



**COURSE 3:**

# **Food Production, Nutrition and Health**

## **THE BUSY FAMILY**



**food and  
nutrition sciences**

PREPARATION FOR TOMORROW





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# Project Overview



## CONCEPT/DESCRIPTION

- 1 Nutrition Facts Panel activity – students are challenged to change ingredient combinations of a PBJ sandwich to fulfill different nutrition requirements
- 2 Explore the careers of Registered Dietitians and Nutritionists
- 3 Discover the differences between Dietitians and Nutritionists
- 4 Gallery Walk – What you have learned about Registered Dietitians, Registered Dietitian Nutritionists, Licensed Medical Nutrition Therapist, and Nutritionist
- 5 Marketing your nutrition counseling company
- 6 Preparing nutrition counseling company presentation
- 7 Preparing five minute presentation to busy families
- 8 Company presentations to “parents” attending PTA meeting
- 9 Busy Family Nutrition Counseling Challenge – Engagement Scenario



## CONCEPT/DESCRIPTION

- 10 Focus- Calories, fat, sodium, fiber, and cholesterol. Soliciting a family food journal from the Busy family
- 11 Analyzing the family food journal, activity, and health information
- 12 Phase One: Overall analysis for each family member (presentation preparation)
- 13 Estimate Calorie needs per family member – transition to Phase Two
- 14 Phase Two: Nutrition analysis for each family member with suggestions of food choice a (presentation preparation)
- 15 Counsel and educate for permanent change – transition to Phase Three
- 16 Phase Three: Recommendations for permanent change – grocery shopping, pre-planned or prepared meals.
- 17 Phase One company presentations
- 18 Phase Two company presentations
- 19 Phase Three company presentations



## Key Question of the Day:

*What combination of peanut butter, jelly and bread is the most nutritious?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Examine the Nutrition Facts panels on the peanut butter, jelly, and bread labels
- Record the information required on a data table



### Required Materials

- [Appendix 10](#) – Nutrition Facts Panel
- Three brands each of peanut butter, jam or jelly, and bread



### Bell-Work

(Each day the Bell-Work question should be prominently displayed and used to open the lesson)

- **"What combination of peanut butter, jelly and bread would you make to eat?"**

## OPENING

(Designed to **prepare** students for learning. Students are prepared for learning by activating an **overview** of the **upcoming** learning experience, their **prior knowledge**, and the **necessary vocabulary**.)

- What combination of peanut butter, jelly and bread would you make to eat?

## MIDDLE

(Designed to provide a **structure** for learning that actively promotes the **comprehension and retention** of knowledge through the use of **engaging strategies** that acknowledge the brain's limitations of **capacity and processing**.)

- Follow procedures in [Appendix 10](#) for a Nutrition Facts panel analysis

## CLOSING

(Designed to promote the **retention of knowledge** through the use of engaging strategies designed to **rehearse** and **practice skills** for the purpose of **moving knowledge into long-term memory**.)

- Today there is an Analyze Results section of the Data Table. This will serve as the Exit Ticket today to be turned in at the end of class.



## Key Question of the Day:

*What does a Registered Dietitian Nutritionist do?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Students will start to investigate the careers of dietitians and nutritionists to better understand the tasks, work environment, how to become one, pay, and future job outlook.
- Being a dietitian and nutritionist involves acting as a counselor to provide advice on basic rules of good nutrition, healthy eating habits, and nutrition monitoring to improve quality of life.
- Students will start building an understanding that there is much involved to being a dietitian and nutritionist. There is much counseling at the core activity of these careers.



### Required Materials

- YouTube- <http://youtu.be/Nyh850EdVFE?t=20s>
- Internet- [www.bls.gov](http://www.bls.gov) Bureau of Labor Statistics (search for dietitian and nutritionist)
- Computer - Ideally one computer or iPad per student but per team is acceptable
- [Appendix 8](#) – Daily Bell Work
- [Appendix 9](#) – Exit Ticket



### Bell-Work

- ***"How do you think most people seek nutrition information?"***

## OPENING

10 minutes

- Read the BELL-WORK question and solicit responses.
  - › Teacher will solicit responses the question to get an understanding of students' prior knowledge of dietitians and nutritionist careers.
    - » *Teacher: Other questions to consider when facilitating this discussion:*
      - Have you heard of a dietitian?
      - Where do you think dietitians work?
- What are the differences between a dietitian and a nutritionist?
  - › This leads to the last question:
- ***"Have you ever seen a dietitian to assist you with nutrition? If no, then why not?"***
  - ✓ **TEACHER TIP!** The idea here is to see if students will say they eat what they choose to eat. In fact, we eat what we choose to eat or your students' case, they eat what is chosen for the family. This leads to their own eating choices and habits. This discussion lays the ground-work for "The Busy Family" project.
- Play YouTube video after discussion: <http://youtu.be/Nyh850EdVFE?t=20s> stop at 5 min. 24 sec)

## MIDDLE

35 minutes

- Arrange the students into the ideal group size of three. If the numbers do not work out, groups of two will also work. These groups will be working together for the next few weeks on challenges that will simulate the work environment of registered dietitians forming a small business together.
- Present in front of the class that each group is to research the careers dietitian and nutritionist on the Bureau of Labor Statistics website: [www.bls.gov](http://www.bls.gov). They are to write information on the following criteria of their search:
  - › (Teacher may suggest to delegate two per student)
    1. What they do- (duties and different types of dietitians and nutritionists)

2. Work environment- (percentage breakdown of locations and work schedule differences)
  3. How to become a dietitian – (training, licenses etc., important qualities)
  4. Median pay (national statistics for now)
  5. Job outlook (compared to that of all occupations and projected increase or decrease)
  6. Similar occupations- (other occupations with similar job duties)
- If jobs are delegated, make sure each team member has a copy of each answer.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:  
***"Why do you suppose the dietitian and nutritionist careers are expected to see a faster than average growth in jobs?"***
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

*What is the difference between a Dietitian and a Nutritionist?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Students will continue to learn about careers in nutrition distinguishing similarities and differences in Registered Dietitians and Nutritionists.
- Understand what knowledge, skills, and abilities Register Dietitian Nutritionists (RDN) need to have
- What the differences between a dietitian and a nutritionist are.
- What the difference is between the RD and the RDN credential.



### Required Materials

- Internet- [www.onetonline.org](http://www.onetonline.org) search for Dietitian and Nutritionist 29-1031.00
- [www.eatright.org](http://www.eatright.org) - What is the difference between dietitians and nutritionists?
- YouTube- [http://youtu.be/Rv990N\\_pQ38?t=8s](http://youtu.be/Rv990N_pQ38?t=8s)
- Computer - Ideally one computer or iPad per student but per team is acceptable



### Bell-Work

- *Of the important qualities to be a dietitian you researched yesterday, which do you feel are most important?*

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › Of the important qualities to be a dietitian you researched yesterday, which do you feel are most important? Students should respond with the qualities from the day before and justify their answer in a short discussion period.

## MIDDLE

40 minutes

- Present in front of the class that each group is to research the careers dietitian and nutritionist on the [O\\*NETonline.org](http://O*NETonline.org) website (search 29-1031.00 or Dietitian and Nutritionist). They are to write information on the following criteria of their search:
  1. What knowledge, skills, and abilities are required of the dietitian nutritionist?
  2. What education level is typically required, what interests are usually a quality of a dietitian, and what work style must a dietitian be comfortable with?
  3. How do the wages of a dietitian in Nebraska compare to that of the national average?
  4. How does the Nebraska job outlook for dietitians and nutritionists compare to the national trend?
- Using [www.eatright.org](http://www.eatright.org) and [www.eatrightnebraska.org](http://www.eatrightnebraska.org)
  5. What is the difference between dietitians and nutritionists?
  6. What is the difference between the RD and RDN credential?
  7. What are the educational and professional requirements for a Registered Dietitian in Nebraska?
  8. Are Registered Dietitians licensed in Nebraska?

- Using [http://youtu.be/Rv990N\\_pQ38?t=8s](http://youtu.be/Rv990N_pQ38?t=8s) (2 minutes)
  9. What are three types of Registered Dietitians?
- If jobs are delegated, make sure each team member has a copy of each answer

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:
  - › ***What is the difference between Registered Dietitians and Nutritionists?***
  - › ***What are three types of dietitians?***
- Collect the Exit Ticket for the day as students leave the classroom.





## Learning Target of the Day:

### *What does it take to be a Dietitian?*



#### Estimated Time

One 50-minute class period



#### Learning Objectives

As a result of this lesson, students will be able to:

- Students will continue to learn about careers in nutrition distinguishing similarities and differences in Registered Dietitians and Nutritionists.
- Share information gathered in the past two days that assist in the understanding of the knowledge, skills, and abilities Register Dietitian Nutritionists (RDN) need to have; what the differences between a dietitian and a nutritionist are; and what the difference is between the RD and the RDN credential.



#### Required Materials

- Student notes from previous two days
- Chart paper
- Markers
- Sticky notes



#### Bell-Work

- ***"If you were a dietitian what is the first thing you would recommend to yourself about your eating habits?"***

### OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › If you were a dietitian what is the first thing you would recommend to yourself about your eating habits?
- Solicit responses from the students collecting these suggestions on chart paper for each class to refer back to.
- After collecting responses ask the question- ***"Then why don't you?"*** This is about the constant personal choice we have about what we put into our body. This is a constant theme in this project and why being a dietitian is as much about listening as it is about speaking.

### MIDDLE

40 minutes

- Today we are going to compile all the information together we have learned about the Dietitian and Nutritionist in a gallery walk.
- Depending on your class size, you may merge groups of three together to make the charts.

#### Gallery Walk

- Label 5 chart papers with the titles below. Assign one chart paper per group to start filling out as thoroughly as they can, using their notes from the past two days. The students are to add as much information as they can about each major topic.
- After each team has had time to fill out their chart paper, start a rotation so each team can visit another chart paper. Each team is to add to any chart paper that they feel is incomplete. You may assign different color markers per team so you can tell which team has contributed to charts during the rotation. Also, each team should have a pad of sticky notes to post on a chart if they need to ask a clarifying question to the group.

- Chart Titles:
    - › \*Tasks of the RD, RDN, LMNT, or Nutritionist
    - › Education and training requirements – RD, RDN, LMNT, or Nutritionist
    - › Job Outlook and Salary
    - › Work Environment of the RD, RDN, LMNT, or Nutritionist
    - › Similarities and differences between the RD, RDN, LMNT, and Nutritionist
- \* *Registered Dietitian, Registered Dietitian Nutritionist, Licensed Medical Nutrition Therapist*

✓ **TEACHER TIP!** Teacher should facilitate the rotation of the Gallery Walk based on observing the students and when they are ready to move on. Ideally, the rotation should be over with enough time to debrief the activity with a discussion. The teacher should look for any sticky notes posted on chart paper and ask the groups to clarify.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#))
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:
- Why do people eat what they eat?
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

*What can influence what people decide to eat?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Demonstrate a concise message on the benefits of nutritional counseling for different age groups
- Determine benefits of nutritional counseling for different age groups.
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices



### Required Materials

- Notes from previous days
- Computer with Microsoft Office®
- Internet
- [Appendix 1](#) – Dietitian Entrepreneurs marketing



### Bell-Work

- ***"What can influence what people decide to eat?"***

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › What can influence what people decide to eat?
  - › Possible answers may include: cost, location, culture, customs, etc.

