



Food Education Standard 6: We can make positive and informed food choices.

## Food Journal

**Grade Levels & Subjects:** Grades 3 - 5 English Language Arts

### Learning + Food Objectives:

Students will learn how we can make positive and informed food choices by creating a food journal and writing an informational summary of their findings including how they could adjust their eating to include more whole foods.

### Common Core Standards:

Common Core English Language Arts

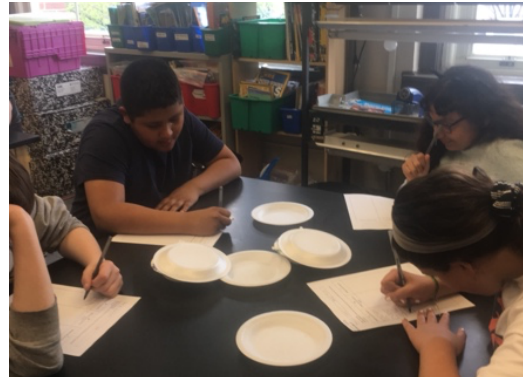
Writing informative texts with relevant vocabulary

#### CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.



### MATERIALS NEEDED

- Whole and Processed Food Introduction Material
  - Video:
    - "Lesson 1: Whole Foods Vs. Processed Foods" by Food For Growth - <https://www.youtube.com/watch?v=PSBGZqx-Phs>
  - Article:
    - "Kids' special: Processed Foods" *Healthyfood.com* by their panel of experts <https://www.healthyfood.com/advice/kids-special-processed-food/>
- Student Worksheets (Both attached below)

## CLASSROOM PROCEDURE

### INTRODUCTION (20 minutes)

1. Ask students to add the foods they ate at their last lunch to the MyPlate template on their student worksheet, filling in the correct section. If they didn't consume something in any of the food groups, just leave it blank. (Option to do this as a whole class activity or independently.)
2. Ask 2 – 3 students to share out the food they ate. As a class, discuss whether it is a whole or processed food. Be sure to have students explain their reasoning.
3. Explain that today, they will be exploring the difference between whole and processed foods and how it affects their bodies.
4. Provide students with an introductory text or video (provided in the "materials needed" section) about the whole vs. processed foods.
5. Share out findings and create class definitions and examples of whole and processed foods.
6. Ask students to identify the food they listed at the beginning of the class as a whole or processed food. Be sure to ask students to explain.
7. Have students pair and share (if virtual, send to breakout rooms or have a few students share) to discuss how they categorized their food.
8. Ask students to brainstorm a list of vocabulary that was important in learning about whole vs. processed foods. Teacher will create class list based on discussion.
9. (Optional: Work through the worksheet attached below student worksheet for additional practice identifying whole vs. processed foods)

### INSTRUCTION (45 minutes)

1. Explain to students that they will be learning how we can make positive and informed food choices by creating a food journal and writing summary of their eating patterns and how they could adjust their eating to include more whole foods.
2. Review the food journal included in their student worksheet. Remind students to do this for each part of their meal.
  - a) Discuss with students how to log a dish that contains multiple foods.
  - b) For example, if they top their eggs with cheese, they should be identifying eggs and cheese as two different food they consumed and identify each.
3. Ask students to complete the three-day food journal of food consumed at school. (Teacher can adjust the number of days and number of meals/snacks if needed.)
4. After students have completed their food journal, begin the analysis process. Students will be asked to complete a reflection based on their findings in their food journal.
5. Give students time to write their reflection. Be sure to remind students to use the vocabulary from the class list created in the introduction.
6. The following prompts should be answered in their written reflection:
  - a) What did you notice about the amount of whole and processed foods you eat in a day?
  - b) Would you say, based on what you know now, that you eat healthfully? Why or why not? Be sure explain your answer.
  - c) How can you replace two of the processed foods you consumed with whole foods?

**CLOSING (teacher discretion).**

1. Have a class discussion including questions like:
  - a) What did you learn about your eating patterns?
  - b) What patterns do we notice about our class' eating patterns?
  - c) What are reasons we would see these patterns in our class?
  - d) What can we do to encourage eating more whole foods?

## ADDITIONAL RESOURCES

- "Whole Foods vs. Processed Foods: Why Less is Actually Better" *Foodandnutrition.org* by Brittany Chin Jones <https://foodandnutrition.org/blogs/stone-soup/whole-foods-vs-processed-foods-less-actually-better/>

