





Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE HIGH**



Nutrition Standard	Key Message #4: Students will eat a balanced diet as defined by the USDA.
Content Objective	Students will be able to make healthy choices when eating at restaurants.
Behavior Change Objective	Students will make more informed, healthier choices at fast food restaurants.
Language Objective	Students will be able to interpret written information found on charts.
Instructional Approach	Life Skills Reading
Class Length	3 hours 
Topic	Food 



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(NOTE: The following background information is intended for teachers only. It is not to be shared with students. Research shows that nutrition education that is skill-based is more effective than knowledge-based instruction and is more likely to lead to changes in behavior.)

Key Message #4: Students will eat a balanced diet as defined by the USDA.

Objective 4.8: Students will be able to make healthy choices when eating at restaurants.

Many people eat at fast food and other restaurants, and it is important to give students the skills they need to make healthy choices at restaurants. Generally, fast foods can be high in fat and salt, and servings are often large. It is critical that students have a sense of how much is a healthy amount of fat and salt and then use that information to make healthy choices.

Fats: Fats supply energy and essential fatty acids, and they are necessary to absorb the fat-soluble vitamins A, D, E, and K, and carotenoids. Current recommendations for adults are to consume between 20-35 percent of calories from fat, with most fats coming from foods such as fish, nuts, and vegetable oils. Although we know that some kinds of fats are healthier than others, nutritionists and doctors recommend that Americans decrease the overall amount of fat in their diets. Too much of any kind of fats contributes to obesity and other chronic diseases. It is important for students to learn to read food labels and restaurant menus to help control the amount of fat they have in their own and their family's diets and make healthy changes if needed.

Salt: Like fat, our bodies need salt, but too much can cause health problems. In the body, sodium—which you get mainly from salt—plays an essential role in regulating fluids and blood pressure. Many studies in diverse populations have shown that a high sodium intake is associated with higher blood pressure. There is no way to tell who might develop high blood pressure from eating too much salt. However, consuming less salt or sodium is not harmful and is recommended for the healthy person. No more than **2,300 milligrams of sodium** a day is recommended for most adults. This is **about 1 teaspoon of salt** per day. This includes all salt and sodium consumed, including that used in cooking, at the table, and in packaged foods. Packaged foods account for 75% of total salt intake.

What is the Difference between Salt And Sodium?

Salt and sodium are not the same, but because the two words are often used interchangeably, people are often confused about the difference. Sodium is a mineral that combines with the mineral chloride to form salt. **Sodium** is a necessary nutrient that helps your body maintain water balance, transmit nerve impulses and contract muscles. For some people, too much sodium may contribute to high blood pressure and other related diseases. **Salt** (sodium chloride) is a naturally occurring compound that contains 40% sodium and 60% chloride. Salt is used to season foods and is the primary source of sodium in our diet.

Salt may be sold by the pound and measured by the pinch or by the teaspoon in our kitchen, but sodium levels in food are expressed in units of a gram called milligrams (mg). One gram (g) equals 1000 milligrams. Food labels list sodium rather than salt content.



Portion Size and 'Super-Sizing'

A report (referenced below) from the National Alliance for Nutrition and Activity, entitled "From Wallet to Waistline: The Hidden Costs of Super Sizing" looks at the financial and nutritional costs of 'upgrading' to larger portion sizes of single-serve foods at fast-food restaurants, convenience stores and other retail food establishments. The results of the study, not surprisingly, indicate that 'upgrading' to larger sizes often increases price only slightly, but substantially increases calorie and fat content. While profitable for the food industry, it is a practice that results in too large of portions and contributes to overeating and obesity. Studies show that when people are served more food, they tend to eat more. The report illustrates the increase in calories, fat, sugar and sodium when foods are 'super sized.'