## MIDDLE

40 minutes

- Today the students working in their groups of three, are assigned to create marketing material to advertise their newly formed small business that consists of three Registered Dietitians. The service they will provide is consultation and counseling about personal or group dietary needs.
- Their challenge is to make marketing material that is targeting busy families that seek nutritional guidance.
- The group will present their marketing material(s) to the class. The class will take on the role of parents attending a PTA meeting at the school to hear about this new business.
- See [Appendix 1](#)

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:
  - › ***Why might having a clinical dietitian, community dietitian, and management dietitian forming a new company be a good idea?***
  - › ***What might be challenging by combining these three?***
- Collect the Exit Ticket for the day as students leave the classroom



## Key Question of the Day:

*How will you focus your message on the nutrition services you provide?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Demonstrate a concise message on the benefits of nutritional counseling for different age groups
- Determine benefits of nutritional counseling for different age groups.
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- Notes from previous days
- Computer with Microsoft Office®
- Internet
- [Appendix 1](#) – Dietitian Entrepreneurs marketing



### Bell-Work

- " **Who is your target audience for the Dietitian Entrepreneur Marketing assignment?**"

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
- Who is your target audience for the Dietitian Entrepreneur Marketing assignment?
  - › Answer: the parent of busy families that will be attending a future PTA meeting at the school

## MIDDLE

40 minutes

- Students will continue working in their groups of three to create marketing material to advertise their newly formed small business that consists of three Registered Dietitians. The service they will provide is consultation and counseling about personal or group dietary needs.
- Their challenge is to make marketing material that is targeting busy families that seek nutritional guidance.
- The group will present their marketing material(s) to the class. The class will take on the role of parents attending a PTA meeting at the school to hear about this new business. See [Appendix 1](#).

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:
  - › **What has been the most difficult thing for your group to do during this assignment?**
  - › **What has been the easiest thing to do during this assignment?**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

*Would your family benefit from some nutrition advice provided by a Registered Dietitian Nutritionist?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Demonstrate a concise message on the benefits of nutritional counseling for different age groups
- Determine benefits of nutritional counseling for different age groups.
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- Notes from previous days
- Computer with Microsoft Office®
- Internet
- [Appendix 1](#) – Dietitian Entrepreneurs marketing



### Bell-Work

- **"Would your family benefit from some nutrition advice provided by a Registered Dietitian Nutritionist? Why or why not?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › Would your family benefit from some nutrition advice provided by a Registered Dietitian Nutritionist? Why or Why not?

## MIDDLE

40 minutes

- Students will continue working in their groups of three to create marketing material to advertise their newly formed small business that consists of three Registered Dietitians. The service they will provide is consultation and counseling about personal or group dietary needs. Their challenge is to make marketing material that is targeting busy families that seek nutritional guidance. The group will present their marketing material(s) to the class. The class will take on the role of parents attending a PTA meeting at the school to hear about this new business. See [Appendix 1](#).
- Tomorrow they will present their marketing material to the class which will role play as parents attending a PTA meeting.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:
  - › **What is your company's name?**
  - › **What type of marketing material(s) is your group working on?**
- Collect the Exit Ticket for the day as students leave the classroom.



## Learning Target of the Day:

*Demonstrate effective presentation skills to convey your message to the target audience*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.
- Demonstrate a concise message on the benefits of nutritional counseling for different age group



### Required Materials

- Copies of other groups' marketing material or Document camera
- [Appendix 1](#) – Dietitian Entrepreneurs Marketing



### Bell-Work

- **"What is something you learned during the development of your marketing material(s)?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › What is something you learned during the development of your marketing material(s)?

## MIDDLE

40 minutes

- Today each group is to present to the class their company's marketing material(s). There should be a way each person can see what they created- copies for each team or a way to project the material(s) using a document camera.
- Each "company" has up to five minutes to do their presentations for the "parents" attending the PTA meeting. The "parents" student in the audience will rank the best company marketing presentation to least. This will not include a vote for their own company.

- ✓ **TEACHER TIP!** Get the company names from the Exit Ticket the previous day to make a voting ballot for the audience to rank best to least. This ballot should be one less than total groups (companies) so they do not rank their own. The students could copy the ballot from the board and you just change the company names for each class.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"What marketing idea you saw today impressed you the most?"**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

*What contributes to patterns of eating?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices
- Understand the approach of counseling nutritional information in phases to have lasting impacts of change



### Required Materials

- [Appendix 2](#) – Engagement Scenario
- [Appendix 3](#) – Busy Family Comprehension Questions



### Bell-Work

- **"What factors influence what your family eats for dinner?"**
- Teacher: This is close to Day 4's question but purposely, the focus of this question is about the student's family eating habits

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.

## MIDDLE

40 minutes

- Today students will receive the Engagement Scenario ([Appendix 2](#)) "Busy Family Nutrition Counseling Challenge".
- The goal is for each team to understand what will be required during this challenge and to start formulating ideas on what information they will need to acquire from the Busy Family. It is important for the Teacher to emphasize the three phases of the plan: current analysis, suggested changes, education for permanent change.
- Provide [Appendix 3](#) – Busy Family Comprehension Questions and use this as a guideline to set up work for the next several days.
  - ✓ **TEACHER TIP!** Wrap up the class by going over the answers to [Appendix 3](#)

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Why do you think analyzing the amount of Calories, fat, sodium, fiber, and cholesterol were selected?"**
- Collect the Exit Ticket for the day as students leave the classroom.



## Learning Target of the Day:

*Decipher what information from the family is important to ask for*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Create a professional correspondence (email)
- Focus thought on what will be needed from the family to produce nutritional analysis
- Understand the approach of counseling nutritional information in phases to have lasting impacts of change



### Required Materials

- Chart paper for signs – Calories, fat, sodium, fiber, cholesterol
- Microsoft Office Suite®- for Word, PowerPoint
- [Appendix 2](#) – Engagement Scenario
- [Appendix 3](#) – Busy Family Comprehension Questions
- [Appendix 4](#) – Email response after meeting



### Bell-Work

- In the “Busy Family Nutrition Counseling Challenge” you are to analyze Calories, fat, sodium, fiber, and cholesterol. Rank these as most important to focus on and be prepared to explain why.

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses
- Create five areas in the classroom by using signs that say: Calories, fat, sodium, fiber, and cholesterol. Have the students move to a sign to “vote” on their answer to the Bell Work question.
  - ✓ **TEACHER TIP!** Facilitate a short discussion and ask for each group to explain why they picked what they did. An important thing to make sure comes out is fiber is an area of focus to increase in one’s unhealthy diet not reduce. You just want to make sure the students are clear this is the one positive nutritional number they will be looking for.

- In the “Busy Family Nutrition Counseling Challenge” you are to analyze Calories, fat, sodium, fiber, and cholesterol. Rank these as most important to focus on and be prepared to explain why.

- **Return to seats and teams start writing of an email in to respond to Mr. Busy.**

## MIDDLE

40 minutes

- Using the Engagement Scenario ([Appendix 2](#)) “Busy Family Nutrition Counseling Challenge” and answers from the comprehension questions for the challenge [Appendix 3](#)
- The students will write a follow-up email to Mr. Busy. This email is to set an appointment with Mr. and Mrs. Busy and tell them they can discuss the options that your company has to counsel families. This should be written very professionally and the email signature should show the company name/logo. (Maybe the students actually email this to the teacher’s email account?)
- After the email to Mr. Busy, provide students [Appendix\\_4\\_Email](#)



response after meeting. This will set the team up to answer Mr. Busy's question on what is needed from him.

- The team should respond with a family food journal or diary. It needs to be a Monday –Friday worth of dinner choices for each individual in the family
  - ✓ **TEACHER TIP!** Teacher will need to guide teams to include in the email that the Busy Family will need to share their weekly eating habits (dinner), time dedicated to meal planning, and other concerns they may have

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#))
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:  
***"Why do you think it is important to think of your nutritional counseling to the Busy Family in three phases?"***
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

*What are the nutritional consequences of the Busy Family's dinner choices for each family member?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Analyze a family food journal for the positive and negative nutritional attributes
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- [Appendix 5](#) – Busy Family Food and Activity Journal
- Internet access
- Microsoft Office Suite®- for Word, PowerPoint



### Bell-Work

- Students should receive [Appendix 5](#) – Busy Family Food and Activity Journal as they walk into the classroom so they can answer the Bell-Work question.
- At your first glance what is your overall opinion on the Busy Family's week day eating habits?

## OPENING

5 minutes

- Students should receive [Appendix 5](#) – Busy Family Food and Activity Journal as they walk into the classroom.
- Read the BELL-WORK question and solicit responses.
  - › At your first glance what is your overall opinion on the Busy Family's week day eating habits?
- Students should notice the family's consistent patronage to convenience food restaurants. They may also observe in the journal that the Busy family is very busy and does not live very close to a grocery store (20 miles away).

## MIDDLE

40 minutes

- Today the student teams receive [Appendix 5](#) – Busy Family Food and Activity Journal. This will be response to the request of information from your company to Mr. Busy. It will be a food journal and a little activity and health information on each person in the family.
- The teams are to go through all the information and start an analysis of their current eating habits. Particular focus will be on amounts of fat, sodium, fiber, cholesterol, and total Calories consumed for dinner.

