) 64000 (A) Bolus
- 25) 125000 (C) People who eat breakfast are more likely to be able to concentrate and learn during class. They tend to get better grades. People who eat breakfast are also more likely to have a healthy body weight.
- 26) 125000 (D) Chickpeas (garbanzo beans)
- 27) 125000 (B) Spanokopita
- 28) 250000 (D) Fibre
- 29) 250000 (A) Are disease fighting chemicals found in colourful fruits and vegetables.

- 30) 250000 **(A)** Enriched flour means white flour that has nutrients added back to it after these nutrients were stripped away when the fibre was stripped away. Unbleached flour refers to white flour that has not been bleached a whiter colour.
- 31) 500000 **(C)** Romaine is not a member of this family of vegetables but is a nutritional star never the less.
- 32) 500000 **(C)** Potatoes
- 33) 500000 **(C)** Carbohydrate-rich foods (grains, fruits and veggies) provide the energy needed to be able to work out harder. Protein needs are increased only slightly.
- 34) 1000000 **(D)** The beans provide iron and the tomato base provides vitamin C.
- 35) 1000000 **(C)** Salmon is higher in fat than tuna and is a great source of omega-3's fats. For daily fish-free omega-3's, use ground flax seed in baking and casseroles or drizzle flax seed oil over pastas and salads. Studies are being done to learn about the role of omega-3's in keeping skin healthy, and in preventing depression and many other illnesses.
- 36) 1000000 **(C)** Soothe upset stomachs.

Beyond Fast Foods

PART III

Student Assessment/Evaluation



Student Assessment / Evaluation: Overview

There are a number of possibilities in “Beyond Fast Foods” for student assessment. These include:

1. Student Self-Evaluation (grades 8-10)

Questions in the student self-evaluation are based on the Planning 10 and Health and Career Education 8 & 9 Prescribed Learning Outcomes*. See the “teacher reference key” for a cross-reference of Prescribed Learning Outcomes to specific activities within the resource.

Also note that the “Quick study” for Planning 10 (page 11) provides a basic framework for achieving the Prescribed Learning Outcomes, while other information from the resource can be added as time and interest allows.

pg. 109 Planning 10 student self-evaluation

pg. 111 Planning 10 Teacher reference key

pg. 114 Health and Career grade 8 student self-evaluation

pg. 115 Health and Career grade 9 student self-evaluation

pg. 116 Health and Career grade 8 & 9 teacher reference key

2. Setting/Modifying Personal Goals for a Healthy Lifestyle (grades 8-12)

Numerous opportunities exist for students to practice making changes in their diet, as follows:

- Section A: “Making the Rainbow Meaningful”, Top 10 Foods
- Section A: “Making the Rainbow Meaningful”, Snack it Up
- Section B: “Eat More Plants”, Fruit & Veggie Challenge
- Section C: “Having a Healthy...Food”, Are You a Natural Eater
- Section F: “Chewing the Fat”, Figuring Out The Fats
- Section G: “Putting it All Together”, Personal Food Journal*

*While the completion or non-completion of this journal can be assessed, it is important that students are able to keep this journal confidential, and share it only when they choose to.

3. Beyond Fast Foods: Post-Test (grades 10-12)

This post-test (pg. 118-120) can be used following the completion of the resource to test content knowledge. See the “teacher reference key copy” (pg. 121-124) for answers to the questions as well as a cross-reference to specific activities in the resource relevant to each test question. This post-test includes a question from each section of the resource.

* *from the Planning 10 Integrated Resource Package (2004) and the Health and Career 8 and 9 Integrated Resource Package (2005), Province of BC, Ministry of Education*

Beyond Fast Foods Self-Evaluation: Grade 10

1. Describe one or more ways your food habits affect how you function in your daily life (i.e. physically, mentally, and emotionally). Be specific about when and what you eat and how this affects certain parts of your life.

- Physical: *(i.e. skipping lunch makes me tired for after school practice)*
- Mental: *(i.e. eating a healthy breakfast helps me be able to think in mid-morning math class)*
- Emotional: *(i.e. when I am really hungry, I enjoy eating chips and pop, but after a while, it leaves me feeling blue)*

2.a) List two methods you felt were reliable that you have used to educate yourself about nutrition and food issues.

2.b) Have you made changes in your food choices or habits as a result of learning information from reliable sources? yes no

If yes, please describe a change you have made.

