

# Lesson 6

## Unravel Clues in the Cafeteria



## Lesson Summary



### Overview

In this lesson, students record how many fruits and vegetables they eat at lunch as part of a challenge between classrooms. Students will use all of their detective skills to uncover sources of fruits and vegetables on the school lunch menu and determine how they will meet their goals for adding more fruits and vegetables to their meals. The class that eats the most fruits and vegetables during the week is celebrated as the Fruit and Veggie Detective Challenge Champions.



### Lesson Extensions

In a lesson extension, the school food service director visits the classroom to talk about how fruits and vegetables are included on the cafeteria menu. A second lesson extension compares the nutrient values of potatoes and apples in plain and prepared forms.



### Key Messages

**Eat smart to play hard.** Choose fruits and vegetables in the cafeteria.

**Make half your lunch tray fruits and vegetables.** Include dark-green and red and orange vegetables each week.

**Be a great garden detective!** Discover what fruits and vegetables are on your school's menu. Share your ideas for other fruit and veggie choices kids might like.



### Garden Connection

The garden detectives take a photograph (or create a drawing to scale) of their assigned fruit or vegetable in the garden each week and post it on the bulletin board. As they do so, they report to the rest of the class on how their plants are growing.



### School Food Service Connection

The school lunch menu is reviewed for availability of fruits and vegetables, including vegetables from each Vegetable Subgroup.

Invite the school food service director to your classroom for a discussion about fruits and vegetables on the school menu (see lesson extension activity).



### Home Connection

Send the *Garden Detective News* home to parents/caregivers. Tell students that they'll be going on a scavenger hunt with their families!

## Main Lesson: Unravel Clues in the Cafeteria

### Standards Addressed

#### Science

Standard F, Science in Personal and Social Perspectives (Personal Health/Nutrition):  
*Develop an understanding of how various foods contribute to health.*

#### Mathematics

Standard 2, Number & Operations in Base Ten, Grade 3: *Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*

Standard 4, Number & Operations in Base Ten  
Grade 4: *Fluently add and subtract multi-digit whole numbers using the standard algorithm.*

#### Health

Standard 5, Decision Making: *Choose a healthy option when making a decision.*

Standard 6, Goal Setting: *Set a personal goal and track progress toward its achievement.*

### Learning Objectives

Students will be able to:

1. Evaluate the fruit and vegetable choices on the school lunch menu.
2. List the offered vegetables by subgroup and the offered fruits.
3. Set a goal of eating more fruits and vegetables as well as a variety of fruits and vegetables at lunchtime.
4. Track their progress in meeting their established fruit and vegetable goals.

### Time Required

75 minutes

- 50 minutes pre-tracking instruction
- 25 minutes post-tracking instruction

### Materials

- Copies of cafeteria menu for coming week

- Green, yellow, and pink highlighters for each student
- *Student Handout 6.1, My Lunchtime Fruit and Vegetable Goals*
- *Student Handout 4.2, Vegetable Subgroups* (Lesson 4)
- *Student Handout 6.2, Fruit and Veggie Detective Challenge Tracker*
- *Student Handout 6.3, Fruit and Veggie Detective Challenge Scorecard*
- *Overhead/Slide 6.1, Fruit and Veggie Detective Challenge Scorecard*
- Overhead projector or computer with LCD screen for projecting image

### Preparation

- Enlist other classrooms to participate in the Fruit and Veggie Detective Challenge. The other classes do not need to be using *The Great Garden Detective Adventure* curriculum to participate.