**CLOSING***5 minutes*

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt:  
***"Why is it important to find out the Busy family's weekly dinner choices? Why not just provide them a healthy weekly meal plan?"***
  - ✓ **TEACHER TIP!** Accept all reasonable answers but the main idea is to get a feel for their decision making for meals. Just providing a healthy meal plan doesn't mean they will follow it until the decision making is changed.
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

*What are the nutritional consequences of the Busy Family's dinner choices for each family member?*



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Analyze a family food journal for the positive and negative nutritional attributes
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- [Appendix 5](#) – Busy Family Food and Activity Journal
- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric
- Microsoft Office Suite®- for Word, PowerPoint



### Bell-Work

- *"Why is the nutritional counseling broken into phases?"*

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › Why is the nutritional counseling broken into phases?
  - › **Answer: To educate for permanent change or other acceptable answers.**

## MIDDLE

40 minutes

- Continue to work on the current analysis (complete today) for each family member using [Appendix 5](#) – Busy Family Food and Activity Journal. Remember, particular focus will be on amounts of fat, sodium, fiber, cholesterol, and total Calories consumed for dinner. When everything is calculated the team is to prepare an overall picture for each family member.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"What is one change you will focus on as a Phase 1 suggestion to the Busy Family?"**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Use the Dietary Guidelines of Americans 2010 to determine nutritional concerns for each family member
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- [Appendix 5](#) – Busy Family Food and Activity Journal
- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric
- [Appendix 7](#) – Estimated Calorie Needs Per Day (from the Dietary Guidelines of Americans 2010)
- Microsoft Office Suite®- for Word, PowerPoint
- Calculator



### Bell-Work

- Share out the responses to the previous day's exit ticket question: **"What is one change you will focus on as a phase one suggestion to the Busy Family?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › Share out the responses to the previous day's exit ticket question: What is one change you will focus on as a Phase 1 suggestion to the Busy Family?
- Today the students will use the Dietary Guidelines of Americans 2010. It will be good to understand their thinking prior to using this resource to guide their nutritional counseling

## MIDDLE

40 minutes

- Using Appendix\_5\_Busy Family Food and Activity Journal and Appendix\_7\_Estimated Calorie Needs per Day (from the Dietary Guidelines of Americans 2010) determine nutritional concerns for each person.
- Begin a preparing a presentation that shows the current nutritional analysis of each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity.
- This presentation must include suggestions to for better choices while eating at the same places.
  - ✓ **TEACHER TIP!** This is a very important time in the project as teams move from Phase 1 analysis to Phase 2 educate for better choices. The teams should be encouraged to explain how some of their health concerns can be related to their food selections. Ex. High sodium and cholesterol intake linked to high blood pressure. This is not the phase to start permanent change but to educate on consequences of choice.

**CLOSING***5 minutes*

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: ***Yesterday you were asked “What is one change you will focus on as a Phase 1 suggestion to the Busy Family?” Now that you have used the Dietary Guidelines of Americans 2010, has this focus changed? Explain why or why not.***
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- [Appendix 5](#) – Busy Family Food and Activity Journal
- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric
- [Appendix 7](#) – Estimated Calorie Needs Per Day (from the Dietary Guidelines of Americans 2010)
- Microsoft Office Suite®- for Word, PowerPoint
- Calculator



### Bell-Work

- **"How has the Dietary Guidelines of Americans 2010 influenced your suggestions for the Busy Family?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › How has the Dietary Guidelines of Americans 2010 influenced your suggestions for the Busy Family?
- Why is it important to use the Dietary Guidelines of Americans?
  - › Guidelines are created independent of funding sources from industry that may add a bias. For example, the salt industry may print suggestions for higher daily recommended sodium, milk industry more servings of milk.
  - › Students should not use other sources for their recommendations.

## MIDDLE

40 minutes

- Continue preparing a presentation that shows the current nutritional analysis of each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity. This presentation must include suggestions to for better choices while eating at the same places.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Why might it be a good idea to offer better food choice options at the convenience food restaurants as the first step of suggestions?"**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Use the Dietary Guidelines of Americans 2010 to determine nutritional concerns for each family member
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric
- [Appendix 7](#) – Estimated Calorie Needs Per Day (from the Dietary Guidelines of Americans 2010)
- Microsoft Office Suite®- for Word, PowerPoint
- Calculator
- Internet
- Search for online weekly meal plans with a grocery list



### Bell-Work

- **"The Busy Family's schedule is a major factor that influences their food choices on the run. What is one idea that you will suggest for them to help them make healthier choices?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › The Busy Family's schedule is a major factor that influences their food choices on the run. What is one idea that you will suggest for them to help them make healthier choices?
  - ✓ **TEACHER TIP!** This question is asked to hear their thinking. It is important to guide them towards suggesting to the family to plan more meals from the grocery store. They should consider family member support, like children or grandparent, in making meals at home and shopping with planned meals. Let the students come to this realization using careful questioning to them.

## MIDDLE

40 minutes

- Today marks the beginning of Phase 3 part of the presentation-Counsel and educate for permanent change. Develop recommendations that would fit within the family's busy schedule and allow them to take charge of the food they consume.
  - ✓ **TEACHER TIP!** Teams should be developing a schedule to shop at the grocery store on the weekends for planned meals. Slow cook meals, or pre-cooking meals on the weekend for the week ahead could be recommendations. The key will be looking for planning, preparing, and understanding what is being consumed during the week. The teams may include a financial benefit to the family because of not eating out as much.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Do you believe the Busy Family will take your suggestions and make permanent change?"**
- Collect the Exit Ticket for the day as students leave the classroom.





## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Use the Dietary Guidelines of Americans 2010 to determine nutritional concerns for each family member
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric
- [Appendix 7](#) – Estimated Calorie Needs Per Day (from the Dietary Guidelines of Americans 2010)
- Microsoft Office Suite®- for Word, PowerPoint
- Calculator
- Internet



### Bell-Work

- **"Do you believe the Busy Family will take your suggestions and make permanent change?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › Do you believe the Busy Family will take your suggestions and make permanent change?
- If the "nutrition counselors" do not believe in them, how will they believe in themselves?

## MIDDLE

40 minutes

- Continue Phase 3 part of the presentation- Counsel and educate for permanent change. Develop recommendations that would fit within the family's busy schedule and allow them to take charge of the food they consume.
  - ✓ **TEACHER TIP!** Teams should be developing a schedule to shop at the grocery store on the weekends for planned meals. Slow cook meals, or pre-cooking meals on the weekend for the week ahead could be recommendations. The key will be looking for planning, preparing, and understanding what is being consumed during the week. The teams may include a financial benefit to the family because of not eating out as much.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Is your team ready to present the Phase 1 nutritional analysis?"**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Use the Dietary Guidelines of Americans 2010 to determine nutritional concerns for each family member
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- Microsoft Office Suite®- for Word, PowerPoint
- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric



### Bell-Work

- **"What are some good things to remember when you are presenting to others?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › What are some good things to remember when you are presenting to others?
    - » *Maintain eye contact*
    - » *Good voice projection*
    - » *Smile*
    - » *Clear enunciation*
    - » *Other acceptable responses*

## MIDDLE

40 minutes

- Teams present their Phase 1 – The data is all the same so all the numbers for each person in the family should be consistent from team to team.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Was all the data today the same for each family member? If not, what do you think contributed to the inconsistency?"**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Use the Dietary Guidelines of Americans 2010 to determine nutritional concerns for each family member
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- Microsoft Office Suite®- for Word, PowerPoint
- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric



### Bell-Work

- **"Today you will present Phase 2 nutritional counseling. What is the difference between Phase 1 and Phase 2?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › Today you will present Phase 2 nutritional counseling. What is the difference between Phase 1 and Phase 2?
    - » *Phase 1 is a current nutritional analysis of the situation. Phase 2 starts with suggested changes of food choice at the same restaurants.*

## MIDDLE

40 minutes

- Teams present Phase 2- This is when team presentations start to differentiate based on their suggestions of choice while eating at the same places. Ex: choosing grilled chicken instead of fried, or vegetable sides over macaroni and cheese.

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Name one suggestion you heard from another group that you found to be a good idea."**
- Collect the Exit Ticket for the day as students leave the classroom.



## Key Question of the Day:

What are the nutritional consequences of the Busy Family's dinner choices for each family member and how it compares to the Dietary Guidelines for Americans for their age and level of activity?



### Estimated Time

One 50-minute class period



### Learning Objectives

As a result of this lesson, students will be able to:

- Use the Dietary Guidelines of Americans 2010 to determine nutritional concerns for each family member
- Determine benefits of nutritional counseling for different age groups
- Begin the understanding of psychological, cultural, economic, and social influences on food choices and nutritional practices.



### Required Materials

- Microsoft Office Suite®- for Word, PowerPoint
- [Appendix 6](#) – Busy Family Nutrition Counseling Challenge Presentations Rubric



### Bell-Work

- **"What is the difference between a Phase 2 suggestion and a Phase 3 suggestion in this nutrition counseling approach?"**

## OPENING

5 minutes

- Read the BELL-WORK question and solicit responses.
  - › What is the difference between a Phase 2 suggestion and a Phase 3 suggestion in this nutrition counseling approach?
    - » *Phase 2 includes suggestions in food choice while not changing restaurant selection. For example, selecting a broiled chicken salad instead of a fried chicken dinner.*
    - » *Phase 3 will involve intentional food choice planning, weekly menus, and definitions for levels of family members' participation in food preparation.*

## MIDDLE

40 minutes

- Teams present Phase 3 – these presentations may be very different as well depending on their recommendations for influence permanent change for the family. Teams should connect their choices to their health concerns and the extra preparation and meal planning is worth it to become healthier.
- There must be real detail here not just recommendations. For instance, not just a recommendation to plan the meals out and shop on the weekend but to provide a weekly meal plan with grocery list (many of these are available online).

## CLOSING

5 minutes

- Provide each student with the weekly Exit Ticket handout ([Appendix 9](#)).
- Students will turn in their Exit Ticket for that day. They will respond to the following prompt: **"Name one suggestion you heard from another group that you found to be a good idea."**
- Collect the Exit Ticket for the day as students leave the classroom.

# Registered Dietitian Nutrition Entrepreneurs

By now you should have a good understanding of the careers involved in nutrition counseling such as Registered Dietitians. Your group is now taking on the role of a brand new small business. Each group member is a Registered Dietitian and comes from a different background in nutrition:

1. One group member was a Clinical Dietitian
2. One group member was a Community Dietitian
3. One group member was a Management Dietitian

**The challenge you face as a new business is getting clients.** It is up to you to develop marketing material that will peak the interest of your initial target audience, busy families.

Follow the steps below to create your new company's marketing piece to attract parents to the school's future PTA meeting where you will get 5 minutes to share your services.

1. Develop a company name
2. Develop a company logo
3. List the services you will provide- (this must include family nutritional counseling)
4. List why these services are important
5. How will the prospective clients contact you? (do not use real contact info here)
6. What makes your company the best choice to provide nutrition counseling for the busy family?
7. Anything else your team thinks is important.

A marketing material may be a brochure, flyer, poster, email, website, letter, etc.

The other teams in the room are other companies offering the same services. Why will yours be better?



# Essential Question:

## What are influences on food choice and nutrition practices?

### Engagement Scenario: “Busy Family Nutrition Counseling Challenge”

Your team is to advise a family of five with a plan for healthier eating considering all the influences in their life. This must be a well thought out, feasible, and sustainable plan. This challenge starts after your company’s “presentation to the PTA.”

Congratulations! Your presentation to the parents at the PTA meeting was very well received and many families are considering nutritional counseling by your company. One family that was particularly impressed has emailed you. This will begin the process of providing them nutritional counseling, which must have various aspects to be effective. This job, however, should not be taken lightly. The consequences of giving nutritional guidance are serious, and can lead to very important health changes. For this reason, the nutrition and dietetic professionals in the state of Nebraska are some of the most experienced and capable (Nutritionist-World.com). Your company, being part of the state’s nutrition field, will have to provide a comprehensive plan for the family.

