



TRACKS Extension Lesson

Fast Food

Fast Food and Your Community

Grades 9-12

I. Nutrition Education Goal & Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, student will know, understand, analyze and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Limiting foods high in fat, sodium and added sugar.

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will be able to:

1. Plan strategies for performing health-enhancing practices.

II. Pennsylvania Educational Standards:

- A. 1.4 Types of Writing
- B. 1.6 Speaking and Listening
- C. 1.8 Research
- D. 2.2 Computation and Estimation
- E. 2.6 Statistics and Data Analysis
- F. 10.1 Concepts of Health
- G. 10.2 Healthful Living
- H. 11.3 Food Science and Nutrition

III. Outcomes:

- A. Students will describe the impact of fast food on the American diet.
- B. Students will analyze their community to identify fast food restaurants and grocery stores.
- C. Students will identify three ways to make healthier food choices using the fast food restaurants and grocery stores in their community.

IV. Materials:

- A. Handout: *Fast Food in Your Community*

V. Procedure:

- A. Introductory:
 1. *Discuss fast food in the United States.*
 - a. Studies examining the relationship between the food environment and body mass index (or "BMI," which is considered a reasonably reliable indicator of total body fat, which is related to the risk of

disease and death) have found that communities with a larger number of fast food or quick-service restaurants tend to have higher BMIs.

- b. Since the 1970s, the number of fast food restaurants has more than doubled.
- c. The proportion of daily calorie intake from foods eaten away from home has increased
- d. Evidence shows that children, adolescents, and adults who eat out, particularly at fast food restaurants, are at increased risk of weight gain, overweight, and obesity.
- e. The strongest association between fast food consumption and obesity is when one or more fast food meals are consumed per week.
- f. As a result of the changing food environment, individuals need to deliberately make food choices, both at home and away from home, that are nutrient dense, low in calories, and appropriate in portion size.

B. Developmental: Classroom discussion

1. *Ask student to name factors that entice people to eat fast food. If they need help answering, use some of the following factors:*
 - a. Availability
 - b. Cost
 - c. Quick
 - d. Can remain in car
 - e. Toys come in children's meals
 - f. Play areas for children
2. *Ask students to describe the "cons" of eating too much fast food.*
 - a. Fast food often contains large amounts of fat, calories, and sodium (salt), but not enough fruits, vegetables, or whole grains and the nutrients that they contain. Fast food can also contain a lot of added sugar (e.g., soda and other beverages, dessert items).
 - b. Eating on the run can interfere with family eating time.
 - c. Fast food can be more expensive than preparing food oneself.
3. Activity
 - a. *Distribute the worksheet, "Fast Food in Your Community." Students gather data using the internet, a phone book, or the collective knowledge of the class for this activity. This assignment can be done in class or used as homework.*
 - b. *Engage students in talking about fast food restaurants in their local community.*
 1. Which fast food restaurants are located in the community? Fast food can include drive-ups, doughnut/bagel shops, corner stores, street vendors, take-out, pizza, etc.
 2. How many fast food restaurants are in the community?
 3. Is this a high or low number compared to other places?
 4. Where in this community do fast food restaurants tend to be located? (possible responses: along the highway, clustered in shopping malls, on main streets, neighborhoods)

5. What factors could affect the location of fast food restaurants? (possible responses: number of people, market competition—supply and demand, commercial real estate, proximity to food suppliers)
 6. Where are the local grocery stores in relation to the fast food restaurants?
4. Discussion/debate
- a. Split the group up into two teams: pro-Fast Food, con-Fast Food. Give both teams approximately 7 minutes to discuss their arguments for the debate. The two sides will debate about whether or not the fast food restaurants should be in the neighborhood, what good they bring to the neighborhood, and how they affect their health.
 - b. Begin the debate and help facilitate.
- C. Concluding:
1. Review the key points discussed in this lesson. Encourage students to discuss what they have learned during the session.



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Fast Food in Your Community

1. How many fast food restaurants are in your local community? _____
2. Do you think this number is high or low compared to what you might find in other communities? Why?

3. How are the fast food restaurants dispersed throughout the community? Are they spread evenly or do they cluster in specific areas? Why might they be located where they are?

4. How many grocery stores are in the community? _____

5. Identify 3 ways to make healthier food choices when eating at the fast food restaurants and grocery stores in your community:

A. _____

B. _____

C. _____



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TRACKS Extension Lesson

Choosing Low Fat Healthy Snacks

How to be Fat Wise

Grades 9-12

I. Nutrition Education Goal & Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Limiting foods high in fat, sodium, and added sugar.

