



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

Food Journal

Grade Levels & Subjects: Grades 9 -12 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 expository summary of their findings including how they could adjust their eating to include more whole foods.

Common Core Standards:

Common Core English Language Arts

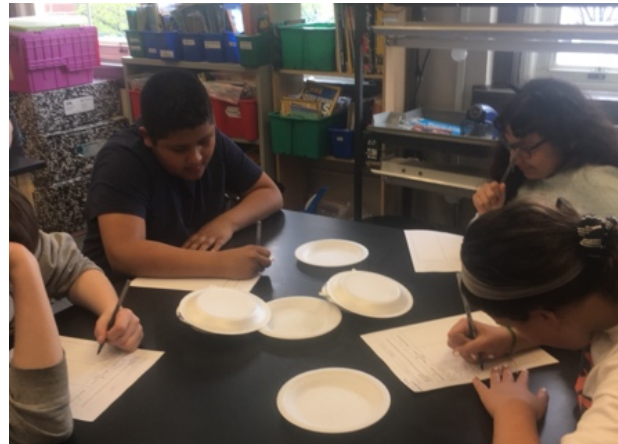
Evaluating multiple sources and writing expository piece

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.



MATERIALS NEEDED

- Whole vs. processed food introductory article
 - "What Are Whole Foods?" by Health Agenda magazine - <https://www.hcf.com.au/health-agenda/food-diet/nutrition/what-are-wholefoods>
 - "Why you should eat whole foods instead of processed foods" by Jack Wilson - <https://www.precisionhydration.com/performance-advice/nutrition/why-you-should-eat-whole-foods-instead-of-processed-foods-when-ever-possible/>
- 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. Ask students to identify if they think one of the foods they added to their MyPlate is a whole food or a processed food. Be sure to ask students to explain their reasoning.
2. Have students pair and share (if virtual, send to breakout rooms or have a few students share) to discuss how they categorized their food.
3. Through a class discussion, create definitions of whole and processed foods.
4. Provide students with an introductory text about the whole vs. processed foods. Ask students to take notes on how whole and processed foods affect their bodies.
5. Share out findings.
6. Ask students what adjustments need to be made to original definitions.
7. (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 an expository summary of their findings including how they could adjust their eating to include more whole foods.
2. Review the food journal included in their student worksheet. Highlight the column which asks students to identify and explain if the food is a whole or processed food. Remind students to do this for each part of their meal.
 - a) Discuss with students how to log a dish that contains multiple foods. 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. (Teacher can adjust the number of days 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. Ask students to think about how they can organize their work in a thoughtful way. The following prompts should be answered in their written reflection:
 1. What did you learn about your consumption patterns?
 2. What surprised you about your consumption patterns?
 3. Would you say, based on what you know now, that you eat healthfully? Why or why not? Be sure to cite specific sources and details to support your answer.
 4. How can you replace two of the processed foods you consumed with whole foods

CLOSING (teacher discretion)

1. Ask students to share their reflection with a peer. Peer will give feedback specifically around the organization of the work.
2. Have a class discussion including questions like:
 - a) What did you learn about your consumption patterns?

- b) What patterns do we notice about our class' consumption patterns?
- c) What are reasons we would see these patterns in our class?
- d) What we do to encourage eating more whole foods?

ADDITIONAL RESOURCES

- "Processed Foods and Health" *Harvard T.H. School of Public Health* - <https://www.hsph.harvard.edu/nutritionsource/processed-foods/>
- "What is a processed food?" *Michigan State University Extension* by Ashley Parrish https://www.canr.msu.edu/news/what_is_a_processed_food
- "Whole Foods vs. Processed Foods" by Henry Lau - <https://www.youtube.com/watch?v=DMouQ0OFHfQ>
- Additional practice for identifying whole vs. processed foods (included below student worksheet)