### The plan must include:

#### PHASE 1 - A current analysis of the family’s nutritional choices

- factors that influence these choices
- patterns of eating
- nutritional consequences of choices – Calories, fat, sodium, fiber, cholesterol

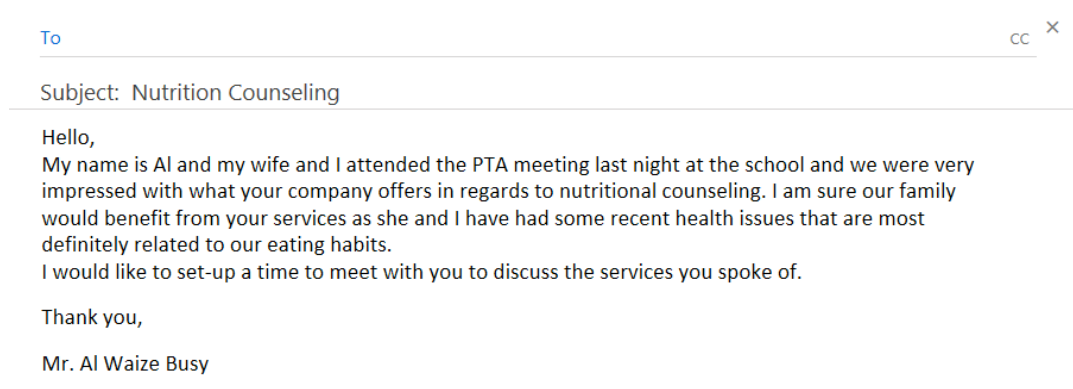
#### PHASE 2 - Suggest specific changes for more nutritional benefits

- How to make healthier choices with their current patterns of eating specifically addressing fat, sodium, fiber, and cholesterol.

#### PHASE 3 - Counseling and education for permanent change- suggestions to change influences of current unhealthy choices.

- Change factors that are influencing poor nutrition choices
- Develop a weekly menu
- Educate about all the benefits of better planning for nutritious eating.

Your team will prepare one presentation that has each PHASE represented. You will present this in the end as if you are counseling the Busy family in various stages of change over a time period not just one sitting. Good luck on this challenging project!



## BUSY FAMILY NUTRITION COUNSELING CHALLENGE

# Comprehension Questions

Team \_\_\_\_\_ Class Period \_\_\_\_\_

1. Summarize the phases you must bring the family through in the nutrition counseling plan.
2. There are many things that could be focused on for a nutritional counseling plan. What are the five required nutritional consequences of choice this plan must focus on? Why do you think these five things were selected?
3. What will your team need from the Busy Family to start this process?
4. If there are five people in the family how do you anticipate dividing up the work among your partners?

# Email Response After Meeting

To

cc x

Subject: Our decision on Nutrition Counseling

Hello,

I want to thank you again for meeting with us and explaining the options we have for nutrition counseling. After speaking with my wife, we have decided to ask for your assistance particularly with our evening (dinner) meals. We know we are very busy with our kids' schedules after school and our food choices are not the healthiest.

What do you need from us in order to get this started?

AI

To

cc x

Subject: Our decision on Nutrition Counseling

Hello,

I want to thank you again for meeting with us and explaining the options we have for nutrition counseling. After speaking with my wife, we have decided to ask for your assistance particularly with our evening (dinner) meals. We know we are very busy with our kids' schedules after school and our food choices are not the healthiest.

What do you need from us in order to get this started?

AI

To

cc x

Subject: Our decision on Nutrition Counseling

Hello,

I want to thank you again for meeting with us and explaining the options we have for nutrition counseling. After speaking with my wife, we have decided to ask for your assistance particularly with our evening (dinner) meals. We know we are very busy with our kids' schedules after school and our food choices are not the healthiest.

What do you need from us in order to get this started?

AI



## Oct 13 – 17

### Family Activity

- Mon., Wed., Fri. -           Son - Football practice after school to 5:30pm  
   Daughter- Volleyball Practice 5:00pm to 7:00pm  
   We eat dinner at about 7:30pm
- Tues., Thurs. -           Football practice after school to 5:30pm  
   Daughter-Gymnastics Practice 3:00pm to 5:00pm  
   We eat dinner at about 6:30pm
- Grandmother -           Mon-Fri participates in an active seniors group. Usually is home by 6:30 and helps drop off the grandchildren to their activities when she can.

We are the Busy Family and we are busy! My wife and I are office workers and sit in front of a computer for most of the day. My mother came to live with us a little over a year ago to help us out financially and I wish I had half the energy she seems to have at 67 years old. You will see most of our weekdays revolve around getting our kids to their activities. My mother has her own busy schedule but helps out with dropping off or picking up when she can. We usually go to a restaurant and pick up food for dinner every night of the week. We just do not have the time to make dinner it seems. We live in a rural area and our closets grocery store is 20 miles but the gym and playing fields are close to a street of fast food restaurants and that has been our weakness. It has just been easier to get food there on the way home.

Below is the information you asked for about each of us and our weekly schedule.

Mr. Busy – 42 years old  
 Job: analyst – computer work 8-10 hours/day  
 Level of activity- sedentary (unfortunately)  
 Health- I thought I was relatively healthy and a little over weight until a recent doctors visit. I am on the verge of high blood pressure, I'm 40 pounds overweight for someone my height, and my cholesterol is high (254).

Mrs. Busy – 41 years old  
 Job: marketing director computer work 8-10 hours/day  
 Level of activity- sedentary  
 Health- According to height-weight chart 10 pounds overweight. Cholesterol is normal and good cholesterol is low. Blood sugar was high from blood work and may be pre-diabetic.

Grandma Busy- 67 years old  
 Job: retired and busy  
 Level of activity- moderately active – walks at the mall with friends in the morning  
 Health- she is on cholesterol medicine, weight is normal, blood pressure is fine, cholesterol is normal and maintained.

Busy son- 15 years old  
 Job: student – high school 9<sup>th</sup> grade  
 Level of activity- active – weightlifting class 5 days/week, football practice 5 days/wk, runs on the weekends  
 Health – high weight on the height/weight chart but is very muscular build. Low body fat

Busy daughter- 12 years old  
 Job: student – middle school 6<sup>th</sup> grade  
 Level of activity- active- gymnastics and volleyball keep her busy  
 Health- weight is normal and low body fat

|                    |   |
|--------------------|---|
| <p>Mon, Oct 13</p> | <p><u>Pizza Dinner</u><br/> <b>A carryout order of (1) large meat pizza with cheese stuffed crust, (1) large thin crust supreme pizza, (2) orders of breadsticks with cheese, (2) 20 oz. soda pop</b><br/> Dad- (3 slices) Meat, (1) supreme, (3) breadsticks w/cheese 20oz. of cola soda pop<br/> Mom- (2) supreme, (2) breadsticks w/cheese, 20 oz. water<br/> Son- (3) Meat (2) supreme, (3) breadsticks w/cheese, 20 oz. of cola soda soda pop<br/> Daughter- (2) meat (1) supreme,(2) breadsticks w/cheese, 20 oz. of lemon-lime soda pop<br/> Grandmother- (2) supreme, (2) breadsticks w/cheese, 8 oz. water</p> |
| <p>Tue, Oct 14</p> | <p><u>Hamburger Diner</u><br/> Dad- double cheeseburger, large fry, large cola soda pop<br/> Mom- single cheeseburger, small fry, large strawberry lemonade<br/> Son- triple cheeseburger, large fry, large cola soda pop<br/> Daughter- single cheeseburger, small fry, medium lemon-lime soda pop<br/> Grandmother- single cheeseburger, small fry, water</p>   |
| <p>Wed, Oct 15</p> | <p><u>Chicken Dinner</u><br/> Dad- ex. crispy breast &amp; drumstick, msh potatoes, green beans, LG cola soda pop<br/> Mom- reg. crispy breast, biscuit, coleslaw, MED lemon-lime soda pop<br/> Son- (2) extra crispy breasts, mac &amp; cheese, LG cola soda pop<br/> Daughter- chicken sandwich, mac &amp; cheese, MED lemon-lime soda pop<br/> Grandmother-(2) wings &amp; (1) thigh, green beans, corn, SM ice tea</p>  |
| <p>Thu, Oct 16</p> | <p><u>Mexican Dinner</u><br/> Dad- bean burrito, ckn sft taco, Mexican pizza, empanada, LG cola soda pop<br/> Mom- steak burrito, MED ice tea-lemonade<br/> Son- steak nachos, cinnamon twists, LG cola soda pop<br/> Daughter- nachos supreme, crunch taco, churro, MED root beer<br/> Grandmother- chicken quesadilla, SM root beer</p>   |
| <p>Fri, Oct 17</p> | <p><u>Sub Sandwich Dinner</u><br/> Dad- footlong pastrami, LG sweet ice tea<br/> Mom- six inch cold cut, MED raspberry ice tea<br/> Son- foot long Philly cheesesteak, LG sweet ice tea<br/> Daughter- six inch chicken enchilada melt, MED root beer<br/> Grandmother- six inch turkey, MED light lemonade</p>   |

## Monday Dinner- PIZZA carryout

|                                      | Serving Grams | Calories | Calories from Fat | Total Fat (g) | Saturated Fat (g) | Trans Fat (g) | Cholesterol (mg) | Sodium (mg) | Carbohydrates (g) | Dietary Fiber (mg) | Sugars (g) | Protein (g) |
|--------------------------------------|---------------|----------|-------------------|---------------|-------------------|---------------|------------------|-------------|-------------------|--------------------|------------|-------------|
| <b>1 slice (1 slice = 1/8 pizza)</b> |               |          |                   |               |                   |               |                  |             |                   |                    |            |             |
| Meat                                 | 151           | 440      | 220               | 25            | 11                | .5            | 60               | 1120        | 36                | 2                  | 2          | 19          |
| Supreme                              | 119           | 320      | 150               | 17            | 7                 | 0             | 40               | 960         | 30                | 2                  | 6          | 14          |
| Breadsticks with Cheese (each)       | 56            | 170      | 60                | 7             | 3                 | 0             | 15               | 390         | 20                | 1                  | 2          | 8           |
| Cola soda pop                        | 20oz          | 250      | 0                 | 0             | 0                 | 0             | 0                | 55          | 69                | 0                  | 69         | 0           |
| Lemon-lime soda pop                  | 20oz          | 240      | 0                 | 0             | 0                 | 0             | 0                | 55          | 62                | 0                  | 62         | 0           |



Tuesday Dinner

Dad

BURGER

820 CALORIES    3g FIBER    48g PROTEIN

|                         |      |                   |     |
|-------------------------|------|-------------------|-----|
| Calories From Fat       | 420  | Potassium (mg)    | 680 |
| Total Fat (g)           | 47   | Carbohydrates (g) | 42  |
| Saturated Fat (g)       | 20   | Sugar (g)         | 10  |
| Trans Fat (g)           | 2.5  | Vitamin A (%DV)   | 15  |
| Polysaturated Fat (g)   | 5    | Vitamin C (%DV)   | 10  |
| Monounsaturated Fat (g) | 18   | Calcium           | 20  |
| Cholesterol (mg)        | 170  | Iron (%DV)        | 50  |
| Sodium (mg)             | 1510 |                   |     |

FRY

500 CALORIES    6g FIBER    6g PROTEIN

|                         |     |                   |      |
|-------------------------|-----|-------------------|------|
| Calories From Fat       | 220 | Potassium (mg)    | 1020 |
| Total Fat (g)           | 24  | Carbohydrates (g) | 65   |
| Saturated Fat (g)       | 4.5 | Sugar (g)         | 0    |
| Trans Fat (g)           | 0   | Vitamin A (%DV)   | 0    |
| Polysaturated Fat (g)   | 12  | Vitamin C (%DV)   | 10   |
| Monounsaturated Fat (g) | 6   | Calcium           | 2    |
| Cholesterol (mg)        | 0   | Iron (%DV)        | 8    |
| Sodium (mg)             | 540 |                   |      |

DRINK

320 CALORIES    0g FIBER    0g PROTEIN

|                         |    |                   |    |
|-------------------------|----|-------------------|----|
| Calories From Fat       | 0  | Potassium (mg)    | 0  |
| Total Fat (g)           | 0  | Carbohydrates (g) | 88 |
| Saturated Fat (g)       | 0  | Sugar (g)         | 88 |
| Trans Fat (g)           | 0  | Vitamin A (%DV)   | 0  |
| Polysaturated Fat (g)   | 0  | Vitamin C (%DV)   | 0  |
| Monounsaturated Fat (g) | 0  | Calcium           | 0  |
| Cholesterol (mg)        | 0  | Iron (%DV)        | 0  |
| Sodium (mg)             | 10 |                   |    |

Mom

580 CALORIES    3g FIBER    30g PROTEIN

|                         |      |                   |     |
|-------------------------|------|-------------------|-----|
| Calories From Fat       | 270  | Potassium (mg)    | 450 |
| Total Fat (g)           | 31   | Carbohydrates (g) | 42  |
| Saturated Fat (g)       | 13   | Sugar (g)         | 10  |
| Trans Fat (g)           | 1.5  | Vitamin A (%DV)   | 15  |
| Polysaturated Fat (g)   | 4.5  | Vitamin C (%DV)   | 10  |
| Monounsaturated Fat (g) | 11   | Calcium           | 20  |
| Cholesterol (mg)        | 100  | Iron (%DV)        | 30  |
| Sodium (mg)             | 1220 |                   |     |

220 CALORIES    3g FIBER    3g PROTEIN

|                         |     |                   |     |
|-------------------------|-----|-------------------|-----|
| Calories From Fat       | 100 | Potassium (mg)    | 440 |
| Total Fat (g)           | 11  | Carbohydrates (g) | 28  |
| Saturated Fat (g)       | 2   | Sugar (g)         | 0   |
| Trans Fat (g)           | 0   | Vitamin A (%DV)   | 0   |
| Polysaturated Fat (g)   | 5   | Vitamin C (%DV)   | 4   |
| Monounsaturated Fat (g) | 3   | Calcium           | 0   |
| Cholesterol (mg)        | 0   | Iron (%DV)        | 4   |
| Sodium (mg)             | 240 |                   |     |

360 CALORIES    1g FIBER    0g PROTEIN

|                         |    |                   |    |
|-------------------------|----|-------------------|----|
| Calories From Fat       | 0  | Potassium (mg)    | 70 |
| Total Fat (g)           | 0  | Carbohydrates (g) | 89 |
| Saturated Fat (g)       | 0  | Sugar (g)         | 84 |
| Trans Fat (g)           | 0  | Vitamin A (%DV)   | 0  |
| Polysaturated Fat (g)   | 0  | Vitamin C (%DV)   | 10 |
| Monounsaturated Fat (g) | 0  | Calcium           | 0  |
| Cholesterol (mg)        | 0  | Iron (%DV)        | 0  |
| Sodium (mg)             | 25 |                   |    |

Son

1090 CALORIES    3g FIBER    69g PROTEIN

|                         |      |                   |     |
|-------------------------|------|-------------------|-----|
| Calories From Fat       | 600  | Potassium (mg)    | 930 |
| Total Fat (g)           | 66   | Carbohydrates (g) | 43  |
| Saturated Fat (g)       | 29   | Sugar (g)         | 11  |
| Trans Fat (g)           | 4    | Vitamin A (%DV)   | 20  |
| Polysaturated Fat (g)   | 5    | Vitamin C (%DV)   | 10  |
| Monounsaturated Fat (g) | 26   | Calcium           | 25  |
| Cholesterol (mg)        | 255  | Iron (%DV)        | 70  |
| Sodium (mg)             | 1990 |                   |     |

500 CALORIES    6g FIBER    6g PROTEIN

|                         |     |                   |      |
|-------------------------|-----|-------------------|------|
| Calories From Fat       | 220 | Potassium (mg)    | 1020 |
| Total Fat (g)           | 24  | Carbohydrates (g) | 65   |
| Saturated Fat (g)       | 4.5 | Sugar (g)         | 0    |
| Trans Fat (g)           | 0   | Vitamin A (%DV)   | 0    |
| Polysaturated Fat (g)   | 12  | Vitamin C (%DV)   | 10   |
| Monounsaturated Fat (g) | 6   | Calcium           | 2    |
| Cholesterol (mg)        | 0   | Iron (%DV)        | 8    |
| Sodium (mg)             | 540 |                   |      |

320 CALORIES    0g FIBER    0g PROTEIN

|                         |    |                   |    |
|-------------------------|----|-------------------|----|
| Calories From Fat       | 0  | Potassium (mg)    | 0  |
| Total Fat (g)           | 0  | Carbohydrates (g) | 88 |
| Saturated Fat (g)       | 0  | Sugar (g)         | 88 |
| Trans Fat (g)           | 0  | Vitamin A (%DV)   | 0  |
| Polysaturated Fat (g)   | 0  | Vitamin C (%DV)   | 0  |
| Monounsaturated Fat (g) | 0  | Calcium           | 0  |
| Cholesterol (mg)        | 0  | Iron (%DV)        | 0  |
| Sodium (mg)             | 10 |                   |    |

Tuesday Dinner

BURGER

FRY

DRINK

Daughter

Grandmother



# Wednesday Dinner

## Dad

| PRODUCT NAME  | CALORIES    | CARBS (G)   | FAT (G)    | SODIUM (MG)   | PROTEIN (G) |
|---|-------------|-------------|------------|---------------|-------------|
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="text" value="30 oz"/> | 380         | 105G        | 0G         | 75MG          | 0G          |
| <input checked="" type="checkbox"/> GREEN BEANS (INDIVIDUAL SIDE)                               | 25          | 4G          | 0G         | 260MG         | 1G          |
| <input checked="" type="checkbox"/> MASHED POTATOES (INDIVIDUAL SIDE)                           | 120         | 19G         | 4G         | 530MG         | 2G          |
| <input checked="" type="checkbox"/> DRUMSTICK (EXTRA CRISPY)                                    | 160         | 5G          | 10G        | 390MG         | 13G         |
| <input checked="" type="checkbox"/> BREAST (EXTRA CRISPY)                                       | 490         | 20G         | 29G        | 1140MG        | 35G         |
| <b>NUTRITIONAL TOTALS:</b>  |             |             |            |               |             |
|   | <b>1175</b> | <b>153G</b> | <b>43G</b> | <b>2395MG</b> | <b>51G</b>  |

FULL NUTRITION GUIDE

INGREDIENT STATEMENT

FOOD ALLERGIES AND SENSITIVITIES

CALORIES FROM FAT: 385

SATURATED FAT: 7G

TRANS FAT: 0G

CHOLESTEROL: 165MG

DIETARY FIBER: 4G

SUGARS: 106G

## Mom

| PRODUCT NAME   | CALORIES   | CARBS (G)   | FAT (G)    | SODIUM (MG)   | PROTEIN (G) |
|--|------------|-------------|------------|---------------|-------------|
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="text" value="20 oz"/> MIST | 250        | 68G         | 0G         | 50MG          | 0G          |
| <input checked="" type="checkbox"/> COLESLAW (INDIVIDUAL SIDE)                                       | 170        | 19G         | 10G        | 170MG         | 1G          |
| <input checked="" type="checkbox"/> BISCUITS (1 BISCUIT)   | 180        | 23G         | 8G         | 530MG         | 4G          |
| <input checked="" type="checkbox"/> BREAST (ORIGINAL RECIPE)   | 320        | 13G         | 14G        | 1130MG        | 36G         |
| <b>NUTRITIONAL TOTALS:</b>   |            |             |            |               |             |
|  | <b>920</b> | <b>123G</b> | <b>32G</b> | <b>1880MG</b> | <b>41G</b>  |

FULL NUTRITION GUIDE

INGREDIENT STATEMENT

FOOD ALLERGIES AND SENSITIVITIES

CALORIES FROM FAT: 280

SATURATED FAT: 10.5G

TRANS FAT: 0G

CHOLESTEROL: 150MG

DIETARY FIBER: 6G

SUGARS: 64G

## Wednesday Dinner

Son

| PRODUCT NAME   | CALORIES | CARBS (G) | FAT (G) | SODIUM (MG) | PROTEIN (G) |
|--|----------|-----------|---------|-------------|-------------|
| <input checked="" type="checkbox"/> <input type="checkbox"/> 30 oz | 380      | 105G      | 0G      | 75MG        | 0G          |
| <input checked="" type="checkbox"/> MAC & CHEESE (INDIVIDUAL SIDE) | 170      | 22G       | 6G      | 830MG       | 5G          |
| <input checked="" type="checkbox"/> BREAST (EXTRA CRISPY) (2)      | 490      | 20G       | 29G     | 1140MG      | 35G         |
| <b>NUTRITIONAL TOTALS:</b>   |          |           |         |             |             |
|  | 1530     | 167G      | 64G     | 3165MG      | 75G         |

- FULL NUTRITION GUIDE
- INGREDIENT STATEMENT
- FOOD ALLERGIES AND SENSITIVITIES

CALORIES FROM FAT: 580      SATURATED FAT: 10.5G      TRANS FAT: 0G  
 CHOLESTEROL: 225MG      DIETARY FIBER: 4G      SUGARS: 107G