If no, please describe what information you would need to motivate you to make a change.

Beyond Fast Foods

Self-Evaluation: Grade 10, cont'd

3. The choices you make in your life have an effect on the world around you (i.e. environmental, social, economic, etc.). Choose one food you eat, or one food habit you have, and describe the effect of your choice (i.e. use of school vending machine influences school athletics funding, your nutrition, environment /packaging), etc. Be specific.

Beyond Fast Foods Self-Evaluation: Planning 10

Students can use this evaluation worksheet throughout the “Beyond Fast Foods” nutrition unit to think about and apply their understanding of the lessons. Each one of the questions below refers specifically to one of the Prescribed Learning Outcomes. Activities from “Beyond Fast Foods” that support these outcomes are cross-referenced under each question. Activities that are **bolded** are those listed under the ‘quick study’ on page 8.*

* Planning 10 Prescribed Learning Outcomes:

Healthy Living	Analyse factors that influence health
Health Information	Analyse health information for validity and personal relevance
Health Decisions	Evaluate the potential effects of an individual’s health-related decisions on self, family, community

- 1. Describe one or more ways your food habits affect how you function in your daily life (i.e. physically, mentally, and emotionally). Be specific with when and what you eat and how this affects certain parts of your life.**

Planning 10 Prescribed learning outcome

Healthy Living	Analyse factors that influence health
-----------------------	---------------------------------------

Supporting Activities/ Information:

- Section A: “Making the Rainbow Meaningful”, What’s Your Nutrition IQ
- **Section B: “Eat More Plants”, 101 Reasons to Eat Plants**
- Section C: “Having a Healthy...Food”, Hunger and Satiety
- Section C: “Having a Healthy...Food”, Are you a Natural Eater?
- Section C: “Having a Healthy...Food”, What’s Cool ...Eating
- Section D: “Who’s in Charge”, It’s all in the Family
- **Section D: “Who’s in Charge”, Scenarios**
- **Section D: “Who’s in Charge”, School Food Policy Activity**
- **Section E: “Label Logic”, Dissecting a Food Label**
- Section F: “Chewing the Fat”, Why We Need to Eat Fat Everyday
- Section F: “Chewing the Fat”, Figuring out the Fats
- **Section F: “Chewing the Fat”, A Further Focus on Fats**
- Section G: “Putting it All Together”, Personal Food Journal

And, read the background information from each of the sections.

Beyond Fast Foods **Self-Evaluation: Planning 10, cont.**

- 2.a List two methods you felt were reliable that you have used to educate yourself about nutrition and food issues.**

Planning 10 Prescribed learning outcome

Health Information Analyse health information for validity and personal relevance

Suggested Activities:

The following two activities relate to distinguishing “reliable” information:

- **Section C: “Having A Healthy...Food”, Myths in the Media**
- Section C: “Having a healthy... food”, What is Reliable? You Decide

Also see the following for standard information on Canada’s Food Guide:

- Section A: “Making the Rainbow Meaningful”, Background Info
- Section A: “Making the Rainbow Meaningful”, Paper Folding
- **Section A: “Making the Rainbow Meaningful”, Snack it Up**

- 2.b Have you made changes in your food choices or habits as a result of learning information from reliable sources? Please describe.**

Supporting Activities:

- Section A: “Making the Rainbow Meaningful”, Top 10 Foods
- **Section A: “Making the Rainbow Meaningful”, Snack it Up**
- Section A: “Making the Rainbow Meaningful”, Calcium Calculator
- Section B: “Eat More Plants”, Fruit & Veggie Challenge
- Section C: “Having a Healthy...Food”, When your Mouth is Hungry
- Section C: “Having a Healthy...Food”, Are You a Natural Eater?
- Section D: “Who’s in Charge”, It’s all in the Family
- Section E: “Label Logic”, Label Logic
- **Section E: “Label Logic”, Dissecting a Food Label**
- **Section F: “Chewing the Fat”, Figuring Out The Fats**
- **Section G: “Putting it All Together”, Personal Food Journal**

Beyond Fast Foods **Self-Evaluation: Planning 10, cont.**

- 2.c** **The choices you make in your life have an effect on the world around you (i.e. environmental, social, economic, etc.). Choose one food you eat, or one food habit you have, and describe the effect of your choice (i.e. use of school vending machine influences school athletics, your nutrition, environment /packaging, etc.). Be specific.**