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will be able to:

1. Assess personal health practices.

II. Pennsylvania Educational Standards:

- A. 1.6 Speaking and Listening
- B. 2.2 Computation and Estimation
- C. 2.5 Mathematical Problem Solving and Communication
- D. 10.1 Concepts of Health
- E. 10.2 Healthful Living
- F. 11.3 Food Science and Nutrition

III. Outcomes:

- A. Students will discuss the pros and cons of snacking
- B. Students will use the Nutrition Facts label to identify nutritional characteristics of food
- C. Students will practice reading food labels

IV. Materials:

- A. Nutrition Facts labels from foods such as: chips, pretzels, regular cookies, graham crackers, candy bars, packaged fruits and/or vegetables, cheese, peanut butter, fat-free yogurt (Students can be asked to bring in a package of a typical snack they eat or the teacher can provide labels.)
- B. Handout: *"Read It Before You Eat It"*

V. Procedure:

- A. Introductory:

1. What are some of your favorite snack foods?
2. Where do you usually buy your snack foods?
3. How do you decide what to buy? Do you ever look at the label? What do you look at if you do? Can you tell if a snack has any fat by looking at it? Can you tell how much fat it has?
4. Discuss the possible problems with snacking:
 - a. Too many calories from snacks can cause weight gain
 - b. Too much fat
 - c. Too much added sugar
 - d. Spoils appetite for healthier foods

B. Developmental:

1. Reading Snack Labels

- a. Distribute Nutrition Facts Cards or actual bags of snack foods (student may have to work in pairs or groups of three).
 - i. “Does the snack have a little or a lot of fat?”
 - ii. “Does the snack have a little or a lot of any other nutrients?”
 - iii. “Which of the snacks are your best bets for healthful eating? Why?”
- b. Explain the following while the students look at their food label. “*Read It Before You Eat It*” handout can be distributed to the students.
 - i. Serving Size – This number will be in some type of measurable unit such as ounces, cups, or grams. This number is important because all the numbers on the Nutrition Facts label will apply to one serving of the particular food.
 - ii. Servings Per Container – This number indicates how many servings are in the package. Many snack foods have more than one serving so you have to be careful if you eat everything in the package or container.
 - iii. Calories – Number of calories in one serving
 - iv. Calories from Fat – Number of calories coming from fat. Remember that 1 gram of fat = 9 calories. So, if a food has 12 grams of fat there will be about 110 calories coming from fat ($12 \times 9 = 108$; this number is often rounded for packaging purposes).
 - v. % Daily Value – This number is calculated for most nutrients on the label. It is based on a 2000 calorie diet. In small print at the bottom of the Nutrition Facts are the actual amounts of nutrient listed in milligrams (mg) or grams (g). So the % is calculated based on what is needed for a 2000 calorie diet and how much is in the product.
 - You would want a smaller % for nutrients such as Total Fat, Saturated Fat, Cholesterol and Sodium
 - You would want a larger % for nutrients such as Dietary Fiber and vitamins and minerals.

- Quick Guide to % Daily Value:
 - 5% or less is LOW
 - 6-19% is MODERATE
 - 20% or more is HIGH
 - **Example:** Chips: 24% Daily Value of fat per serving. If you ate one serving, you'd be meeting close to $\frac{1}{4}$ of your fat needs—in one snack food! If you ate two servings, you'd be eating 48%—close to half of your fat allotment for the entire day—in one snack food!
- c. Have each student or group report his/her findings for fat. Suggestion: Have a student construct a chart on the blackboard with the headings: “High Fat” “Medium Fat” and “Low Fat.” Based on the results above, write the snack name under the category to which it belongs.
 - d. Again, note the impact that portion size has on % fat contributed by each snack.
 - e. Explain: Fat is not the only thing that's important in making healthy snack choices. The nutritional value of the food also should be considered. Have students check the label to see if you can find any indication of its nutritional worth (check vitamin/mineral section at the bottom) and protein section in the middle. It's important not to make snack choices based only on the fat content. Check the “big picture.”

C. Concluding:

1. What advice can you offer other students who are interested in making healthy snack choices? Generate ideas.
 - a. Choose low fat snacks
 - i. Try fruits and vegetables
 - ii. Low fat cheese or yogurt
 - b. Choose foods from the food groups for snacks
 - c. Share a snack with a friend
 - d. Together with some friends, ask the corner store owner to order some healthier snack options and show your support by buying them.



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READ IT *before you EAT IT!*

How many servings are you eating?



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving
Calories 250 Calories from Fat 110

% Daily Value*

Total Fat 12g 18%

Saturated Fat 3g 15%

Cholesterol 30mg 10%

Sodium 470mg 20%

Total Carbohydrate 31g 10%

Dietary Fiber 0g 0%

Sugars 5g

Protein 5g

Vitamin A 4% • Vitamin C 2%

Calcium 20% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

What food would have this Nutrition Facts label? Answer below.*

Get What You Need!

Get LESS
5% or less is low
20% or more is high

Get ENOUGH
5% or less is low
20% or more is high



What's the Best Choice for You?

