

# How Well Do You Think You Eat?

## Overview

This lesson accompanies BC Dairy Foundation's resource "FoodTrack™: Check on Balance", listed as a recommended learning resources by the Ministry of Education in the Grade 9 collections chart. It fits the Health & Career Education curriculum, particularly the Healthy Living aspect of the Health organizer.

FoodTrack™—Check on Balance is based on "Eating Well with Canada's Food Guide" (2007). The Food Guide describes the amount of food people need and the type of food that is part of a healthy eating pattern. FoodTrack™—Check on Balance helps students put the information in the Food Guide into action.

Estimated time: 30 - 40 minutes for learning activities 1 to 3.

Additional time: 10-15 minutes for learning activity 4.

## Learning Outcomes

Please refer to the Prescribed Learning Outcomes handout for a list of outcomes addressed in each grade.

## Key Concepts

- Eating the recommended amount and type of food each day helps achieve better overall health and maintain a healthy body weight.
- Food Track™: Check on Balance teaches skills that students can use any day to make healthy eating choices.

## Materials

- Set of "FoodTrack™—Check on Balance" (COB) brochures\*
- "Sizing Up Food Guide Servings" poster (included in the FoodTrack™ Leader's Kit\*)
- Eating Well with Canada's Food Guide (included in the FoodTrack™ Leader's Kit\* and also available from your local Health Unit)
- BC's Food Mosaic (included in the FoodTrack™ Leader's Kit\*)
- Teacher Backgrounder for How Well Do You Think You Eat?
- FoodTrack™ overhead transparencies (OT) (included in the FoodTrack™ Leader's Kit\*)
- Overhead projector

\* Available from BC Dairy Foundation

## How Well Do You Think You Eat?

### Procedure

#### Learning Activity 1: How well do you think you eat?

- a. Begin by asking the students the following questions:  
How well do you think you eat? How do you know?
- b. List all the answers on an overhead or the board. (e.g. I have lots of energy; I don't get sick often; I feel good; I eat the right kinds and amounts of foods; I eat lots of salads; etc.)
- c. Refer to your backgrounder for facts on "Eating Habits of Canadian Adolescents".

While these answers may be related to eating well, they do not provide the complete picture nor do they explain how to assess and practice eating well.

#### Learning Activity 2: Eating Well with Canada's Food Guide

- a. Show Eating Well with Canada's Food Guide. Explain that this Food Guide describes the amount of food people need and the type of food that is part of a healthy eating pattern.
- b. Introduce FoodTrack™—Check on Balance and explain that this resource will enable them to put Canada's Food Guide into action.

#### Learning Activity 3: FoodTrack™—Check on Balance

- a. Have students record everything they ate and drank for one day (step 1 in FoodTrack™).

Demonstrate appropriate recording of foods eaten. (Use OT, STEP 1)

Here are some guidelines for recording:

- Specify the type of food or beverage (drink, juice)
- Specify the amount consumed (glass, cup, helpings...)
- List the components for combination foods:
  - Minestrone Soup: tomatoes, carrots, green beans, pasta, kidney beans, parmesan cheese, broth
  - Pizza: crust, cheese, green peppers and onions
- Include beverages you had each time you ate food.
- Don't forget spreads (e.g. jam or butter on toast), condiments (e.g. mayonnaise, relish, mustard) or salad dressings.
- Ask yourself the following questions: Did I eat / drink anything between meals?

Here are examples of correct and incorrect ways to record your meals and snacks:

#### Correct

Milk, 1 glass  
Toast, 1 slice with 1 tsp butter  
Pizza, 1 slice

#### Incorrect

milk  
toast  
pizza

## How Well Do You Think You Eat?

- b. Review food group classification and Food Guide Servings using the “Sizing Up Food Guide Servings” poster. Refer to the Teacher Backgrounder for teaching tips on Canada’s Food Guide.

Demonstrate how to estimate Food Guide Servings by doing one example using a combination food: (OT, STEP 2)

Bowl of Minestrone Soup	Food Guide Servings I Ate
Tomatoes, Carrots, Green Beans	1 (Vegetables & Fruit)
Pasta	1 (Grain Products)
Kidney Beans	½ (Meat & Alternatives)
Parmesan Cheese	Not enough to count
Broth	Check off in list of foods to limit

- c. Have students estimate the Food Guide Servings they ate and calculate “My Total” for each food group. (COB, STEP 2)
- d. Demonstrate how to complete STEP 3 in COB. (Use OT, STEP 3)
- Then have students do STEP 3 by completing the table and having them check the appropriate statements under the table. (COB, STEP 3)
- e. Demonstrate how to make a plan in STEP 4 in COB. Discuss appropriate plans that are specific and realistic. (Use OT, STEPS 4 & 5)

Tips: Plans should be set as an action to be taken, hardly ever for a negative or non-action.

