

Following the (Food) Rules: Using Informational Texts to Teach about Food, Cooking and Nutrition

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Overview

Most mornings I sit at my desk and watch my homeroom students file in 10 or 15 minutes before the beginning of the school day. This time is dedicated to catching up with students who were absent, checking in with the tone of the class, and general housekeeping items. This is also the time when my students quickly eat their breakfast. While there are a few who eat at home, and a few who don't eat at all, most students bring something that they grabbed on the way to school. This breakfast often consists of Dunkin' Donuts coffee, bagels, breakfast sandwiches and donuts. Those who cannot afford spending several dollars each morning instead have a scaled down meal of chips and a soda, maybe a few cookies or the rare banana.

While most students are eating breakfast, which is a step in the right direction, the nutritional value of this meal is severely lacking. Though it can be argued that students diets are restricted by what their parents provide for them, I argue from my years of first hand experience, that students, even those who are disadvantaged economically, do have a great deal of autonomy in choosing what they eat. I believe by providing students with the knowledge and tools to make the right decisions when they have the opportunity to as adolescences in hopes that these habits will carry them forward into adulthood.

I have designed this unit around Michael Pollan's brief text, [Food Rules: An Eater's Manual](#). In this compact volume, Pollan outlines 64 rules that he has collected over the years as a result of his research on food, food culture and food production. The rules are segmented into three parts:

One: What should I eat? Eat food

Two: What kind of food should I eat? Mostly plants

Three: How should I eat? Not too much.

How simple and easy nutrition and good health would be if only we applied these maxims to our own lives! Americans would be less obese, not suffer from diabetes or many other maladies. This unit introduces and indoctrinates core knowledge about food, eating and health that by arming them with knowledge through pertinent, interesting and engaging informational texts so they can become a healthier generation of adults.

Rationale

Everyone must eat food in some form to survive; therefore, it is a commonality between all of humanity thus making this a topic that all students will find a place of intersection and relevance in their own lives.

As mentioned above, a key tenet of this project is awareness and knowledge. I have witnessed my own students making statements such as “Bread and noodles are grains” or “I’m on a detox. I’m only drinking water with strawberries, cucumbers and mint for seven days.” These, among many other, outrageously uninformed or just plain silly statements abound in a ninth grade classroom. From these observations and discussions I have found a definitive need for this dissemination of this information to my students in a meaningful and relevant way; this unit answers that call.

Many of the students in Philadelphia live in areas that are designated food deserts. Statics overwhelming show African-Americans as a group having poor-health, lack of access to affordable, healthy eating choices and sometimes, lack of knowledge about the nutritional value of food itself. This, in addition to the fact that Americans in general are suffering from the proliferation of obesity, makes the topics of eating, food, and cooking all the more immediate. This topic is directly applicable to my students and their worlds. Additionally, students will benefit academically from the repeated contact with a variety of informational texts as practice and preparation of the skills necessary to be successful in the 21st Century workforce. Additionally, students will be enriched through interdisciplinary learning and also by text to world connections.

Objectives

By the end of this unit, students will be able to:

- Engage with a wide variety of texts and media on food, eating, cooking, nutrition and health aligned with Michael Pollan’s 64 Food Rules

- Extract informational from varied informational texts and synthesize written and oral responses
- Gain topic specific knowledge to analyze individual food and eating habits and apply content knowledge to their own diets and food choices
- Practice writing in a variety of contexts: journal, essay, constructed response, summaries
- Research and investigate additional informational texts on tangential interests

Standards

This unit seeks to address and satisfy the changing nature of literacy instruction under the Common Core standards that are now in the process of being adopted nationwide. Specifically, in English Language Arts there is a major focus on the need for students to be able to read a variety of informational texts. This is the foundation of this unit. Below are the standards that the various activities with this unit will satiate:

Pennsylvania Core Standards

1.2.9-10.C-I Reading Informational Texts

1.4.9-10.C-K Writing – Explanatory Texts

1.5.9-10.A, D, and G – Speaking and Listening

This particular unit was written with a 9th grade classroom in mind, however, the strands of this unit can easily be manipulated to a higher or lower grade level with very little effort.

