

# MODULE 5 HEALTHY EATING AWAY FROM HOME

**Goal –** This module teaches students how to support healthy eating patterns through finding and using nutrient information when eating away from home at restaurants and similar settings. It also introduces students to the nutrient/calorie information available for vending machine foods and beverages.

## TEACHER NOTE:

The date for covered establishments to comply with Menu Labeling requirements is May 7, 2018.

## BACKGROUND INFORMATION: PART 1



This module highlights awareness of consuming nutrients and calories away from home and where to find the calorie and nutrition information for the foods served in fast food restaurants. It also highlights how to determine individual calorie needs and the number of calories in a typical fast food meal, and it focuses on dietary goals for saturated fat and sodium.

## ACTIVITY



**Eating on the Go!** will help students locate the nutrition information for their favorite fast food restaurant, accentuating the calories eaten, nutrients to get less of, and nutrients to get more of.



### Time to Tune In

WebMD: Healthy Eating When Dining Out slideshow

<http://www.webmd.com/diet/ss/slideshow-healthy-eating-out>

## HEALTHY EATING PATTERN

A healthy eating pattern includes fruits (especially whole), vegetables (a variety of dark green, red, and orange), protein, dairy, grains, and oils, while limiting saturated fats, *trans* fats, added sugars, and sodium.

### Goals\*

- Less than 10 percent of calories/day from added sugars
- Less than 10 percent of calories/day from saturated fats
- Less than 2,300 milligrams/day of sodium
- Typically, 1,400 to 2,000 calories/day for children 9 to 13 years old, and 1,800 to 3,200 calories/day for people 14 to 18 years old, but calorie needs vary.

(\*from *Dietary Guidelines for Americans 2015 – 2020*)

### BACKGROUND INFORMATION: PART 2



This module directs students' attention to calorie information on vending machine selections. It also focuses on selecting healthy snack options away from home, particularly at school.

### ACTIVITY



✓ **Your Snacks** challenges the student to read the nutrition facts for their favorite snack foods and compare them with healthy, nutritious school snacks.



#### Time to Tune In

**Food wars: Healthy snacks vs. junk food** – There's a growing backlash to Americans' love affair with fast-food, pizza, and other waist-expanding fare - and marketers are paying attention. Lee Cowan reports on the selling of a healthier menu.

<https://youtu.be/08498lyH6Qs>

#### Pay Attention to Portion Size, Serving Size, and Servings per Container

**Portion Size** is the amount of a food served or consumed during one meal or snack. A portion is not a standardized amount, and the amount considered to be a portion is subjective and varies. **Serving Size** is based on the amount of food that is customarily eaten at one time.

**Servings per Container** shows the total number of servings in the entire food package or container. Often, one package of food may contain more than one serving!

**Note: (for packaged vending machine and other labeled items)** Products using the new Nutrition Facts label will also use updated serving sizes for many items. For example, the serving size for ice cream has historically been  $\frac{1}{2}$  cup, but  $\frac{3}{4}$  cup is the serving size that will be used for the new label.

In addition, the calories for vending machine items will be displayed for the entire package unless the nutrition facts label is displayed, and this will be based on the amount usually consumed.



# BACKGROUND INFORMATION

## PART 1

### Eating Out

Many people enjoy eating meals away from home. Studies show that Americans consume a third of their daily calories away from home at restaurants, fast food establishments, and other food venues. This can make it difficult for families to eat healthy, nutritious meals. How often do you eat out? There is help now for the consumer when eating out; calories will be required on certain restaurant menus and menu boards to help consumers to choose healthier options. These covered establishments will also be required to have additional written nutrition information available upon consumer request. The new menu labeling will be consistent nationwide and will provide easy-to-understand nutrition information.

Labeling will be required for restaurants and other similar retail food establishments that are a part of a chain of 20 or more locations and meet certain other criteria.

FDA is also requiring restaurants to include a statement on menus and menu boards reminding consumers that “2,000 calories a day is used for general nutrition advice, but calorie needs vary.”

#### Why are calories important?

Calories are important in managing your weight. Whether you are trying to lose, gain, or maintain weight, the key is to balance the number of calories you consume with the number of calories your body uses (“burns”).

#### Where will the calories be located?

Calories will be located clearly on menus and menu boards next to the name or the price of the food or beverage.

For buffets and salad bars, calories will be shown on signs that are visible when selecting the foods.