Use the **5%-20% Guide to Daily Values** to choose foods.

*Answer:
Box of macaroni and cheese.

How do your choices stack up? The photos show approximate serving sizes from the five major food groups of the Food Guide Pyramid. This combination of food choices shows the servings from the Pyramid for an older child, a teen girl, an active woman, and most men, for one day. Teen boys and active men may need more servings of food.

www.fns.usda.gov/tn
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TRACKS Extension Lesson

Understanding that Fast Food is High in Fat

The Scoop on Fast Food

Grades 9-12

I. Nutrition Education Goal & Objective:

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Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

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Objective: As a result of Pennsylvania's SNAP-Ed plan, students will be able to:

1. Assess personal health practices.

II. Pennsylvania Educational Standards:

- A. 1.6 Speaking and Listening
- B. 2.5 Mathematical Problem Solving and Communication
- C. 10.1 Concepts of Health
- D. 10.2 Healthful Living
- E. 11.3 Food Science and Nutrition

III. Outcomes:

- A. Students will identify recommendations from MyPlate to eat fewer empty calories.
- B. Students will recognize lower fat foods when eating out.
- C. Students will make healthful decisions from fast food restaurants.

IV. Materials:

- A. Three Fast Food Handouts: "*Burger Fast Food Restaurant Menu*," "*Chinese Restaurant Menu*," and "*Pizza Menu*." Suggestion: If students have access to a computer they can use www.calorieking.com. This website lists nutrition facts for a large database of foods and fast food products.
- B. Supplies: a few small plates (disposable is fine), a few teaspoons (disposable is fine), container of solid shortening (about 2 pound container).

V. Procedure:

- A. Introductory:
 1. Start by having the students:
 - a. Raise one hand if they ate at a fast food place once this week.

- b. Raise two hands if they ate at a fast food place two times this week.
 - c. Stand up if they ate at a fast food place 3 or more times this week.
2. Talk about how often, where, and what they usually have and do.
 - a. How much do you think you spend in a week on fast food?
 - b. Do you think fast food places notice that high school students buy a lot of fast food? Why?
 - c. Why does fast food appeal to teenagers?
 - d. Continue the discussion and ask open-ended questions so that the students feel free to share opinions and discuss the topic.

B. Developmental:

1. The Scoop on Fat Facts
 - a. Start with a quick demonstration with a student volunteer. Have the student select a food item from one of the menus and figure out how many teaspoons of fat are in that food. Once the student determines how many teaspoons are in the food, they can scoop that number onto a plate and show the class. See calculation below.
 - i. *One teaspoon of fat weights four grams.* (Divide grams of fat by four.)
 - For example: 4 grams of fat in 1 serving = 1 teaspoon of fat (shortening)
 - For example: 12 grams of fat in 1 serving = 3 teaspoons of fat (shortening)
 - b. Have the students work in pairs or groups of three. Give each student or group a fast food menu. Have them select a few of the food items and “scoop” the fat. (Depending on how much time you have this can also be done as a game. One group can lay out plates of measured fat and have other students guess which plate goes with which food.)
 - c. Students can then look at the amounts of fat in foods that other groups have measured onto the plate.
2. Making it Healthier
 - a. Over time, a lifelong eating pattern that’s high in saturated fat, total fat, and cholesterol can lead to health problems, such as heart disease. In the short run, eating too much fat and too many high calorie foods can result in being overweight.
 - b. Currently, many of the foods and beverages Americans eat and drink contain empty calories – calories from solid fats and/or added sugars. Solid fats and added sugars add calories to the food but few or no nutrients. For this reason, the calories from solid fats and added sugars in a food are often called empty calories. A small amount of empty calories is okay, but most people eat far more than is healthy.
 - c. Fast food meals and snacks tend to be high in fat, calories, and sodium and low in fiber, calcium and other nutrients.

- d. When looking at the Nutrition Facts on a food label use the “5-20” rule. To get less of a particular nutrient in your diet (such as total fat, saturated fat, cholesterol, and sodium), try to choose foods with a lower % Daily Value (DV).
 - i. 20% DV or more of a nutrient is a lot
 - ii. 5% DV or less of a nutrient is a little
- e. There is no reason to give up fast food eating. Here are some simple ways to make healthier choices:
 - i. Ask for regular, not “super-sized” burgers, burritos, and tacos. Skip the added bacon, sour cream, or guacamole.
 - ii. Order regular pizza without extra cheese or high fat meats like sausage and pepperoni.
 - iii. Order a grilled, not fried, chicken sandwich.
 - iv. Skip the fries and onion rings, ask for a smaller size, or share with a friend.
 - v. Order a baked potato instead of fries. Make sure you order sour cream, butter, or cheese sauce on the side and limit the amount you add.
 - vi. Skip mayonnaise and tartar sauce. Use ketchup, BBQ sauce or mustard instead.
 - vii. *These are just a few suggestions. Have the students come up with some of their own.*
- f. Have the students work in groups or independently to find two meals from each restaurant which would contain no more than 25 grams of fat. The same fast food menus can be used in this exercise. (Suggestion: Have students go to local fast food restaurants and request a nutrition facts sheet. Most restaurants should have them available for customers.)
 - i. 25 grams is based on a 2000 calorie diet following recommendations from the 2010 Dietary Guidelines for Americans: The Dietary Guidelines recommend that 25-35% of calories come from fat for children and adolescents ages 4-18. Adolescents ages 9-18 may need 1400 to 3200 calories per day depending on gender, age, growth needs, and activity level. Based on a 2000 calorie diet, 25-35% of calories would be 500-700 calories or 56-78 grams of fat. 25 grams of fat represents 1/3 of 75 grams of fat, near the upper end of the daily recommendation for a 2000 calorie diet.

