

LESSON 4

TAKING CHARGE OF YOUR CHOICES



**NUTRITION
IN A BOX**

DEVELOPED AT THE
OHSU BOB AND CHARLEE MOORE
INSTITUTE FOR NUTRITION & WELLNESS

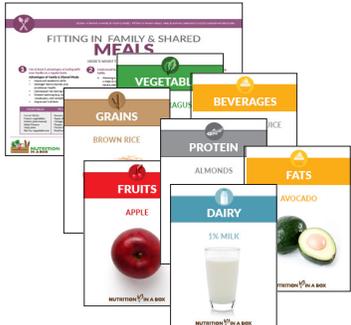
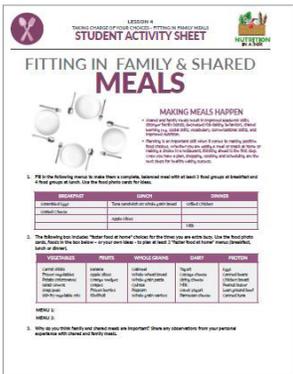
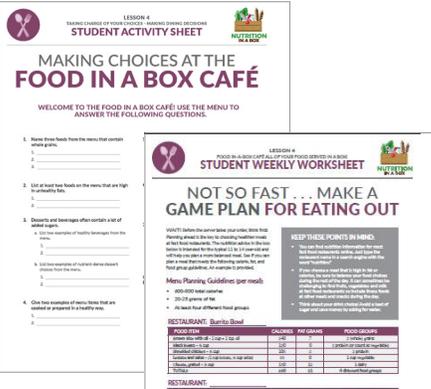


Lesson Plan 4: Taking Charge of Your Choices

This lesson focuses on the practical skills needed to succeed at healthy eating, including Fitting in family meals, Meal Planning, Snacking Success and Dining Decisions



Summary of needed materials

	Station 1: Family meals	Station 2: Snacking	Station 3: Menu planning
Wall	<p>“Fitting in Family and Shared Meals” poster</p> 	<p>“Snacking Success” poster</p> 	<p>“Food In A Box Café” poster</p> 
Table	<ul style="list-style-type: none"> Table tent with instructions In A Box Food Photo cards (complete set) 	<ul style="list-style-type: none"> Table tent with instructions In A Box Food photo cards (complete set) 	<ul style="list-style-type: none"> Table tent with instructions 
Hand-outs	<ul style="list-style-type: none"> “Fitting in Family and Shared meals” activity sheet 	<ul style="list-style-type: none"> “Snacking Success” activity sheet “Stock Your Kitchen for Healthy Snacking” activity sheet 	<ul style="list-style-type: none"> “Making Choices at the Food In A Box Café” activity sheet “Not so Fast...Make a Game Plan for Eating Out” activity sheet 

Taking Charge of Your Choices



Lesson Plan 4

This lesson focuses on the practical skills needed to succeed at healthy eating, including fitting in family meals, meal planning, snacking success and dining decisions

Lesson Overview

In this lesson, students will discover the importance of shared and family meals, meal and snack planning and making good choices when dining in restaurants. They will engage in practice-based activities where they use the photo cards and mock menus to make realistic and healthful choices. To extend the lesson and involve their families, students will also receive “Not so Fast ... Make a Game Plan for Eating Out” activity sheet and a “Stock Your Kitchen for Healthy Snacking” information sheet (to share with their family).

Objectives

The student will be able to:

1. Describe at least three advantages of shared and family meals.
2. Identify the characteristics of healthy meals and snacks, i.e. a variety of food groups, balanced portions, and moderation in fat, sugar and sodium intake.
3. Plan at least three balanced meals and three balanced snacks.
4. Choose at least three balanced meal combinations from the hypothetical Food In-A-Box Café.

Academic Integration

Health, Science, Math, Language Arts, Critical thinking

Leader Background

The first three In-A-Box lessons provided the foundation of the MyPlate guide and the importance of dietary balance, variety and moderation. Lesson 4 focuses on the implementation of this knowledge by emphasizing the practical skills that lead to the attainment of healthy eating habits.

Shared and Family Meals

There are myriad benefits associated with shared family meals. Children and teens benefit in a variety of ways. The Nutrition Council of Oregon summarized the research in their Shared Meals Fact Sheet, which can be accessed at <http://www.oregon.gov/oha/ph/preventionwellness/nutrition/> They have also produced materials that accompany their Make Mealtime a Shared Time initiative.

