Fast Food and Fats

Fast Food Frenzy

Special Needs Students – Any Grade

I. Nutrition Education Objective:
   Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.
   Objective: As a result of Pennsylvania’s SNAP-Ed plan, student will know, understand, analyze and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:
   1. Eating a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks
   2. Eating healthy snacks
   3. Limiting foods high in fat, sodium and added sugar.

II. Pennsylvania Educational Standards:
   A. 1.5 Speaking and listening
   B. 10.1 Concepts of Health
   C. 10.2 Healthful Living
   D. 11.3 Food Science and Nutrition

III. Outcomes
   A. Students will summarize how to make better fast food choices
   B. Students will choose a diet consistent with the dietary guidelines
   C. Students will visualize portion sizes

IV. Materials
   A. Visuals: MyPlate Poster, Fat Test Tubes, and/or Fat & muscle model
   B. Activities: Listed in Developmental Section under Procedure
   C. Food Tasting
   D. Supplies: as needed to prepare and serve food tasting
   E. Gloves
   F. Hand wipes/gel
   G. Reinforcement that conveys the appropriate nutrition message
   H. Caregiver Newsletter: Fast Food
   I. Extension lessons (noted at end of lesson)
V. Procedure
   A. Introductory
      1. Welcome
         a. Welcome students to this nutrition lesson
         b. Introduce yourself and the topic of the day – choosing healthy fast foods
      2. Icebreaker - Go around the room and have each student name their favorite fast food restaurant and try to think of one healthy item on this restaurant’s menu. OR The students can name their favorite item on the menu and the educator can make a list on the board. When finished, have students identify those items that are healthy. If there are no healthy items, explain that by the end of this lesson, the students should be able to name lots of healthy items at their favorite restaurants.
      3. Introduction to Fat
         a. Where do we find fat? (can use MyPlate poster as a guide)
            i. Protein group – meats have fat. Think about the white, squishy material we see on the outside of meats. This is the animal’s fat.
            ii. Dairy group – milk and things made from milk have fat.
            iii. Oils – liquid oils made from plants have fat. Think about oils people cook with like vegetable, olive and peanut oil.
            iv. Extras – Foods that we do not see on MyPlate such as butter, fried foods, cookies, cakes, and pies can have a lot of fat. We call these extra calories.
         b. What is good about the fat we eat?
            i. Keeps body warm
            ii. Protects our organs
         c. What is not so good about it?
            i. Discuss healthy fats and unhealthy fats.
            ii. Solid or “saturated” fats are the ones that can cause an unhealthy heart if we eat too much. Foods with high amounts of saturated fat include butter, stick margarine, meat fat (lard, beef tallow, chicken fat), full fat cheeses, pizza, bacon, hot dogs, ice cream, whole milk, candy.
            iii. The liquid “unsaturated” fats are the ones that are not going to hurt the heart. Foods with high amounts of unsaturated fats include oils (for examples - canola, olive, safflower, soybean, corn and cottonseed oils) nuts, seeds, fish.
            iv. Also realize any of the fats in excess can be a problem for our weight since there are so many calories in fat.
      4. Fat and Fast Food
         a. Foods at fast food restaurants tend to have extra fat and calories that our bodies don’t need.
         b. Some of these fats are very unhealthy for our hearts and can lead us to gain extra weight
c. Ask what fast foods students think have a lot of fat. Think about how some cooking methods can increase the amount of fat in a food. (*French fries, hamburgers, milk shakes, fried chicken, mashed potatoes with gravy, biscuits, and cheeseburgers*)

d. Ask how often students are eating at fast food restaurants. How many eat it every day? More than once a day? Once a week? More than once a week?
e. If we are going there for many of our meals, we should learn to choose foods and drinks with less fat and only eat the ones that have more fat once in awhile.

5. Ways to cut back on fat
   a. Brainstorm ideas about fast food
      i. Eat fewer French fries. Order a small or share with a friend.
      ii. Don’t eat the skin on fried chicken or order it grilled.
      iii. Don’t have gravy on the mashed potatoes.
      iv. Order a single burger, not a double or triple.
      v. Have a salad instead of French fries.
      vi. Skip the mayo. Use ketchup or mustard instead.
      vii. Choose thin crust pizza with lots of veggies.

   b. Brainstorm ideas about foods other than fast food
      i. Less butter on bread.
      ii. Try baked chips instead of fried chips.
      iii. Cut the fat off the meat.
      iv. Choose low fat milk, cheese, and yogurt.

B. Developmental
   Activities are marked high functional (HF), low functional (LF), or both (B) for a quick guide, however, it may vary depending on class. At least one of the following activities should be completed during the lesson. More than one is appropriate if time allows. Refer to the explanations of each activity at the end of the lesson plan.

   Activity 1 (LF): Fat and Where it’s At
   Activity 2 (HF): Fast Food Fat

C. Conclusion
   1. Review concepts from the lesson and activities.
   2. Encourage students to remember all the things they have learned today. Try to make healthy choices when eating at fast food restaurants. And, remember to get healthy fats in your diet.

D. Food Tasting
   1. Students should wash hands or use antibacterial wipes/gel if no sink is available.
2. If students are helping prepare the snack, distribute gloves.
3. Prepare and distribute food tasting.
4. Clean up area properly.