Planning 10 Prescribed Learning Outcome

Health Decisions Evaluate the potential effects of an individual’s health-related decisions on self, family, community

Supporting Activities:

- **Section B: “Eat More Plants”, 101 Reasons to Eat Plants**
- **Section C: “Having a Healthy...Food”, Myths in the Media**
- Section C: “Having a Healthy...Food”, Brown Bagging...Cultural Way
- Section D: “Who’s in Charge”, It’s All in the Family
- Section D: “Who’s in Charge”, School Food Policy Activity
- Section D: “Who’s in Charge”, Advocacy Campaign
- Section D: “Who’s in Charge”, Lifecycle of a Potato Chip

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Beyond Fast Foods

Self-Evaluation: Health and Career Education Grade 8

Use this evaluation worksheet throughout the "Beyond Fast Foods" nutrition unit to think about and apply your understanding of the lessons.

1. Considering your current food choices and timing of your eating, create two realistic nutrition goals that you will practice in the next week.

2. Describe two ways in which media messages have influenced what, where or when you eat.

Beyond Fast Foods

Self-Evaluation: Health and Career Education Grade 9

Use this evaluation worksheet throughout the "Beyond Fast Foods" nutrition unit to think about and apply your understanding of the lessons.

1. Describe one or more ways your food habits affect how you function in your daily life (i.e. physically, mentally, and emotionally). Be specific with when and what you eat and how this affects certain parts of your life.
 - Physical: *(i.e. skipping lunch makes me tired for after school practice)*

 - Mental: *(i.e. eating a healthy breakfast helps me be able to think in mid-morning math class)*

 - Emotional: *(i.e. when I am really hungry, I enjoy eating chips and pop, but after a while, it leaves me feeling blue)*

Beyond Fast Foods **Self-Evaluation: Health and Career Education 8**

Students can use this evaluation worksheet throughout the “Beyond Fast Foods” nutrition unit to think about and apply their understanding of the lessons. Each one of the questions below refers specifically to one of the Prescribed Learning Outcomes (PLOs). Activities from “Beyond Fast Foods” that support these outcomes are cross-referenced under each question. Activities that are **bolded** are those listed under the ‘quick study’ on page 8.*

- 1. Considering your current food choices and timing of your eating, create two realistic nutrition goals that you will practice in the next week.**

Grade 8 Prescribed Learning Outcomes

Healthy Living Set personal goals for attaining and maintaining a healthy lifestyle

Supporting Activities / Information:

- Section A: “Making the Rainbow Meaningful”, Top 10 Foods
- Section A: “Making the Rainbow Meaningful”, Snack it Up
- **Section A: “Making the Rainbow Meaningful”, Calcium Calculator**
- **Section B: “Eat More Plants”, Fruit & Veggie Challenge**
- Section C: “Having a Healthy...Food”, Are You a Natural Eater?
- **Section F: “Chewing the Fat”, Figuring Out the Fats**
- **Section G: “Putting it All Together”, Personal Food Journal**

- 2. Describe two ways in which media messages have influenced what, where or when you eat.**

Grade 8 Prescribed Learning Outcomes s

Healthy Living Analyse influences on eating habits, including family, peers, and media

Supporting Activities:

- Section C: “Having a Healthy...Food”, Myths in the Media
- **Section C: “Having a healthy... food”, What is Reliable? You Decide**
- Section C: “Having a Healthy...Food”, Brown Bagging It the Cultural Way
- Section D: “Who’s in Charge”, It’s All in the Family
- Section D: “Who’s in Charge”, School Food Activity
- Section D: “Who’s in Charge”, Advocacy Campaign
- **Section D: “Who’s in Charge”, Lifecycle of a Potato Chip**

Beyond Fast Foods

Self-Evaluation: Health and Career Education grade 9

Students can use this evaluation worksheet throughout the “Beyond Fast Foods” nutrition unit to think about and apply their understanding of the lessons. Each one of the questions below refers specifically to one of the Prescribed Learning Outcomes. Activities from “Beyond Fast Foods” that support these outcomes are cross-referenced under each question.*

*Activities that are **bolded** are those listed under the ‘quick study’ on page 8.*

- 1. Describe one or more ways your food habits affect how you function in your daily life (i.e. physically, mentally, and emotionally). Be specific with when and what you eat and how this affects certain parts of your life.**

