Fries With That?

Reading, Math, Science, and Good
Nutrition all wrapped up in one Unit!
Middle School

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Introduction

How well do you eat? How often do you hit the fast food joints? In this unit students will engage in several activities to learn about the importance of nutrition. Using the Internet, students will compare meals from two fast food restaurants of their choice. This will prepare them for creating some succulent menus. And students will try their hand at using the tools from Microsoft Excel or Google Spreadsheet to create charts from their collected data. A follow up activity will be taking a trip to KidsHealth Website to see if their meals are within the guidelines of how much fat their body should consume in a meal, day, and week!

Finally, the students will try their hand at architecture and design their own restaurant by using an online sketch program.

Activity #1 - Fast Food

Procedure:

Step One:

Where would you like to eat? There are plenty of choices below. If you don't see one on this list, you can find your own. Remember; try to compare food items as closely as you can.

McDonald's

Chick-fil-a

Subway

Burger King:

Wendy's

Taco Bell

Select two restaurants that have similar food items. When you visit these sites, it's time to order up lunch and compare burger for burger. Make sure it's as balanced as can be (remember, this is fast food, not a home cooked meal!) You'll want to include a sandwich, salad or other main dish, a side dish (French fries, etc), a drink. Dessert is optional, but if you pick a dessert from one place, you must pick a dessert from the other. For each item on your menu, record the total calories, calories from fat, total fat and sodium on an excel sheet.

Step Two:

Enter your data in an Excel spreadsheet or Google Spreadsheet. (See sample page) When you have finished your spreadsheet and charts, compare your meals and answer the following questions in complete sentences using **Google Docs**. Please be sure to share it with me when you are done.

1. Which restaurants were selected?
2. What food items/drinks were compared?
3. Overall, which restaurant food contained the most fat?
4. Item per item, were the food items from one place fattier than the others?
5. After doing this, does it change your mind about where you'd eat your next meal?
6. Were you surprised at the outcome?

7. Should restaurants label the fat/calorie count on their menu? Why or why not?
8. Do you think this would change the way people order food?

Sample Excel Sheet

	A	B	C	D	E
1	**Elevation Burger**		**Calorie**	**Fat**	**Sodium mg**
2	Elevation Burger		510	26	710
3	Side Salad		20	0	10
4	Vanilla Milkshake		710	9	280
5	French Fries		520	26	135
6	Total		1760	61	1135
7					
8	**McDonalds**				
9	McDouble		390	19	850
10	Side Salad		20	0	10
11	Vanilla Milkshake		530	15	160
12	french Fries		230	11	160
13	Total		1170	45	1180
14					

Entering Data and Formulas:
Set up your Excel or Google spreadsheet like the one above. You will enter the calories in column C and fat calories in column D, sodium in column E.
To figure out total calories, total fat, you can use the AutoSum button. Σ   Highlight all of the numbers in Column C, and then hit the AutoSum button. Do the same for Column D and E.
You will create two (2) charts for this project.

Activity #2

No Fries With That, Please!

The Process:

You will be asked to **create a restaurant with a menu** that sums up the key points of healthy eating. You can include breakfast, lunch and dinner. Visit the Internet to find out more about healthy eating guidelines. The Internet is a great resource for cookbooks and healthy recipes along with pictures!

Your menu must include the following: Please refer to the Menu Rubric!

- Number of servings: Correct number of foods listed for each food group.
- Each meal must contain a maximum number of different foods (except milk) from each group. Foods should be appropriate for meals.
- Grammar and spelling count!
- Name your Restaurant! Be clever and creative.

The Task: No Fries with That! Please

Students will plan a healthy menu for their restaurant which will include a recipe found online.

Materials needed:
Internet
Food pyramid chart
iPad
Bookabi or Scribble Press (book publishing apps)

If you are doing this on the computer, you can use Publisher, Pixie, Microsoft Word or PowerPoint

Step 1: Research! Find your recipes and plan your menu. Collect your recipes but make sure they meet the healthy requirements. Save in a word document on your Google Drive using your PWCS account.