VI. Conclusion
   A. Thank the participants for their time and answer any questions they may have.
   B. Distribute caregiver newsletter.
   C. Distribute reinforcements and explain the reasoning for the reinforcement.
   D. Remind teacher of extension lessons that correspond with this lesson in their binder.

VII. Extension lessons *(Located in Special Needs Binder)*

Some or all of these activities should be given to the classroom teacher for use after the lesson. The material will reinforce the concepts learned during this fast food lesson. They can also be used during the lesson if the educator desires.
Activity 1 Lesson Plan
Fat and Where It’s At

Materials Needed:
• Food display pictures

Procedure:
1. Display pictures of the following pairs of items within the attached PowerPoint:
   - Pair #1: Small Hamburger and Super Cheeseburger Deluxe
   - Pair #2: Small fries and Super Size Fries
   - Pair #3: Chips (1 handful, or 1 oz) and Chips, whole bag (8 oz)
   - Pair #4: Milk, whole (8 oz) and Milk, 1% (8 oz)

2. See if the students can guess which item in the pair is higher in fat.

3. Discuss what was observed. Note relationship of portion size to fat content.

Answer Key

<table>
<thead>
<tr>
<th>Pair</th>
<th>Small Hamburger</th>
<th>Super Cheeseburger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat (g)</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Pair</td>
<td>Super Size Fries</td>
<td>Small Fries</td>
</tr>
<tr>
<td>Fat (g)</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Pair</td>
<td>Chips (handful 1oz)</td>
<td>Chips (bag 8oz)</td>
</tr>
<tr>
<td>Fat (g)</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>Pair</td>
<td>Milk, whole (8oz)</td>
<td>Milk, 1% (8oz)</td>
</tr>
<tr>
<td>Fat (g)</td>
<td>10</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Activity 2 Lesson Plan
Fast Food Fat

Materials Needed:
• Worksheet
• Labeled containers filled with appropriate amounts of play dough (5g fat = 1tsp)
• Pencils

Procedure:

1. Arrange the play dough containers on a surface where the students can see the contents. OPTIONAL: take two sets of play dough containers and split the students into two teams.

2. Explain that the play dough represents fat in our food. When we look at food labels, fat is given in grams. Since we know that 1 teaspoon of play dough weighs 5 grams, we can measure out the amount of fat we know is in a food. This way, we can “see” how much fat we are eating.

3. Distribute the worksheet.

4. Have students try to match the letters on the containers of play dough to the meals on the worksheet. They should write the letter of the container next to the meal they think it represents.

5. For the “Total Fat” column, students can try to guess, or this can be used later once the answers are revealed.

6. Once everyone has made guesses, gather together to reveal the answers. Use the answer key to go over the correct letter for each meal, asking for participation and guessing from the students.

7. Discussion points:
   a. The meals can be thought of as pairs – R and L, Q and F, Y and W. For each pair, they both came from the same restaurant and are very similar. But, one is a healthier option. Discuss why.
   b. White meat vs. dark meat – which is healthier? What can you do to fried chicken to cut down on fat and calories? (take the skin off – fat is underneath)
   c. Look how portions make a difference in the amount of fat we eat.
   d. Think of some healthier side dishes available in our favorite restaurants. (fruit and yogurt parfait, fruit cups, side salads)
   e. Get some vegetables when you can – veggies on pizza instead of meat, green beans instead of a biscuit. Why are vegetables important?
   f. Most drinks do not have fat. Things like milk and things made from it, like milkshakes, are the ones that give us fat.
## Fast Food Fat

<table>
<thead>
<tr>
<th>Meal</th>
<th>Letter you believe represents the amount of fat in this meal</th>
<th>Total Fat in Product (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Cheeseburger, large fries, medium soda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeseburger, small fries, small soda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pieces fried chicken (breast and thigh), mashed potatoes with gravy, biscuit, medium soda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 piece fried chicken (breast), mashed potatoes with NO gravy, green beans, small soda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 slices pan pizza with pepperoni, medium soda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 slices thin crust pizza with mushrooms, small soda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_Hint: 5 grams of fat = 1 teaspoon of play dough_
# Fast Food Fat - Answer Key

<table>
<thead>
<tr>
<th>Meal</th>
<th>Tub letter you believe represents the amount of fat in this meal</th>
<th>Total Fat in Product (g) (Your guess, based on the amount of Crisco™ in the container)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Mac, large fries, medium soda</td>
<td>R</td>
<td>55g (11 tsp)</td>
</tr>
<tr>
<td>Cheeseburger, small fries, small soda</td>
<td>L</td>
<td>23g (4.6 tsp)</td>
</tr>
<tr>
<td>2 pieces fried chicken (breast and thigh), mashed potatoes with gravy, biscuit, medium soda</td>
<td>Q</td>
<td>72g (14.4 tsp)</td>
</tr>
<tr>
<td>1 piece fried chicken (breast), mashed potatoes with NO gravy, green beans, small soda</td>
<td>F</td>
<td>30g (6 tsp)</td>
</tr>
<tr>
<td>2 slices pan pizza with pepperoni, medium soda</td>
<td>Y</td>
<td>30g (6 tsp)</td>
</tr>
<tr>
<td>2 slices thin crust pizza with mushrooms, small soda</td>
<td>W</td>
<td>12g (2.4 tsp)</td>
</tr>
</tbody>
</table>