Grade 9 Prescribed Learning Outcomes

Healthy Living Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential
 Analyse how healthy eating habits can support a healthy lifestyle

Supporting Activities / Information:

- Section A: “Making the Rainbow Meaningful”, What’s Your Nutrition IQ
- **Section A: “Making the Rainbow Meaningful”, Top 10 Foods**
- **Section B: “Eat More Plants”, Fruit & Veggie Challenge**
- Section B: “Eat More Plants”, 101 Reasons to Eat Plants
- Section C: “Having a Healthy...Food”, Background Information
- **Section C: “Having a Healthy...Food”, The Hunger Scale**
- Section C: “Having a Healthy...Food”, Are you a Natural Eater?
- Section C: “Having a Healthy...Food”, What’s Cool ...Eating
- Section C: “Having a Healthy...Food”, Blast Your Buds
- Section C: “Having a Healthy...Food”, Brown Bagging the Cultural Way
- **Section F: “Chewing the Fat”, Why We Need Fat Everyday**
- Section F: “Chewing the Fat”, What Really Happens When We Diet
- **Section G: “Putting it All Together”, Personal Food Journal**

And, read the background information from each of the sections.

Beyond Fast Foods Post Test

- 1) Draw and label the 4 food groups according to *Canada's Food Guide*. List four examples of foods found within each food group.

- List 10 foods you eat often. Place a check mark beside those foods that fit into one of the 4 food groups.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Beyond Fast Foods Post Test Continued

- 2) a) Canada's Food Guide suggests teens eat 7-8 servings of fruit and vegetables per day. Name a food group other than 'fruit and vegetables' that also includes plant foods and provide an example of a plant food found in that group.

Food Group: _____

Example: _____

- b) List 2 reasons for eating plant foods.

1) _____

2) _____

- c) Write down one example of a healthy vegetarian meal (Note: a healthy vegetarian meal should combine a vegetarian source of iron and a source of vitamin C and have foods from at least 3 of the 4 food groups)

- 3) List 4 healthy eating behaviours (i.e. eating breakfast every day; eating when hungry and stopping when full)

1) _____

2) _____

3) _____

4) _____

- 4) People often speak out about problems that they see in the world, such as environmental pollution or a lack of housing for homeless kids.

Briefly describe an important local or international food issue:

What could you do to advocate for this cause:

Beyond Fast Foods Post Test Continued

- 5) Which of the following statements are true about food labels:
- a) ingredients are listed in descending order, by weight
 - b) foods with fewer ingredients are usually more nutritious
 - c) nutrition claims must be defined somewhere on the label
 - d) all of the above

Ingredients: whole wheat, wheat bran, sugar, salt, malt, thiamine hydrochloride, pyridoxine hydrochloride, folic acid, reduced iron, BHT.

- 6) Dietary fat:
- a) should come mainly from plant sources
 - b) is needed by the body to function best
 - c) should be eaten everyday
 - d) all of the above
- 7) When setting goals to change eating habits:
- a) it's best to focus on 1 small change at a time
 - b) there's no reason to plan ahead for potential barriers; deal with the barriers as they come up
 - c) making changes is easy
 - d) all of the above

Beyond Fast Foods

Post Test Answer Key

1. Draw and label the 4 food groups according to Canada's Food Guide. List four examples of foods found within each food group.

**See Canada's Food Guide (see Appendix A for information about how to download or order copies).*

Food Groups:

- Vegetables & Fruit (i.e. carrots, apples, celery, bananas, swiss chard, etc.)
- Grain Products (i.e. bread, cereal, crackers, pasta, etc)
- Milk & Alternatives (i.e. milk, yogurt, cheese)
- Meat & Alternatives (i.e. meat, fish, tofu, beans, nuts, eggs, etc.)

For related activities, See Section A: "Making the Rainbow Meaningful" - Food Groups; Paper Folding Exercise; Snack it Up.

2. a) Canada's Food Guide suggests eating 7-8 servings of fruits and vegetables per day (teens). Name a food group other than 'fruit and vegetables' that also includes plant foods and provide an example of a plant food found in that group.

- Grain products: all grain products are plant foods
- Meat & Alternatives: tofu, nuts, seeds, beans, soy analogs, such as veggie pepperoni
- Milk & Milk Alternatives: soy beverages, nut and rice beverages

- b) List 2 reasons for eating plant foods.