Menu should include: (you need this for breakfast, lunch and dinner)
6 meals, A la carte items (toast, muffins, fruit…) and drink choices
Step 2:
Design counts so make your menu flashy and catchy!

Step 3: Put it all together on the iPad using Scribble Press or Bookabi, (If you are doing this on the computer, you can use Publisher, Pixie, Microsoft Word or PowerPoint) Make sure you have:

1. Cover with name of Restaurant and Picture
2. Picture/Explanation of your floor layout
3. Menu – Use as many pages as you need but make sure you head each menu – Breakfast, Lunch, Dinner
4. Prices!

Activity #3 Build a Restaurant

Now is your chance to create and design your own restaurant using the site, www.homestyler.com.

You will be using your PWCS Google account to create a log in. Remember, you will never receive emails from them so don't worry about giving them this email. You can use your real name or a nickname (screen name) to register.

This program not only lets you create rooms, but you can also decorate each room using their extensive catalog.

Be sure to include:

- Dining area
- Waiting area
- Fully equipped kitchen
- Office
- Bathrooms (his and hers)
- Plenty of doors and windows (you will need to follow the fire codes attached)
- Take screen shots of your rooms to add to your final presentation.
- When you are done, you will need to share your login information with me as it will be the only way I can view your blueprints.
- Have fun!!!

Task #4 Putting it All Together

Using any of the following programs, (if it's not on the list, please see me for approval), put your findings together in order:

- Title page – includes your grade and name
- Copy of your spreadsheet (you can either copy and paste or capture a screen shot and past onto your slide)
- Answers to questions posed in Task #1
- Menus
- At least 4 snapshots (again, screen shots) of your restaurant

Programs: Remember to use your GAFE email to register for online programs.

- **PowerPoint**
- **Pixie**
- http://www.empressr.com   When you open up the Empressr homepage, you are treated to a whole spread of different presentation samples that show you how powerful this free little tool is. Instead of being billed as an online presentation tool, the folks at Empressr call it a "storytelling" tool. That's an appropriate description once you see what it can do.Start with a blank page, upload an existing PowerPoint file, or upload several images all at once to create an instant Empressr. You can import images from Flickr, Google, Yahoo, and Photobucket, and use the charts and table tools to display stats and figures in creative ways. Along the way, Empressr offers tips on how to get the most out of the presentation interface. And of course, your creations can be embedded into a website, blog, or social networking page, or you can simply post a link directly to the presentation in those same places.

- **Google Presentation**

- http://www.zoho.com This tool for creating portable presentations has recently been improved to provide a smoother interface and enhanced slide transitions and animation techniques. They've made room for a higher level of slide customization and consistency, with a new Master slide feature and more powerful slide design tools.You can import many different kinds of presentation slide files and work on them using Zoho Show. You can also embed videos and import images from Picasa and Flickr, and can also transform your images into unique shapes to give them a different look for your content. The image editing features and shape tools are also superb.

- **Xtranormal**   Xtranormal is a favorite for those students who are looking to create fun and entertaining animated presentations. Xtranormal is a free online tool that now offers a feature called Xtranormal Desktop. This is a powerful option for creating animated shorts that feature hundreds of character and background choices for crafting truly stunning 1080p HD projects. There are account options for students and educators that are either free or paid monthly. Students love Xtranormal because of the many engaging worlds they can design and populate with unique animated characters that come to virtual life right onscreen.

- **Smilebox** Smilebox is a great tool for spicing up slideshows. Check out the samples to see what you can create using this simple but highly effective slideshow animator. Smilebox is also available for iPhone, iPod Touch, and iPad.

  In Smilebox, you'll find hundreds of different customizable templates to create a truly unique slideshow presentation. You can add photos and videos and then apply your own text, and even add music files. This is a very versatile tool that can be used for anything from scrapbooks, greeting cards, and animated collages, to quick and powerful business or classroom presentations. You can also share your slideshows by email, on Facebook, or on your own blog, or burn them onto a DVD.