- Select a “trophy” to present to the winning class to recognize its achievement. This trophy could move from class to class each time the school hosts the competition. (This could be as simple as a “golden pumpkin” award made out of supplies from a local craft store.)
- Select prizes for the winning classrooms(s). If multiple classes are participating, you may wish to designate Gold, Silver, and Bronze level prizes. Prizes should support the overall goal of making healthy food choices and not consist of sweets or other food rewards that are high in solid fats and added sugars. Examples of prizes include:
  - Eat lunch with the principal or local celebrity at specially designated tables in the cafeteria.
  - Let the winning class listen to music in class.
  - Announce the winners over the morning announcements.
  - Celebrate with a special fruit or vegetable snack.
- Obtain the menu from the cafeteria. If the calendar is monthly, mark the week that the class will be examining. Make enough copies for each student.
- Duplicate one copy of *Student Handouts 6.1, 6.2, and 6.3* on 3-hole-punch paper for each student.
- Duplicate *Student Handout 4.2, Vegetable Subgroups* on 3-hole-punch paper if you have not already done so.
- Make a transparency of *Overhead/Slide 6.1* or plan to project it from your computer.

## Instructional Process

### STEP 1

**Announce to students that their class will be competing with other classrooms in the Fruit and Veggie Detective Challenge** to see which class eats (and/or drinks) the most fruits and vegetables at lunch. Each student will set personal goals and write down what fruits and vegetables he or she eats for 1 week. Explain to students that the class that eats the most fruits and vegetables wins the challenge. Announce what the winning class will receive.

### STEP 2

**Introduce the menu assessment activity.**

Tell students they are going to investigate the cafeteria menu to see what fruits and vegetables are being offered during the challenge week. Explain to students that eating fruits and vegetables at lunch helps them eat smart and play hard.

Tell students that the class will be looking at the school lunch menu to see how they can do this each day. This way, if they get school lunch, they'll know what fruits and vegetables are going to be part of the meal. If they bring their lunch, this activity might give them some ideas for what fruits and vegetables to include in their lunch from home. Explain that having a goal for how they can eat more fruits and vegetables at lunch makes it easier for them to eat more.

Distribute *Student Handout 4.2, Vegetable Subgroups* or ask students to retrieve it from their *Garden Detective Journals*. Review the five Vegetable Subgroups and which vegetables belong in each subgroup.

Give each student a copy of the following week's cafeteria menu and a green, pink, and yellow highlighter.

Ask the students to underline the vegetables on the menu and circle the fruits. Next have them highlight the vegetables from the Dark-Green Vegetable Subgroup in green, the vegetables from the Red and Orange Vegetable Subgroup in pink, and the vegetables from the Beans and Peas Vegetable Subgroup in yellow.



### Ask the students:

- How many vegetable choices are available on the lunch menu?
- How many vegetable choices from the Dark-Green Vegetable Subgroup are available?
- How many choices from the Red and Orange Vegetable Subgroup are available?
- How many choices from the Beans and Peas Vegetable Subgroup are available?
- How many fruit choices are available on the lunch menu this week?
- How many 100 percent juice choices are on the lunch menu this week?
- Are any of the fruits and vegetables we are growing in the garden on the menu? Which ones?



### Tell students:

- When you choose lots of different vegetables from all of the Vegetable Subgroups, you eat smart by consuming a variety of important nutrients. This helps you to play hard and do your best in school.

**STEP 3**

**Develop goals for fruit and vegetable**

**intake.** Distribute *Student Handout 6.1, My Lunchtime Fruit and Vegetable Goal*. Have students list the fruits and vegetables they will choose from the lunch menu. If students are bringing bag lunches from home, have them plan what fruits and vegetables they will pack in their lunch bags.

Explain to the students that setting a goal—an idea of something specific they want to achieve—will help them try new fruits and vegetables and make sure half their plate (or school lunch tray) is fruits and vegetables. Remind students to include choices from the Dark-Green and Red and Orange Vegetable Subgroups, along with a variety of other fruits and vegetables.

Tell students to keep the handout in their *Garden Detective Journals* as they will need it later in the lesson.

**STEP 4**

**Introduce the fruit and vegetable tracking**

**activity.** Tell students that as part of the challenge, everyone in the class will be writing down the fruits and vegetables they eat at lunch for 5 days (4 if your school is on a 4-day/week schedule). They will also be working together to track how many fruits and vegetables the whole class eats.

Distribute *Student Handout 6.2, Fruit and Veggie Detective Challenge Tracker*. Explain that they will use the Tracker to write down the fruits and vegetables they eat at lunch for the challenge week. Remind students that they should only write down the fruits and vegetables they actually eat.