Students may phrase their answers in many ways. Here are a few ideas:

- rich in antioxidants
- high in fibre
- low on the food chain
- high quality carbohydrates
- cheap source of vitamins
- high in vitamin C, iron, and other vitamins and minerals

Beyond Fast Foods

Post Test Answer Key Continued

c) Write down one example of a healthy vegetarian meal (Note: a healthy vegetarian meal should combine a vegetarian source of iron and a source of vitamin C and have foods from 3 food groups):

Iron-rich food(s)	Vitamin C rich food	Other foods
Toast & peanut butter	Orange juice	
Veggie burger (fortified soy burger)	With tomatoes	On a hamburger bun
Tofu stir-fry	With broccoli	Over rice
Cream of wheat and a hard boiled egg	With ½ grapefruit	
Hummous (chickpea dip)	Cantaloupe for dessert	Pita bread
Veggie chili (beans)	Tomatoes (base)	Garlic bread, rice or potatoes

For related activities, See Section B: "Eat More Plants" - Check Your VQ, Fruit & Veggie Challenge, 101 reasons to eat plants, and Section A: "Making the Rainbow Meaningful" - Be Iron Rich

3. List 4 healthy eating behaviours (i.e. eating breakfast every day; eating when hungry and stopping when full)

Examples of correct answers:

- eating a variety of foods from each food group
- eating from at least 3 of the food groups at each meal (or 2 for each snack)
- eating whole grains; eating plenty of fruits and veggies; choosing lower fat meats; choosing lower fat dairy products
- choosing healthy fats
- eating mostly 'every day' foods; limiting sugar

For related activities, see section G: "Putting it all together" - Rate what you ate! and section C "Having a healthy relationship with food" - Are you a natural eater?, What's cool about natural eating, Blast your Buds, and The Hunger Scale

Beyond Fast Foods

Post Test Answer Key Continued

4. People often speak out about problems that they see in the world, such as environmental pollution or a lack of housing for homeless kids.

Briefly describe an important local or international food issue:

Examples:

- the distance food travels (environmental consequences);
- minimal pay to farmers;
- high cost of eating for people on welfare;
- poorly paid and treated workers in developing countries;
- pesticide use;
- genetically modified foods
- treatment of animals raised for food; deforestation to raise animals

What could you do to advocate for this cause:

Examples:

- speak out to friends, media
- money talks - spend wisely (i.e. buy local, buy fair trade, buy organic, etc.)
- write a letter to government expressing views

For related activities, See Section D: "Who's in Charge" - Advocacy Campaign, School Food Policy Activity

5. Which of the following statements are true about food labels:
- e) ingredients are listed in descending order, by weight
 - f) foods with fewer ingredients are usually more nutritious
 - g) nutrition claims must be defined somewhere on the label
 - h) all of the above**

For related activities, see Section E: "Label Logic" - Label Logic, Dissecting a Food Label

Beyond Fast Foods

Post Test Answer Key Continued

6. Dietary fat:
- e) should come mainly from plant sources
 - f) is needed by the body to function best
 - g) should be eaten everyday
 - h) all of the above**

For related activities, see Section F: "Chewing the Fat" - Why We need to Eat Fat Everyday, Figuring Out the Fats

7. When setting goals to change eating habits:
- a) it's best to focus on 1 small change at a time**
 - b) there's no reason to plan ahead for potential barriers; deal with the barriers as they come up
 - c) making changes is easy
 - d) all of the above

For related activities, see Section G "Putting it all together" - Design your Fate

Beyond Fast Foods

PART IV

Appendix



Appendix A

Handouts that have been referenced in Beyond Fast Foods:

Eating Well with Canada's Food Guide and Eating Well with Canada's Food Guide: A Resource for Educators and Communicators (French and English)

www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Translations of Eating Well with Canada's Food Guide will soon be available. For updates on the translations and for other new complementary resources, visit Health Canada's Food and Nutrition page at www.hc-sc.gc.ca/fn-an/index_e.html.

