



Junk Food Junkies

Introduction

Children are eating more and more junk food items including chocolate candy. This activity will help students identify and record individual junk food consumption and compare their nutritional plan with other students.

Ohio Learning Outcomes

Strand 1 – Nature of Science

Outcome 1 Create and/or use categories to organize a set of objects, organisms, or phenomena.

Strand 4 – Life Science

Outcome 16 Demonstrate an understanding of the basic needs of living things.

Outcome 19 Analyze and/or evaluate various nutritional plans for humans.

Getting Started

Materials

- LARGE (at least 3-4 feet high) Food pyramid, laminated (if possible), with sections divided and not labeled
- Magazine pictures representing a variety of each of the basic food groups
- Daily food chart
- Mural paper divided into 2 sections (Put titles of junk food and not junk food on the columns)
- Masking tape to divide floor into 2 sections
- Labels for each of the floor sections (junk food and not junk food) and for the sections of the food pyramid
- Pencils
- Glue
- Sentence strips or paper

Technology

Create a chart in Microsoft Word and type in the names of the foods as students place them in the floor sections. Display on large monitor and then print off for each student to use.

Vocabulary

Nature of Science:

- Classify
- Gather information
- Discuss, identify, modify

Life Science:

- Food
- Energy
- Eater
- Survival
- Nutritional plans
- Food Guide Pyramid
- Nutritional needs
- Calories

Lesson

Orientation Activity

During a whole group discussion, use magazine pictures of various foods to classify the foods into the basic food groups. Put the pictures in the correct section of the large food pyramid as the students identify the food pictured. Discuss how the groups work together to provide a nutritional plan for humans. Ask students to come up with a name for each of the classifications on the food pyramid by looking at the pictures that you placed in each section. Guide them toward the appropriate group names (dairy; fruit; vegetable; bread; oils, sweets and sugars; meat). Discuss what makes a food nutritious and/or junk food. Talk about the basic nutritional needs of humans for survival with emphasis on food and water. Handout sample food pyramid charts.

Learning Activity

Each student records the foods that they eat for 4 days. Give each student a chart to fill in the blanks. (If you have younger students, you can skip the recording part.) The students bring in the wrapper of 1 food they ate one of those days. Use a large area on the floor (divided with masking tape) to divide the wrappers into 2 groups: junk food and not junk food. Students place their wrappers where they think they should go; then conduct discussions about the things the foods in each section have in common. If a student would like to change the location of their wrapper during the discussion allow them to do so with an explanation if possible. For younger students, the wrappers can be examined for pictures, words, and numbers, checking to see if students can identify those on them.

When the students have all of the wrappers placed in the correct section, tape or glue them to a large piece of paper with the same headings. Display the chart. Gather information about the nutrient lists on the outside of the packages. Help students locate them. Talk about calories serving as the form of energy the body needs for survival and their relationship to junk foods. Students look at their daily

lists and circle the foods they believe to be junk food. They put a star next to the foods they believe to be not junk food.

Students write a sentence that tells about one food that they eat a lot which they should eat less of to modify their diet to become more nutritionally balanced. Be sure the sentence states who, what, when, where, and why. It might be helpful for younger students to have the sentence written on a sentence strip with blanks for their ideas.

Handouts

- Daily food chart-sample included
- Sample food pyramid- obtain from Science/Health resources materials appropriate for grade level

Evaluation and Follow-up

Assessment Tools and Methods

- Use the daily food chart to evaluate student follow-up and completion of the “homework” assignment. Take observational notes about student and the comments that they make during the discussions. Special note of student struggling with the junk food concepts is necessary to help them individually at a later time.
- Student sentences will help illustrate understanding of the nutritional value of foods and the concept of identifying junk foods. The sentences will also benchmark the sentence structure abilities of the students.

Interdisciplinary Connections

- Writing sentences- structure and content
- Charting information-organization and classification

JUNK FOOD JUNKIES FOOD RECORD

Name _____

1. Write down everything you eat throughout the day for each day.
2. Bring in the label or wrapping from the container of one of the foods that you eat during these days. Be sure this is the outside label not a label from an individual bar. That means bring in the granola bar box not the wrapper from one individual bar.

Meal	Monday	Tuesday	Wednesday	Thursday
Breakfast				
Lunch				
Dinner				
Snacks				