Allow time immediately after lunch each day for students to record their fruit and vegetable choices on the handout.

Each day after lunch, project *Overhead/Slide 6.1, Fruit and Veggie Detective Challenge Scorecard* on the screen. Have students tally the classroom total for how many fruits and vegetables they ate:

- Calculate the total number of daily fruit choices students consumed at lunch.

- Calculate the total number of daily vegetable choices students consumed at lunch.

Fill in the total number of fruits and vegetables, then print or copy the Healthy Eating Scorecard each day and post it prominently in the classroom.

**STEP 5**

**Analyze individual weekly results of the fruit and vegetable tracking activity.** At the end of the week, each student will analyze how well he or she did in meeting his or her lunchtime fruit and vegetable goals. Distribute *Student Handout 6.3, Fruit and Veggie Detective Challenge Scorecard* to each student. Using their completed *Student Handout 6.2, Fruit and Veggie Detective Challenge Tracker*, have students calculate how many fruit and vegetable choices they have eaten at lunchtime during the week and record their calculations on the handout. Remind students of the importance of eating a variety of vegetables, including those from the Dark-Green, Red and Orange, and Beans and Peas Vegetable Subgroups. This helps them get what they need to play hard and grow.

Next, have students compare the fruits and vegetables eaten to their goals on *Student Handout 6.1, My Lunchtime Fruit and Vegetable Goals*. Praise students for achieving their goals.



**Ask students:**

- Did anyone try a new fruit or vegetable at lunch this week? If so, which one?
- Did we eat a variety of vegetables from each Vegetable Subgroup? How could we increase the variety of fruits and vegetables that we eat at lunchtime?

Ask students to share their results at home. Encourage them to talk with their families about ways they can eat more fruits and vegetables at meals and snacks.

**STEP 6**

**Analyze classroom weekly results of the fruit and vegetable tracking activity.** Teachers participating in the challenge will review classroom totals of fruits and vegetables eaten by each class. Choose the winning classroom and award it the Fruit and Veggie Detective Challenge trophy you selected. If multiple classrooms are participating, you may wish to designate the class with the highest total as the Gold Champions, the classroom with the second highest total the Silver Champions, and the class with the third highest total the Bronze Champions. Give the prizes previously decided upon to each winning classroom.

## Teacher Background Information

### Make Half Your Plate Fruits and Vegetables

#### Vocabulary

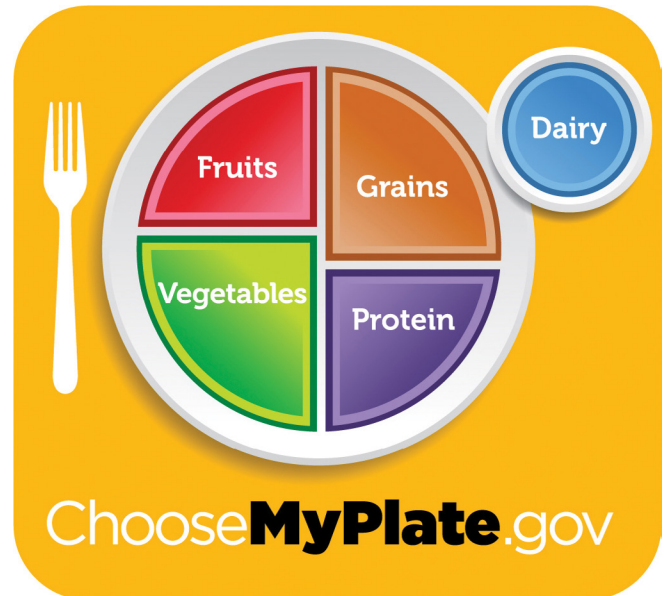
**Calories:** A measure of the energy used by the body. The term calories also refers to a measure of the energy that food supplies to the body.

**Fat:** A nutrient that supplies energy, promotes healthy skin and growth, and is a carrier of certain vitamins.

**Food Processing:** The treatment of foods, such as fruits and vegetables, that changes the food's properties in order to preserve it, improve its quality, or make it functionally more useful. Examples include canning, drying, and freezing.

**Nutrients:** The substances found in food that nourish your body.

**Variety:** In terms of food choices, refers to eating different types of fruits and vegetables during the week.

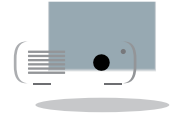


The food icon, MyPlate, encourages the public to make half their plates fruits and vegetables.

This concept is a great way to remind children to eat fruits and vegetables at lunch. What if your school uses a lunch tray and not a round plate? No problem, the same concept applies. You could even have the children draw a picture of their lunch tray with half the tray being fruits and vegetables.

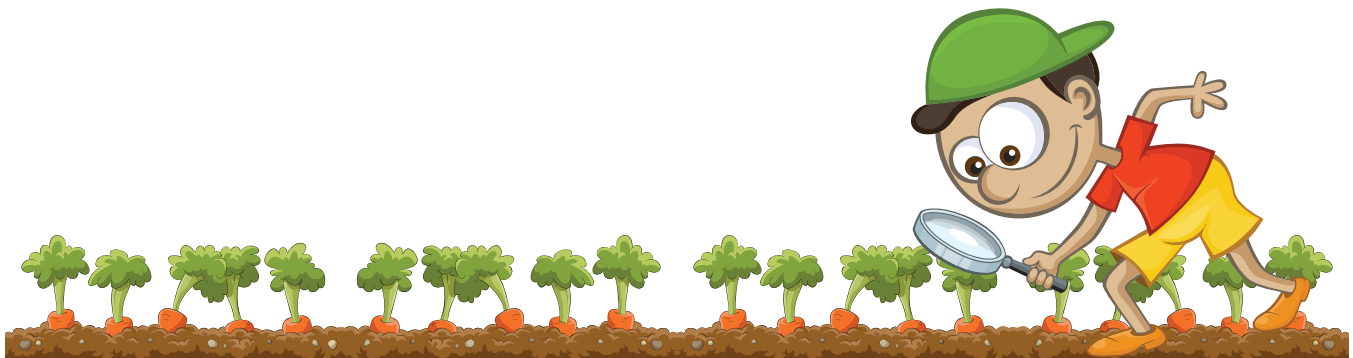
Another message to make clear to the children is to eat a variety of vegetables from all the Vegetable Subgroups, especially the Dark-Green and Red and Orange Vegetable Subgroups, as well as the Beans and Peas Vegetable Subgroup.

# Fruit and Veggie Detective Challenge Scorecard



	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL Choices
Number of fruit choices (including 100 percent fruit juice) eaten at lunch time—classroom total						
Number of vegetable choices eaten at lunchtime—classroom total						
<b>Grand Total Fruit and Vegetable Choices Eaten</b>						

**Make half your lunch fruits and vegetables. Include dark-green, red, and orange vegetables each week.**



Student Handout 6.1

# My Lunchtime Fruit and Vegetable Goals



Name: \_\_\_\_\_

Date: \_\_\_\_\_

I will select and eat these fruits and vegetables at lunch:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Be a great garden detective! Discover what fruits and vegetables are on your school menu.



Student Handout 6.2

# Fruit and Veggie Detective Challenge Tracker



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Day	Food Group	Names of Vegetables and Fruits Eaten (including 100 percent juice)	Number of Choices Eaten
Example	Vegetables	<i>Baby Carrots</i>	<u>  1  </u> Total Vegetables
	Fruits	<i>Fresh Apple</i>	<u>  1  </u> Total Fruits
Day 1	Vegetables		_____ Total Vegetables
	Fruits		_____ Total Fruits
Day 2	Vegetables		_____ Total Vegetables
	Fruits		_____ Total Fruits
Day 3	Vegetables		_____ Total Vegetables
	Fruits		_____ Total Fruits
Day 4	Vegetables		_____ Total Vegetables
	Fruits		_____ Total Fruits
Day 5	Vegetables		_____ Total Vegetables
	Fruits		_____ Total Fruits

**Eat smart to play hard.**  
**Choose fruits and vegetables in the cafeteria.**



**Student Handout 6.3**

# Fruit and Veggie Detective Challenge Scorecard



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Using the Lunchtime Fruit and Vegetable Tracker to rate the fruits and vegetables you ate this week, put a star in the box below if you ate a fruit or vegetable at lunchtime. Then put a star in the box if you ate vegetables from the different subgroups. Total each column for the five days. Add up all the totals for a grand total at the bottom of the scorecard. Then find out how you did this week!

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL STARS
Did you eat at least one fruit or drink 100 percent juice at lunchtime?						
Did you eat at least one vegetable at lunchtime?						
<b>Of the vegetable choices:</b>						
Did you eat a choice from the Dark-Green Vegetable Subgroup?						
Did you eat a choice from the Red and Orange Vegetable Subgroup?						
Did you eat a choice from the Beans and Peas Vegetable Subgroup?						
<b>GRAND TOTAL SCORE (Add up all the stars)</b>						

**How did I do?**

- 12 stars or more      Super job of solving the mystery of healthy eating this week!
- 9-11 stars              On your way to solving the mystery of eating healthy!
- Fewer than 9 stars      You may be following a false lead—you need more clues to solve the mystery of healthy eating!

**Make half your lunch tray fruits and vegetables.**  
**Include dark-green, red, and orange vegetables each week.**

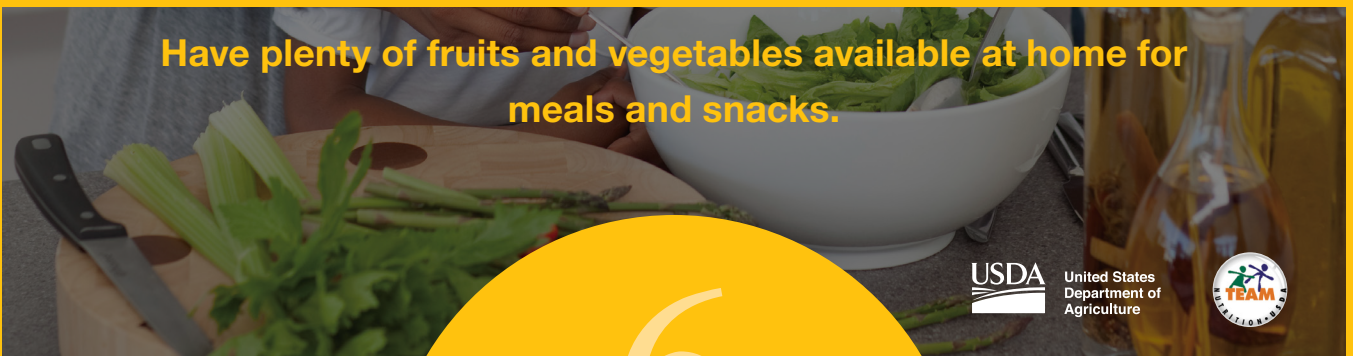


# Garden Detective News



## Help Healthy Habits Take Root

Have plenty of fruits and vegetables available at home for meals and snacks.



United States  
Department of  
Agriculture



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## Garden Detective News

The garden detectives reviewed the school menu this week to find out what fruits and vegetables are offered on the cafeteria menu. They set goals and decided which fruits and vegetables they were going to choose from the menu. If your child brings a packed lunch, you could plan a brown bag menu that will help him or her meet his or her goal. They also kept track of the fruits and vegetables they chose to eat at lunch for 5 days. Ask your child about the goals he or she set.

### Mystery Solved!

#### Ways To Help Your Child Eat More Fruits and Vegetables.

**When they come home hungry, have fruits and veggies ready to eat.**

- Keep a bowl of fruit that has been rinsed under running water on the kitchen table.
- Put cut fruits and vegetables that have been rinsed under running water on a shelf in your refrigerator where your child can see them.

**Let your kids be “produce pickers.” Help them pick fruits and veggies at the store.** Kids are more likely to eat fruits and veggies they pick out for themselves. So, as a fun activity, try taking your kids to a farmers market or grocery store and let them each pick out a different colored fruit or vegetable. Different colored produce provides different nutrients. So the more colors they try, the more nutrients they’ll get. That’s the pot of gold at the end of the rainbow!

**Talk with your child about his or her lunch choices.** There are many fruit and vegetable options on the school lunch menu.

**They learn by watching you.** Let your child see you enjoying fruits and vegetables at meals and as snacks.



**Family Activity 6**

# The Great Fruit and Vegetable Scavenger Hunt

As a family, go on a scavenger hunt for fruits and vegetables in your home.

Check your countertops, h, pantry, and freezer for fruits and vegetables. It’s no surprise that families that have a variety of fruits and vegetables available at home eat more fruits and vegetables. Fresh, frozen, dehydrated/dried, and canned are all good choices.

Write down the fruits and vegetables you find in each location below. Use the list of fruits and vegetables on the next page to guide your search.

	Fruit	100 Percent Juice	Dark-Green Veggies	Red and Orange Veggies	Starchy Veggies	Other Veggies	Beans and Peas
Counter							
Fridge							
Pantry							
Freezer							

Does your family have a variety of fruits and vegetables available at home?

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What Vegetable Subgroups are you missing?

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What are some ways you could make sure your family has a variety of fruits and vegetables available for meals and snacks?

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# Scavenger Hunt Clues

Here are examples of vegetables in the different vegetable subgroups:



## Dark-Green Vegetables

- Examples: bok choy, broccoli, collard greens, dark-green leaf lettuce, kale, mesclun, mustard greens, romaine lettuce, spinach, Swiss chard, turnip greens, watercress, beet greens

## Starchy Vegetables

- Examples: corn, green peas, green lima beans, white potatoes, plantains



## Red and Orange Vegetables

- Examples: acorn squash, butternut squash, carrots, Hubbard squash, pumpkin, red peppers, sweet potatoes, tomatoes

## Other Vegetables

- Examples: artichokes, asparagus, bean sprouts, beets, Brussels sprouts, cabbage, cauliflower, celery, cucumbers, eggplant, green beans, green peppers, iceberg lettuce, mushrooms, okra, onions, parsnips, turnips, wax beans, zucchini



## Beans and Peas

- Examples: black beans, black-eyed peas, garbanzo beans (chickpeas), kidney beans, lentils, navy beans, pinto beans, white beans, soy beans, split peas

## Lesson Extension: Analyze the Clues

### Standards Addressed

#### Science

Standard F, Science in Personal and Social Perspectives (Personal Health/Nutrition): *Develop an understanding of how various foods contribute to health.*

#### English/Language Arts

Standard 1, Speaking and Listening: *Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.*

Standard 2, Writing: *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

Standard 3, Speaking and Listening: *Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

#### Health

Standard 2, Analyze Influences: *Describe how the school and community can support personal health practices and behaviors.*

Standard 4, Interpersonal Communication: *Demonstrate how to ask for assistance to enhance personal health.*

### Learning Objectives

Student will be able to:

1. Analyze information from reviewing the cafeteria menu.
2. Prepare questions and talking points about the cafeteria menu analysis.

### Time Required

45-60 minutes

### Preparation

- Invite the school food service director for a discussion with students about the school lunch menu, specifically the fruits and vegetables offered, and set a date for the discussion. Ask him or her to describe briefly how the menu is decided.

### Instructional Process

#### STEP 1

#### Prepare the students for the discussion.

Explain to students that the school food service director is the nutrition professional who is responsible for developing the school menu. There are standards set by the Government (the U.S. Department of Agriculture [USDA]) that the school food service director must follow. Many other people help, but this professional is usually the person who, in the end, approves the menu.



**Tell the students:**

- **Tell the students they are great garden detectives!** They discovered what fruits and vegetables are on the cafeteria menu for the week. Now they will be able to share their ideas for other fruit and veggie choices kids might like.

**STEP 2**

**Prepare questions for the school food service director.** Have the students discuss their data from the menu analysis about how many fruits and vegetables are on the cafeteria menu and prepare questions and talking points for the discussion, such as:

- The total number of vegetables offered on the 5-day menu
  - The total number of vegetables from the Dark-Green Vegetable Subgroup that were offered during the week
  - The total number vegetables from the Red and Orange Vegetable Subgroup that were offered during the week
  - The total number of vegetables from the Beans and Peas Vegetable Subgroup that were offered

- The total number of different fruits that were offered during the week

Brainstorm with the students the kinds of questions they would like to ask the school food service director. Some questions may include:

- How is the menu planned?
- How can students provide input to the menu choices?
- How could the fruits and vegetables grown in the garden be included in school meals menu? (If your garden does not produce enough food to use in the cafeteria, how could the cafeteria include the types of vegetables and fruits in the garden on the cafeteria menu?)
- Does the cafeteria buy locally grown fruits and vegetables from farmers in the area? Why or why not?

**STEP 3**

**Have the school food service director visit the classroom.** Have the school food service director tell the class about his or her job. Have students present their talking points and ask the questions they have developed for their guest speaker.

**STEP 4**

**Have students write a thank-you letter to the school food service director.**

## Lesson Extension: Discover What's in the Food We Eat

### Standards Addressed

#### Science

Standard F, Science in Personal and Social Perspectives (Personal Health/Nutrition):  
*Develop an understanding of how various foods contribute to health.*

#### Mathematics

Standard 3. Operations and Algebraic Thinking, Grade 3: *Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.*

Standard 2, Operations and Algebraic Thinking, Grade 4: *Multiply or divide to solve word problems involving multiplicative comparisons.*

#### Health

Standard 1, Concepts: *Comprehend concepts related to health promotion and disease prevention to enhance health.*

Standard 5, Decision Making: *Choose a healthy option when making a decision.*

### Learning Objectives

Student will be able to:

1. Choose healthier forms of fruits and vegetables.

### Time Required

30 minutes

### Materials

- *Student Handout 6.4, Discover What's in the Food You Eat*
- *Overhead/Slide 6.2, Discover What's in the Food You Eat*
- Overhead projector or computer with LCD projector and screen

### Preparation

- Duplicate *Student Handout 6.4* on 3-hole-punch paper for each student.
- Make transparency of *Overhead/Slide 6.2*, if using overhead projector.

### Instructional Process

#### STEP 1

Explain to students what happens when fats are added to fruits and vegetables in their fresh or plain form:

- Fruits and vegetables provide many vitamins and minerals without a lot of calories and fat.
- It is important to get the nutrients the body needs without eating too much fat or sugar.
- Added fats and sugars load foods with extra calories you may not need.

Calories are the energy foods give us to grow and play. We use calories to make our body work and for physical activity like running and jumping. If we eat and/or drink more calories than we use in physical activity and body processes, we store the extra calories as fat in our bodies.

Eating fruits and vegetables helps you get the vitamins and minerals you need without a lot of extra calories. They are healthful choices as long as we do not add lots of sugars and fats, such as butter, to them.

Fat can be added to food by:

- Frying in oil or shortening
- Preparing recipes that include butter, stick margarine, or shortening (example: desserts, snack foods, or any recipe)
- Adding to food after cooking, (example: adding butter or stick margarine to vegetables)
- Adding regular salad dressings and toppings, such as bacon, cheese, etc.

Sometimes fruits and vegetables are processed after they are harvested. This is when the food from the farm is cleaned and transformed so that it lasts longer and is easier to prepare. For instance, apples may be cooked and turned into applesauce. Potatoes may be peeled and cut and turned into fries or chips. Processed forms of fruits and vegetables contain added fats, sugars, and salt.



**Ask students:**

- **What are some other ways we eat vegetables and fruits that have been processed?** (canned or frozen vegetables, fruit desserts [berry pies, fig cookies], spaghetti sauce)

**STEP 2**

**Distribute *Student Handout 6.4, Discover What's in the Food You Eat*.** Tell students that today they will be detecting the differences in calories and fat of two different forms of foods containing fruits and vegetables.

These comparisons include a baked potato with French fries and a fresh apple with apple pie. The foods being compared are a plain version of a potato to a fried version of a potato and a fresh apple to apple pie.

Project *Overhead/Slide 6.2* on the screen and review the nutrient content of the four foods in the table. Ask the students to answer the questions on *Student Handout 6.4, Discover What's in the Food You Eat* individually or answer the questions as a group.

After answering the questions, summarize what the students have learned: Plain versions of fruits and vegetables are usually lower in fat and calories and higher in vitamins and minerals.

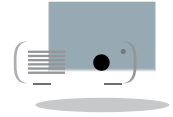


**Ask students:**

- **Does this mean that you cannot eat some of your favorite foods like French fries or apple pie?**

No, it is fine to eat small portions of these food choices sometimes, but be sure to balance this choice with other foods that are lower in calories and have less fats and added sugars. Make sure you are including different types of fruits and vegetables during the week as well. Eat Smart to Play Hard. Choose dark-green, red, and orange vegetables during the week.

# Discover What's in the Food You Eat



Food	Calories	Calories from Fat	Fat
Baked Potato, 1 (138 grams)	128	0	0 grams
French Fries, 1 medium serving (134 grams)	427	206	23 grams
Fresh Apple, 1 (138 grams)	80	0	0 grams
Apple Pie, 1 snack pie (128 grams)	480	200	22 grams



## Student Handout 6.4

# Discover What's in the Food You Eat



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Compare the foods in the chart below.

Food	Calories	Calories from Fat	Fat	Vitamin C
Baked Potato, 1 (138 grams)	128	0	0 grams	13 mg
French Fries, 1 medium serving (134 grams)	427	206	23 grams	4 mg
Fresh Apple, 1 (138 grams)	80	0	0 grams	9 mg
Apple Pie, 1 snack pie (128 grams)	480	200	22 grams	0 mg



**Let's compare a baked potato and French fries.**

1. How many more calories are the French fries than the baked potato?

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2. How many more grams of fat are in French fries than in the baked potato?

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3. Why do you think the French fries are so much higher in fat and calories than the baked potato?

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**Let's compare the fresh apple to the apple pie.**

1. How many more calories does the apple pie have than a fresh apple?

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2. How many more grams of fat are in the apple pie than in the fresh apple?

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3. Why do you think the apple pie has more fat than the fresh apple? \_\_\_\_\_

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**Draw Your Own Conclusion:**

1. Which form of potato do you think is healthier to eat—a baked potato or French fries? \_\_\_\_\_

Why? \_\_\_\_\_

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2. Which form of apple do you think is healthier to eat—a fresh apple or apple pie? \_\_\_\_\_

Why? \_\_\_\_\_

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## Answer Key to Student Handout 6.4

# Discover What's in the Food You Eat



Let's compare a baked potato and French fries.

1. *How many more calories are the French fries than the baked potato?*

299, as long as one does not add high fat toppings, such as regular sour cream, full fat cheese, or butter. A healthier way to enjoy a baked potato without adding a lot of fat could include using low-fat sour cream or plain yogurt, salsa, or low-fat cheese as a topping.

2. *How many more grams of fat are in French fries than in the baked potato?*

23 grams

3. *Why do you think the French fries are so much higher in fat and calories than the baked potato?*

French fries are deep fried in shortening or oil and they absorb the frying fat.

Let's compare the fresh apple to the apple pie.

1. *How many more calories does the apple pie have than a fresh apple?*

400 calories

2. *How many more grams of fat are in the apple pie than in the fresh apple?*

22 grams

3. *Why do you think the apple pie has more fat than the fresh apple?*

The pie crust adds fat and calories to the pie. Extra sugar is also added to the pie filling.

**Draw Your Own Conclusion:**

1. *Which form of potato do you think is healthier to eat—a baked potato or French fries?*

Baked potato

Why? A baked potato is lower in fat and calories.

2. *Which form of apple do you think is healthier to eat—a fresh apple or apple pie?*

Fresh apple

Why? An apple is lower in calories and fat.