B.C. Health Files – 2 page handouts on a variety of topics including evaluating health information on the internet, finding food sources of calcium and vitamin D, food safety, iron, and information on many health conditions such as diabetes, heart health, etc.

www.bchealthfile.org/healthfiles

Vegetarian Edge – nutrition information booklet with recipes

www.healthservices.gov.bc.ca/prevent/pdf/vegedge.pdf

Activities:

Save-On/Overwaitea Shopsmart Nutrition Tours – free grocery store tours for school classes with a Registered Dietitian

www.saveonfoods.com/1/index.html

Health Canada Nutrition Labelling information - for an Interactive Nutrition Label and Quiz for educators and students

For posters and a 1 page handouts go to: *Education*, then to *Consumer Resources*

For a *Nutrition Labelling Toolkit for Educators*, go to *Education*

http://hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index_e.html

Other Resources:

School Food Policy – find recently developed food and nutrition policies and more information about school food policy

www.dashbc.org/aboutnp/sfnp/policies.html.

Cost of Eating in B.C. – search for the most recent yearly report at

www.dietitians.ca/resources/resourcesearch.asp

Agriculture in the classroom – useful resources and information

www.aitc.ca

For these and many other teaching resources and links to useful information, visit www.fraserhealth.ca and search 'school nutrition'.

Download an order form to request hard copies of handouts including Canada's Food Guide, Lunches to Go, What Happens When We Diet?, etc.

Appendix B:

Beyond Fast Foods: Planning 10 Overview

Curriculum Organizer Health	A) Making the Rainbow Meaningful	B) Eat More Plants	C) Having a Healthy Relationship with Food	D) Who's In Charge?	E) Label Logic	F) Chewing the Fat	G) Putting It All Together
Relevant Prescribed Learning Outcomes *	Students will identify a healthy variety of food choices that are acceptable to teens.	Students will explore the value in eating plant food choices.	Students will adopt a positive approach to feeding themselves.	Students will practice advocating for the availability of high quality foods.	Students will learn to read and understand nutrition information on food labels.	Students will learn to identify healthy fat choices and the role of fats in health.	Students will assess their food intake and set goals to improve eating habits.
Healthy Living Analyse factors that influence health	√	√	√	√	√	√	√
Health Information Analyse health information for validity and personal relevance	√	√	√	√	√	√	√
Health Decisions (1) Evaluate the potential effects of an individual's health-related decisions on self, family, and community	√	√	√	√		√	√

* B.C. Ministry of Education (2004) Planning 10 Integrated Resource Package.

Beyond Fast Foods: Health and Career Education Grades 8 & 9 Overview

Organizer Health	A) Making the Rainbow Meaningful	B) Eat More Plants	C) Having a Healthy Relationship with Food	D) Who's In Charge?	E) Label Logic	F) Chewing the Fat	G) Putting It All Together
Relevant Prescribed Learning Outcomes:	Students will identify a healthy variety of food choices that are acceptable to teens.	Students will explore the value in eating plant food choices.	Students will adopt a positive approach to feeding themselves.	Students will practice advocating for the availability of high quality foods.	Students will learn to read and understand nutrition information on food labels.	Students will learn to identify healthy fat choices and the role of fats in health.	Students will assess their food intake and set goals to improve eating habits.
Grade 8							
Healthy Living Set personal goals for attaining and maintaining a healthy lifestyle	√	√	√		Section E is better suited to grades 10-12	√	√
Healthy Living Analyze influences on eating habits, including family, peers, and media	√		√	√	Section E is better suited to grades 10-12		
Grade 9							
Healthy Living Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential	√	√	√	√	Section E is better suited to grades 10-12	√	√
Healthy Living Analyze how healthy eating habits can support a healthy lifestyle	√	√	√	√	Section E is better suited to grades 10-12	√	√

* B.C. Ministry of Education (2005). Health and Career Education Prescribed Learning Outcomes

Beyond Fast Foods: Home Economics Overview, Grade 10

Curriculum Organizer Health	A) Making the Rainbow Meaningful	B) Eat More Plants	C) Having a Healthy Relationship with Food	D) Who's In Charge?	E) Label Logic	F) Chewing the Fat	G) Putting It All Together
Relevant Prescribed Learning Outcomes: *	Students will identify a healthy variety of food choices that are acceptable to teens.	Students will explore the value in eating plant food choices.	Students will adopt a positive approach to feeding themselves.	Students will practice advocating for the availability of high quality foods.	Students will learn to read and understand nutrition information on food labels.	Students will learn to identify healthy fat choices and the role of fats in health.	Students will assess their food intake and set goals to improve eating habits.
Needs and Wants: Identify socio-economic factors that affect individuals and families as consumers				√			
Needs and Wants: Demonstrate an awareness of the global implications of decisions that individuals & families make about their needs and wants				√			
Food Resources: Explain the significance of nutrients with reference to special diet needs		√				√	√

* B.C. Ministry of Education (1998). The learning outcomes are under revision as of publication of Beyond Fast Foods in 2006.

