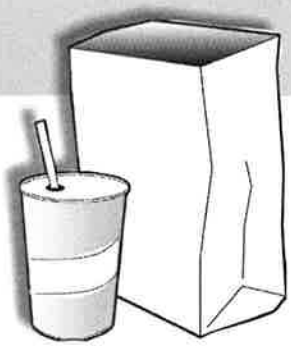
LESSON 5 Healthy Eating at Fast Food Restaurants

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions. • Prepare meal plans according to the current federal dietary guidelines.	• Self-Management [7.12.2; 7.12.3]	• Self-Management [1.3; 1.4]



Lesson Synopsis

Examine students' favorite fast food meals in light of their nutrition knowledge. Introduce, show, and discuss the video on fast food restaurants. Assign homework to research the nutrition quality of their favorite fast food meal. Remind students of their personal case study assignment and their nutrient research. Preview the next lesson.

Lesson Phase & Time	Materials Needed
Introduction 4 minutes	**Supplied by the Teacher** • Favorite fast food menu, student generated in Lesson 4 • Pens or pencils
Input 40 minutes	**Health Education Materials** • Video [DVD]: *Test Your Fast Food Knowledge,* Human Relations Media (28 minutes) **Supplied by the Teacher** • Projector and screen • Writing paper • Pens or pencils Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils • Video player
Application 5 minutes	**Teacher Resources** • Student Worksheet: "Selecting Healthy Fast Foods" • Assessment Tools for Selecting Healthy Fast Foods: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists

	Supplied by the Teacher • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils • Video player
Closure 1 minute	• None
TOTAL 50 minutes	

Preparation	
Prior to the Lesson	• **Review** the assessment rubrics and checklists. **Select** one or more to use.
Application	• **Provide** the student worksheet for each student. • **Provide** students with the assessment rubrics and/or checklists if needed.

© Copyright 2016 State of Michigan MM

LESSON PROCEDURE

Introduction: Examine students' favorite fast food meals in light of their nutrition knowledge.

4 minutes

Instructional Steps	Script and Detailed Directions
Examine students' favorite fast food meals in light of their nutrition knowledge.	Have students retrieve their favorite fast food meal that they created in the previous lesson. *Given what you now know about nutrition, what do you think a Registered Dietician would say about your menu? Write your comments under your menu.* *Today, we'll explore how to eat healthy foods at fast food restaurants.*

Input: Introduce, show, and discuss the video on fast food restaurants.

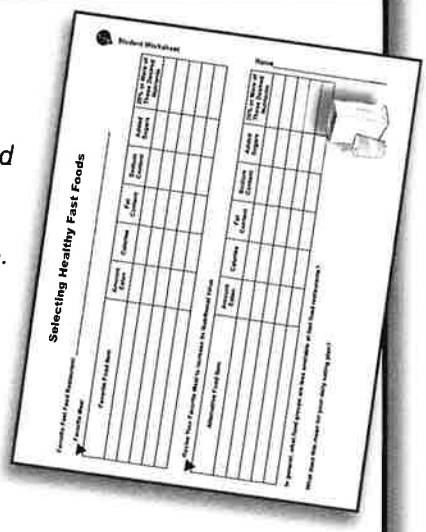
40 minutes

Instructional Steps	Script and Detailed Directions
Introduce, show, and discuss the video on fast food restaurants.	*I have a video to show you that will help us make some decisions when at our favorite restaurants. As you watch the video, please take notes on the key points. We'll be using the notes when the video is over.* Show the video, *Test Your Fast Food Knowledge.* *Take a look at your notes. Circle three concepts or facts that you think people should know when considering eating at fast food restaurants. Place a star by the idea that you think is more important for you to remember.* Gather the students' ideas on the three concepts or facts people should know. Clarify misunderstandings and emphasize key issues not mentioned by the students.

Application: Assign homework to research the nutrition quality of their favorite fast food meal.

5 minutes

Instructional Steps	Script and Detailed Directions
Assign homework to research the nutrition quality of their favorite fast food meal using the student worksheet, "Selecting Healthy Fast Foods."	*As homework tonight check out your menu with the nutrition information from your favorite fast food restaurant. Complete this student worksheet using what you learn. You will notice that there is a place for you to analyze your favorite meal and a place to create a revised meal. See if you can create a meal you would enjoy that would meet the Dietary Guidelines. There isn't anything wrong with splurging sometimes and having your favorite. But, if you go to fast food restaurants often, it's best to have alternative meals you would enjoy. Moderation is key. This assignment is due (set due date).* Provide any assessment tools you plan to use and explain the criteria for assessment.



	Have students complete the research using digital tools or by visiting their favorite fast food restaurant and asking for the nutrition information.
	Take a common fast food meal teens might select and note the fat, sugar, and sodium content. Then, measure the amount of fat, sugar, and sodium into a bowl or on a plate. Use shortening, granulated sugar, and salt. Four grams equals one teaspoon.

Closure: Remind students of their personal case study assignment. Preview the next lesson.

1 minute

Instructional Steps	Script and Detailed Directions
Remind students of their personal case study assignment.	*Remember. You need to be creating your personal case study for use later in this unit, and your nutrient research is due for the next lesson.*
Preview the next lesson.	*We will be shifting gears for our next lesson. Our focus will be on physical activity.*

© Copyright 2016 State of Michigan MM