  TimeGlider **This is the login site for students.** This web-based timeline software can enhance the presentation experience for students. Students have the ability to stack events, add images, link, and embed timelines!

Menu Rubric

- Effective use of design; visual impact
- Food appropriate to restaurant
- Prices included; appropriate to restaurant type and location

Menu Rubric	Number of Servings	Meals	Spelling
4 Excellent	Correct number of foods listed for each food group	Maximum number of different foods (except milk) from each group included. All foods are appropriate for meals	0-2 Spelling mistakes
3 Good	Correct number of foods listed for 4 of the food groups	Minimum number of different foods from each group. All foods are appropriate	3-5 Spelling mistakes
2 Fair	Correct number of foods listed for 2 or 3 of the groups	Minimum number of foods from each group included, but 1-2 foods are repeated	6-8 Spelling mistakes
1 Poor	Correct number of foods listed for 0-1 of the groups	Minimum number of foods from each group, but 3 or more foods are repeated.	More than 8 spelling mistakes
Score			

Sample Menu

HOT APPETIZERS

Jalapeno Popper (5)	5.25
Breaded Mushrooms	5.50
Fried Calamari	8.95
Fried Shrimp & Calamari	11.95
Clams Oreganato (8)	8.00
Mussels White or Red Sauce	8.95
Mozzarella Sticks (8)	7.00
Garlic Bread	3.00
Garlic Bread w/Cheese	3.50
Chicken Fingers w/French Fries	7.75
Hot Wings (8)	7.00
Onion Rings	3.75
French Fries	3.00
French Fries w/Cheese	3.75
Zucchini Sticks	6.50

SALAD

Antipasto	small 7.50	large 10.00
Mixed Salad	3.75	
Tuna Salad	6.95	
Chef Salad	6.95	
Grilled Chicken Salad	6.95	
Fresh Mozzarella & Tomato Salad	6.25	
Extra Dressing	each 75¢	

SOUP

Minestrone	4.00
Chicken Soup	4.00
Pasta Fagioli Soup	4.00

VEGETABLES

Broccoli Saute	4.95
Escarole Saute	4.95
Spinach Saute	4.95
String Beans Saute	4.95
String Beans Marinara	4.95

SIDE DISHES

Meatballs (3)	3.75
Sausage (2)	3.25

All Prices Exclude Tax / Prices Subject To Change

PASTA

Fartelle, Spaghetti, Linguine, Cavatelli, Ziti & Penne
Served w/Bread & Salad

Oil & Garlic	8.00
Tomato Sauce	8.00
Clam Sauce White or Red	10.50
Meatballs	10.00
Sausage	10.00
Marinara	9.00
Meat Sauce	10.50
Penne Vodka	11.00
Penne Vodka w/Chicken	13.25
Cavatelli & Broccoli	10.00
Tortellini w/Meat Sauce	13.50
Tortellini w/Alfredo Sauce	11.00
Tortellini Alfredo w/ Shrimp	14.50
Gnocchi w/Tomato Sauce	10.00
Stuffed Shells	10.00
Manicotti	10.00
Baked Ziti	10.00
Baked Ziti Sicilian	11.00
Ravioli	10.00
Lasagna	11.00
Eggplant Parmigiana	11.50
Eggplant Rollatine	13.50
Carbonara Alfredo Sauce with Prosciutto, Peas & Onions	12.00
Puttanesca Anchovies, Onions, Olive & Marinara Sauce	12.00

SEAFOOD

Shrimp Marinara	13.75
Shrimp Parmigiana	14.25
Shrimp Scampi	13.75
Shrimp Francese	14.25
Mussels Marinara	13.20
Seafood Combination White or Red	16.95
Calamari Marinara	13.20

CHICKEN ENTREES

Chicken Francese	12.75
Chicken Parmigiana	12.75
Chicken Marsala	12.75
Chicken Piccata	12.75