Calories are not required to be listed for:

- Condiments that are available for general use
- Daily specials
- Custom orders
- Temporary/seasonal menu items

#### Combination Meals

When combinations of more than one food item are listed together as a meal, such as a hamburger, fries, and a drink and there are three or more options (e.g., more than three drink options), the calories must be shown as a range, for example, 400 - 750 calories.

When there are only two choices of the variable component of that combination meal, such as fries or a side salad, the calories are displayed with a slash, for example, 150/200 calories.

Restaurant Menu Labeling	
Applies to food/meals/snacks sold at certain	Does not apply to food/meals/snacks sold at/on
Amusement parks	Airplanes
Bakeries	Deli items sold by weight and not listed on a menu board
Restaurants	Food trucks
Coffee shops	Grocery store purchases in bulk
Convenience stores	Schools that are part of the USDA National School Lunch program
Drive-through windows	Trains
Take-out establishments	
Fast food restaurants	
Grocery store buffet, deli or sandwich shop	
Ice cream stores	
Movie theaters	

# MODULE 5: HEALTHY EATING AWAY FROM HOME

## BACKGROUND INFORMATION



### What is the additional nutrition information?

The additional written nutrition information must be available on the premises of the covered establishment, and must be provided to customers upon request. This information may be in the form of booklets or on computers (supplied by the establishment), counter cards, handouts, kiosks, posters, tray liners, or signs. The nutrition information may come from nutrient databases, cookbooks, laboratory analyses, or other similar means. The nutrition information must include:

- Total calories
- Calories from fat
- Total fat
- Saturated fat
- *Trans* fat
- Cholesterol
- Sodium
- Total carbohydrates
- Dietary Fiber
- Sugars
- Protein

### Online versus In Person

Menu labeling nutrition information will be required online May 7, 2018, if the restaurant is a covered establishment and the customer can use the online menu to place an order. Not all online menus for covered establishments will include this information unless you are able to place an order online. Therefore, some establishments are voluntarily putting this information on their website.

### DID YOU KNOW?

When eating out, ask which ingredients are being used to prepare your meal. You can also ask to see nutrition information and then choose menu options that are lower in saturated fat, *trans* fat, cholesterol, sodium, and sugars.

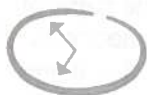
### Calorie Conscious Tips for Eating Out

1. Know your calorie needs. Visit [ChooseMyPlate.gov/getmyplan](http://ChooseMyPlate.gov/getmyplan) to determine your personal daily calorie limit.
2. Compare foods. Check posted calorie counts or check calorie counts online before you eat at a restaurant and choose lower calorie options.
3. Choose smaller portions. When possible, pick a smaller portion size, such as a small order of french fries instead of a large, or an appetizer instead of a full-sized entrée.
4. Manage larger portions. Split an entrée with a friend or take home part of your meal.
5. Limit add-ons. Ask for syrups, dressings, and sauces to be served “on the side,” then use less.
6. Choose healthy options. Pick dishes that include more fruits, vegetables, and whole grains and limit foods described with words like creamy, fried, breaded, battered, or buttered (these are typically higher in calories).
7. Watch beverages. Whenever possible, choose water, fat-free (skim) or low-fat (1%) milk, 100% fruit or vegetable juice, or unsweetened tea or coffee instead of sugar-sweetened beverages such as regular soda, sports drinks, energy drinks, and fruit drinks.

Source: FDA Fact Sheet: **Calorie Labeling on Restaurant Menus and Vending Machines: What You Need To Know**



# EATING ON THE GO!



**TIME** Two 45-Minute Class Periods



## ACTIVITY AT A GLANCE

In this activity, students will do an Internet search for a meal they would eat from a fast food restaurant and locate the nutrition information for each item in the meal. Based upon given criteria, students will then determine the healthiness of that meal.

**Retail Food Safety companion content:** If you also teach food safety and/or microbiology, check out the Fast Food Footwork activity (Module 4) in the *Science and Our Food Supply: Investigating Food Safety from Farm to Table Teacher's Guide for High School Classrooms* for important food safety content for people working behind the counter in fast food establishments.