Strategies

Reflective Journaling

Students will be asked to complete journal-writing prompts throughout the unit, sometimes in class and sometimes as homework. This process allows students to track their writing in a coherent, related grouping, while documenting their exploration and analysis of topics related to food, cooking and nutrition.

Collaborative Student Learning

At several points throughout the unit, students will be invited to work with one another during classroom activities. A prominent idea behind collaborative student learning allows for students to interact on a peer-to-peer level and potentially communicate ideas about the subject of study in a manner different from that of the teacher. For low-level learners the benefit lies in direct and specific feedback that is sustainably longer and more intense than a teacher could give any single student in a normal period. For higher-level

learners, understanding and synthesis is encouraged when they are “teaching” another student information that they have comprehended. Teaching someone else is the number one activity that encourages thought synthesis and idea analysis.

Before, During and After Reading Strategies

Before, During and After Reading Strategies (BDA) can be easily integrated into reading. “Before” strategies include KWL (know/wonder/learned) charts, historical context introductory lessons, identifying and defining terms and vocabulary, and anticipation guides or making predictions; “During” strategies include guided questions by the teacher, active mark up of the text and notes from the Teacher-Guided Close Readings. “After” strategies range from a simple discussion with all students participating to a more formal written defense of their choice. It is important to note through each of these stages of the reading process students are constantly reading, writing and thinking about reading and writing. BDA strategies check-in and monitor students’ progress throughout the entirety of the text and provide pause in order for the teacher to interject, suggest and discuss elements of previously introduced historical and cultural contexts, where pertinent.

Notes and Information Organization

Graphic organizers are an exceedingly popular method for students to visually layout and align what they learn. These organizers can be provided by the teacher as a photocopy, drawn on a board for a class creation or students can copy a template into their notebooks. Additionally, the two-column note format, sometimes called Cornell Notes, is an easy way for students to take notes on a article or topic and its analysis in a guided and systematic manner. All sets of Cornell Notes will be kept in their notebooks creating a reference library for their personal perusal.

A chart with each rule presented could be given to each student, with which they must fill in examples of real world application of each of their rules after completing each activity or informational reading.

Text to Self/Text to World/Text to Text Connections

Everyone eats food and everyone likes to talk about food. This generalization is one that is, for the most part, difficult to debunk. Students will find this unit engaging because it is relevant to their lives; the text to world and self connections are foundationally present in this unit. Students enjoy reading about something they have experience with and have individual preferences and experiences which come out in their independent research findings.

Students also will find ways to connect the texts they are reading together as well as connect the articles and activities to the Food Rules that are central to the unit.

Integrating 21st Century Skills into Every Classroom

There is no denying the desperate need for schools and their curricula to adapt to the ever-changing proliferation of technological devices, applications and services. Any educator would be remiss to deny the legitimacy of communication modes that are becoming integral parts of the society that students will enter into a few short years. Integrating high technology skills into the curriculum is of dire necessity. One way to integrate these skills is through the use of Twitter.

Historically, cell phones have been banished from the classroom and Internet censorship abounds in public high schools. Instead, I propose that students are not only allowed to use cell phones in class, they are encouraged and trained to do so. This strategy is a bit subversive but definitely worthy of consideration to create real appeal to the learners. Progressive schools and teachers are beginning to use Twitter to post homework assignments, communicate test dates and other pertinent or interesting information that benefits the student population. In a world that is more and more wired, it crucial to give explicit instruction about positive and safe online persona building. Twitter provides a place to do this work as well.

On the surface, Twitter may seem as if it is simply another social media outlet. However, upon closer examination there are practical applications that lend legitimacy to education. For instance, when writing on Twitter (called “tweeting”) one is bound to 140 per message. This constraint forces students to focus on brevity and concision in their writing. Hashtags (“#”) are used as summary and key word tags for the tweet; this helps students to focus their writing by focusing them to summarize and direct the main intentions of their tweet. To add, 21st Century Learning is about multiple literacies and the ability between the different types. Students can use Twitter to gain confidence in their own literacy without a doubt.

The takeaway here is the importance and necessity to engage with students in a way that will reach them, but also will prepare them for the world ahead of them, which is becoming run by demands of social networks and immediate user-feedback models. Any educator unwilling to embrace and mold these new and versatile avenues to the needs of the classroom is performing a disservice to their students. Teaching students how to gain (correct and accurate) knowledge is as important as the knowledge itself.