VEAL ENTREES

Veal Francese	13.75
Veal Parmigiana	13.75
Veal Marsala	13.75
Veal Piccata	13.75

All Prices Exclude Tax / Prices Subject To Change

Food Groups

This is a great website for finding out about nutrition and healthy eating:

http://www.choosemyplate.gov/

MyPlate **is the current** nutrition guide **published by the** United States Department of Agriculture**, depicting a** place setting **with a** plate **and** glass **divided into five** food groups.[1]**It replaced the USDA's** MyPyramid **guide on June 2, 2011, ending 19 years of USDA** food pyramid diagrams.[2] **MyPlate will be displayed on** food packaging **and used in nutrition education in the United States.**

Grains

Grains are measured out in ounce equivalents. What the heck are they? Ounce equivalents are just another way of showing a serving size.

Here are ounce equivalents for common grain foods. An ounce equivalent equals:

- 1 piece of bread
- 1/2 cup of cooked cereal, like oatmeal
- 1/2 cup of rice or pasta
- 1 cup of cold cereal

* 4- to 8-year-olds need 4-5 ounce equivalents each day.
* 9- to 13-year-old girls need 5-ounce equivalents each day.
* 9- to 13-year-old boys need 6-ounce equivalents each day.
And one last thing about grains: Try to eat a lot of whole grains, such as 100% wheat bread, brown rice, and oatmeal.

Milk and Other Calcium-Rich Foods

Calcium builds strong bones to last a lifetime, so you need these foods in your diet.
* 4- to 8-year-olds need 1-2 cups of milk (or another calcium-rich food) each day.
* 9- to 13-year-old girls need 3 cups of milk (or another calcium-rich food) each day.
* 9- to 13-year-old boys need 3 cups of milk (or another calcium-rich food) each day.
If you want something other than milk, you can substitute yogurt, cheese, or calcium-fortified orange juice - just to name a few.

Vegetables

Of course, you need your vegetables, especially those dark green and orange ones. But how much is enough? Vegetable servings are measured in cups.

* 4- to 8-year-olds need 1 1/2 cups of veggies each day.
* 9- to 13-year-old girls need 2 cups of veggies each day.
* 9- to 13-year-old boys need 2 1/2 cups of veggies each day.

Fruits

Sweet, juicy fruit is definitely part of a healthy diet. Here's how much you need:

* 4- to 8-year-olds need 1-1 1/2 cups of fruit each day.
* 9- to 13-year-old girls need 1 1/2 cups of fruit each day.
* 9- to 13-year-old boys need 1 1/2 cups of fruit each day.

Meats, Beans, Fish, and Nuts

These foods contain iron and lots of other important nutrients. Like grains, these foods are measured in ounce equivalents.

An ounce equivalent of this group would be:

- 1 ounce of meat, poultry, or fish
- 1/4 cup cooked dry beans
- 1 egg
- 1 tablespoon of peanut butter
- a small handful of nuts or seeds

* 4- to 8-year-olds need 3-4 ounce equivalents each day.
* 9- to 13-year-old girls need 5-ounce equivalents each day.
* 9- to 13-year-old boys need 5-ounce equivalents each day.

Whoa! That's a lot to swallow. The good news is that your mom, dad, and the other grown-ups in your life will help you eat what you need to stay healthy. There's more good news - you don't have to become a perfect eater overnight. Just remember those stairs climbing up the side of the new pyramid and take it one step at a time.