Daughter

| PRODUCT NAME   | CALORIES | CARBS (G) | FAT (G) | SODIUM (MG) | PROTEIN (G) |
|--|----------|-----------|---------|-------------|-------------|
| <input checked="" type="checkbox"/> <input type="checkbox"/> A MIST <input type="checkbox"/> 20 oz                         | 250      | 68G       | 0G      | 50MG        | 0G          |
| <input checked="" type="checkbox"/> MAC & CHEESE (INDIVIDUAL SIDE)   | 170      | 22G       | 6G      | 830MG       | 5G          |
| <input checked="" type="checkbox"/> <input type="checkbox"/> CHICKEN <input type="checkbox"/> (2)                          | 310      | 23G       | 18G     | 590MG       | 14G         |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> MAYO <input type="checkbox"/> (2)    | 100      | 0G        | 10G     | 60MG        | 0G          |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> PICKLES <input type="checkbox"/> (2) | 0        | 0G        | 0G      | 65MG        | 0G          |
| <b>NUTRITIONAL TOTALS:</b>   |          |           |         |             |             |
|  | 1040     | 136G      | 42G     | 2060MG      | 33G         |

- FULL NUTRITION GUIDE
- INGREDIENT STATEMENT
- FOOD ALLERGIES AND SENSITIVITIES

CALORIES FROM FAT: 380      SATURATED FAT: 6.5G      TRANS FAT: 0G  
 CHOLESTEROL: 65MG      DIETARY FIBER: 6G      SUGARS: 78G

## Wednesday Dinner

| PRODUCT NAME   | CALORIES   | CARBS (G)  | FAT (G)      | SODIUM (MG)   | PROTEIN (G) |
|--|------------|------------|--------------|---------------|-------------|
| <input type="checkbox"/> ICED TEA (UNSWEETENED) <input type="text" value="16 oz"/> | 0          | 0G         | 0G           | 60MG          | 0G          |
| <input checked="" type="checkbox"/> WHOLE KERNEL CORN (INDIVIDUAL SIDE)            | 100        | 21G        | 0.5G         | 0MG           | 3G          |
| <input checked="" type="checkbox"/> GREEN BEANS (INDIVIDUAL SIDE)                  | 25         | 4G         | 0G           | 260MG         | 1G          |
| <input checked="" type="checkbox"/> WHOLE WING (ORIGINAL RECIPE) (2)               | 140        | 5G         | 8G           | 450MG         | 11G         |
| <input checked="" type="checkbox"/> THIGH (ORIGINAL RECIPE)                        | 290        | 8G         | 21G          | 850MG         | 18G         |
| <b>NUTRITIONAL TOTALS:</b>   |            |            |              |               |             |
|  | <b>695</b> | <b>43G</b> | <b>37.5G</b> | <b>2070MG</b> | <b>44G</b>  |

Grandmother

- [FULL NUTRITION GUIDE](#)
- [INGREDIENT STATEMENT](#)
- [FOOD ALLERGIES AND SENSITIVITIES](#)

|                        |                   |               |
|------------------------|-------------------|---------------|
| CALORIES FROM FAT: 335 | SATURATED FAT: 8G | TRANS FAT: 0G |
| CHOLESTEROL: 200MG     | DIETARY FIBER: 5G | SUGARS: 4G    |



### Thursday Dinner

| item                        | protein (g) | sugars (g) | dietary fiber (g) | carbohydrates (g) | sodium (mg) | cholesterol (mg) | trans fat (g) | total fat (g) | saturated fat (g) | calories from fat | calories | -serving size (g) |
|-----------------------------|-------------|------------|-------------------|-------------------|-------------|------------------|---------------|---------------|-------------------|-------------------|----------|-------------------|
| <b>Dad</b>                  |             |            |                   |                   |             |                  |               |               |                   |                   |          |                   |
| Bean Burrito                | 15          | 3          | 8                 | 55                | 1050        | 5                | 0             | 11            | 4                 | 100               | 370      | 190               |
| Chicken Soft Taco           | 12          | 1          | 2                 | 16                | 480         | 25               | 0             | 5             | 2.5               | 50                | 160      | 92                |
| Mexican Pizza               | 21          | 3          | 7                 | 48                | 950         | 40               | 0.5           | 31            | 8                 | 280               | 550      | 213               |
| Caramel Apple Empanada      | 3           | 13         | 2                 | 39                | 310         | 0                | 0             | 15            | 2.5               | 140               | 310      | 85                |
| 40 oz                       | 0           | 140        | 0                 | 140               | 100         | 0                | 0             | 0             | 0                 | 0                 | 500      | 1134              |
| <b>Mom</b>                  |             |            |                   |                   |             |                  |               |               |                   |                   |          |                   |
| Cantina Burrito - Steak     | 34          | 7          | 12                | 92                | 1940        | 60               | 0             | 28            | 7                 | 250               | 750      | 447               |
| Iced Tea and Lemonade 20 oz | 0           | 27         | 0                 | 27                | 60          | 0                | 0             | 0             | 0                 | 0                 | 100      | 567               |
| <b>Son</b>                  |             |            |                   |                   |             |                  |               |               |                   |                   |          |                   |
| XXL Steak Nachos            | 47          | 7          | 16                | 117               | 2210        | 95               | 0.5           | 60            | 11                | 540               | 1190     | 498               |
| Cinnamon Twists             | 1           | 10         | 1                 | 26                | 200         | 0                | 0             | 7             | 0                 | 60                | 170      | 35                |
| 40 oz                       | 0           | 140        | 0                 | 140               | 100         | 0                | 0             | 0             | 0                 | 0                 | 500      | 1134              |

Thursday Dinner

| item               | protein (g) | sugars (g) | dietary fiber (g) | carbohydrates (g) | sodium (mg) | cholesterol (mg) | trans fat (g) | total fat (g) | saturated fat (g) | calories from fat | calories | -serving size (g) |
|--------------------|-------------|------------|-------------------|-------------------|-------------|------------------|---------------|---------------|-------------------|-------------------|----------|-------------------|
| <b>Daughter</b>    |             |            |                   |                   |             |                  |               |               |                   |                   |          |                   |
| Nachos Supreme     | 13          | 4          | 8                 | 46                | 860         | 25               | 0             | 24            | 5                 | 210               | 450      | 203               |
| Crunchy Taco       | 8           | 1          | 3                 | 12                | 310         | 25               | 0             | 10            | 3.5               | 90                | 170      | 78                |
| Churro             | 2           | 5          | 1                 | 28                | 230         | 15               | 0             | 8             | 1                 | 80                | 190      | 59                |
| Root Beer 20 oz    | 0           | 65         | 0                 | 65                | 40          | 0                | 0             | 0             | 0                 | 0                 | 250      | 567               |
| <b>Grandmother</b> |             |            |                   |                   |             |                  |               |               |                   |                   |          |                   |
| Chicken Quesadilla | 27          | 3          | 4                 | 38                | 1190        | 75               | 0.5           | 27            | 12                | 250               | 510      | 181               |
| Root Beer 16 oz    | 0           | 52         | 0                 | 52                | 30          | 0                | 0             | 0             | 0                 | 0                 | 200      | 454               |

### Friday Dinner

#### Sandwiches



| SERVING SIZE (g) | CALORIES | CALORIES FROM FAT | TOTAL FAT (g) | SATURATED FAT (g) | TRANS FATS (g) | CHOLESTEROL (mg) | SODIUM (mg) | CARBOHYDRATES (g) | DIETARY FIBER (g) | SUGARS (g) | PROTEIN (g) | VITAMIN A (%DV) | VITAMIN C (%DV) | CALCIUM (%DV) | IRON (%DV) |
|------------------|----------|-------------------|---------------|-------------------|----------------|------------------|-------------|-------------------|-------------------|------------|-------------|-----------------|-----------------|---------------|------------|
|------------------|----------|-------------------|---------------|-------------------|----------------|------------------|-------------|-------------------|-------------------|------------|-------------|-----------------|-----------------|---------------|------------|

Dad 2X

|                     |     |     |     |      |      |     |    |      |    |   |    |    |    |    |    |    |
|---------------------|-----|-----|-----|------|------|-----|----|------|----|---|----|----|----|----|----|----|
| 6" Big Hot Pastrami | 284 | 580 | 310 | 31.0 | 11.0 | 0.0 | 85 | 1470 | 47 | 5 | 7  | 29 | 10 | 45 | 40 | 25 |
| (21 oz, no Ice)     | 621 | 260 | 0   | 0.0  | 0.0  | 0.0 | 0  | 15   | 71 | 0 | 71 | 0  | 0  | 0  | 0  | 0  |

Mom

|                               |     |     |     |      |     |     |    |      |    |   |    |    |   |    |    |    |
|-------------------------------|-----|-----|-----|------|-----|-----|----|------|----|---|----|----|---|----|----|----|
| 6" Cold Cut Combo             | 224 | 360 | 110 | 12.0 | 3.5 | 0.0 | 45 | 1030 | 46 | 5 | 7  | 17 | 8 | 20 | 35 | 20 |
| Raspberry Tea (21 oz, no Ice) | 621 | 150 | 0   | 0.0  | 0.0 | 0.0 | 0  | 0    | 58 | 0 | 58 | 0  | 0 | 25 | 0  | 0  |

Son

2X

|                           |     |     |     |      |     |     |    |      |    |   |    |    |    |    |    |    |
|---------------------------|-----|-----|-----|------|-----|-----|----|------|----|---|----|----|----|----|----|----|
| 6" Big Philly Cheesesteak | 294 | 500 | 150 | 17.0 | 9.0 | 1.0 | 85 | 1280 | 51 | 6 | 8  | 38 | 15 | 20 | 50 | 25 |
| (21 oz, no Ice)           | 621 | 260 | 0   | 0.0  | 0.0 | 0.0 | 0  | 15   | 71 | 0 | 71 | 0  | 0  | 0  | 0  | 0  |

## Friday Dinner

### Sandwiches



| SERVING SIZE (g) | CALORIES | CALORIES FROM FAT | TOTAL FAT (g) | SATURATED FAT (g) | TRANS FATS (g) | CHOLESTEROL (mg) | SODIUM (mg) | CARBOHYDRATES (g) | DIETARY FIBER (g) | SUGARS (g) | PROTEIN (g) | VITAMIN A (%DV) | VITAMIN C (%DV) | CALCIUM (%DV) | IRON (%DV) |
|------------------|----------|-------------------|---------------|-------------------|----------------|------------------|-------------|-------------------|-------------------|------------|-------------|-----------------|-----------------|---------------|------------|
|------------------|----------|-------------------|---------------|-------------------|----------------|------------------|-------------|-------------------|-------------------|------------|-------------|-----------------|-----------------|---------------|------------|

## Daughter

### Chicken Enchilada Melt

(21 oz, no ice)

|     |     |     |      |     |     |    |      |    |   |    |    |    |    |    |    |
|-----|-----|-----|------|-----|-----|----|------|----|---|----|----|----|----|----|----|
| 295 | 580 | 240 | 26.0 | 7.0 | 0.0 | 20 | 1170 | 60 | 7 | 9  | 25 | 30 | 30 | 45 | 25 |
| 621 | 260 | 0   | 0.0  | 0.0 | 0.0 | 0  | 60   | 68 | 0 | 68 | 0  | 0  | 0  | 0  | 0  |

## Grandmother

### 6" Turkey Breast & Ham

<sup>1</sup> Light Lemonade (21 oz, no ice)

|     |     |    |     |     |     |    |     |    |   |   |    |   |    |    |    |
|-----|-----|----|-----|-----|-----|----|-----|----|---|---|----|---|----|----|----|
| 216 | 280 | 35 | 4.0 | 1.0 | 0.0 | 20 | 730 | 46 | 5 | 8 | 18 | 8 | 20 | 30 | 15 |
| 621 | 15  | 0  | 0.0 | 0.0 | 0.0 | 0  | 15  | 3  | 0 | 3 | 0  | 0 | 0  | 0  | 0  |

# Busy Family Nutrition Counseling Challenge Presentation Rubric

Company Name \_\_\_\_\_

Note: There is no time minimum or maximum for these presentations.

| CATEGORY                                | 4  | 3   | 2  | 1  |
|---|--|---|--|--|
| <b>PHASE ONE<br/>Family Members</b>     | Company analyzed all five family members.  | Company analyzed four family members.   | Company analyzed three family members.   | Company analyzed two family members.   |
| <b>PHASE ONE<br/>Analysis</b>           | Analysis included totals in Calories, fat, sodium, fiber, and cholesterol.   | Analysis included totals for four of the areas of analysis.   | Analysis included totals for three of the areas of analysis.   | Analysis included totals for two of the areas of analysis.   |
| <b>PHASE TWO<br/>Suggestions</b>        | Estimated Calorie needs for each family member were included with suggestions for better choices for each family member. | Estimated Calorie needs for four family members were included with suggestions for better choices for each family member. | Estimated Calorie needs for three family members were included with suggestions for better choices for each family member. | Estimated Calorie needs for two family members were included with suggestions for better choices for each family member. |
| <b>PHASE THREE<br/>Permanent Change</b> | A minimum of five suggestions explained in detail were included in the presentation.                                     | Four suggestions explained in detail were included in the presentation.   | Three suggestions explained in detail were included in the presentation.   | Two suggestions explained in detail were included in the presentation.   |
| <b>COMPREHENSION</b>                    | Team is able to accurately answer all questions posed by classmates during the Q/A.                                      | Team is able to accurately answer most questions posed by the classmates during the Q/A.                                  | Team is able to accurately answer a few questions posed by classmates during the Q/A.                                      | Team is unable to accurately answer all questions posed by the classmates during the Q/A.                                |

# Individual Presentation Score

Name \_\_\_\_\_

| CATEGORY                              | 4  | 3  | 2  | 1   |
|---------------------------------------|--|--|--|---|
| <b>POSTURE AND EYE CONTACT</b>        | Each team member stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Each team member stands up straight and establishes eye contact with everyone in the room during the presentation. | Each team member sometimes stands up straight and establishes eye contact.                                 | Each member slouches and/or does not look at people during the presentation.                  |
| <b>VOLUME</b>                         | Each member's speaking volume is loud enough to be heard by all audience members throughout the presentation.                                | Each member's speaking volume is loud enough to be heard by all audience members at least 90% of the time.         | Each member's speaking volume is loud enough to be heard by all audience members at least 60% of the time. | The speaking volume of the presenters was often too soft to be heard by all audience members. |
| <b>LISTENS TO OTHER PRESENTATIONS</b> | Listens to all presentations with respect.   | Has to be spoken to 1 time about listening to other presentations.   | Has to be spoken to 2 times about listening to other presentations.  | Has to be spoken to 3 times about listening to other presentations.                           |

**APPENDIX 5. NUTRITIONAL GOALS FOR AGE-GENDER GROUPS, BASED ON DIETARY REFERENCE INTAKES AND DIETARY GUIDELINES RECOMMENDATIONS**

| Nutrient (units)              | Source of goal <sup>a</sup> | Child 1-3 | Female 4-8 | Male 4-8 | Female 9-13 | Male 9-13 | Female 14-18 | Male 14-18 | Female 19-30 | Male 19-30 | Female 31-50 | Male 31-50 | Female 51+ | Male 51+ |
|-------------------------------|-----------------------------|-----------|------------|----------|-------------|-----------|--------------|------------|--------------|------------|--------------|------------|------------|----------|
| <b>Macronutrients</b>         |                             |           |            |          |             |           |              |            |              |            |              |            |            |          |
| Protein (g)                   | RDA <sup>b</sup>            | 13        | 19         | 19       | 34          | 34        | 46           | 52         | 46           | 56         | 46           | 56         | 46         | 56       |
| (% of calories)               | AMDR <sup>c</sup>           | 5-20      | 10-30      | 10-30    | 10-30       | 10-30     | 10-30        | 10-30      | 10-30        | 10-35      | 10-35        | 10-35      | 10-35      | 10-35    |
| Carbohydrate (g)              | RDA                         | 130       | 130        | 130      | 130         | 130       | 130          | 130        | 130          | 130        | 130          | 130        | 130        | 130      |
| (% of calories)               | AMDR                        | 45-65     | 45-65      | 45-65    | 45-65       | 45-65     | 45-65        | 45-65      | 45-65        | 45-65      | 45-65        | 45-65      | 45-65      | 45-65    |
| Total fiber (g)               | IOM <sup>d</sup>            | 14        | 17         | 20       | 22          | 25        | 25           | 31         | 28           | 34         | 25           | 31         | 22         | 28       |
| Total fat (% of calories)     | AMDR                        | 30-40     | 25-35      | 25-35    | 25-35       | 25-35     | 25-35        | 25-35      | 20-35        | 20-35      | 20-35        | 20-35      | 20-35      | 20-35    |
| Saturated fat (% of calories) | DG <sup>e</sup>             | <10%      | <10%       | <10%     | <10%        | <10%      | <10%         | <10%       | <10%         | <10%       | <10%         | <10%       | <10%       | <10%     |
| Linoleic acid (g)             | AI <sup>f</sup>             | 7         | 10         | 10       | 10          | 12        | 11           | 16         | 12           | 17         | 12           | 17         | 11         | 14       |
| (% of calories)               | AMDR                        | 5-10      | 5-10       | 5-10     | 5-10        | 5-10      | 5-10         | 5-10       | 5-10         | 5-10       | 5-10         | 5-10       | 5-10       | 5-10     |
| alpha-Linolenic acid (g)      | AI                          | 0.7       | 0.9        | 0.9      | 1.0         | 1.2       | 1.1          | 1.6        | 1.1          | 1.6        | 1.1          | 1.6        | 1.1        | 1.6      |
| (% of calories)               | AMDR                        | 0.6-1.2   | 0.6-1.2    | 0.6-1.2  | 0.6-1.2     | 0.6-1.2   | 0.6-1.2      | 0.6-1.2    | 0.6-1.2      | 0.6-1.2    | 0.6-1.2      | 0.6-1.2    | 0.6-1.2    | 0.6-1.2  |
| Cholesterol (mg)              | DG                          | <300      | <300       | <300     | <300        | <300      | <300         | <300       | <300         | <300       | <300         | <300       | <300       | <300     |
| <b>Minerals</b>               |                             |           |            |          |             |           |              |            |              |            |              |            |            |          |
| Calcium (mg)                  | RDA                         | 700       | 1,000      | 1,000    | 1,300       | 1,300     | 1,300        | 1,300      | 1,000        | 1,000      | 1,000        | 1,000      | 1,200      | 1,200    |
| Iron (mg)                     | RDA                         | 7         | 10         | 10       | 8           | 8         | 15           | 11         | 18           | 8          | 18           | 8          | 8          | 8        |
| Magnesium (mg)                | RDA                         | 80        | 130        | 130      | 240         | 240       | 360          | 410        | 310          | 400        | 320          | 420        | 320        | 420      |
| Phosphorus (mg)               | RDA                         | 460       | 500        | 500      | 1,250       | 1,250     | 1,250        | 1,250      | 700          | 700        | 700          | 700        | 700        | 700      |
| Potassium (mg)                | AI                          | 3,000     | 3,800      | 3,800    | 4,500       | 4,500     | 4,700        | 4,700      | 4,700        | 4,700      | 4,700        | 4,700      | 4,700      | 4,700    |
| Sodium (mg)                   | UL <sup>g</sup>             | <1,500    | <1,900     | <1,900   | <2,200      | <2,200    | <2,300       | <2,300     | <2,300       | <2,300     | <2,300       | <2,300     | <2,300     | <2,300   |
| Zinc (mg)                     | RDA                         | 3         | 5          | 5        | 8           | 8         | 9            | 11         | 8            | 11         | 8            | 11         | 8          | 11       |
| Copper (mcg)                  | RDA                         | 340       | 440        | 440      | 700         | 700       | 890          | 890        | 900          | 900        | 900          | 900        | 900        | 900      |
| Selenium (mcg)                | RDA                         | 20        | 30         | 30       | 40          | 40        | 55           | 55         | 55           | 55         | 55           | 55         | 55         | 55       |
| <b>Vitamins</b>               |                             |           |            |          |             |           |              |            |              |            |              |            |            |          |
| Vitamin A (mcg RAE)           | RDA                         | 300       | 400        | 400      | 600         | 600       | 700          | 900        | 700          | 900        | 700          | 900        | 700        | 900      |
| Vitamin D <sup>h</sup> (mcg)  | RDA                         | 15        | 15         | 15       | 15          | 15        | 15           | 15         | 15           | 15         | 15           | 15         | 15         | 15       |
| Vitamin E (mg AT)             | RDA                         | 6         | 7          | 7        | 11          | 11        | 15           | 15         | 15           | 15         | 15           | 15         | 15         | 15       |
| Vitamin C (mg)                | RDA                         | 15        | 25         | 25       | 45          | 45        | 65           | 75         | 75           | 90         | 75           | 90         | 75         | 90       |
| Thiamin (mg)                  | RDA                         | 0.5       | 0.6        | 0.6      | 0.9         | 0.9       | 1.0          | 1.2        | 1.1          | 1.2        | 1.1          | 1.2        | 1.1        | 1.2      |
| Riboflavin (mg)               | RDA                         | 0.5       | 0.6        | 0.6      | 0.9         | 0.9       | 1.0          | 1.3        | 1.1          | 1.3        | 1.1          | 1.3        | 1.1        | 1.3      |
| Niacin (mg)                   | RDA                         | 6         | 8          | 8        | 12          | 12        | 14           | 16         | 14           | 16         | 14           | 16         | 14         | 16       |
| Folate (mcg)                  | RDA                         | 150       | 200        | 200      | 300         | 300       | 400          | 400        | 400          | 400        | 400          | 400        | 400        | 400      |
| Vitamin B <sub>6</sub> (mg)   | RDA                         | 0.5       | 0.6        | 0.6      | 1.0         | 1.0       | 1.2          | 1.3        | 1.3          | 1.3        | 1.3          | 1.3        | 1.5        | 1.7      |
| Vitamin B <sub>12</sub> (mcg) | RDA                         | 0.9       | 1.2        | 1.2      | 1.8         | 1.8       | 2.4          | 2.4        | 2.4          | 2.4        | 2.4          | 2.4        | 2.4        | 2.4      |
| Choline (mg)                  | AI                          | 200       | 250        | 250      | 375         | 375       | 400          | 550        | 425          | 550        | 425          | 550        | 425        | 550      |
| Vitamin K (mcg)               | AI                          | 30        | 55         | 55       | 60          | 60        | 75           | 75         | 90           | 120        | 90           | 120        | 90         | 120      |