Although this lesson does not directly address the issue of portion sizing, it is a critical area of concern. This lesson presents some ways for students to control portion size. For example, different sizes of French Fries are presented, with the nutrition information discussed. Students can see that the smaller portions contain less fat and salt and thus, are healthier choices. The same is true for the different hamburgers – a small, plain burger has less fat and salt than a double cheeseburger. The goal of this lesson is to help students learn to interpret nutrition information provided at restaurants, with a focus on fat and salt and an objective of making healthier choices (those lower in fat and salt). By extension, those foods will naturally be smaller portions compared to those with more fat and salt. The teacher can pose the question to students: what about 'super-sizing'? Is it a healthy choice? Why or why not? Teachers can also suggest that sharing meals or cutting portions in half are a healthy 'tips' for reducing fat and salt overall. And while this lesson does not address drinks (this lesson is designed to focus on fat and salt), clearly, the empty calories and sugar in soda are of concern and can also be addressed in other lessons, along with the concept that 'super sizing' sodas is not a healthy choice because of all the sugar and empty calories in them.

Key Word Search: *balanced diet; dietary guidelines; MyPyramid*

Websites for more information(2008)

USDA Nutrition Information (offers a wide range of information, resources and material):
<http://www.nutrition.gov/>

MyPyramid: www.mypyramid.gov

National Agricultural Library <http://www.nal.usda.gov>

Fact sheets on foods from many cultures <http://ohio.osu.edu>

Dietary Guidelines <http://www.health.gov/dietaryguidelines>

Nutrition Data for Charts: Nutrient Data Laboratory, USDA: <http://www.nal.usda.gov/fnic/foodcomp/search/>

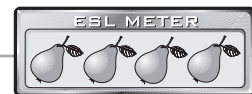
National Alliance for Nutrition and Activity: Advocates for national policy to promote healthy eating and physical activity <http://www.cspinet.org/nutritionpolicy/nana.html>

From Wallets to Waistlines: The Hidden Cost of Super Sizing: A Report from the National Alliance for Nutrition and Activity <http://www.cspinet.org/w2w.pdf>

A demonstration is conducted in the Introduction Stage of this lesson to show students the amounts of fats and salt in different common foods. The teacher can either use realia (lard or shortening and salt) or commercially available fat and salt in test tubes. The test tubes can be ordered from NCES, 1904 E. 123rd St., Olathe, Kansas 66061 (800-445-5653), www.ncescatalog.com as of 2004.



LESSON PLAN



Intermediate High


Warm-up/Review (25 min.)

- Put the words fast food on board.
 - Pose the following questions and elicit learner response: *What is 'fast food'?* Give some examples. *Why do they call it 'fast food'?* *Does it taste good?* *Do you and your family go to fast food restaurants?* *Which ones?* *What do you like to order?* *How often do you go?*
 - Write student responses on board and show drawings/photos if needed to help elicit responses.
- Project Transparency of Worksheet #1, "Class Survey", and review the questions as a class.
- Have students survey each other by following instructions below.
 - Distribute Worksheet #1, "Class Survey" and first have students fill in the information about themselves.
 - Direct students to move around the room, interviewing each other.
 - When finished, pose questions to stimulate student discussion. *Is fast food healthy for you?* *Why or why not?*
 - Have students share responses.

Worksheet #1

Class Survey

Name: _____ Date: _____



...Yes, I like to go to fast food restaurants
...my favorite is Mexican food.
...I like to order: bean and cheese burritos
...I go about once a week

- Hi, I'm taking a survey. Can I have your name please?
- Do you like to go to fast food restaurants?
- What is your favorite fast food restaurant?
- What do you like to order at fast food restaurants?
- How often do you go to fast food restaurants?

Step 1: Fill in the information for yourself.

Name	Do you like to go to fast food restaurants?	What is your favorite fast food?	What do you like to order?	How often do you go to fast restaurants?

Step 2: Walk around the classroom and survey your classmates.

Name	Do you ...?	What is ...?	What do you...?	How often ...?
1.				
2.				
3.				
4.				

Step 3: Do you think fast food is healthy? Why or Why not?

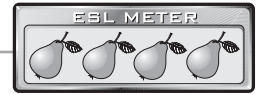
Step 4: Share your information with the class.

MATERIALS

Visuals of Fast Food; Worksheet #1, "Class Survey"



LESSON PLAN



Intermediate High

Introduction (30 min.) 

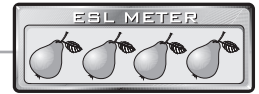
1. State the nutrition objective: We are going to look at how much salt and fat are in "fast food" so we can make healthier choices at restaurants.
2. Perform the Dynamite Demo: Fat and Salt
 - Hold up some 'fat' and some 'salt' tubes* or realia (shortening or oil, salt and measuring spoons) and write the words 'fat' and 'salt' on the board.
 - Briefly make the point that 'salt' and 'sodium' are not exactly the same but many people use the words to mean the same thing. (Complete explanation for the teacher is located in Background Information)
 - Provide critical information to students: Most healthy adults need no more than 5 teaspoons of oil and no more than **1 teaspoon of salt** per day based on Dietary Guidelines for Americans, 2005.
 - Write this information on the board.

*See Background Information for ordering fat and salt tubes.

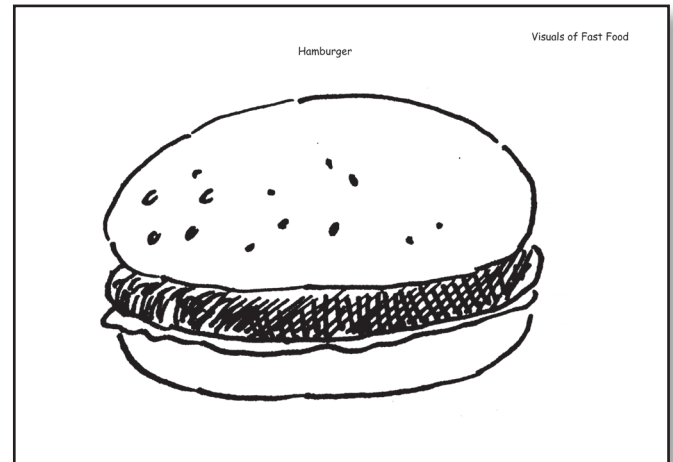
MATERIALS

Fat Tubes (grams); Salt/Sodium Tubes (milligrams)
 OR use realia: 1 can of solid shortening such as lard; salt,
 measuring spoons



LESSON PLAN**Intermediate High****Introduction** (cont.)

- Hold up fat and salt tubes that indicate these amounts
OR measure these amounts using measuring spoons.
 - Pass the tubes or measured amounts so students can see how much it is.
3. Make the health connection: Doctors know that too much fat and salt (or sodium) is not good for your health, and fast foods often have a lot of fat and salt.
 4. Show how much fat and salt is in typical fast food by following instructions below.
 - Show visual or realia of hamburger and show students how much fat and salt is in that item using the fat/salt tubes or realia.
 - Continue with several food items, demonstrating how much fat and salt are in typical fast foods, using either photos, drawings or realia and the fat/salt tubes.
 - Include: Hamburger, Cheeseburger, Double Cheeseburger, Fries (in different sizes), Grilled Chicken Sandwich, Fish Sandwich, Chicken Nuggets, Salads, Salad Dressings.
 - Re-focus on the information previously written on board: 5 teaspoons of oil and 1 teaspoon of salt per day.
 - Point out that fast food items have a lot of fat and salt compared to what the USDA recommends for a healthy adult.

**MATERIALS**

Photos or drawings of fast food with salt and fat content (included at the end of this lesson) Fat and salt tubes (to be ordered) or measured amounts



LESSON PLAN**Intermediate High****Introduction** (cont.)

5. Brainstorm a list of "tips" for making healthy choices at restaurants, e.g. sharing orders, choosing the smallest size of fries or a hamburger rather than a fish sandwich, etc.

Some ideas for tips include:

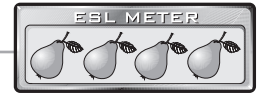
- Share a fast food meal
 - Order a salad, but use half the dressing, or choose the low-fat dressing
 - Choose items lower in fat
 - Choose smaller serving sizes - small fries, regular size hamburger, etc.
 - Don't eat fast food every day
 - Balance fast food with healthy choices in other meals
6. Write 'tips' on board or Tear Sheet. Ask a student to copy tips.
- Later, type up 'tips' to share with class in the future or ask student to do so for extra credit or in computer lab.
7. Pose the question to students: "How can you find out about the fat and sodium (salt) content of fast foods?" (Answer: charts are either posted in the restaurant, available for asking or can be seen on the Internet.)
8. Show samples of actual nutrition chart(s) from a fast food restaurant(s) and explain they are. Pass around to students to look at.

