
LESSON A

Goals, Values, and Food and Nutrition As Effected by Culture, Peers, Family and Media

FOCUS: Personal dietary goals provide a basis for food choices. Food decisions reveal values. Values about food develop from past experiences with family, culture, peers, and just plain everyday life.

ACTIVITIES:

1. What should I eat? How do I want to look? How do I want to feel? Have students respond to these questions on Student Handout "Food-Related Values and Goals." Discuss responses with the class.
2. Show students pictures of various foods and/or meals. Include some that are favorites, some cultural related and some that may be unpopular, but "good for you." Have students respond to the following questions:

How many of you would eat this food even if you did not like it? Would never eat this food? Would eat this food once a week? Would buy this food at any price? Would serve this food to a friend? Would eat this food only if a parent told you to?

Discuss the responses. This activity may be coordinated with the Student Handout "Influences on Food Choices." (Adapted from What To Do Regarding Feeding and Nourishing the Family, Ohio State, 1983, FN 1.11e).

3. Play "Family Feud" with a food survey. Use Student Handout, "Food Associations." As students enter class or during a previous class have students fill out the survey. As they complete the survey, have students hand them to a small group of students designated to tally. As soon as the results have been tallied. Select a moderator, to groups to compete (generally a group of 5). Have the moderator read the question. Have one of the students who tallied the results write the correct choices on the blackboard as they are given or sound the buzzer.

After playing "Family Feud" for about 10 minutes, select only 3 or 4 categories with the most interesting results. Lead into a discussion on values, and how they affect food choices. Share some of the remaining results of the survey. Ask why some are so similar, why some are so different. Discuss the influence of family, friends, peers, culture, media etc on food associations/choices.

4. Some foods are avoided or not used at all because we have been preconditioned to think they taste bad or are prepared or preserved in a manner unfamiliar to us. To help students overcome some of their preconditioned mind sets have them participate in a taste panel to experience and evaluate foods they might not ordinarily use but could. Divide the class into the preparers, the tasters and the recorders. Have the students preparing put samples labeled on paper plates and distribute to the tasters. Using the Student Handout "Taste Panel" have the tasters record their preferences and then hand to the recorders to analyze. Left over foods should be discarded by the taster.

Discuss the results as a class, then look at cost, storage, availability, etc. in addition to palatability.

CORE ISSUE 9

How do my decisions regarding nutrition and food affect optimum health?

"Food-Related Values and Goals"

Our values influence what we say and do. It is possible, though, to be unaware of our values and how they influence us. For instance how, what, or how much time it takes to prepare what we eat, can reveal information about our values.

When we're hungry, we usually don't stop to analyze the process of why or what we eat when. And if we're with friends, and they want to stop and grab a bite on the way to the ball game, we may order something too. If we're with a date and want to show a good time, we may buy a soda or sundae after a movie—or even spring for an expensive dinner out.

What are your values concerning food choices? Record your first thoughts to the questions below by writing a word or phrase in the spaces provided:

What should I eat?

How do I want to look?

How do I want to feel?

After answering the questions, rate yourself percentage-wise.

How am I doing? _____ %

Do you eat anything that might keep you from looking or feeling how you'd like?

"Influences on Food Choices"

Actually, our food decisions reveal our values. These values about food grow out of our experiences with family, culture, peers, and everyday life. Respond to the following questions:

1. Would you eat this food even if you did not like it?

Squash _____

Sauerkraut _____

2. Would you rather never have to eat this food?

Liver _____

Macaroni and Cheese _____

3. Would you eat this food only once a week?

Candy Bar _____

Yogurt _____

4. Would you buy this food at any price?

Lobster _____

Waffles _____

5. Would you serve this food to a friend?

BLT Sandwich _____

Mexican Food _____

6. Would you eat this food only if a parent told you to?

Potato Salad _____

Cauliflower _____

Discuss your choices and preferences with someone else.

- What were the similarities?
- What were the differences?
- What did you learn about yourself?
- What strong feelings surprised you?