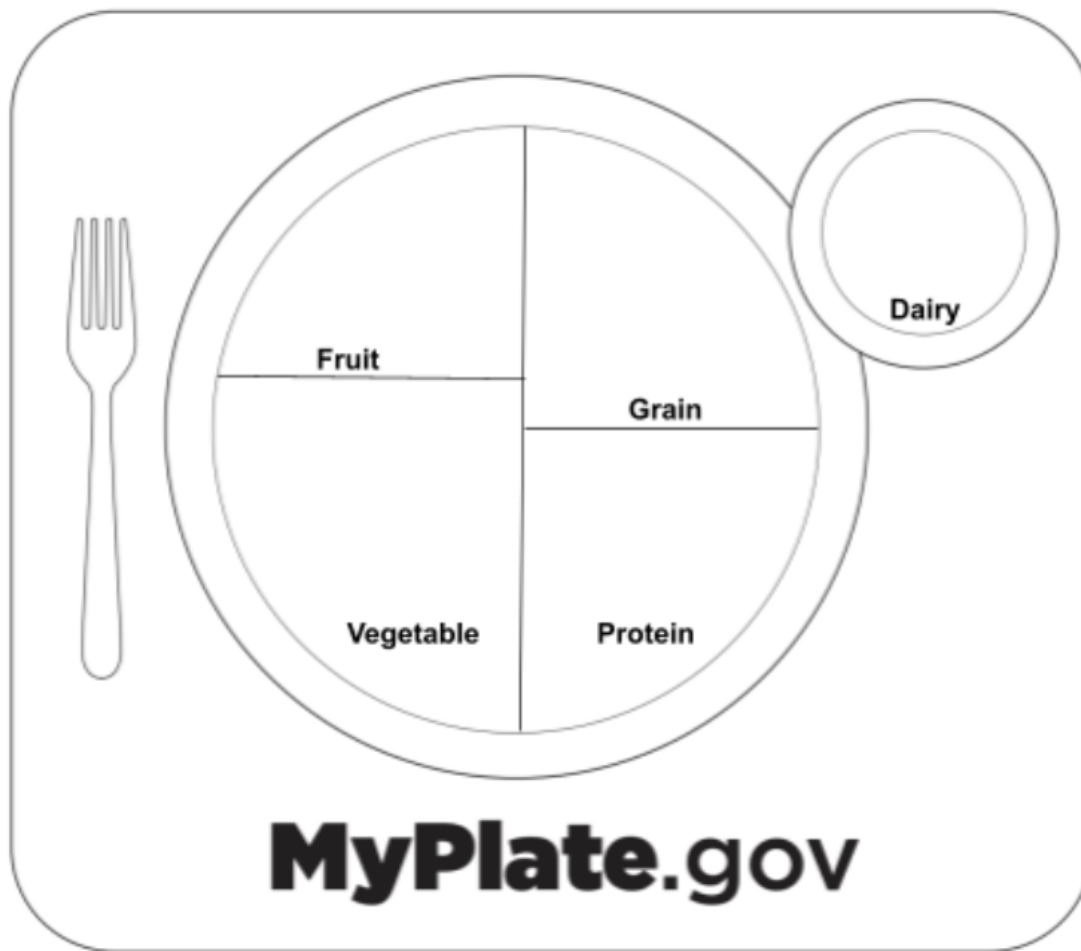
The student worksheet below can be printed or copied onto any online learning platform.



## Food Journal

Today, you will be learning how we can make positive and informed food choices by creating a food journal and noticing patterns in our eating.

Fill in the MyPlate template with foods you ate at your last lunch. Leave it blank if you did not consume a food from any of the sections.



Choose one food from your MyPlate above, is that food a whole food or a processed food? How do you know?

What is a whole food?

What is a processed food?



## Journal

Track what you eat for three days at school.

### Day 1

	Food/Drink	Whole or Processed	How do you know?
Breakfast			
Snack			
Lunch			

### Day 2

	Food/Drink	Whole or Processed	How do you know?
Breakfast			
Snack			
Lunch			



## Day 3

	Food/Drink	Whole or Processed	How do you know?
Breakfast			
Snack			
Lunch			

### Reflection

Looking at your food journal, think about what you noticed about the foods you ate. Be sure to use the vocabulary from the class list!

1. What did you notice about the amount of whole and processed foods you eat in a day?

2. Would you say, based on what you know now, that you eat healthfully? Why or why not?

3. How can you replace two of the processed foods you consumed with whole foods?








4. Thinking about the MyPlate activity, reflect on what you ate for lunch yesterday, what parts of the MyPlate foods do you need to consider adding to your next meal?

**OPTIONAL:** The student worksheet below can be printed or copied onto any online learning platform for. Identifying whole versus processed foods.



## Whole or Processed?

Select whether the food listed is whole or processed and be ready to explain why.

<p>1. <b>Cheez-Its</b> (made with 100% real cheese)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>6. <b>Cashews</b> (halves &amp; pieces)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>2. <b>Mixed Nuts</b> (almonds, cashews, pecans, pistachios, hazelnuts)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>7. <b>Ginger snap cookies</b> (made with real ginger and molasses)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>3. <b>Glazed Honey Buns</b></p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>8. <b>Apples</b></p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>4. <b>Vanilla Snack Pack</b> (made with real milk)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>9. <b>Grilled Chicken Breast</b></p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>5. <b>Can of tuna</b> (in water)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>10. <b>Laffy Taffy</b> (sour apple, grape, strawberry)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>