

## **UNIT 4: LESSON #6 – FAST FOOD ANALYSIS AND DECISION MAKING**

### ***SPECIFIC EXPECTATIONS***

By the end of grade 8, students will:

- *Healthy Living - C1.1* – Demonstrate an understanding of different types of nutrients (e.g., macronutrients and micronutrients) and their functions.
- *Healthy Living - C2.1* – Evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens), preparation method, and other factors that can affect health and well-being.

### ***MATERIALS***

- Tracking Sheet (5.0 H)
- Question box
- Small pieces of paper for question box
- Computer lab
- Calculators
- Fast Food Analysis (6.0 H)
- Stereo and CD, or iPod and speakers (with upbeat music)
- Mingle to Music Scenarios (6.1 OH)
- Appendix E: Mingle to Music
- Overhead projector

### ***ADDITIONAL INFORMATION FOR TEACHERS***

You may want to provide some additional background information for Activity #3. A discussion about the difference between unhealthy fats (e.g., saturated fat, trans fat), which are typically found in fast foods, and healthy fats (e.g., unsaturated fat) may be useful. Healthy fats can be found in foods such as: fish, nuts and seeds, olive oil, sunflower oil, avocados, omega-3 eggs, etc. Unhealthy fats may be found in foods such as: snack foods, fast foods, ready-prepared foods, vegetable oil, etc.

### ***TECHNOLOGY OPTIONS***

Computer lab will be used in this lesson.

### ***TEACHING/LEARNING STRATEGIES***

- SOME STRATEGIES HAVE BEEN ADAPTED FROM *BEYOND MONET*, BY BARRIE BENNETT AND CAROL ROLHEISER (2001); *THINK LITERACY: CROSS CURRICULAR APPROACHES*, (2005); AND *TRIBES*, BY JEANNE GIBBS, 2001.

### **ACTIVITY #1 - QUESTION BOX**

- Remind students that you have posted questions and answers on the bulletin board, and that students should take time to read the questions and responses at some time during the school day. Hand out a small piece of paper to each student. Remind students that each person will need to hand in the paper to put in the question box at the end of the class, and that it must have something written on it. Tell students that this is their last day to ask a question about healthy eating/active living in the anonymous question box. (2 minutes)

### **ACTIVITY #2 - GOAL TRACKING**

- Remind students that today they will start recording information related to their goals on their **Tracking Sheet (5.0 H)**. Students should bring this sheet to class every day as they will need to record what they are eating and doing for exercise every day for the next two weeks. (1 minute)

### **ACTIVITY #3 - FAST FOOD ANALYSIS**

- **Part A** – Research
- Hand out a copy of the **Fast Food Analysis (6.0 H)** sheet to each student. Take students to the computer lab, where each student will need a computer to complete this activity. Students will need to use the calculator function on the computer, or bring a calculator, to complete the mathematical part of the assignment. Explain to students that they are to go to one of the websites identified, and plan a typical lunch that they might choose to eat if they were to go to that particular restaurant. (20 minutes)
- **Part B** – Discussion
- Ask some student volunteers to identify the number of calories, calories from fat, carbohydrates, and protein, food groups, etc. Ask students if it would be a good idea to eat this type of food every day, and ask them why/why not. The discussion should lead to the idea that these foods typically are high in calories and fat, so they should be eaten only in moderation. (5 minutes)

### **ACTIVITY #4 – MINGLE TO MUSIC (ADAPTED FROM TRIBES, BY JEANNE GIBBS, 2001)**

In this activity, students will have the opportunity to make suggestions about healthy eating and active living, based on what they have learned in this unit. Place the overhead **Mingle to Music Scenarios (6.1 OH)** on the overhead projector, and keep all scenarios covered to begin the activity. Follow steps outlined for this strategy in **Appendix E: Mingle to Music**. Ask students to keep in mind that in each of these scenarios, they should consider that the person in the scenario is one of their friends, and they should tell their partner exactly what they would say to their friend. (15 minutes)

**\* At the end of class, remember to collect questions from students for the question box!**

\* Remind students to continue to complete their **Tracking Sheet (5.0 H)**.

### ***HOMEWORK***

Ask students to hand in completed **Eating and Active Living – Mind Map (2.0 H)** and the corresponding **Rubric for Mind Map (2.1 H)** on day 7 of the unit, to demonstrate what they have learned throughout the unit.

### ***EXTENSION ACTIVITY***

Ask students to choose a fast food restaurant, and to create the healthiest lunch possible from that restaurant. Ask students to share with the class.

SAMPLE

# FAST FOOD ANALYSIS

1. Choose one of the following websites to complete the assignment:

- [www.mcdonalds.ca/pdfs/NutritionFactsEN.pdf](http://www.mcdonalds.ca/pdfs/NutritionFactsEN.pdf)
- [www.wendys.com/food/pdf/us/nutrition.pdf](http://www.wendys.com/food/pdf/us/nutrition.pdf)
- [www.timhortons.com/pdf/nutrition-guide-ca.pdf](http://www.timhortons.com/pdf/nutrition-guide-ca.pdf)

2. Choose what you might eat for a typical lunch at this restaurant, and complete the analysis below.

List Food and Drink Items (one per row)	Calories	Fat	Carbohydrates	Protein	# servings from each food group

1. What is the total number of calories for this meal? \_\_\_\_\_
2. What is the total amount of fat in this meal? \_\_\_\_\_
3. What is the total amount of carbohydrates in this meal? \_\_\_\_\_
4. What is the total amount of protein in this meal? \_\_\_\_\_
5. What % of calories comes from fat? \_\_\_\_\_
6. What % of calories comes from carbohydrates? \_\_\_\_\_
7. What % of calories comes from protein? \_\_\_\_\_
8. Which food group appears in the largest amount in this lunch? \_\_\_\_\_
9. Does this exceed the amount that you are supposed to eat for this food group for one day? Explain. \_\_\_\_\_
10. Would you recommend this lunch to another student your age, based on what you have learned? Explain why or why not. \_\_\_\_\_

## MINGLE TO MUSIC SCENARIOS

John gets a ride to school every day. He spends his time indoors at lunch, finishing up his school work so that he doesn't have homework. When he is at home, he spends at least three hours per night playing Wii.

Meagan is a "junk food junkie!" She often throws out her lunch that her Dad packs for her, and walks over to the nearest junk food restaurant with her friends for lunch. On her way home from school, she usually stops at the store and gets a bag of chips, a pop and a chocolate bar.

Ramir has decided that he is not going to eat any carbohydrates any more. He has heard that they are very fattening, so he doesn't feel that he needs them in his diet.

Koi is trying to lose weight for grad, so she has decided to ban all fat from her diet.

Liam is not motivated to do anything active. He watches a lot of television, and spends the rest of his time on the computer. He does have a dog at home and he has a pool, but never seems to do anything active. In phys. ed. class, he is always out of breath when playing games, and can't keep up with everyone.