Journal Entry #1



*What influences
my food decisions?*

"Food Association Survey"

List the food that comes to mind when you see the following:

Holidays

Christmas _____

Thanksgiving _____

Easter _____

Good Friday _____

Valentine's Day _____

Independence Day _____

Hanukkah _____

President's Day _____

New Year's Eve _____

Religions

Catholics _____

Judaism _____

Mormons _____

Celebrations/Traditions

Weddings _____

Birthdays _____

Birth of a child _____

Friday night _____

Sunday _____

A Dance _____

Cultures

Spanish _____

Japanese _____

American _____

German _____

Italian _____

Swedish _____

English _____

"Preparing Taste Panel"

Using small cups prepare each taster samples of the following foods

MILK:

- A-Fresh (whole)
- B-Fresh (skim)
- C-Fresh (unpasteurized)
- D-Powdered (reconstituted)
- E-Canned (dilute)
- F - Boxed

Label each sample with the corresponding letter. Pass to taster with "Taste Panel Score Sheet"

Using small cups prepare each taster samples of the following foods

SCRAMBLED EGGS:

- A-Fresh eggs
- B-Dried Egg Powder
- C-Low Cholesterol Liquid Egg Substitute

Using small cups prepare each taster samples of the following foods

ICE CREAM:

- A-Store Brand Ice Cream
- B-Rich, Expensive Ice Cream
- C-Ice Milk
- D-Freeze Dried Ice Cream

Using small cups prepare each taster samples of the following foods

APPLES:

- A-Freeze Dried Apples
- B-Dried Apples
- C-Canned Apples
- D-Fresh Sliced Apples

(Provide a small cup of water for each taster to rinse mouth between tastes.)

"Taste Panel Score Sheet"

Milk	Color	Smell	Taste	General Appeal
A				
B				
C				
D				
E				
F				
5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable				

Scrambled Eggs	Color	Smell	Taste	General Appeal
A				
B				
C				
5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable				

Ice Cream	Color	Smell	Taste	General Appeal
A				
B				
C				
D				
5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable				

Apples	Color	Smell	Taste	General Appeal
A				
B				
C				
D				
5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable				

Lesson A (cont'd)

GOALS, VALUES, AND FOOD AND NUTRITION

As Effected by Knowledge and Information

FOCUS: Our values and goals influence how we meet personal diet and health needs. Sometimes how we want to look or feel conflicts with what we want to eat. Knowledge and information concerning food help with making choices that will reflect what we value most.

ACTIVITIES:

1. To demonstrate how knowledge can influence our choices make two blender drinks. See Teacher Information "Blender Drinks" and Student Handout "Relationships between Diet and Health." Discuss how knowledge and information effect our food choices. Discuss how food choices effect our physical, emotional and mental well being. Have students compare their desire to be healthy with their desires for certain foods.
2. A quick, simple experiment to demonstrate fat content can be done simply in the classroom.

Cut a brown, paper grocery sack in two. Place several drops of water on one corner and several drops of oil on the other. Label. Cut sample foods such as an orange, a peanut, a potato chip, slice of carrot, chocolate etc. Place cut samples on sack. Label each sample. Remove samples and allow to dry. Match the residue with the water or fat examples on the corners of the sack. Discuss the results.
3. Give each students a copy of the Student Handout "Your Favorite Fast Foods" Using the Transparency Master "Fast Food Fats" cover the fat ant calorie content while students write down their 6 favorite fast foods on their worksheet. When they have completed this first step show the grams of fat and calories. Allow time for the students to color their graphs. Discuss the importance of looking at fat in todays diet. A list of addresses for information on fast food products is give in Teacher Information "Fast Food Nutrition Information."
4. Instruct students to listen to a list of pairs of snack choices. Have them write down which they would prefer on a piece of paper. Give students the "Choose a Snack" Student Handout to analyze their choices. Discuss the importance of being familiar with the Basic 4, RDA, nutritional values of food, and general dietary guidelines to be able to make choices that will help them manage their personal health.
5. Teach student to figure fat percentages in food using Student Handout, "Figuring Fat Percentages in Foods."
6. Collect labels from a variety of foods. Cut each label to fit on a small piece of colored card stock. Glue the label to the card stock and laminate. Have students practice reading labels and calculating fats, carbohydrates and proteins etc using the labels you have collected. Use Student Handouts "The Ingredient Label - Would You Put This In Your Mouth?" and "Label Reading for Percent Fat" from the American Heart Association.