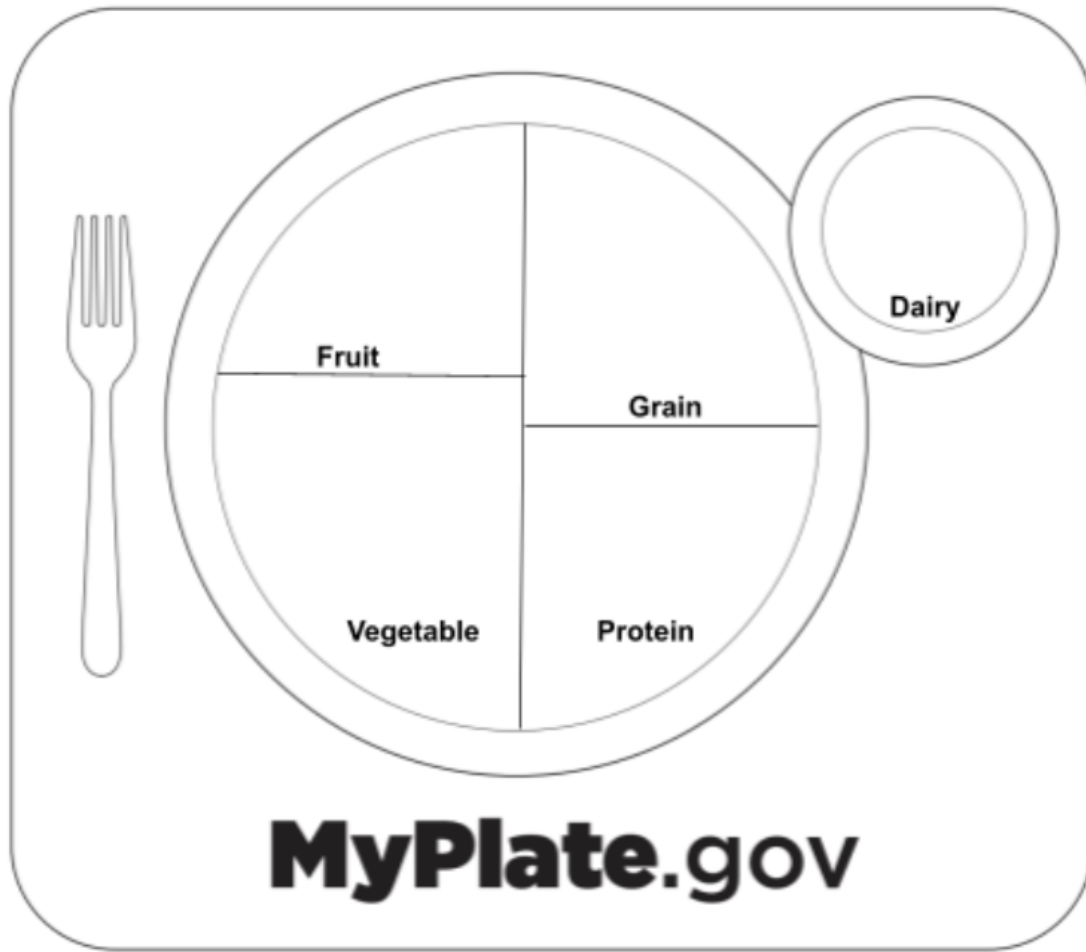
The student worksheet below can be printed or copied onto any online learning platform.

Food Journal

Today, you will be learning how we can make positive and informed food choices by creating a food journal and writing an expository summary of your findings including how you could adjust their eating to include more whole foods.



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.



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

2. While reading the article, focus on on how whole and processed foods affect your body. Record your findings below.

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Journal

Track your intake for THREE DAYS. Record EVERYTHING. EAT! DRINK! EVERYTHING!

Day 1

	Food/Drink	Number of Servings	Whole or Processed	How do you know?
Breakfast				
Snack				
Lunch				
Dinner				
Snack				



Day 2

	Food/Drink	Number of Servings	Whole or Processed	How do you know?
Breakfast				
Snack				
Lunch				
Dinner				
Snack				



Day 3

	Food/Drink	Number of Servings	Whole or Processed	How do you know?
Breakfast				
Snack				
Lunch				
Dinner				
Snack				



Reflection

Looking at your food journal, respond to the following prompts in a written reflection. The reflection should apply what you have learned through this experience. Think about how you can organize your writing in a thoughtful way. In approximately 350 words (minimum), answer the following questions:











1. What did you learn about your consumption patterns?
2. What surprised you about your consumption patterns?
3. Would you say, based on what you know now, that you eat healthfully? Why or why not? Be sure to cite specific sources and details to support your answer.
4. How can you replace two of the processed foods you consumed with whole foods?
5. 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. Cheez-Its (made with 100% real cheese)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>6. Cashews (halves & pieces)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>2. Mixed Nuts (almonds, cashews, pecans, pistachios, hazelnuts)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>7. Ginger snap cookies (made with real ginger and molasses)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>3. Glazed Honey Buns</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>8. Apples</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>4. Vanilla Snack Pack (made with real milk)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>9. Grilled Chicken Breast</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>
<p>5. Can of tuna (in water)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>	<p>10. Laffy Taffy (sour apple, grape, strawberry)</p> 	<p><input type="checkbox"/> Whole</p> <p><input type="checkbox"/> Processed</p>