Benefits of family meals highlighted in the fact sheet:

- Improved academic skills
- Stronger family bonds and emotional health
- Decreased risk-taking behaviors (especially among teens)
- Shared learning (e.g. social skills, vocabulary, conversational skills)
- Improved nutrition

Family meals have also been attributed to healthy weight

regulation and a reduction in disordered eating. The following research looked at 17 studies involving over 180,000 children and teens and concluded the following:

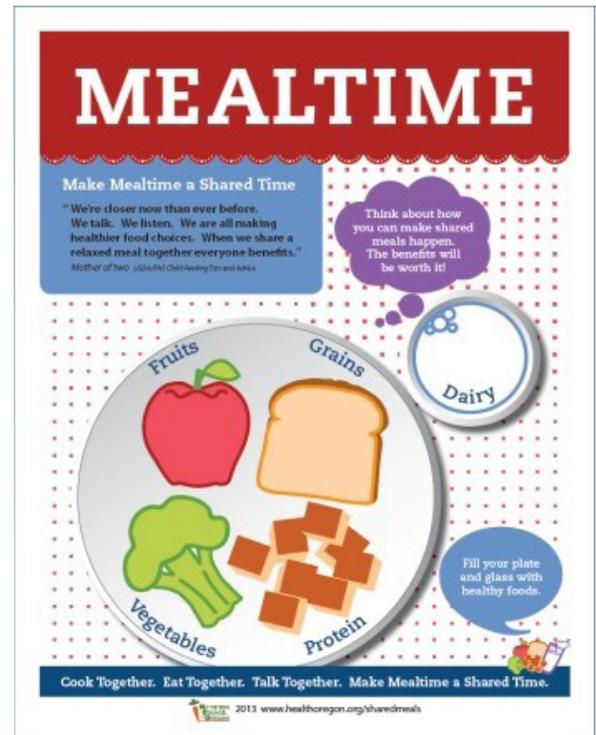
“The frequency of shared family meals is significantly related to nutritional health in children and adolescents. Children and adolescents who share family meals 3 or more times per week are more likely to be in a normal weight range and have healthier dietary and eating patterns than those who share fewer than 3 family meals together. In addition, they are less likely to engage in disordered eating.”

Source: Is Frequency of Shared Family Meals Related to the Nutritional Health of Children and Adolescents? Amber J. Hammons and Barbara H. Fiese, *Pediatrics*, <http://pediatrics.aappublications.org/content/early/2011/04/27/peds.2010-1440.abstract>

Meal and Snack Planning

The educator/leader cannot assume that children and teens live in an environment where balanced meals are always accessible. Some youth live in food insecure homes where healthy foods are not always available, especially during the last week of the month. Other students may live in financially secure households, yet have parents or caregivers who are working long hours with little time left for shopping, cooking and meal planning. It therefore becomes important to introduce students to the skills needed to successfully plan, access or purchase, and prepare healthy meals and snacks.

Two sites that emphasize healthy eating on a budget include Food Hero from Oregon State University Extension (<http://foodhero.org>)



What is Food Insecurity?

The USDA defines food insecurity as a state in which “consistent access to adequate food is limited by a lack of money and other resources at times during the year.” In Oregon, about 16.1 percent of Oregon families (roughly 1 in every 6 households) are considered food insecure.

Source: <https://www.oregon-foodbank.org/our-work/hunger-in-oregon/>

and the “Meeting your MyPlate Goals on a budget” cookbook, menus, and other resources located at <http://www.choosemyplate.gov/recipes-cookbooks-and-menus>.

While snacking can contribute important nutrients to a child’s diet, studies show that snacks are most often a source of junk food and sweet drinks. According to research led by Barry Popkin¹, kids snack more than ever with up to 27 percent of their daily calories coming from snacks. Desserts and sugar sweetened beverages are the major sources of calories from snacks. Done right, snacks can and do make a big contribution to daily nutrition. Healthy snacks should mirror meals – emphasizing nutritious foods, but in smaller quantities. A good guide is to always include a fruit or vegetable as part of any snack choice.

Source: Trends in Snacking Among U.S. Children. (2010). Health Affairs (Project Hope), 29(3), 398–404. <http://content.healthaffairs.org/content/29/3/398.full>

Making Better Choices when Dining in Restaurants

Because today’s families eat an increasing number of meals outside of the home, children and teens will benefit if they learn to make healthful choices at restaurants. Many restaurant chains have nutrient information available on their Web sites, making it possible to plan a balanced menu beforehand. Students will be given specific criteria to use when making selections from the “Food In-A-Box Café Menu.”

Teaching the Lesson

1. Introduce students to the lesson by providing a brief review of the MyPlate guide that was featured in the first three In A Box lessons (e.g. the plate shows the food groups we need and the proportion that each group should make to our diet each day; the importance of moderation when choosing foods high in sugar, salt and saturated/trans fats). Ask students whether they find it easy or difficult to use these guidelines in their everyday life (allow for discussion time). Explain that this lesson will focus on the practical skills needed to develop healthy eating habits
2. Explain to students that the first station in Lesson 4 highlights the importance of shared and family meals. Point out the advantages for kids and teens, including improved nutrition as well as enhanced social skills, communication skills and even a reduction in “risky” behavior. Ask students to list reasons why some families find it challenging to eat meals together. As part of this station, students will identify balanced meal combinations as well as list/describe examples of “faster food at home.”
3. The second station highlights snack planning. With snacks an increasing contribution to daily intake, it’s important that snacks also contribute nutrients. Too often, snacks are comprised of refined grains and empty calorie foods.
4. At the third station, students will practice making choices at the hypothetical Food In-A-Box Café.
5. Explain to students that as they travel through the lesson stations, they will complete activities on their activity sheet (either at the station or when they return to their desk). Encourage students to read the information and/or follow the instructions on the instructional posters, table tents and student activity sheet for each station.

6. Below is sample dialogue that you can use when explaining the activities to the students:

- The first station in this lesson focuses on shared and family meals. In order for families to succeed with family meals, planning is in order. Refer to the station poster, table tent and your activity sheet for directions on completing this station.
- The second station highlights the choices that you make when snacking. Did you know that more than one-fourth of your daily food intake likely comes from snacking? Studies show that desserts and sugar sweetened beverages are the major sources of calories from snacks. You have the choice to turn this around and choose snacks that will provide you with both energy and nutrients. Healthy snacks should mirror meals – emphasizing nutritious foods, but in smaller quantities. A good guide is to always include a fruit or vegetable as part of any snack choice. You will practice making snack choices at this station.
- At the third station, you will visit the Food In-A-Box Café, where you will learn to make choices based on the nutrition principles learned in all of the In-A-Box lessons. The challenge is to choose meals that include at least four food groups while limiting the amount of empty calorie foods. Refer to the station poster, table tent and your activity sheet for directions on completing this station.

7. Ask students to take a copy of the “Not so Fast ... Make a Game Plan for Eating Out” activity sheet and “Stock Your Kitchen for Healthy Snacking” handout. These activity sheets can be assigned as a lesson extension, homework and/or shared with families.

Activity Sheets

Students will complete the activity sheet corresponding to each of the three stations using information from the lesson stations as well as the summary information included on the sheet.

The “Not so Fast ... Make a Game Plan for Eating Out” activity sheet and “Stock your kitchen for healthy snacking” handout are designed to extend the lesson from classroom to home.

The collage features several activity sheets with the following content:

- NOT SO FAST... MAKE A GAME PLAN FOR EATING OUT:** Includes a menu planning guide (per meal) with 300-350 total calories, 20-25 grams of fat, and at least four different food groups. It lists restaurant items like Burrito Bowl and provides a list of healthy choices.
- MAKING CHOICES AT THE FOOD IN-A-BOX CAFÉ:** A menu with sections for 'at least 4 foods on the menu that are high in fiber', 'at least 2 beverages other than a lot of fat', and 'at least 2 items that are high in protein'. It includes checkboxes for 'What would you eat?' and 'What would you drink?'.
- STOCK YOUR KITCHEN FOR HEALTHY SNACKING:** Focuses on 'CHOOSING HEALTHY SNACKS' and lists 'Counter' and 'Prepared' snack options with their ingredients and suggested serving sizes.
- FITTING IN FAMILY & SHARED MEALS:** Includes a table for 'LUNCH' and 'DINNER' with columns for 'WHOLE GRAIN', 'DAIRY', and 'PROTEIN'. It also has a section for 'What's important? Share any observations from your personal...'.

Going Further

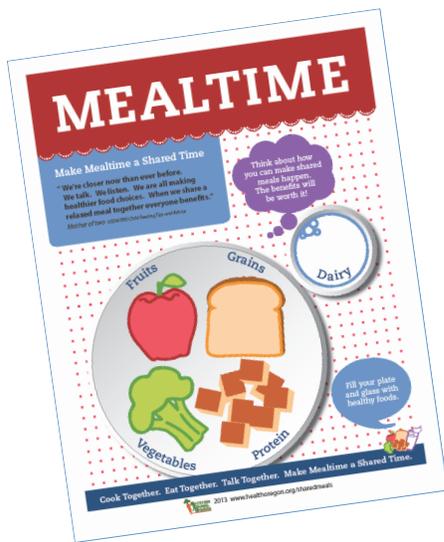
Resources:

1. Choose MyPlate section on Healthy Eating Solutions for Everyday Life - <http://www.choosemyplate.gov/MyWins>
2. Choose MyPlate section on recipes, cookbooks and menus - <http://www.choosemyplate.gov/recipes-cookbooks-and-menus>
3. Choose MyPlate SuperTracker self-assessment tool - <https://supertracker.usda.gov/>
4. Food Hero - Where Healthy Food is Fun, Fast, Tasty and Fits Your Budget - <https://www.foodhero.org/>
5. Good and Cheap: Eat Well on \$4/Day, free cookbook by Leanne Brown. Download at <http://www.leannebrown.com/good-and-cheap.pdf>
6. Nutrition Council of Oregon, Shared Meals Initiative, <http://www.oregon.gov/oha/ph/preventionwellness/nutrition/>
7. Oregon Dairy and Nutrition Council - <http://www.oregondairycouncil.org/>
8. Oregon Nutrition Education Program, Extension Family & Community Health, College of Public Health and Human Sciences, Oregon State University <http://extension.oregonstate.edu/nep/>
9. Oregon Food Corps - <https://foodcorps.org/apply/where-youll-serve/oregon/>
10. U.S. Department of Health and Human Services and U.S. Department of Agriculture. 2015 – 2020 Dietary Guidelines for Americans. 8th Edition. December 2015. Available at <http://health.gov/dietaryguidelines/2015/guidelines/>





FITTING IN FAMILY & SHARED MEALS



THINK ABOUT HOW YOU CAN
MAKE SHARED MEALS HAPPEN.
THE BENEFITS WILL BE WORTH IT!



VISIT FOOD HERO
FOR HEALTHY,
QUICK, AND BUDGET-
FRIENDLY RECIPES!

Cook Together

- Cooking together helps make mealtime happen. When everyone shares the work, it is easy to do and the food may even taste better!
- Use the food groups as your guide to cooking a healthy meal. Plan meals that include at least 3 food groups: dairy, grains, fruits, vegetables and protein.

Eat Together

- Plan when you will eat together. It can be breakfast, lunch, dinner, or even a snack. Try to share meals at least four times each week.
- Sharing meals helps everyone to learn to make healthy choices.

Talk Together

- Focus on each other, relax, laugh and talk. Keep it simple and light-hearted.
- Turn electronics off and talk about your day –what made you laugh or what you did for fun.

Share Mealtime

- Sharing meals helps pass on traditions and form positive food memories that last a lifetime.
- People of all ages eat more healthy foods and a wider variety of foods when they share meals with family and friends.

This information comes from the Nutrition Council of Oregon and Oregon Health Authority, learn more by searching for Nutrition Council of Oregon family meals initiative.





FITTING IN FAMILY AND SHARED MEALS

HERE'S WHAT TO DO AT THIS STATION:

1 List at least three advantages of eating with your family on a regular basis.

Advantages of Family and Shared Meals

- Improved academic skills
- Stronger family bonds and emotional health
- Decreased risk-taking behaviors
- Shared learning (e.g. social skills, vocabulary, conversational skills)
- Improved nutrition

2 Understand how planning ahead can help you and your family make changes that improve your eating habits.

- Planning is an important skill when it comes to making positive food choices. Whether you are eating a meal or snack at home or making a choice in a restaurant, thinking ahead is the first step. Once you have a plan, shopping, cooking and scheduling are the next steps for healthy eating success.
- Foodhero.org is a great resource from Oregon State University Extension Service that features tested recipes that are budget-friendly, healthy and tasty.
- Busy families can make “faster food at home” by stocking up on easy-to-prepare, simple meals. The table below provides some simple, healthy food choices from each food group.

VEGETABLES	FRUITS	WHOLE GRAINS	DAIRY	PROTEIN
Carrot sticks	Banana	Oatmeal	Yogurt	Eggs
Frozen vegetables	Apple slices	Whole-wheat bread	Cottage cheese	Canned beans
Potato (microwave)	Orange wedges	Whole-grain pasta	String cheese	Chicken breast
Salad greens	Grapes	Quinoa	Milk	Peanut butter
Snap peas	Frozen berries	Popcorn	Greek yogurt	Lean ground beef
Stir-fry vegetable mix	Kiwifruit	Wholegrain waffles	Parmesan cheese	Canned tuna

3 Complete the “Fitting in Family and Shared Meals” student activity sheet.





LESSON 4
TAKING CHARGE OF YOUR CHOICES - FITTING IN FAMILY MEALS
STUDENT ACTIVITY SHEET



FITTING IN FAMILY AND SHARED MEALS



MAKING MEALS HAPPEN

- Shared and family meals result in improved academic skills, stronger family bonds, decreased risk-taking behaviors, shared learning (e.g. social skills, vocabulary, conversational skills), and improved nutrition.
- Planning is an important skill when it comes to making positive food choices. Whether you are eating a meal or snack at home or making a choice in a restaurant, thinking ahead is the first step. Once you have a plan, shopping, cooking and scheduling are the next steps for healthy eating success.

1. Fill in the following menus to make them a complete, balanced meal with at least three food groups at breakfast and four food groups at lunch. Use the food photo cards for ideas.

BREAKFAST	LUNCH	DINNER
Scrambled eggs	Tuna sandwich on whole-grain bread	Grilled chicken
Grated cheese		
	Apple slices	
		Milk

2. The following box includes “faster food at home” choices for the times you are extra busy. Use the food photo cards, foods in the box below – or your own ideas - to plan at least 2 “faster food at home” menus (breakfast, lunch or dinner).

VEGETABLES	FRUITS	WHOLE GRAINS	DAIRY	PROTEIN
Carrot sticks	Banana	Oatmeal	Yogurt	Eggs
Frozen vegetables	Apple slices	Whole-wheat bread	Cottage cheese	Canned beans
Potato (microwave)	Orange wedges	Whole-grain pasta	String cheese	Chicken breast
Salad greens	Grapes	Quinoa	Milk	Peanut butter
Snap peas	Frozen berries	Popcorn	Greek yogurt	Lean ground beef
Stir-fry vegetable mix	Kiwifruit	Whole-grain waffles	Parmesan cheese	Canned tuna

MENU 1:

MENU 2:

3. Why do you think family and shared meals are important? Share any observations from your personal experience with shared and family meals.



FITTING IN FAMILY AND SHARED MEALS



MAKING MEALS HAPPEN

- Shared and family meals result in improved academic skills, stronger family bonds, decreased risk-taking behaviors, shared learning (e.g. social skills, vocabulary, conversational skills), and improved nutrition.
- Planning is an important skill when it comes to making positive food choices. Whether you are eating a meal or snack at home or making a choice in a restaurant, thinking ahead is the first step. Once you have a plan, shopping, cooking and scheduling are the next steps for healthy eating success.

1. Fill in the following menus to make them a complete, balanced meal with at least three food groups at breakfast and four food groups at lunch. Use the food photo cards for ideas.

BREAKFAST	LUNCH	DINNER
Scrambled eggs	Tuna sandwich on whole-grain bread	Grilled chicken
Grated cheese	snap peas	Spinach Salad
whole grain toast	Apple slices	Brown Rice
salsa	Plain yogurt topped with berries	Milk

2. The following box includes “faster food at home” choices for the times you are extra busy. Use the food photo cards, foods in the box below – or your own ideas - to plan at least 2 “faster food at home” menus (breakfast, lunch or dinner). **Many possible answers**

VEGETABLES	FRUITS	WHOLE GRAINS	DAIRY	PROTEIN
Carrot sticks	Banana	Oatmeal	Yogurt	Eggs
Frozen vegetables	Apple slices	Whole-wheat bread	Cottage cheese	Canned beans
Potato (microwave)	Orange wedges	Whole-grain pasta	String cheese	Chicken breast
Salad greens	Grapes	Quinoa	Milk	Peanut butter
Snap peas	Frozen berries	Popcorn	Greek yogurt	Lean ground beef
Stir-fry vegetable mix	Kiwifruit	Whole-grain waffles	Parmesan cheese	Canned tuna

MENU 1:

MENU 2:

3. Why do you think family and shared meals are important? Share any observations from your personal experience with shared and family meals. **Open ended question for students - no right or wrong answers here**



SNACKING SUCCESS!

**START WITH A
FRUIT OR
VEGETABLE**

**ADD AT LEAST ONE
MORE FOOD GROUP
INCLUDING DAIRY, PROTEIN
OR WHOLE GRAINS**

**HEALTHY
SNACK
EXAMPLES**





SNACKING SUCCESS!

HERE'S WHAT TO DO AT THIS STATION:

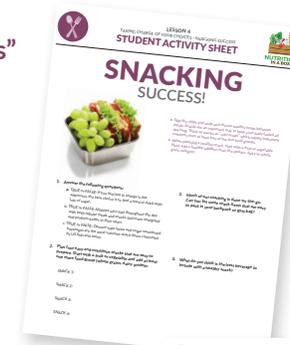
1 Use the Nutrition In A Box Food Photo cards to plan a snack that meets the following criteria:

- A. Start with a fruit or vegetable
- B. Add at least one more food group, including dairy, protein or whole grains

HEALTHY SNACK EXAMPLES:

- Apple slices, cheese quesadilla on whole-wheat tortilla
- Veggie strips and hummus
- Half of a ham sandwich and grapes
- Small yogurt parfait with berries and granola
- Banana dipped in peanut butter
- Sunflower seeds and orange slices

2 Complete the “Snacking Success” student activity sheet.



3 Stock your kitchen with healthy snack choices. Share this handout with your family this week.





LESSON 4
TAKING CHARGE OF YOUR CHOICES - SNACKING SUCCESS
STUDENT ACTIVITY SHEET



SNACKING SUCCESS!



- Skip the chips and soda and choose healthy foods between meals. Snacks are an important way to keep your body fueled all day long. Think of snacks as “mini meals” which supply important nutrients from at least two of the five food groups.
- When planning a healthy snack, start with a fruit or vegetable. Next, add a healthy addition from the protein, dairy or whole grain category.