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7. Review with students Teacher Information, "Dietary Guidelines for Americans".
 8. Several activities can be done in class to enforce differences in choices of foods by using the "Comparison Cards" (0043N, \$17.00) available through the Dairy Council, 1213 East 2100 South, Salt Lake City, Utah 84106, 801-487-9976.
 - a. Display Food Comparison Charts on a bulletin board in the classroom.
 - b. After discussing identifying characteristics of foods in the basic four food groups, cover the name of the food on each chart with a heavy paper. Give each student a chart. Have them come to the front of the room when you call the group they think they belong in. Have each student reveal the name of their food.
 9. Using the "Food Models" (0012N, \$18.00) available through the Dairy Council (see address in activity 8) tape a food to the back of each member of the class as they come into the room. Have them ask other class members yes and no answers about their food until they identify it.
 10. Call 4-6 students at time to come to the front of the classroom to play Super Four and Health Ovest Nutrition Trivia, available through Nutrition Education Services, Oregon Dairy Council, 10505 SW Barbur, Portland, OR 997219 Telephone (503)229-5033.
 11. To help students conceptualize serving sizes use non-food substances to show how much they would take for a normal serving (a few ideas are listed as suggested substitutes on the Teacher Information sheet "Serving Sizes") Have students compare the amount they took to the serving sizes recommended in the basic four or a nutritional guide.
 12. Have students record what they eat for 5 days. At least one day should be Friday, Saturday or Sunday since we tend to eat differently on the weekend. Have them complete an analysis of their dietary intake using a computer program or the Comprehensive list of Foods, available from the National Dairy Council, Rosemont, IL 60018-4233. Compare their results to the Recommended Daily Allowances. Use Student Handout, "Five-day Record of Food Consumed."

"BLENDER DRINKS"

In the first blender add:

1 can of pop, (grape or coke usually are the best visually)

1 chocolate candy bar, 1 pkg chips and anything else students substitute for nutritious foods. Allow students to see and smell the end product.

In the second blender make an Orange Julius or another nutritious drink. Add: 1 6 oz can orange juice concentrate

3 cups low fat ice cream (dry milk and ice also work well, are less expensive, lower in fat and high in nutrition).

Dilute to desired thickness with water or reconstitute the orange juice prior to adding it.

Optional ingredients include 1 Tbs sugar, 1 egg, 1 tsp vanilla. Provide each student with a sample.

Have two students go to the black board as scribes. List the ingredients for each drink. Instruct the remaining students to look up the calories, fat, protein, carbohydrates, nutrients etc cost and preparation time for each ingredient on the packages, cans or in a nutrition guide (available through the Dairy Council). Add up the totals for each drink. Compare the drinks.

Realistically no one would ever mix their candy bar, coke etc in a blender, but the nutrients are the same blended in a blender or not.

Discuss how knowledge and information effect food choices.

Discuss how food choices effect our physical, emotional and mental wellbeing. *Have students compare their desire to be healthy with their desires for certain foods.

"Relationships Between Diet and Health"



Nutrient Scorecard

Record the nutrients of each ingredient in the spaces below:

	Coke	Candy Bar	Chips	Other Ingredients	Total
Calories	_____	_____	_____	_____	_____
Fat	_____	_____	_____	_____	_____
Protein	_____	_____	_____	_____	_____
Carbohydrates	_____	_____	_____	_____	_____
Calcium	_____	_____	_____	_____	_____
Iron	_____	_____	_____	_____	_____
Vitamins	_____	_____	_____	_____	_____
Sodium	_____	_____	_____	_____	_____
Cost	_____	_____	_____	_____	_____
Prep time	_____	_____	_____	_____	_____

	Orange Juice	Ice Milk	Egg	Sugar	Total
Calories	_____	_____	_____	_____	_____
Fat	_____	_____	_____	_____	_____
Protein	_____	_____	_____	_____	_____
Carbohydrates	_____	_____	_____	_____	_____
Calcium	_____	_____	_____	_____	_____
Iron	_____	_____	_____	_____	_____
Vitamins	_____	_____	_____	_____	_____
Sodium	_____	_____	_____	_____	_____
Cost	_____	_____	_____	_____	_____
Prep time	_____	_____	_____	_____	_____

How does knowledge and information effect food choices.

How do food choices effect our physical, emotional and mental wellbeing.

Compare your desire to be healthy with your desires for certain foods.

Can you think of any diet-related health problems that could result from poor eating habits? List some.

"Your Favorite Fast Foods"

Period _____

Name _____

How Many Grams of Fat Do Fast Foods Have?

From the list "Fast Food Fats" choose 6 of your favorite fast foods.

1. Write the name of each food at the bottom of one of each of the 6 columns.
2. Record the number of grams of fat on the left side of the column and the number of calories for the food on the right side of the column. Color the graph using one color for grams of fat and another color for the calories.

Grams of Fat

Calories

42						525
40						500
38						475
36						450
34						425
32						400
30						375
28						350
26						325
24						300
22						275
20						250
18						225
16						200
14						175
12						150
10						125
8						100
6						75
4						50
2						25
0						0

Which one of your favorite foods has the most grams of fat? _____

The fewest grams of fat? _____

Which of your favorite foods has the highest number of calories? _____

Which one has the least? _____

How do grams of fat and number of calories compare?

How might the above information effect your food choices?

Adapted from How Many Grams of Fat are in Your Favorite Fast Foods? Penn State Nutrition Center, 417 East Calder Way, University Park, PA 16801-5663, 1990.

Fast Food Fats

	Grams of fat	Calories
cheeseburger	16	318
fish sandwich	26	435
1/4 lb. burger	24	427
1/4 lb. cheeseburger	32	525
hamburger	11	263
small french fries	12	220
apple pie	14	253
cherry pie	14	260
roadburger cookies	11	308
chocolate shake	9	383
strawberry shake	9	362
vanilla shake	8	352
cola (12 oz.)	0	160
milk (whole, 8 oz.)	8	150
milk (skim, 8 oz.)	1	85
hot dog	14	214
drumstick	11	173
thigh	26	371
breast	21	353
wing	16	218

"Fast Food Nutrition Information"

Nutrition information on fast food products can be obtained from:

Arby's

Consumer Affairs
10 Piedmont Center
Suite 700
Atlanta, GA 30305
404-262-2729

Burger King

Consumer Relations
PO Box 520783
Miami, FL 33152
800-YES-1800

Kentucky Fried Chicken

Consumer Affairs Department
PO Box 32070
Louisville, KY 40232
502-456-8300

Long John Silver's

Jerrico, Inc.
Food and Beverage Department
PO Box 11988
Lexington, KY 40579

McDonalds

McDonalds Campus Office
Kroc Drive
Oakbrook, IL 60521
312-575-FOOD

Pizza Hut

Consumer Affairs Department
9111 E. Douglas
PO Box 428
Wichita, KS 67201
316-681-9000

Wendy's International, Inc.

Consumer Affairs Department
4288 W. Dublin Granville Rd.
PO Box 256
Dublin, OH 43017
614-764-3100

Hardee's

Nutrition Information
1233 Hardee's Blvd.
Rocky Mount, NC 27804-2815

"Choose a Snack"

Look up each of the following foods in a nutritional guide and fill in the information requested at the left of the page.

	Popcorn	Potato Chips
Calories	_____	_____
Grams of Fat	_____	_____
Carbohydrates	_____	_____
Nutrients	_____	_____
	Snickers Bar	Orange
Calories	_____	_____
Grams of Fat	_____	_____
Carbohydrates	_____	_____
Nutrients	_____	_____
	Cup of Yogurt	Dish of Ice Cream
Calories	_____	_____
Grams of Fat	_____	_____
Carbohydrates	_____	_____
Nutrients	_____	_____
	Pretzels	Peanuts
Calories	_____	_____
Grams of Fat	_____	_____
Carbohydrates	_____	_____
Nutrients	_____	_____
	Soda Pop	Fruit Juice
Calories	_____	_____
Grams of Fat	_____	_____
Carbohydrates	_____	_____
Nutrients	_____	_____
	Cheddar Cheese	String Cheese
Calories	_____	_____
Grams of Fat	_____	_____
Carbohydrates	_____	_____
Nutrients	_____	_____

In the far right column write which snack you think would be the best choice based on the information you have just looked up about each food.