MATERIALS

Tear Sheet for tips; Sample nutrition charts from restaurants.



LESSON PLAN



Intermediate High

Presentation (30 min.)

1. State the language objective:
Today you will practice reading a nutrition chart from a restaurant.
2. Project transparency of Worksheet #2, "Sample Nutrition Chart A". Point out that a Nutrition Chart usually has a lot of information, but today you are only looking at Total Fat and Sodium.
3. Model how to look for specific information using projection of Worksheet #2, "Sample Nutrition Chart A."
 - Use an overhead pen to draw a line down the 'Total Fat Grams' and the 'Sodium Milligrams' columns of the Chart.
 - Go to 'hamburger' and show students how to look across the chart to get the fat and sodium information for that item.
 - Use the overhead pen to show where the food item meets the 'Total Fat Grams' and 'Sodium' columns.
 - Repeat with several food items.
 - Check comprehension by asking students to come up and highlight specific items.

Sample Nutrition Chart A Worksheet #2

Menu Item	Serving Size	Calories	Calories from Fat	Total Fat Grams	% Daily Value	Saturated Fat	% Daily Value	Cholesterol Milligrams	Sodium Milligrams	% Daily Value	Carbohydrates	% Daily Value	Fiber Grams	% Daily Value	Sugars	Protein Grams
Sandwiches																
Hamburger	3.7 oz	280	90	10	15	4	19	30	550	23	36	12	2	7	12	
Cheeseburger	4.2 oz	330	130	14	22	6	31	45	790	33	36	7	2	7	15	
Grilled Chicken Sandwich	7.5 oz	400	140	16	5	3	14	70	1000	42	37	12	3	7	27	
French Fries																
Small	2.4 oz	210	90	10	15	1.5	9	0	135	6	26	9	2	0	3	
Medium	5.2 oz	450	200	22	33	4	19	0	290	12	57	19	6	0	6	
Super	7.0 oz	610	260	29	45	5	25	0	390	16	77	26	7	0	9	
Other																
Chicken Nuggets - 4	2.3 oz	170	90	10	15	2	11	25	450	19	10	3	0	0	10	
Salads (no dressing included)																
Grilled Chicken Caesar Salad	9.8 oz	210	70	7	11	3	17	60	680	28	11	4	3	3	26	
Cobb Salad	6.8 oz	160	100	11	17	4	22	85	450	19	7	2	3	4	11	
Plain Side Salad	3.1 oz	15	0	0	0	0	0	0	10	0	3	1	1	1	1	
Dressings																
Ranch	2fl oz	290	270	30	46	4.5	23	20	530	22	4	1	0	3	1	
Cobb	2fl oz	120	80	9	14	1.5	9	10	440	18	9	3	0	5	1	

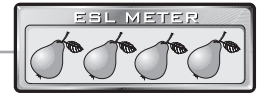
Nutrient Data Laboratory, USDA - <http://www.nal.usda.gov/fnic/foodcomp/search/>

MATERIALS

Overhead Pens; Transparency/Worksheet #2, "Sample Nutrition Chart A"



LESSON PLAN



Intermediate High

Presentation (cont.)

4. Focus on why some choices are healthier than others by asking students which are healthier choices between different items, based on the fat and salt content. (Show food visuals as prompts.)
 - For example, which is a healthier choice, and why - a small order of French Fries or a large order? A Hamburger or a Cheeseburger? A Cheeseburger or a Double Cheeseburger?
 - Point out that some foods are high in fat, some are high in salt and some are high in both.
 - Ask students to identify foods that are high in both fat and sodium, and ask if these are healthy choices.
 - Emphasize that there are no right or wrong choices, just ones that can be more or less healthy.
 - Ask students if they have any questions before the practice.