**APPENDIX 6. ESTIMATED CALORIE NEEDS PER DAY BY AGE, GENDER, AND PHYSICAL ACTIVITY LEVEL (DETAILED)**

Estimated amounts of calories<sup>a</sup> needed to maintain calorie balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories. An individual's calorie needs may be higher or lower than these average estimates.

| Gender/<br>Activity level <sup>b</sup> | Male/<br>Sedentary | Male/<br>Moderately Active | Male/<br>Active | Female <sup>c</sup> /<br>Sedentary | Female <sup>c</sup> /<br>Moderately Active | Female <sup>c</sup> /<br>Active |
|--|--------------------|----------------------------|-----------------|------------------------------------|--|---------------------------------|
| Age (years)                            |                    |                            |                 |                                    |  |                                 |
| 2                                      | 1,000              | 1,000                      | 1,000           | 1,000                              | 1,000                                      | 1,000                           |
| 3                                      | 1,200              | 1,400                      | 1,400           | 1,000                              | 1,200                                      | 1,400                           |
| 4                                      | 1,200              | 1,400                      | 1,600           | 1,200                              | 1,400                                      | 1,400                           |
| 5                                      | 1,200              | 1,400                      | 1,600           | 1,200                              | 1,400                                      | 1,600                           |
| 6                                      | 1,400              | 1,600                      | 1,800           | 1,200                              | 1,400                                      | 1,600                           |
| 7                                      | 1,400              | 1,600                      | 1,800           | 1,200                              | 1,600                                      | 1,800                           |
| 8                                      | 1,400              | 1,600                      | 2,000           | 1,400                              | 1,600                                      | 1,800                           |
| 9                                      | 1,600              | 1,800                      | 2,000           | 1,400                              | 1,600                                      | 1,800                           |
| 10                                     | 1,600              | 1,800                      | 2,200           | 1,400                              | 1,800                                      | 2,000                           |
| 11                                     | 1,800              | 2,000                      | 2,200           | 1,600                              | 1,800                                      | 2,000                           |
| 12                                     | 1,800              | 2,200                      | 2,400           | 1,600                              | 2,000                                      | 2,200                           |
| 13                                     | 2,000              | 2,200                      | 2,600           | 1,600                              | 2,000                                      | 2,200                           |
| 14                                     | 2,000              | 2,400                      | 2,800           | 1,800                              | 2,000                                      | 2,400                           |
| 15                                     | 2,200              | 2,600                      | 3,000           | 1,800                              | 2,000                                      | 2,400                           |
| 16                                     | 2,400              | 2,800                      | 3,200           | 1,800                              | 2,000                                      | 2,400                           |
| 17                                     | 2,400              | 2,800                      | 3,200           | 1,800                              | 2,000                                      | 2,400                           |
| 18                                     | 2,400              | 2,800                      | 3,200           | 1,800                              | 2,000                                      | 2,400                           |
| 19-20                                  | 2,600              | 2,800                      | 3,000           | 2,000                              | 2,200                                      | 2,400                           |
| 21-25                                  | 2,400              | 2,800                      | 3,000           | 2,000                              | 2,200                                      | 2,400                           |
| 26-30                                  | 2,400              | 2,600                      | 3,000           | 1,800                              | 2,000                                      | 2,400                           |
| 31-35                                  | 2,400              | 2,600                      | 3,000           | 1,800                              | 2,000                                      | 2,200                           |
| 36-40                                  | 2,400              | 2,600                      | 2,800           | 1,800                              | 2,000                                      | 2,200                           |
| 41-45                                  | 2,200              | 2,600                      | 2,800           | 1,800                              | 2,000                                      | 2,200                           |
| 46-50                                  | 2,200              | 2,400                      | 2,800           | 1,800                              | 2,000                                      | 2,200                           |
| 51-55                                  | 2,200              | 2,400                      | 2,800           | 1,600                              | 1,800                                      | 2,200                           |
| 56-60                                  | 2,200              | 2,400                      | 2,600           | 1,600                              | 1,800                                      | 2,200                           |
| 61-65                                  | 2,000              | 2,400                      | 2,600           | 1,600                              | 1,800                                      | 2,000                           |
| 66-70                                  | 2,000              | 2,200                      | 2,600           | 1,600                              | 1,800                                      | 2,000                           |
| 71-75                                  | 2,000              | 2,200                      | 2,600           | 1,600                              | 1,800                                      | 2,000                           |
| 76+                                    | 2,000              | 2,200                      | 2,400           | 1,600                              | 1,800                                      | 2,000                           |

a. Based on Estimated Energy Requirements (EER) equations, using reference heights (average) and reference weights (healthy) for each age-gender group. For children and adolescents, reference height and weight vary. For adults, the reference man is 5 feet 10 inches tall and weighs 154 pounds. The reference woman is 5 feet 4 inches tall and weighs 126 pounds. EER equations are from the Institute of Medicine. Dietary Reference Intakes for Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids. Washington (DC): The National Academies Press; 2002.  
 b. Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life. Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life. Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.  
 c. Estimates for females do not include women who are pregnant or breastfeeding.

Source: Britten P, Marcoe K, Yamini S, Davis C. Development of food intake patterns for the MyPyramid Food Guidance System. J Nutr Educ Behav 2006;38(6 Suppl):S78-S92.



# Daily Bell-Work Journal

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MONDAY

DATE \_\_\_\_\_

---

TUESDAY

DATE \_\_\_\_\_

---

WEDNESDAY

DATE \_\_\_\_\_

---

THURSDAY

DATE \_\_\_\_\_

---

FRIDAY

DATE \_\_\_\_\_

# Daily Exit Tickets



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DAY      EXIT TICKET      Name: (First, Last) \_\_\_\_\_  
Date: \_\_\_\_\_ Period: \_\_\_\_\_

Topic: \_\_\_\_\_



*Continue your answer on the back if necessary*

-----

DAY      EXIT TICKET      Name: (First, Last) \_\_\_\_\_  
Date: \_\_\_\_\_ Period: \_\_\_\_\_

Topic: \_\_\_\_\_



*Continue your answer on the back if necessary*

-----

DAY      EXIT TICKET      Name: (First, Last) \_\_\_\_\_  
Date: \_\_\_\_\_ Period: \_\_\_\_\_

Topic: \_\_\_\_\_



*Continue your answer on the back if necessary*

-----

DAY      EXIT TICKET      Name: (First, Last) \_\_\_\_\_  
Date: \_\_\_\_\_ Period: \_\_\_\_\_

Topic: \_\_\_\_\_



*Continue your answer on the back if necessary*

-----

DAY      EXIT TICKET      Name: (First, Last) \_\_\_\_\_  
Date: \_\_\_\_\_ Period: \_\_\_\_\_

Topic: \_\_\_\_\_



*Continue your answer on the back if necessary*

# Nutrition Facts Panel

Adapted from Lab Manual Food Science- The Biochemistry of Food and Nutrition pgs. 113- 115

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

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## Directions:

The Nutrition Facts panel on food packaging tells consumers what nutrients are present in the food and what percent of the recommended Daily Value of that nutrient the food provides. This gives consumers a general idea about how much of their overall daily nutrient intake is provided by the food in question.

In this challenge you will compare labels for three brands each of peanut butter, jam or jelly, and bread in order to decide which combination will provide you with the most nutritious sandwich.

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## Equipment and Materials

9 Nutrition Facts panels

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## Procedure

1. Examine the Nutrition Facts panels on the peanut butter, jelly, and bread labels provided by your teacher.
2. Record the information required in your data table.

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## Analyzing Results

1. Which peanut butter is highest in Calories? \_\_\_\_\_  
Highest in saturated fat? \_\_\_\_\_
2. Is the peanut butter with the highest saturated fat content also the one with the highest Calorie content?  
\_\_\_\_\_
3. Which bread do you think has the highest overall nutritional value? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. Which combination of peanut butter, jelly, and bread would provide you with the lowest Calorie sandwich?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Which combination would be:
  - a. highest in fiber \_\_\_\_\_
  - b. lowest in saturated fat? \_\_\_\_\_
  - c. lowest in sugar? \_\_\_\_\_
  - d. highest in iron? \_\_\_\_\_

6. Which combination of peanut butter, jelly, and bread offers the most nutritious sandwich? Why?

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7. Which combination do you think would be tastiest? Why?

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8. If your answers to questions 6 and 7 are not the same, which combination of products would you use for your sandwich? Why?

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**Data Analysis**

| LABEL INFORMATION  | PEANUT BUTTER A | PEANUT BUTTER B | PEANUT BUTTER C | JAM OR JELLY D | JAM OR JELLY E | JAM OR JELLY F | BREAD G | BREAD H | BREAD I |
|--------------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|---------|---------|---------|
| SERVING SIZE       |                 |                 |                 |                |                |                |         |         |         |
| CALORIES           |                 |                 |                 |                |                |                |         |         |         |
| TOTAL FAT          |                 |                 |                 |                |                |                |         |         |         |
| SATURATED FAT      |                 |                 |                 |                |                |                |         |         |         |
| CHOLESTEROL        |                 |                 |                 |                |                |                |         |         |         |
| SODIUM             |                 |                 |                 |                |                |                |         |         |         |
| TOTAL CARBOHYDRATE |                 |                 |                 |                |                |                |         |         |         |
| DIETARY FIBER      |                 |                 |                 |                |                |                |         |         |         |
| SUGARS             |                 |                 |                 |                |                |                |         |         |         |
| PROTEIN            |                 |                 |                 |                |                |                |         |         |         |
| VITAMIN A          |                 |                 |                 |                |                |                |         |         |         |
| VITAMIN C          |                 |                 |                 |                |                |                |         |         |         |
| CALCIUM            |                 |                 |                 |                |                |                |         |         |         |
| IRON               |                 |                 |                 |                |                |                |         |         |         |