Look at the list of choices you made when your teacher read the list of pairs of snacks. How many are the same as the one you listed as the best snack choice after completing the analysis?

How can dietary knowledge help us achieve what we value about our personal health?

"Figuring Fat Percentage in Foods"

1. Multiply fat grams by 9 calories

$$\frac{\text{fat grams}}{\text{fat grams}} \times 9 \text{ calories} = \frac{\text{fat calories}}{\text{fat calories}}$$

2. Divide fat calories by total calories

$$\frac{\text{fat calories}}{\text{total calories}} = \text{percentage}$$

3. Move decimal point 2 places to the right to make a percentage.

Fat % is _____

EXAMPLE

Pork and Beans - 1 cup

Fat - 2 gms. Total calories 180

1. Multiply fat grams by 9 calories

$$\frac{2}{\text{fat grams}} \times 9 \text{ calories} = \frac{18}{\text{fat calories}}$$

2. Divide fat calories by total calories

$$\frac{18}{180} = .10$$

3. Move decimal point 2 places to the right to make a percentage.

Fat % is 10%

"The Ingredient Label—Would You Put This In Your Mouth?"

Guess what food lists these ingredients on the label.

- | | |
|-------|---|
| _____ | 1. Carbonated Water, high fructose corn syrup and/or sucrose, caramel color, phosphoric acid. |
| _____ | 2. Soybean oil, partially hydrogenated soybean oil, whole eggs, vinegar. |
| _____ | 3. Sugar, enriched wheat flour, vegetable and animal shortening (Partially hydrogenated soybean oil, hydrogenated soybean oil, hydrogenated cottonseed oil, lard), cocoa. |
| _____ | 4. Water, corn syrup, hydrogenated coconut and palm kernel oils, sugar. |
| _____ | 5. Milk chocolate (sugar, milk, cocoa butter, chocolate, lecithin, vanillin—an artificial flavor), peanuts, corn syrup, sugar. |
| _____ | 6. Sugar, citric acid, potassium citrate (regulates tartness). |
| _____ | 7. Soybean oil, water, sugar. |
| _____ | 8. Sugar, partially hydrogenated animal and/or vegetable shortening, enriched flour. |
| _____ | 9. Milled and flaked corn, salt, sugar. |
| _____ | 10. Enriched corn meal, vegetable oil (contains 1 or more of the following: Cottonseed oil, corn oil, peanut oil, partially hydrogenated cottonseed oil, partially hydrogenated soybean oil, partially hydrogenated sunflower oil or palm oil), whey. |
| _____ | 11. Corn syrup, brown sugar, peanut butter. |
| _____ | 12. Pork snouts, cured pork tongues, water. |
| _____ | 13. Water, sugar and corn syrups, fruit juices and purees. |



HANDOUT

Key

The Ingredient Label- Would You Put This In Your Mouth?
Guess what food lists these ingredients on the label.

Coke

1. Carbonated Water, high fructose corn syrup and/or sucrose, caramel color, phosphoric acid.

mayonnaise

2. Soybean oil, partially hydrogenated soybean oil, whole eggs, vinegar.

oreo cookie

3. Sugar, enriched wheat flour, vegetable and animal shortening (Partially hydrogenated soybean oil, hydrogenated soybean oil, hydrogenated cottonseed oil, lard), cocoa.

Cool Whip

4. Water, corn syrup, hydrogenated coconut and palm kernel oils, sugar.

Snickers

5. Milk chocolate (sugar, milk, cocoa butter, chocolate, lecithin, vanillin-an artificial flavor), peanuts, corn syrup, sugar.