Sample Nutrition Chart A Worksheet #2

Menu Item	Serving size	Calories	Calories from Fat	Total Fat grams	% Daily Value	Saturated Fat	% Daily Value	Cholesterol milligrams	Sodium milligrams	% Daily Value	Carbohydrates	% Daily Value	Fiber grams	Sugars	Protein grams
Sandwiches															
Hamburger	3.7 oz	280	90	10	18	4	19	30	590	23	36	12	2	7	12
Cheeseburger	4.2 oz	330	130	14	22	6	31	45	790	33	36	7	2	7	15
Grilled Chicken Sandwich	7.5 oz	400	140	16	5	3	14	70	1020	42	37	12	3	7	27
French Fries															
Small	2.4 oz	210	90	10	15	1.5	9	0	135	6	26	9	2	0	3
Medium	5.2 oz	450	200	22	33	4	19	0	290	12	57	19	5	0	6
Super	7.0 oz	610	260	29	45	5	25	0	390	16	77	26	7	0	9
Other															
Chicken Nuggets- 4	2.3 oz	170	90	10	15	2	11	25	490	19	10	3	0	0	10
Salads (no dressing added)															
Grilled Chicken Caesar Salad	9.8 oz	210	70	7	11	3	17	40	680	28	11	4	3	3	26
Cobb Salad	6.8 oz	160	100	11	17	4	22	85	450	19	7	2	3	4	11
Rain Side Salad	3.1 oz	150	0	0	0	0	0	10	0	3	1	1	1	1	
Dressings															
Ranch	2fl oz	290	270	30	46	4.5	23	20	930	22	4	1	0	3	1
Cobb	2fl oz	130	80	9	14	1.5	9	10	440	18	9	3	0	5	1

Nutrient Data Laboratory, USDA: <http://www.nal.usda.gov/fnic/foodcomp/search/>

MATERIALS

Transparency/Worksheet #2, "Sample Nutrition Chart A"; 2 colored overhead pens



LESSON PLAN



Intermediate High

Practice (40 min.)

1. Set up the practice activity as follows.
 - Divide class into pairs and pass out Worksheet # 2, "Sample Nutrition Chart A" and Worksheet # 3, "Fat and Sodium."
 - Each pair of students will have **1 chart** and **1 Worksheet** to fill out as a team.
 - Pass out highlighters to each pair of students.

2. Give directions for the task as follows.
 - Project Transparency of Worksheet #3, "Fat and Sodium."
 - Tell students they will look at Worksheet #2 and Worksheet # 3 together.
 - Have one student read the instructions and then do #1 as an example.
 - Make sure all students understand assignment.
 - Answer questions as they arise.

3. Have pairs of students report back their answers and fill out Transparency/ Worksheet #3.

4. Correct any mistakes and answer any questions students have.

5. Ask students to reflect on what they have learned in the lesson by posing the following questions to the class as a whole.
 - What did you learn from this lesson?
 - What did you learn that surprised you?
 - What else would you like to know about this topic?

Fat and Sodium *Worksheet # 3*

Names: _____

Part 1: Food Items (use "Sample Nutrition Chart A")

	Food Item	Fat Grams	Salt/Sodium Mg
1.	Cheeseburger		
2.	Grilled Chicken Sandwich		
3.	Small French Fries		
4.	Super French Fries		
5.	Grilled Chicken Caesar Salad		
6.	Cobb Dressing		

Part 2: Look at these items and decide which is the best (healthiest) choice, based on fat content. Use the Sample Nutrition Chart to decide.

	A.	B.	A or B?
1.	Hamburger	Cheeseburger	
2.	Medium French Fries	Super Size French Fries	
3.	Grilled Chicken Sandwich	4 Chicken Nuggets	

Part 3: Look at these items and decide which is the best (healthiest) choice, based on salt (sodium) content. Use the Sample Nutrition Chart to decide.

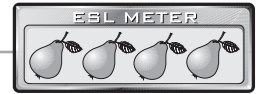
	A.	B.	A or B?
1.	Cobb Dressing	Ranch Dressing	
2.	Cobb Salad	Side Salad	
3.	Cheeseburger	Hamburger	

MATERIALS

Transparency/Worksheet #2, "Sample Nutrition Chart A";
 Transparency/Worksheet #3, "Fat and Sodium";
 Highlighters - 1 per pair of students



LESSON PLAN



Intermediate High

Assessment (30 min.)

1. Distribute Worksheet #4, "Quiz", to each student.
2. Pass out copies of Worksheet #5, "Sample Nutrition Chart B" to each student.
 - Have students use Highlighters from earlier in lesson.
 - Tell students this is a Quiz, that they should work alone.
 - Go over instructions and make sure students understand directions for Parts 1, 2, 3 and 4.
 - Remind students they will be using Worksheet #5, "Sample Nutrition Chart B" along with the Quiz.
 - Give students 25 minutes to complete.
3. Check in class if time permits, or collect and return later.

Rubric: Passing Score = 16 (75%)
100% = 20 correct answers

Quiz Worksheet #4

Last Name: _____ First Name: _____ Score: _____

Part 1: Use "Sample Nutrition Chart B" to fill in the answers. (12 Points)

Food Item	Fat Grams	Salt/Sodium Mg
1. Grilled Chicken Sandwich		
2. Cheeseburger		
3. Super Size French Fries		
4. Small French Fries		
5. Plain Side Salad		
6. Ranch Dressing		

Part 2: Look at these items and decide which is the best (healthiest) choice, based on **fat** content. Use "Sample Nutrition Chart B" to decide. (3 Points)

	A.	B.	A or B?
1.	Ranch Dressing	Low Fat Vinaigrette	_____
2.	Crispy Chicken Sandwich	Double Cheeseburger	_____
3.	Chicken Nuggets-4	Medium French Fries	_____

Part 3: Look at these items and decide which is the best (healthiest) choice, based on **salt** content. Use "Sample Nutrition Chart B" to decide. (3 Points)

	A.	B.	A or B?
1.	Fish Sandwich	Chicken Nuggets- 6	_____
2.	Grilled Chicken Sandwich	Grilled Chicken Caesar Salad	_____
3.	Hamburger	Medium Fries	_____

Part 4: What is one thing you learned about making healthy choices? (2 Points)

Sample Nutrition Chart B Worksheet #5

Menu Item	Serving Size	Calories	Calories from Fat	Total Fat grams	S. Sat. grams	S. Mon. grams	Cholesterol mg	Sodium mg	Total Fat grams	S. Sat. grams	Cholesterol mg	Sodium mg	Total Fat grams	S. Sat. grams	Cholesterol mg	Sodium mg
Sandwiches																
Hamburger	3.7 oz	280	90	10	15	4	19	30	950	23	36	12	2	7	12	
Cheeseburger	4.2 oz	330	130	14	22	6	31	45	790	33	36	7	2	7	15	
Double Cheeseburger	5.1 oz	490	240	26	41	12	60	85	1200	51	68	13	4	8	18	
Fish Sandwich	5.5 oz	410	180	20	31	4	21	45	660	27	41	14	5	5	15	
Grilled Chicken Sandwich	7.5 oz	400	140	16	5	3	14	70	1020	42	37	12	3	7	27	
Crispy Chicken Sandwich	7.7 oz	510	230	26	40	4.5	22	50	1090	45	47	16	3	7	22	
French Fries																
Small	2.4 oz	210	90	10	15	1.5	9	0	135	6	26	9	2	0	3	
Medium	5.2 oz	450	200	22	33	4	19	0	290	12	57	19	5	0	5	
Large	8.2 oz	890	320	36	60	4.5	22	0	350	15	68	22	6	0	8	
Super	7.0 oz	610	260	29	45	5	25	0	390	16	77	26	7	0	9	
Other																
Chicken Nuggets-4	2.3 oz	170	90	10	15	2	11	25	450	19	10	3	0	0	10	
Chicken Nuggets-6	3.4 oz	250	130	15	22	3	16	35	670	28	15	5	0	0	15	
Salads																
Plain Side Salad	3.1 oz	15	0	0	0	0	0	0	10	0	3	1	1	1	1	
Grilled Chicken Caesar	9.8 oz	210	70	7	11	5	17	60	680	28	11	4	3	3	26	
Dressings																
Ranch	2.1 oz	290	270	30	46	4.5	23	10	530	22	4	1	0	3	1	
Cobb	2.1 oz	120	80	9	14	1.5	9	10	440	18	9	3	0	5	1	
Cheesy Caesar	2.1 oz	190	170	18	28	3.5	17	10	500	21	1	0	0	2	2	
Low Fat Vinaigrette	1.5 fl oz	40	25	3	4	0	0	0	720	30	4	1	0	3	0	