To help your students set realistic goals, ask the following questions:

- Which of the foods you eat most days do you wish to continue eating?
- Which of the foods that you eat now would you be willing to eat more/ less of to improve your nutrition?
- Where will you be?
- Is this food available?
- Can you afford it?
- Will you have enough time to prepare or eat this food?
- Do you need to make another choice?

Guide your students in selecting specific foods they can eat at specific times corresponding to the food group they need to improve. Goals should include both content (hamburger, apple...) and time (lunch, dinner...) to be effective.

Examples: I will eat an apple every day at lunch.  
I will replace my glass of tea at breakfast with a glass of milk.

## How Well Do You Think You Eat?

Goals should be prioritized. Encourage students to begin with just one food group.

- f. Make sure that plans are realistic by asking questions in STEP 5 in COB. (Use OT, STEPS 4 & 5)

Remind them that small steps are important. Goals that are too ambitious are often not met. Explain that they have now learned a simple process to check for food group balance.

### Learning Activity 4: Are You On Track?

This follow-up allows students to practice their plan, evaluate its adequacy and share problem solving ideas.

- a. Explain that students will be tracking for the next 3 days their Food Guide Servings from the food group they chose in their plan in STEP 4. (Use OT, FOLLOW UP YOUR PLAN)
- b. Demonstrate how they will track Food Guide Servings using FOLLOW UP YOUR PLAN in COB. Have participants fill in the blank:

“FOODS I ATE FROM THE \_\_\_\_\_ FOOD GROUP”. They should keep FoodTrack™—Check on Balance with them over the next 3 days so that they can complete the FOLLOW UP YOUR PLAN section.

- c. Ask students if they noticed any changes (physical, emotional, academic) after they had a chance to improve their eating habits. Ask them about the factors that prevented them from implementing their plans.
- d. Ask your students how they think these factors can be overcome. Provide them or encourage them to share tips for overcoming these barriers for the food group they chose. Teacher contribution and sharing of ideas with students are most important here.
- e. Have students revise their plan accordingly.
- f. Encourage repeating FoodTrack™ several times in order to internalize the mental process. Stress the fact that planning and practicing help to make changes happen. Remember, success comes with practice!

### Extension Activities

- Visit Canada’s Food Guide online at [www.healthcanada.ca/foodguide](http://www.healthcanada.ca/foodguide), click on “Create MY Food Guide” and print out your own personal one-page Food Guide including your commonly eaten foods. These personal Food Guides can be printed out in the language of your choice. Twelve languages are available, including English, French, Chinese and Punjabi.
- Form a group and analyze one of the current popular diets (e.g., Atkins, South Beach, Zone, Pritikin, Dean Ornish, Eat Right for your blood type...) by comparing it to Eating Well with Canada’s Food Guide. Is the diet varied and balanced, as recommended in Canada’s Food Guide? Does it provide the number of Food Guide Servings recommended for your age? Prepare a summary report for your class.

## How Well Do You Think You Eat?

- Organize a multicultural day lunch (in the classroom, on a picnic) with a focus on balance (at least 3 out of 4 food groups) and variety. This is a great opportunity to taste new foods.

Tip: Use BC's Food Mosaic (available from BC Dairy Foundation) for classifying multicultural foods into the four food groups.

- Join the nutrition committee at your school and advocate for better food and beverage choices in cafeterias, vending machines and at fundraising events.

Tip: Visit "Healthy Eating at school" ([www.healthyeatingatschool.ca](http://www.healthyeatingatschool.ca)) for ideas on how to do so.

- Keep track of your physical and emotional well-being in a journal while making changes to improve your eating habits.
- Plan a restaurant menu—see the following for instructions

## Worldly Restaurants

### Materials

- BC's Food Mosaic (available from BC Dairy Foundation)
- Sample restaurant menus
- Cookbooks featuring various cultures and cuisines

### Procedure for Planning a Restaurant Menu

- a. Form small groups of 5 or 6.
- b. Select a cultural group, for which you will be planning a restaurant menu.
- c. You are encouraged to do some research into the eating habits of the cultural group you have selected. You can also consult the BC's Food Mosaic (available from BC Dairy Foundation), collect menus from ethnic restaurants, consult with resource people (including classmates) or study multicultural cookbooks in the library.
- d. Plan a restaurant menu based on the cultural group you have selected. Categorize the menu items into the four food groups. Can someone coming to your restaurant get a balanced meal (i.e. a meal with at least 3 food groups)?
- e. Expand the activity by investigating other aspects of the culture you have chosen. For example, how will your restaurant be decorated? What dishes and utensils will be needed?
- f. Present your menu to the rest of the class.
- g. If possible, prepare one of your menu items so that classmates can sample foods prepared in various styles.