Note: Home Economics 8 and 9 (1998 learning outcomes)

Section C: Having a Healthy Relationship with Food supports the learning outcomes related to ‘Working with Food Resources’ as well as ‘Nurturing Growth and Development’. This section helps students explore their hunger cues and develop a healthy relationship with food, which should prevent unhealthy dieting practices. The exercise *Brown Bagging the Cultural Way* can be used to introduce the concept of cultural foods, and can be used to evaluate students’ use of equipment and techniques for preparing food.

Beyond Fast Foods: Home Economics Overview, Grade 11

Curriculum Organizer Health	A) Making the Rainbow Meaningful	B) Eat More Plants	C) Having a Healthy Relationship with Food	D) Who's In Charge?	E) Label Logic	F) Chewing the Fat	G) Putting It All Together
Relevant Prescribed Learning Outcomes: *	Students will identify a healthy variety of food choices that are acceptable to teens.	Students will explore the value in eating plant food choices.	Students will adopt a positive approach to feeding themselves.	Students will practice advocating for the availability of high quality foods.	Students will learn to read and understand nutrition information on food labels.	Students will learn to identify healthy fat choices and the role of fats in health.	Students will assess their food intake and set goals to improve eating habits.
Food Products: Identify factors that will contribute to the ... social aspects of food	√		√	√			
Food Products: Analyze food products and meals according to predetermined criteria	√				√		
Nutritional Issues Describe the functions of nutrients in the body	√	√				√	
Nutritional Issues Identify the food sources of nutrients	√				√	√	
Nutritional Issues Analyze daily intake and compare it to DRI (<i>Canada's Food Guide</i>).	√	√					√
Nutritional Issues Identify nutritional issues and describe their effects on well-being	√	√	√			√	
Social & Economic Issues Identify environmental & health issues related to the production and consumption of food	√			√	√		
Social & Economic Issues Demonstrate an appreciation of multicultural influences on eating			√				

habits							
Home Economics – Grade 11 Overview cont'd							
Social & Economic Issues Analyze the effect of food marketing practices on consumer behaviour			√	√	√		
Social & Economic Issues Identify factors affecting the food supply				√			

* B.C. Ministry of Education (1998). The learning outcomes are under revision as of publication of Beyond Fast Foods in 2006.

Beyond Fast Foods: Home Economics Overview, Grade 12

Curriculum Organizer Health	A) Making the Rainbow Meaningful	B) Eat More Plants	C) Having a Healthy Relationship with Food	D) Who's In Charge?	E) Label Logic	F) Chewing the Fat	G) Putting It All Together
Relevant Prescribed Learning Outcomes: *	Students will identify a healthy variety of food choices that are acceptable to teens.	Students will explore the value in eating plant food choices.	Students will adopt a positive approach to feeding themselves.	Students will practice advocating for the availability of high quality foods.	Students will learn to read and understand nutrition information on food labels.	Students will learn to identify healthy fat choices and the role of fats in health.	Students will assess their food intake and set goals to improve eating habits.
Food Products: Demonstrate an appreciation of the ... social aspects of food	√		√	√			
Nutritional Issues Describe nutritional requirements throughout life						√	
Nutritional Issues Evaluate and modify diets for a variety of physiological needs							√
Nutritional Issues Critique the production, composition, and consumption of commercial food products				√			
Social & Economic Issues Critique global environmental & health issues related to the production and consumption of food				√			

* B.C. Ministry of Education (1998). The learning outcomes are under revision as of publication of Beyond Fast Foods in 2006.

Appendix C

Sample Policy and Regulations

Langley School District Nutrition Policy (SD #35)

Revised May 2005

The Board of School Trustees believes that a comprehensive nutrition policy will assist students in attaining their full educational potential and will contribute to the wellness of the community-at-large.

These outcomes will be accomplished through:

- A comprehensive nutrition education program which augments, supports, and is supported by, the Ministry of Education curriculum.
- A health-promoting environment in all schools.
- Food and meal programs that are nutritious and that offer healthy alternatives and choice.
- A co-operative effort between the school and its community that strengthens connections and services.