Tang

6. Sugar, citric acid, potassium citrate (regulates tartness).

Kraft 100% Island

7. Soybean oil, water, sugar.

Ho-Ho snack cake

8. Sugar, partially hydrogenated animal and/or vegetable shortening, enriched flour.

Shake 'n Bake (pork)

9. Milled and flaked corn, salt, sugar.

Cheetos

10. Enriched corn meal, vegetable oil (contains 1 or more of the following: Cottonseed oil, corn oil, peanut oil, partially hydrogenated cottonseed oil, partially hydrogenated soybean oil, partially hydrogenated sunflower oil or palm oil), whey.

Tige nutrition bar

11. Corn syrup, brown sugar, peanut butter.

head cheese

12. Pork snouts, cured pork tongues, water.

Hawaiian punch

13. Water, sugar and corn syrups, fruit juices and purees.

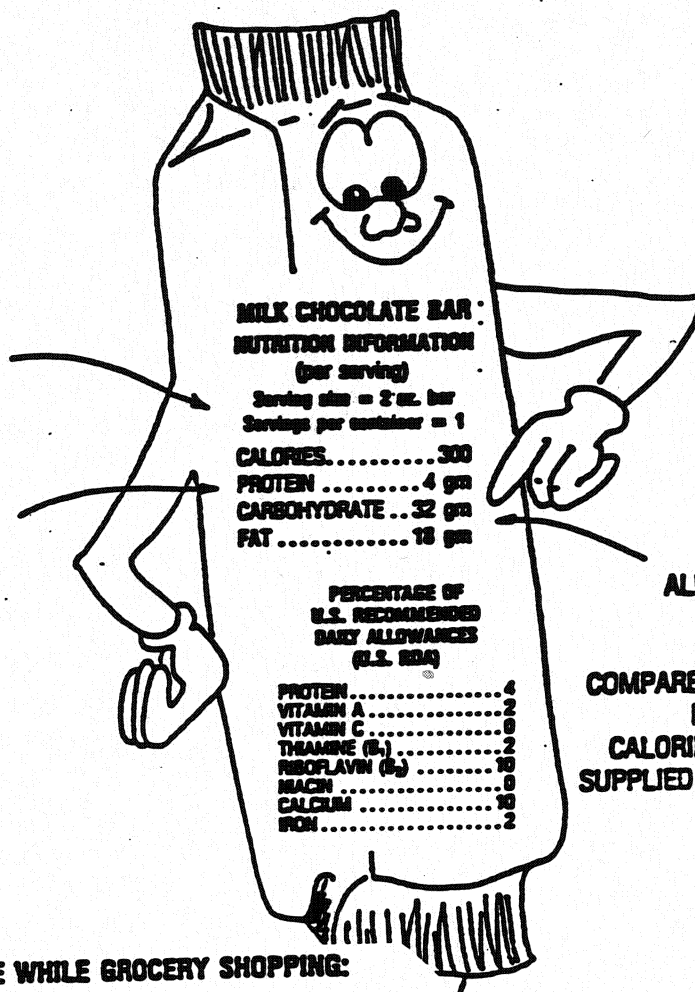
Label Reading for Percent Fat

At first glance, labels on many packaged foods may seem confusing. But, take a longer look and you'll discover information that can make you a wiser shopper. As required by the Food and Drug Administration, the type of label shown must be on all foods to which vitamins or minerals have been added or foods which are advertised as having special nutritional qualities. The U. S. Recommended Daily Allowances are based on the levels of protein, vitamins and minerals needed by most people to maintain good health.

American Heart Association 

NUMBER OF SERVINGS
PER CONTAINER

SOME LABELS SHOW
CHOLESTEROL AND/OR
SODIUM HERE. BOTH
SHOULD BE LESS THAN
10 MILLIGRAMS (MG.)
FOR EVERY 100 CALORIES
IN THE SERVING.



ALL NUTRIENTS LISTED ARE
FOR ONE SERVING.