## GETTING STARTED

### MATERIALS

Connection to the Internet

Copies of FDA's Fact Sheet: **Calorie Labeling on Restaurant Menus and Vending Machines – What You Need To Know**

<http://www.fda.gov/downloads/Food/IngredientsPackagingLabeling/LabelingNutrition/UCM523419.pdf>

Menus from various fast food restaurants

Student Worksheet: Eating on the Go! and Eating on the Go! A Healthier Option (one for each student)

### ADVANCE PREPARATION

Note: If technology is not available, obtain or download menus and Nutrition Facts Information from popular fast food restaurants in your area. (See *Optional Resources for links to menus and Nutrition Facts Information.*)

## INTRODUCTION

Begin the lesson by displaying the menus from various fast food restaurants. Ask students the following questions:

- Do you like eating out?
- How often do you eat out?
- What is your favorite fast food restaurant?
- What is your favorite meal to eat at this restaurant?

Continue the discussion by asking:

- Do you know how many calories are in this meal?
- Do you know how many calories you need each day?
- Are you aware of how much sodium and saturated fat are in the meal?

# EATING ON THE GO!



## PROCEDURE

### Part A

Have students determine their personal daily calorie, sodium, and saturated fat limit by using the calculator at [ChooseMyPlate.gov/getmyplan](http://ChooseMyPlate.gov/getmyplan).

### TEACHER NOTE

It is important to be sensitive to the fact that some students may not want to use their own information. Allow these students to make up a student and use his or her information.

Distribute copies of FDA's Fact Sheet: **Calorie Labeling on Restaurant Menus and Vending Machines - What You Need To Know** and have the students read the information.

- Ask students:
- Has anyone noticed calories displayed on a restaurant menu?
  - If so, was it useful to you in making a menu selection?
  - How would you use menu labeling to make menu selections?

2. Have the students record the name of a favorite fast food restaurant and the components of a meal that they would like to eat or have eaten there.
3. Using the internet, have the students research their favorite meal and record the appropriate data on the worksheet.
4. Remind students: Only covered establishments must meet the menu labeling requirements, and covered establishments are only required to post calories online if the customer can use the online menu to place an order so not all establishments will have their calorie/nutrition information online. If the information is not available online, then the student will need to choose another restaurant.
5. Technology Tip: If necessary, demonstrate for the students how to find the data.
6. Review the **Calorie Conscious** box in the Food Facts handout with the students. Using these guidelines, instruct students to locate a healthier version of their meal from the same fast food restaurants and record the data on the second worksheet. Students should then compare the totals of the two meals, including calories, saturated fat, *trans* fat, sodium, and dietary fiber.
7. Ask for volunteers to share their information.
8. Ask students how easy or hard it was to find calorie and nutrition information for their meals.
9. Ask students whether the information was presented in an easily understood format.

### Part B

1. Distribute copies of the worksheets **Eating on the Go!** and **Eating on the Go! A Healthier Option**.

### PUBLIC HEALTH CONNECTION

- Over the past century, rates of chronic diseases (many of which are related to poor quality diet and physical inactivity) have increased.
- Following a healthy eating pattern at an appropriate calorie level helps to achieve and maintain a healthy body weight, support nutrient adequacy, and reduce the risk of chronic disease.
- Consuming too many calories can contribute to a variety of health issues, such as obesity and chronic diseases like cardiovascular disease and type 2 diabetes.
- Teenagers who have healthy eating patterns are more likely to perform better at school.
- See complete *Dietary Guidelines for Americans*: <https://health.gov/dietaryguidelines/2015/guidelines>

### OPTIONAL RESOURCES

- (1) Find favorite restaurants' nutrition information: <https://www.nutritionix.com/brands/restaurant>
- (2) Get **restaurant nutrition** information from the Calorie Count database. Free calorie information and **menu** analysis for the most popular restaurants: [https://www.caloriecount.com/restaurants-mc1?s\\_order=a](https://www.caloriecount.com/restaurants-mc1?s_order=a)
- (3) Nutrition facts from the most popular fast food restaurants: <http://fastfoodnutrition.org/>
- (4) Nutritional information for fast food chains and restaurants: [http://www.calorieking.com/foods/calories-in-fast-food-chains-restaurants\\_c-Y2IkPTIx.html](http://www.calorieking.com/foods/calories-in-fast-food-chains-restaurants_c-Y2IkPTIx.html)



## MODULE 5: HEALTHY EATING AWAY FROM HOME

# EATING ON THE GO!

### REVIEW

Ask students:

**Why are calories important?** *Calories are important in managing your weight. Whether you are trying to lose, gain, or maintain weight, the key is to balance the number of calories you consume with the number of calories your body uses ("burns").*

Ask students to review the **Calorie Conscious** tips on the Food Facts handout, and ask them:

**Which of these are you most likely to use and why?**

**Which are you least likely to use and why?**

*Calorie Conscious tips for eating out include:*

1. *Know your calorie needs. Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) or [getmyplan](http://getmyplan) to determine your personal daily calorie limit.*
2. *Compare foods. Check posted calorie counts or check calorie counts online before you eat at a restaurant and choose lower calorie options.*

3. *Choose smaller portions. When possible, pick a smaller portion size, such as a small order of French fries instead of a large, or an appetizer instead of a full-sized entrée.*
4. *Manage larger portions. Split an entrée with a friend or take home part of your meal.*
5. *Limit add-ons. Ask for syrups, dressings, and sauces to be served "on the side," then use less.*
6. *Choose healthy options. Pick dishes that include more fruits, vegetables, and whole grains and limit foods described with words like creamy, fried, breaded, battered, or buttered (these are typically higher in calories).*
7. *Watch beverages. Whenever possible, choose water, fat-free (skim) or low-fat (1%) milk, 100% fruit or vegetable juice, or unsweetened tea or coffee instead of sugar-sweetened beverages such as regular soda, sports drinks, energy drinks, and fruit drinks.*

### EXTENSIONS

1. Students could write letters to restaurant chains thanking them for providing useful nutrition information or offering suggestions about how their information could be provided differently if it was hard to use.
2. Students could make posters showing the nutritional information for their two meals (original and healthier option), including the calorie total of both meals compared with their daily calorie needs. Display posters for others to see.

### SUMMARY

Menu labeling by restaurants can help you make informed and healthful decisions about meals away from home.

### UP NEXT

Now that you are aware of where to find calories on menus and menu boards in restaurants, let's take a look at vending machines and between-meal snacks. ▶▶▶

# STUDENT WORKSHEET

## EATING ON THE GO!

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

### Directions:

**Step 1:** Determine the personal daily calorie, sodium and saturated fat limits for you or someone else by using the calculator at [ChooseMyPlate.gov/getmyplan](http://ChooseMyPlate.gov/getmyplan).

**Step 2:** Record the name of a favorite fast food restaurant and the components of a meal that you would like to eat or have eaten there.

**Step 3:** Using the Internet, research your meal and record the appropriate data on your worksheet. [Remember that online menu information will depend upon (1) whether or not the chosen

establishment is covered under the menu labeling requirements, and (2) whether a customer can use the online menu to place an order. Additionally, restaurants may provide the information voluntarily.]

Personal Daily Calorie Limit \_\_\_\_\_

Personal Daily Sodium Limit \_\_\_\_\_

Personal Daily Saturated Fat Limit \_\_\_\_\_

Name of Restaurant \_\_\_\_\_

Food Name	Total calories	Calories from fat (fat cal)	Total fat (g)	Saturated Fat (g)	Trans fat (g)	Cholesterol (mg)	Sodium (mg)	Total Carbohydrates (g)	Sugars (g)	Dietary Fiber (g)	Protein (g)
<b>Total</b>											

### Things to remember

- Nutrients to get less of include saturated fat, *trans* fat, cholesterol, sodium and sugars.
- The *Dietary Guidelines for Americans* also recommends consuming less than 10% of calories per day of saturated fats.
- Each gram of fat has 9 calories.

1. If you ate this meal, how many more calories should you eat for the rest of the day (based on your daily calculated calorie needs)? \_\_\_\_\_
2. How many of the calories in this meal are from saturated fat? \_\_\_\_\_
3. Considering the personal daily calorie needs you calculated, what is the limit for how many of your calories a day should come from saturated fat? \_\_\_\_\_
4. If you ate this meal, how much more saturated fat can you eat today? \_\_\_\_\_
5. Based on the data you researched, do you think this is a healthy meal? Justify your response. \_\_\_\_\_



# STUDENT WORKSHEET

## EATING ON THE GO! A HEALTHIER OPTION

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

**Directions:** Using the same favorite restaurant, search for a healthier version of your meal.

Name of Restaurant \_\_\_\_\_

Food Name	Total calories	Calories from fat (fat cal)	Total fat (g)	Saturated Fat (g)	Trans fat (g)	Cholesterol (mg)	Sodium (mg)	Total Carbohydrates (g)	Sugars (g)	Dietary Fiber (g)	Protein (g)
<b>Total</b>											

### Things to remember

- Nutrients to get less of include saturated fat, *trans* fat, cholesterol, sodium and sugars.
- The *Dietary Guidelines for Americans* also recommends consuming less than 10% of total calories per day of saturated fats.
- Each gram of fat has 9 calories.

1. If you ate this meal, how many more calories should you eat for the rest of the day (based on your daily calculated calorie needs)? \_\_\_\_\_
2. How many of the calories in this meal are from saturated fat? \_\_\_\_\_
3. Considering the personal daily calorie needs you calculated, what is the limit for how many of your calories a day should come from saturated fat? \_\_\_\_\_
4. If you ate this meal, how much more saturated fat can you eat today? \_\_\_\_\_
5. How did you use the data to determine that this meal is a healthier choice? \_\_\_\_\_



## PART 2

### Vending Machine Snacks

Sometimes when you are hungry or skip a meal, you might look for something quick, easy, and convenient. Vending machine snacks may be the answer, but are they good for us? More than one fourth of a teenager’s daily calories come from snacks. It’s important that those snacks are healthy.

Calorie information is required for vending machine operators who own or operate 20 or more vending machines, but vending machine operators not covered by the requirements can voluntarily register to be covered. Unless calories are already visible on the actual snack package before purchase, the labeling may be shown on a:

- Sign
- Sticker
- Poster
- Small placard
- Electronic or digital display near the food item or selection button

The calories must be declared for the entire item as vended (not per serving). This includes vending machines that sell:

- Soft drinks
- Packaged snacks
- Hot-and-cold cup beverages
- Refrigerated prepared food (such as those sold from turnstile vending machines)
- Handfuls of nuts or candies (such as those sold from bulk vending machines)

Game machines are not covered, even if they sometimes dispense candy or other edible items as part of the game.

#### Smart Snacks in School

All food and beverages sold in school vending machines during the school day must meet nutrition standards. The USDA **Smart Snacks in School** regulation applies to school foods sold à la carte, in the school store, and from vending machines. To qualify as a Smart Snack, a snack must first meet the following general nutrition standards (from the regulation):

- be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or
- have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- be a combination food that contains at least ¼ cup of fruit and/or vegetable; and
- the food must meet the nutrient standards for calories, sodium, sugar, and fats.

Nutrient	Snack
Calories	200 calories or less
Saturated Fat	Less than 10% of calories
Trans Fat	0g
Sodium	200mg or less
Sugar	35% by weight or less

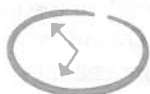
#### DID YOU KNOW?

##### Vending machine definition

A vending machine is a self-service machine that, upon insertion of a coin, paper currency, token, card, or key, or by optional manual operation, dispenses servings of food in bulk or in packages, or prepared by the machine, without the necessity of replenishing the machine between each vending operation.



# ✓ YOUR SNACKS!



**TIME** One 45-Minute Class Period



## ACTIVITY AT A GLANCE

In this activity, students will compare nutrition facts from their favorite snacks with similar snacks (Smart Snacks) served in schools.

## GETTING STARTED

### MATERIALS

- ✓ Your Snacks Worksheet (one for each student)
- Empty snack packages

### ADVANCE PREPARATION

Collect empty vending machine snack packages with the Nutrition Facts label that are sold in schools. Optional: Ask students to bring in their favorite empty snack packages similar to those sold in school vending machines. Snacks may include:

- Candies
- Candy bars
- Corn chips
- Crackers
- Potato chips
- Pretzels
- Sandwich cookies
- Popcorn
- Other snacks

### TEACHER NOTE

If your school does not have vending machines, collect packages from snacks that also have more healthy versions, such as regular potato chips and oven-baked chips.

## INTRODUCTION

Begin the activity by asking the following questions:

1. When you snack between meals, what are some of your favorite snacks?
2. Are they healthy? How do you know how healthy your snack is?
3. Have you read the nutrition information for the snacks?
4. Do you eat the snacks that are provided in school vending machines?
5. Why should you follow a healthy eating pattern?



### TIME TO TUNE IN

#### USDA Guide to Smart Snacks in Schools

<https://www.fns.usda.gov/tn/guide-smart-snacks-schools>

Teachers can use printed copies or online and discuss the slides' key points with the students.

# ✓ YOUR SNACKS!



## PROCEDURE

1. Prior to this class, ask your students to collect empty packages of their favorite snack foods and bring them to class.
2. Using sample packages, discuss how some snacks have more than one serving.
3. Distribute a worksheet to each student and at least two empty packages of snacks that are sold in vending machines to each group of students. If your school has vending machines for students, use wrappers from items that are sold in those vending machines.
4. Instruct the students to complete the information for their snack in the left column and the information from the school snack on the right column.
5. Remind them that school snacks must meet federal requirements.
6. Students should place a ✓ if the snack meets the criteria as a Smart Snack and X if it fails.
7. Ask for volunteers to share their information.
8. Discuss the importance of healthy snacking.

## REVIEW

Ask students:

**Where will you find calorie information that is required for vending machine operators who own or operate 20 or more vending machines?** *The calories will be shown on a sign (such as on a small placard, sticker, or poster) or on electronic or digital displays near the food item or selection button and the calories must be declared for the entire item as vended (not per serving). Calories may also appear on the food package itself, for example, by showing the Nutrition Facts label or a declaration on the front of package before the item is vended.*

**What makes a snack a “Smart Snack” in schools?**

*To qualify as a Smart Snack, a snack must first meet the following general nutrition standards (from the regulation):*

- Be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or

- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; and
- The food must meet the nutrient standards for calories, sodium, sugar, and fats.

Nutrient	Snack
Calories	200 calories or less
Saturated Fat	Less than 10% of calories
Trans Fat	0g
Sodium	200mg or less
Sugar	35% by weight or less

# ✓ YOUR SNACKS!

## EXTENSIONS

1. Display images of vending machines. Discuss with students the snacks that may be in a machine. Encourage students to do a web search on various snacks to calculate the saturated fat calories.
2. If your school has vending machines, have students critique what is offered and make additional healthy suggestions.
3. Students could use the Product Calculator to determine if their snack is a Smart Snack - [https://www.healthiergeneration.org/take\\_action/schools/snacks\\_and\\_beverages/smart\\_snacks/alliance\\_product\\_calculator/](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/alliance_product_calculator/)

## SUMMARY

Calorie labeling on vending machines can help you make informed and healthful decisions about snacks.

## RESOURCES

- FDA Food Fact: Calorie Labeling on Restaurant Menus and Vending Machines: What You Need To Know <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm436722.htm>
- Healthy Eating on the Go <http://www.nhlbi.nih.gov/health/educational/wecan/downloads/matte25.pdf>
- Nutrition and Healthy Eating – Tracking How Much Fat You Eat <http://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/expert-answers/fat-grams/faq-20058496?p=1>
- Portion Distortion <http://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm>
- USDA's Smart Snacks in School Regulation Resources <https://healthymeals.fns.usda.gov/smartsnacks>
- Kids Health: Eating Well While Eating Out <http://kidshealth.org/en/teens/eating-out.html?WT.ac=ctg#catnutrition>
- *Dietary Guidelines for Americans* <https://health.gov/dietaryguidelines/2015/guidelines>

# STUDENT WORKSHEET

## ✓ YOUR SNACKS!

Name \_\_\_\_\_ Date \_\_\_\_\_ Class/Hour \_\_\_\_\_

Everyone likes to snack but is your snack healthy for you? Let's find out.

Compare two of your favorite snacks with two school snacks for optimal nutrition. Place a ✓ if it meets the criteria as a Smart Snack and X if it fails.

List the criteria for a snack to be a Smart Snack:

Nutrient	Snack
Calories	
Saturated Fat	
<i>Trans</i> Fat	
Sodium	
Sugar	

Your Snack	✓ or X		✓ or X	School Snack
		Name of Snack		
		Serving Size		
		Calories		
		Saturated Fat		
		<i>Trans</i> Fat		
		Sodium		
		Sugar		

Your Snack	✓ or X		✓ or X	School Snack
		Name of Snack		
		Serving Size		
		Calories		
		Saturated Fat		
		<i>Trans</i> Fat		
		Sodium		
		Sugar		

1. Did your snack meet the criteria for a Smart Snack? \_\_\_\_\_
2. How do you know? \_\_\_\_\_
3. How will this make you rethink your snack choices? \_\_\_\_\_
4. Explain how likely you are to choose a Smart Snack instead of another snack in a grocery store. \_\_\_\_\_