C. Concluding:

1. Discuss the following topics:
 - a. Were you surprised by how much fat any of these foods has? Why?
 - b. When you add fat to food, such as more gravy, salad dressing, or butter, what happens to the calories and total fat?
 - c. Why is it important to pay attention to the amount of fat in food?
 - d. How difficult was it to plan out lower fat fast food restaurant options?

- e. Which restaurant presented the most difficulty in finding low fat items?
- f. What advice can you give others in finding low fat choices?
What effect does portion size have on the fat content of the meal?



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Burger Fast Food Restaurant Menu

NAME _____

Instructions: You are planning to eat at a local fast food restaurant and want to make healthier choices. Look at the menu below and plan 2 meals that contain no more than 25 grams of fat each. You may select up to 3 menu items for each meal.

Menu item	Grams of fat
Fried Fish sandwich	26
Chicken nuggets/fingers (9 piece)	25
Chicken nuggets/fingers (4 piece)	11
Quarter Pound Hamburger with Cheese	30
Quarter Pound Hamburger without Cheese	26
Grilled Chicken Sandwich	17
Hamburger	9
Double Decker Burger with Cheese and Toppings	32
Cheeseburger	13
French fries (small)	10
French fries (Supersize)	29
Grilled chicken salad	1.5
Fruit and Yogurt Parfait	5
Apples and Dip	0

Healthier Fast Food Choices

Meal 1		Meal 2	
Food Item	Grams of fat	Food Item	Grams of fat
1.		1.	
2.		2.	
3.		3.	
TOTAL		TOTAL	



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Chinese Restaurant Menu

NAME _____

Instructions: You are planning to eat at a local fast food restaurant and want to make healthier choices. Look at the menu below and plan 2 meals that contain no more than 25 grams of fat each. You may select up to 3 menu items for each meal. **Hint:** Are you having trouble finding ways to fit these items in under the 25 gram limit? Try splitting the order with a friend instead of eating the whole order yourself! What happens to the fat content when you share?

Menu Item	Grams of Fat
Szechwan Shrimp	19
Kung Pao Chicken	76
Egg Roll	11
Stir-fried vegetables over white rice	19
Moo Shu Pork	64
Hot and Sour Soup	4
House Lo Mein	36
House Fried Rice	50
House White Rice	2
House Lo Mein	36
Chicken Chow Mein	32
Hunan Tofu	32
Shrimp with Garlic Sauce	27
Orange (crispy) beef	66
Sweet and Sour Pork	71
Beef with Broccoli	30

Healthier Fast Food Choices

Meal 1		Meal 2	
Food Item	Grams of fat	Food Item	Grams of fat
1.		1.	
2.		2.	
3.		3.	
TOTAL		TOTAL	



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Pizza Menu

NAME _____

Instructions: You are planning to eat at a local fast food restaurant and want to make healthier choices. Look at the menu below and plan 2 meals that contain no more than 25 grams of fat each. You may select up to 3 menu items for each meal.

Menu item	Grams of fat
Thin crust cheese pizza (1 slice)	8
Thin crust pepperoni pizza (1 slice)	9
Thin crust sausage pizza (1 slice)	19
Thin crust veggie pizza (1 slice)	8
Cheese deep-dish pizza (1 slice)	13
Supreme deep-dish pizza (1 slice)	16
Pepperoni deep-dish pizza (1 slice)	14
Pepperoni personal deep-dish pizza (1 whole)	28
Supreme personal deep-dish pizza (1 whole)	27
Hot wings (2)	6
Wing ranch dipping sauce	22
Breadsticks	6
Cinnamon sticks (2)	5
Cherry dessert pizza	3.5

Healthier Fast Food Choices

Meal 1		Meal 2	
Food Item	Grams of fat	Food Item	Grams of fat
1.		1.	
2.		2.	
3.		3.	
TOTAL		TOTAL	



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