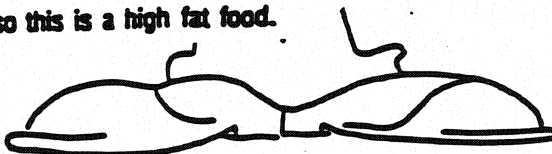
COMPARE THE CALORIES TO YOUR
DAILY GOAL OF 1000-1500
CALORIES. COMPARE NUTRIENTS
SUPPLIED TO YOUR GOAL OF 100%
USRDA.

"IN YOUR HEAD" CALCULATION TO USE WHILE GROCERY SHOPPING:

Multiply FAT content by 10. If this number is 1/2 of calories, this is a high fat food.

Example: 18 grams fat $\times 10 = 180$
180 is more than half of 300 calories, so this is a high fat food.

Taken from "Hearty Eating," American Heart Association.



"Dietary Guidelines for Americans"

1. Eat a Variety of Foods

The greater the variety, the less likely you are to develop either a deficiency or an excess of any single nutrient.

2. Maintain Ideal Weight

For most people, their weight should not be more than it was when they were young adults (20-25 years old). To lose weight, increase physical activity, eat less fat food, eat less sugar and sweets, and avoid too much alcohol.

3. Avoid Too Much Fat

Choose lean meat, fish, poultry, dry beans and peas as protein sources; moderate use of eggs and organ meats; limit intake of butter, cream, hydrogenated fats and coconut oil; trim excess fat from meats, broil, bake or boil rather than fry.

4. Eat Foods with Adequate Starch and Fiber

Complex carbohydrate foods, such as beans, peas, nuts, seeds, fruits and vegetables, and whole grain breads, cereals and products contain many essential nutrients in addition to calories. They also contain fiber which tends to reduce the symptoms of chronic constipation, diverticulosis, and related diseases.

5. Avoid Too Much Sugar

The major health hazard from eating too much sugar is tooth decay. Frequent snacking of foods high in sugar increases the risk.

6. Avoid Too Much Sodium (Salt)

Adults in the United States take in much more sodium than they need. Sodium intake may contribute to high blood pressure. Use less table salt. Eat sparingly those foods to which large amounts of sodium have been added.

7. Avoid Alcohol

Alcoholic beverages tend to be high in calories and low in other nutrients. Alcohol alters the absorption and use of some essential nutrients. Pregnant women, in particular, should avoid alcoholic beverages.

"These guidelines are intended for people who are already healthy. No guidelines can guarantee health or well-being. Health depends on many things, including heredity, lifestyle, personality traits, mental health and attitudes, and environment, in addition to diet."

"Food alone cannot make you healthy. But good eating habits based on moderation and variety can help keep you healthy and even improve your health."

February, 1990, Third Edition

U. S. Department of Agriculture

U. S. Department of Health and Human Services

Journal Entry #3



What food guidelines are part of my own family traditions?

Journal Entry #4



How do these food guidelines compare with what you've heard growing up?

"Serving Sizes"

Potato Chips - Cut plastic milk cartons the size and shape of potato chips.

Ice Cream - Packing Styrofoam

Meat - Molding Clay

Salad Dressing, Sour Cream, Tarter Sauce - White putty

Mustard - Orange Clay

Cookies - Poker Chips

French Fries - Cut up straws

"Five-Day Record of Food Consumed"

Directions: Record what you eat for 5 days. At least one day should be Friday, Saturday or Sunday since we tend to eat differently on the weekend. Complete an analysis of their dietary intake using a computer program or a nutrition guide for two of the five days. (Choose one week day and one day from the weekend.) Compare your intake to the Recommended Daily Allowances.

Attach record of food.

Analysis:

DAY 1

Calories

Fat

Protein

Carbohydrates

Calcium

Iron

Vitamins

Sodium

Cost

Prep time

DAY 2

Calories

Fat

Protein

Carbohydrates

Calcium

Iron

Vitamins

Sodium

Cost

Prep time

What good habits do you have?

Are there any eating habits you need to change?

What habits could you acquire to foster optimum physical health you don't already have?

What possible consequences might you have if you ignoring food choices that follow the recommended dietary needs as well as foods to avoid?