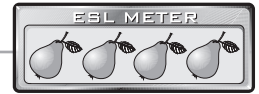
Nutrient Data Laboratory, USDA: <http://www.nal.usda.gov/fnic/foodcomp/search/>

MATERIALS

Worksheet #4, "Quiz;" Worksheet # 5, "Sample Nutrition Chart B"; Highlighters



LESSON PLAN



Intermediate High

Application (15 min.)

1. Refer to list of tips on board or tear sheet made during the Introduction stage of the lesson. Ask students if they'd like to add more tips to the list. (For example, have a salad instead of a hamburger; have a grilled chicken sandwich instead of a cheeseburger, etc.)
2. Distribute "My Nutrition Journal" and open to lesson 4 or pass out Worksheet #6.
3. Have students write a goal statement about making healthier choices when eating fast foods.
4. Have students record 1-2 tips that they would like to try.
5. Inform them that you will check in one week to see if they have tried the tips and to fill out the report at the bottom.
6. In a week, ask students to look at this page again and fill out the "My Report" sections of the journal. *Did you try the tips? Will you do it again, yes or no?*

TIPS

Worksheet #6
Nutrition Journal

My Goal: I will try _____ tips when I go to fast food restaurants to help me make healthier choices.

Directions:

1. Talk with your group.
2. Write 2 new Tips you learned in class.
3. Try the Tips when you go to a fast food restaurant.
4. Report back in 2 weeks.

New tip for making healthier choices at fast food restaurants.	I tried it.	The Tip worked: 1 = No, I did not work 2 = Maybe I will try it again 3 = Yes, I will try it again
	Date: _____	1 2 3 4 5 No Maybe Yes
	Date: _____	1 2 3 4 5 No Maybe Yes
	Date: _____	1 2 3 4 5 No Maybe Yes

My Report _____ Date: _____

Think About It! Many people have not made changes in the choices they make at fast food restaurants. Check (✓) what is true for you and say why, then, talk to a partner.

1. I am not really interested in making any changes. Why?	2. I do not have the extra money to eat at fast food restaurants.
3. The lesson did not motivate me to get started.	4. I do not believe eating fast food is bad for my health. Why?
	5. I already make healthy choices. Why?
	Other _____

Additional Activities

1. The next week, as an additional follow up activity, use Worksheet #7, "Fast Food Restaurant Survey."
 - Have students complete the top portion of the page.
 - Do the bottom portion the next week to reinforce behavior change.
2. Ask students to collect Nutrition Information Charts or other materials from fast food restaurants that they visit over the next week, and bring these materials to class.
 - Post restaurant nutrition charts collected by students on a class bulletin board.

Additional Activity
Worksheet #7

Fast Food Restaurant Survey

Date: _____	Answer
1. In the past week, how many times did you eat at a fast food restaurant?	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2-3 <input type="checkbox"/> 4 or more <input type="checkbox"/>
2. If you did, what did you usually order?	_____
3. Did you think about making healthier choices?	1 2 3 4 5 No Maybe Yes
4. Do you think you made healthier choices? Why?	1 2 3 4 5 No Maybe Yes

Date: _____	Answer
1. In the past week, how many times did you eat at a fast food restaurant?	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2-3 <input type="checkbox"/> 4 or more <input type="checkbox"/>
2. If you did, what did you usually order?	_____
3. Did you think about making healthier choices?	1 2 3 4 5 No Maybe Yes
4. Do you think you made healthier choices? Why?	1 2 3 4 5 No Maybe Yes

MATERIALS

"My Nutrition Journal" or Worksheets #6; Worksheet #7,
"Fast Food Restaurant Survey"
Nutrition information charts brought by students