Restaurant Evaluation

	DOES NOT YET MEET	MINIMALLY MEETS	FULLY MEETS	EXCEEDS
Restaurant Plan ▪ Name of restaurant indicative of restaurant type ▪ Target market correctly identified ▪ Location, description of restaurant appropriate ▪ Demonstrates creativity ▪ Follows fire code and fire extinguishers are present	1	2	3	4
Floor Plan ▪ All areas correctly identified (kitchen & dining area) ▪ Encourages good use of food traffic ▪ Colors used appropriate to restaurant; effective use of colors	1	2	3	4
Advertising ▪ Ad shows creativity, attention to detail ▪ Encourages patrons to come to restaurant ▪ Grammar/spelling do not detract from ad	1	2	3	4

No Fries with That

Objectives

Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Knowledge and Skills

7.1   The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
    a) alternatives to gang-related behaviors and acts of violence;
    a) recognition of harmful and risky behaviors;
    b) the benefits of stress management and stress-reduction techniques;
    c) development of strategies for coping with disappointment;
    d) factors that affect school success;
    e) the impact of difficult family situations;
    f) development of healthy interpersonal relationships.

7.2   The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include
    a) the effects of nutrition on daily performance;
    b) the importance of participating in recreational and leisure activities;
    c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;
    d) the health benefits of regular physical activity and fitness;
    e) the impact of sleep and rest on physical and mental performance.

Information Access and Use

7.3   The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include
    a) the types of advertising techniques used to influence adolescents' decisions;
    b) the validity of information from different resources;

    c) family practices and customs.

Community Health and Wellness

7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include
    a) the relationship of social and environmental factors to individual and community health;
    b) the community's financial resources dedicated to promoting health;
    c) the community's support of health services and partnerships;
    d) the availability of emergency response systems and services;
    e) the community's support of recreational and leisure activities.

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include
    a) implementation of safe and healthy practices and behaviors;
    b) advocacy and use of appropriate methods of expressing opinions on health issues;
    c) the benefits of community service.

Grade Eight

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Knowledge and Skills

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include
    a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
    b) the roles of preventive health measures, immunization, and treatment in disease prevention;
    c) the short- and long-term health issues related to alcohol abuse and tobacco use;
    d) the impact of failing to recognize issues related to emotional and mental health;
    e) the health risks associated with feelings of immortality and invincibility;
    f) the consequences of involvement in potentially dangerous situations;
    g) the health risks of a sedentary lifestyle;

h) the risk factors associated with communicable and non-communicable diseases.

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include
   i) the risks associated with gang-related activities;
   j) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues;
   k) the importance of developing relationships that are positive and promote wellness;
   l) the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

8.3 The student will make choices that demonstrate an understanding of the relationship between nutrition and emotional and physical health. Key concepts/skills include
   m) causes and effects of compulsive behaviors, such as eating disorders;
   n) the relationship between personal health and cognitive performance.

Information Access and Use

8.4 The student will interpret and evaluate how health information, products, services, and agencies target adolescents. Key concepts/skills include
   o) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;
   p) the influence of multiple media resources on personal choices;
   q) consumer rights related to health products and services.

Community Health and Wellness

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include
   r) methods used to reduce health hazards and risks;
   s) the health risks associated with yielding to negative peer pressure;
   t) practices associated with healthy environments;
   u) opportunities for community service.

PRINCE WILLIAM COUNTY WELLNESS PLAN

At the June 21st School Board meeting, a Division Wide Wellness Policy was approved for the beginning of the 2006-07 school year. The School Board approved the policy and

wellness plan in response to a federal requirement that is based on the rising concern of obesity and student wellness. The content of the new Wellness Plan includes nutrition and physical activity guidelines, nutrition education goals, and staff wellness initiatives. All schools and central departments will be working towards the implementation of this plan over the next three years.

[Click here to view the Wellness Plan](#)
[Click here to view Policy 275](#)
[Click here to view Regulation 275.1](#)

NETS Technology Competencies

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas,
products, or processes
b. Create original works as a means of personal or group expression
c. Use models and simulations to explore complex systems and issues
d. Identify trends and forecast possibilities

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers,
experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. Develop cultural understanding and global awareness by engaging with learners of other cultures
d. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness

to specific tasks
d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and
significant questions for investigation
b. Plan and manage activities to develop a solution
or complete a project
c. Collect and analyze data to identify solutions and/or make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions