

**Influences on Food Choices: “Three Days in the Life of Jesse” Level 1, Sample 1**

A

More Healthy food less  
Junk food.

For the past three days I have been observing a young teenage male named Jesse, and I have spotted some problems with his eating habits.

Some of these problems with eating habits is that he eats way to much junk food. For the past 3 days he has eaten more junk food then healthy food. Examples of this was Thursday when he had 2 chocolate chip cookies, gravy with fries, orange pop, bag of chips, chocolate milk and a cherry danish. On Friday he had chocolate & milk, gummy bears, gravy, cola, extra large popcorn with butter & a chocolate bar. On Saturday he had a litre of chocolate milk a 2 packs of macaronni + cheese mix. Most of these influences were from his friends & media.

In conclusion Jesse needs to eat more fruits, veggies, milk products & meat and of course grains. ~~Jesse~~ Jesse needs to learn how to follow Canada's food guid so he can ~~to~~ eat healthy.

B

**STUDENT WORKSHEET: ONE DAY MENU FOR JESSE**

**BREAKFAST:** 1 bowl of cereal with 2% milk, a bagel & glass of orange juice.

**LUNCH:** meat & cheese sandwich an apple & fruit juice

**DINNER:** Steak with potatoes & corn No gravy! glass of milk

**SNACKS:** yogurt & sliced veggies

## Teacher's Notes

### Knowledge/Understanding

- The student demonstrates limited knowledge of factors influencing food choice by mentioning two factors but failing to connect them to the food choices (e.g., “Most of these influences were from his friends & media.”).

### Thinking/Inquiry

- The student's analyses food intake with limited effectiveness, emphasizing all the junk food that was eaten but not referring to the food groups, variety, and number of servings in *Canada's Food Guide to Healthy Eating*. The student's analysis is limited to one general statement (i.e., “In conclusion Jesse needs to eat more fruits, veggies, milk products & meat and of course grains.”).

### Communication

- The student communicates information and ideas with limited clarity (e.g., he or she does not use proper nutrition terminology).
- The student uses language with limited accuracy and effectiveness (e.g., he or she simply recites facts and does not appear to appeal specifically to a teenage audience).
- The student demonstrates limited command of the menu format, running the items together and thus making them more difficult to read, rather than using the traditional menu format.

### Application

- The student makes connections with limited effectiveness in explaining areas for improvements (e.g., simply lists the foods Jesse should eat more of, without connecting them to any influencing factors).
- Recommended changes are limited in specificity (e.g., “Jesse needs to learn how to follow Canada's food guide so he can eat healthy.”).
- The student reflects two of the three influences in slightly realistic terms.
- The student creates a menu that meets Jesse's needs to a limited degree (e.g., it contains more nutritious selections but probably not enough food for an active teen, and it is unrealistic in allowing Jesse no sweets or junk food).

## Comments/Next Steps

- To improve his or her work, the student needs to make clear connections between the influencing factors and Jesse's food choices.
- More specific recommendations should be provided for healthier food items as well as for the meal times when these items should be eaten.
- The student needs to give more consideration to the style of writing that would be most appropriate for a teen audience and the magazine article format.

## Influences on Food Choices: “Three Days in the Life of Jesse” Level 1, Sample 2

A

the editor  
Dear ~~editor~~,

Okay, first of all Jesse eats way too many unhealthy snacks. He needs to eat healthier snacks from the four food groups such as veggies and dip, and yogurt or cheese.

Jesse also needs to start eating on a schedule, he needs 3 daily meals, maybe 3 to 5 snacks in between. His meals need to consist of the food groups. Jesse should stop focussing on what his friends eat, and what the media thinks. If he continues eating what his friends eat, he'll get fat.

He should be a leader for his friends. His parents should step in and try to help him make better nutritional food choices. They could do this by making healthy food available. Also, if the media concentrated more on healthy foods instead of fast foods, Jesse's problem could be solved.

I wish Jesse all the best in making healthy choices!

From: [REDACTED]

B

## STUDENT WORKSHEET: ONE DAY MENU FOR JESSE

**BREAKFAST:** toast with peanut butter  
orange jus  
a muffin  
a bowl of whole grain cereal

**LUNCH:** ham sandwich with lettuce, cheese,  
cookies,  
juice box / apple  
an apple.

**DINNER:** pork chops  
rice  
mixed (corn, beans, peas)  
veggies  
milk, a ceasar salad.

**SNACKS:** a chocolate milk,  
cookies  
granola bar

## Teacher's Notes

### Knowledge/Understanding

- The student demonstrates limited knowledge of the influences on Jesse's food choices by giving few examples of the three factors.

### Thinking/Inquiry

- The student analyses food intake with limited effectiveness (e.g., in paragraph one, "needs to eat healthier snacks").

### Communication

- The student communicates information and ideas with limited clarity.
- The student uses language with limited accuracy and effectiveness (e.g., language is not specific to the teen audience).
- The student demonstrates a limited command of the menu format (e.g., the menu format is used, but consistent order is not followed with each meal).

### Application

- The student makes connections to the three factors with limited effectiveness in explaining areas for improvement.
- The changes that the student recommends are limited in specificity, are only slightly realistic, and lack supporting details.
- The menu meets Jesse's needs to only a limited degree.

## Comments/Next Steps

- To improve his or her work, the student should discuss all three influencing factors, providing examples of what Jesse has eaten that reflect each factor.
- The student should refer to and apply *Canada's Food Guide to Healthy Eating*, analysing Jesse's food intake with reference to that guide and giving specific examples of serving sizes, food categories, and number of servings for each food group.
- The student should explain recommendations for dietary and lifestyle changes in more detail.
- To improve the effectiveness of his or her writing, the student should work on introductory and concluding paragraphs and keep in mind the article's teen audience.