The Board expects schools, in consultation with parents, staff, and students, to ensure that students receive nutrition messages that are consistently reinforced throughout the school environment and are reflective of local community need.

Langley School District Nutrition Regulations (SD #35)

Revised June 2006

REGULATIONS – NUTRITION

PART A: EDUCATION

- (a) All schools are expected to provide suitable nutrition education programs as outlined in Ministry of Education Kindergarten to Grade 12 curricula. Food and beverages are considered an extension of the classroom and should complement the nutrition education experiences of students.
- (b) Nutrition education will promote the development of healthy eating practices in a manner that provides a positive contribution to the emotional, social and educational development of students.
- (c) The district will provide opportunities for staff to obtain professional development in the area of nutrition education and food handling practices.

PART B: ENVIRONMENT

- (a) School staff is responsible for identifying children at nutritional risk and ensuring that the situation is addressed.
- (b) Advertising of “Not Recommended” food or beverage items is not permitted on school grounds.
- (c) Schools are encouraged to choose fundraising activities and school events that promote student health and well-being.
- (d) When food is used for school fundraising activities or sponsored events at least 50% of the food must come from the “choose most” category; no more than 10% of the food must come from the “choose least” category of the Guidelines for Food and Beverage Sales in B.C. Schools. Items from the “not recommended” group will not be offered.
- (e) Non-food items are encouraged for rewards and incentive programs.
- (f) Food will not be withheld as a consequence or punishment.
- (g) Meals should be consumed in a pleasant, clean environment with sufficient time for eating (20 minutes).
- (h) All school eating areas shall have access to free, safe drinking water sources and facilities for washing hands.
- (i) Schools are encouraged to reduce waste, recycle and compost.

Langley School District Nutrition Regulations (SD #35) continued

- (j) “Choose most” / “choose sometimes” foods and beverages will be easily accessible when food is offered in vending machines, at concessions or special events and by other food services.
 - i) These choices will be in the top/centre slots of the vending machine and displayed on front shelves/space where they are easy to see and access.
 - ii) When “choose least” choices are offered, portion sizes will be controlled to the smallest serving size available.
 - iii) At least 50% of the food choices in vending machines, concessions, special events and other food services will be filled with items from the “choose most” group. No more than 10% of the food must come from the “choose least” category. Items from the “not recommended” group will not be offered.
 - iv) “Choose most”/ “choose sometimes” foods and beverages will be competitively priced and, whenever possible, are less expensive than the “choose least” choices.

PART C: FOOD AND MEAL PROGRAMS

- (a) All school food and meal programs are an extension of the classroom and should complement nutrition education experiences.
- (b) Meals served regularly (excluding cafeteria programs) must meet guidelines in the Ministry of Education Social Equity Handbook.
- (c) Foods (not meals) offered in schools must meet Guidelines for Food and Beverage Sales in B.C. Schools.
- (d) “Choose most”/ “choose sometimes” foods and beverages are competitively priced and, whenever possible, are less expensive than the “choose least” choices.
- (e) When food is prepared or handled on a school site it must be in accordance with B.C. Food Safe Regulations.

PART D: COMMUNITY

- (a) Principals will review annually the implementation of the District’s Nutrition Policy.
- (b) Schools are encouraged to establish a Nutrition Committee that invites representatives from the school community.
- (c) Schools are encouraged to strengthen the connection with community groups and services and local farmers, for education and purchasing supplies.

Appendix D

Nutrition Teaching Kit – Evaluation

What grade(s) do you teach? _____

What teaching resource are you evaluating?

- | | |
|--|---|
| <input type="checkbox"/> Beyond Fast Foods (gr. 8-12) | <input type="checkbox"/> Sports Nutrition Kit |
| <input type="checkbox"/> School StreetHearts (gr. 4-7) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Food Dudes (gr. 1-3) | |

Overall, did you find the teaching resource:

- Very Helpful Helpful Not Very Helpful

What changes could be made to improve this teaching resource?

What was particularly helpful in this teaching resource?

Thank you for your feedback!

Please return completed evaluations to:

Fraser Health
Public Health Nutrition Program
11245 – 84th Ave
Delta, BC V4C 2L9
ph: (604) 507-5441
fax: (604) 591-7382
phnutrition@fraserhealth.ca

For more school nutrition resources, visit www.fraserhealth.ca and search ‘school nutrition’.