1. Answer the following questions:

- a. TRUE or FALSE: If you feel low in energy in the afternoon, the best choice is to find a food or drink with lots of sugar.
- b. TRUE or FALSE: Athletes who fuel throughout the day with both regular meals and snacks feel more energized and perform better in their sport.
- c. TRUE or FALSE: Dessert-type items and sugar sweetened beverages are the most common snack items consumed by U.S. kids and teens.

2. Plan four easy and nutritious snacks that are easy to prepare. Start with a fruit or vegetable and add at least one more food group (whole grains, dairy, protein):

SNACK 1:

SNACK 2:

SNACK 3:

SNACK 4:

3. Much of our snacking is done on-the-go. Can you list some healthy snack items that are easy to pack in your backpack or gym bag?

4. What do you think is the best beverage to include with a healthy snack?



LESSON 4
TAKING CHARGE OF YOUR CHOICES - SNACKING SUCCESS
STUDENT ACTIVITY SHEET
Answer Key



SNACKING SUCCESS!



- Skip the chips and soda and choose healthy foods between meals. Snacks are an important way to keep your body fueled all day long. Think of snacks as “mini meals” which supply important nutrients from at least two of the five food groups.
- When planning a healthy snack, start with a fruit or vegetable. Next, add a healthy addition from the protein, dairy or whole grain category.

1. Answer the following questions:

- a. TRUE or FALSE: If you feel low in energy in the afternoon, the best choice is to find a food or drink with lots of sugar.
- b. TRUE or FALSE: Athletes who fuel throughout the day with both regular meals and snacks feel more energized and perform better in their sport.
- c. TRUE or FALSE: Dessert-type items and sugar sweetened beverages are the most common snack items consumed by U.S. kids and teens.

2. Plan four easy and nutritious snacks that are easy to prepare. Start with a fruit or vegetable and add at least one more food group (whole grains, dairy, protein):

Many possibilities based on student preferences

SNACK 1:

SNACK 2:

SNACK 3:

SNACK 4:

3. Much of our snacking is done on-the-go. Can you list some healthy snack items that are easy to pack in your backpack or gym bag?

nuts, seeds, trail mix, oranges, whole grain crackers, nut butters, etc. (answers will vary according to student preferences)

4. What do you think is the best beverage to include with a healthy snack?

Water or Milk



LESSON 4
TAKING CHARGE OF YOUR CHOICES – SNACKING SUCCESS
FAMILY RESOURCE SHEET



STOCK YOUR KITCHEN FOR HEALTHY SNACKING

CHOOSING HEALTHY SNACKS

Snacking can contribute important nutrients to the diet but studies show that snacks are most often a source of junk food and sweet drinks. Desserts and sugar sweetened beverages are the major sources of calories from snacks.

The best snack for most kids and teens includes a protein source and a fruit or vegetable. Refined grain-based snacks such as chips, pretzels and crackers are often eaten to excess and leave kids hungry within a short time.

The list below provides ideas for stocking a healthier kitchen. Suggested serving sizes are included for some of the higher calorie items. For the child or teen who is active, he or she may need more than one serving of these foods.

Counter:

- Bowl of fresh fruit
- Grape tomatoes
- Avocados
- Whole grain bread

Freezer:

- Washed, frozen fruit to snack on (e.g. grapes, blueberries)
- Frozen fruit or vegetables for use in smoothies

Refrigerator:

- Air-tight containers filled with cleaned, cut-up vegetables such as snap peas, broccoli florets, cucumber slices, sweet pepper slices, carrot sticks, celery, radishes, baby squash, etc.
- Nutrient-rich dips for dipping vegetables (e.g., Greek yogurt/cucumber dip, hummus, cottage cheese mixed with herbs, guacamole, fresh salsa) - *suggested serving size is ¼ cup*
- Air-tight containers filled with washed fruit such as grapes, melon balls, berries, kiwi chunks, pineapple, etc.
- Edamame (fresh soybeans)
- Hard boiled eggs
- Yogurt - plain or if flavored, look for brands that have 12 grams of sugar or less per serving
- Cheese sticks and slices - *suggested serving size is 1 ½ ounce*
- Milk
- Chilled water (add cucumber slices, citrus wedges, or raspberries to infuse a fresh taste)

Pantry:

- Canned food, such as no-sugar-added fruits (e.g. pineapple chunks, mandarin oranges, applesauce), refried beans, tuna, sardines, canned salmon, lower sodium vegetable soups
- Nuts (e.g. almonds, walnuts, pistachios, peanuts, pecans, etc.) - *suggested serving size is 2 Tablespoons*
- Seeds (e.g. shelled sunflower, pumpkin, hemp) - *suggested serving size is 2 Tablespoons*
- Nut and seed butters (e.g. peanut, almond, sunflower seed butter) - *suggested serving size is 2 Tablespoons*
- Dried fruit with no sugar added such as raisins, figs, mango slices, apricot halves, etc. - *suggested serving size is ¼ cup*
- Trail Mix (or make your own using nuts/seeds and dried fruit) - *suggested serving size is ¼ cup*
- 100% whole grain crackers or pita chips - *suggested serving size is 1 ounce serving (check the label)*
- Popcorn (best if air popped or prepared with a small amount of oil)
- Nutrient dense bars - Look for bars that contain whole ingredients such as whole grains (oats, wheat, brown rice, etc.) nuts, seeds and fruits. An ideal bar for a snack contains at least 9 grams of protein while providing 12 or fewer grams of sugar.
- Whole grain, low sugar cereals (look for cereals that have less than 6 grams of sugar and at least 3 grams of fiber per serving)
- Oatmeal
- Whole grain mini-bagels, whole wheat pita bread, whole grain tortillas (e.g. whole corn, whole wheat) - *suggested serving size is 1 mini-bagel, ½ of a pita or 1 tortilla*
- Single serve packages of veggie chips or limit to a 1 ounce serving. Better yet, make your own healthier version of kale, beet, sweet potato and other chips.

Reference:

1. Trends in Snacking Among U.S. Children. (2010). Health Affairs (Project Hope), 29(3), 398-404.
<http://doi.org/10.1377/hlthaff.2009.0666>





FOOD IN-A-BOX CAFÉ

ALL OF YOUR FOOD SERVED IN A BOX!



MENU

ENTREES

- Double Battered Fried Fish and Chips
- Broiled Cod Fillet with Lemon Zest
- Spicy Red Beans and Brown Rice
- Spinach and Butternut Squash Lasagna
- Deep Fried Steak with Creamy Gravy
- Grilled Chicken on a Bed Of Sautéed Greens

SANDWICHES & SOUPS

- Tuna Sandwich on Whole Wheat
- Foot Long Hot Dog on Bun
- Grilled Chicken & Veggies in a Whole-Grain Pita
- Lean Steak and Sweet Peppers on a Whole-Grain Ciabatta
- Cheese and Black Bean Quesadilla on a Whole-Corn Tortilla
- Double Bacon Cheeseburger
- Creamy, Cheesy, Sausage Soup
- Farm Fresh Vegetable Soup
- Turkey White Bean Chili

VEGETABLES, SALADS & SIDES

- French Fries
- Mashed Sweet Potatoes
- Grilled Asparagus with Parmesan
- Kale Strawberry Walnut Salad with Goat Cheese and Light Vinaigrette
- Fresh Fruit Medley
- Double Battered Onion Rings
- Three Bean Salad with Oil and Vinegar
- Baked Potato
- Garden Salad (Side or Entrée-sized)
- Quinoa Mango Salad with Fresh Herbs
- Garlic Green Beans
- Steamed Garden Veggies
- Side of Brown Rice

DESSERTS

- Triple Fudge Brownie with Whipped Cream
- Raspberry Sorbet
- Apple Crisp with Ice Cream
- Pie of the Day
- Fresh Fruit Medley
- Yogurt Topped with Berries and Peanuts

BEVERAGES

- Milk
- 100% Fruit Juice
- Lemonade
- Caramel Mocha Espresso
- Sparkling Water
- Soda Pop
- Extra Sweet Tea





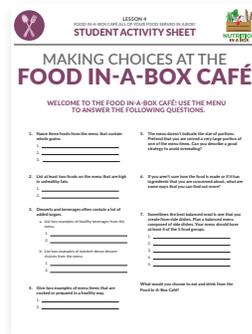
MAKING CHOICES AT THE FOOD IN-A-BOX CAFÉ

HERE'S WHAT TO DO AT THIS STATION:

1 Review the “Food In A Box Café” Menu on the wall poster. You will make choices based on the information you have learned from the Nutrition In A Box program. The menu is designed to include a variety of choices from all food groups. Some of the choices are much healthier than others.

2 Complete the “Making Choices at the Food In A Box Café” student activity sheet. You may want to work with one or two classmates when completing this sheet.

3 At home, complete the “Not so Fast... Make a Game plan for Eating Out” student weekly worksheet.





MAKING CHOICES AT THE FOOD IN A BOX CAFÉ

WELCOME TO THE FOOD IN A BOX CAFÉ! USE THE MENU TO ANSWER THE FOLLOWING QUESTIONS.

- Name three foods from the menu that contain whole grains. **Menu items with quinoa, brown rice, or "whole" as part of the description of grain**
 - _____
 - _____
 - _____
 - List at least two foods on the menu that are high in unhealthy fats. **creamy gravy, fried foods, bacon, sausage, cheese, ice cream, pie, whipped cream, hot dog**
 - _____
 - _____
 - Desserts and beverages often contain a lot of added sugars.
 - List two examples of healthy beverages from the menu.
 1. **Milk** _____
 2. **Sparkling Water** _____
 - List two examples of nutrient-dense dessert choices from the menu.
 1. **Raspberry Sorbet** _____
 2. **Fresh Fruit Medley** _____
Yogurt with berries and peanuts
 - Give two examples of menu items that are cooked or prepared in a healthy way.
 - _____
 - _____

broiled, grilled or steamed items
 - The menu doesn't indicate the size of portions. Pretend that you are served a very large portion of one of the menu items. Can you describe a good strategy to avoid overeating?
 - Ask for a take home container and divide portion.
 - Split menu item with friend or family member.
 - Other ideas welcome here!
 - If you aren't sure how the food is made or if it has ingredients that you are concerned about, what are some ways that you can find out more?

Ask the serving staff to check in with the cooks or chef.
 - Sometimes the best balanced meal is one that you create from side dishes. Plan a balanced menu composed of side dishes. Your menu should have at least four of the five food groups.

Many choices based on student preferences.
- What would you choose to eat and drink from the Food In A Box Café? **personal answer**



LESSON 4
TAKING CHARGE OF YOUR CHOICES - MAKING DINING DECISIONS
STUDENT ACTIVITY SHEET



MAKING CHOICES AT THE FOOD IN A BOX CAFÉ

WELCOME TO THE FOOD IN A BOX CAFÉ! USE THE MENU TO ANSWER THE FOLLOWING QUESTIONS.

1. Name three foods from the menu that contain whole grains.

1. _____
2. _____
3. _____

2. List at least two foods on the menu that are high in unhealthy fats.

1. _____
2. _____

3. Desserts and beverages often contain a lot of added sugars.

a. List two examples of healthy beverages from the menu.

1. _____
2. _____

b. List two examples of nutrient-dense dessert choices from the menu.

1. _____
2. _____

4. Give two examples of menu items that are cooked or prepared in a healthy way.

1. _____
2. _____

5. The menu doesn't indicate the size of portions. Pretend that you are served a very large portion of one of the menu items. Can you describe a good strategy to avoid overeating?

6. If you aren't sure how the food is made or if it has ingredients that you are concerned about, what are some ways that you can find out more?

7. Sometimes the best balanced meal is one that you create from side dishes. Plan a balanced menu composed of side dishes. Your menu should have at least four of the five food groups.

What would you choose to eat and drink from the Food In A Box Café?



LESSON 4
TAKING CHARGE OF YOUR CHOICES - MAKING DINING DECISIONS
STUDENT WEEKLY WORKSHEET



NOT SO FAST . . . MAKE A GAME PLAN FOR EATING OUT

WAIT! Before the server takes your order, think first! Planning ahead is the key to choosing healthier meals at fast food restaurants. The nutrition advice in the box below is intended for the typical 10 to 14 year-old and will help you plan a more balanced meal. See if you can plan a meal that meets the following calorie, fat and food group guidelines. An example is provided.

Menu Planning Guidelines (per meal):

- 600-800 total calories
- 20-25 grams of fat
- At least four different food groups

KEEP THESE POINTS IN MIND:

- You can find nutrition information for most fast food restaurants online. Just type the restaurant name in a search engine with the word “nutrition.”
- If you choose a meal that is high in fat or calories, be sure to balance your food choices during the rest of the day. It can sometimes be challenging to find fruits, vegetables and milk at fast food restaurants so include those foods at other meals and snacks during the day.
- Think about your drink choice! Avoid a load of sugar and save money by asking for water.

RESTAURANT: Burrito Bowl

FOOD ITEM	CALORIES	FAT GRAMS	FOOD GROUPS
Brown rice with oil - 1 cup + 1 tsp. oil	240	7	2 (whole) grains
Black beans - ½ cup	120	0	2 protein (or count as vegetable)
Shredded chicken - ½ cup	105	2	2 protein
Lettuce and salsa - (1 cup lettuce, ½ cup salsa)	35	0	1 cup vegetable
Cheese, grated - ½ cup	150	12	1 dairy
TOTALS	650	21	4 different food groups

RESTAURANT: _____

FOOD ITEM	CALORIES	FAT GRAMS	FOOD GROUPS

HEALTHY NACHOS Try out this “fast food at home” recipe on your friends!

1. Set out a large bowl of whole-corn tortilla chips. Try a mixture of blue and yellow corn.
2. Provide small bowls of toppings such as refried or black beans, shredded chicken or pork, grated cheese, corn, grated zucchini, avocado chunks, olives, chopped romaine lettuce, baby spinach leaves, diced tomatoes, salsa, and light sour cream. Add your own ideas!
3. Let everyone assemble their own nacho plate.