Classroom Activities

Deconstructing Food Labels

Below are four resources that I use in many combinations/variations for food label deconstruction and analysis. These sites together provide information and approaches to examining the claims and realities of commercial marketing of food in the United States. Mold them to the needs of your students and your classroom, there is more than enough information here.

1) PBS, POV, Food Inc. Lesson Plan: Evaluating Information on Food Labels
Available at: <http://www.pbs.org/pov/foodinc/lessonplan1.php>

2) Food and Water Watch, How Much Do Labels Really Tell You? Fact Sheet
Available at: http://documents.foodandwaterwatch.org/doc/Food_Labels.pdf

3) “Honest Food Labels”: A Media Literacy Lesson Plan
Available at: <http://blog.lib.umn.edu/dahl0888/myblog/2011/12/honest-food-labels-a-media-literacy-lesson-plan.html>

4) Food Label Reading Lesson and “Is This Product Healthy?” PowerPoint
Available at: <http://teachershare.scholastic.com/resources/13578>

For extensive daily activities and homework, see charts provided in Appendices.

A Note on Implementation

The wealth of information available on the Internet is astounding. In the Appendices, I have provided a three-week full build out of this unit. Please note that for articles suggested for informational reading only the article title and author are provided. This is an effort to provide ease and lucidity of access, as each of the article suggested can quickly be plugged into a Google search and found effortlessly. I believe this to be a more convenient and manageable way to locate such resources, as opposed to providing lengthy (and often changeable) URLs.

Additionally, in Appendix B, the alignment of activities to Food Rules is merely a suggestion of ways to cover all of the rules. This unit can be expanded or compacted as necessary without much effort. Additionally, all articles are provided for the reading level and age appropriate content of a high school freshman. There are many resources available for higher or lower level school years, as well as for differentiation within a single year classroom. Don’t underestimate the power of a well-crafted Google query. There is more out there available for free access than one could ever possibly craft independently.

Annotated Bibliography/Resources

Resources for Teachers

David, Elizabeth. Is There a Nutmeg in the House? New York: Penguin, 2002. Print.

Part recipe book, part anecdotal essays, this book is chock full of short essays on a variety of practical knowledge related to cooking, food and the kitchen. Perfect for quick reading assignments for free write prompts or warm up reading exercises.

Ettlinger, Steve. Twinkie, Deconstructed. New York: Plume, 2008. Print.

In his exploration of the origins of the very long list of complex chemicals and derivatives Ettlinger traces the natural birthplace of each ingredient listed on the back of a Twinkie. This study does a superb job of making science accessible to the layperson. Easily digestible as a cohesive read, it is also useful for individual chapters to be read in isolation.

Guthman, Julie. "Commentary of Teaching Food: Why I Am Fed up with Michael Pollan Et Al." Agriculture and Human Values 24 (2007): Web. 1 Mar. 2014.

In this brief article Guthman addresses and admonishes Pollan for his loose prose lacking in academic formality. Guthman does an excellent job of explicating the importance of propriety in research writing and helps to anchor the cult of personality that sometimes surrounds Pollan. A great counterbalance to consider when using Pollan's prose in depth to impressionable youth readers and writers.

Lovenheim, Peter. Portrait of a Burger as a Young Calf. New York: Three Rivers, 2002.

Print.

Lovenheim provides a different and more in depth perspective on one foundational aspect of American dietary culture: beef production. Lovenheim seeks to follow the life of a calf from birth to death in a modern farm environment. The book reads like a literary magazine long read, thought sometimes providing a bit much sentimental musing and over dramatized pathos. Great for in depth background knowledge and provides a closer investigation into the element of food than Pollan does in the The Omnivore's Dilemma.

McGee, Harold. On Food and Cooking: The Science and Lore of the Kitchen. New York: Scribner, 2004. iBooks.

McGee's seminal text provides in depth and practice scientific explanations and cultural anecdotes about all categories of food (dairy, meats, seeds, cereals, wine and beer, etc.) This text is also provides illustrations of molecular structures, all in a very lucid and accessible way. While a lengthy tome in itself (over 800 pages), the text lends itself to snippets or short readings on a particular subtopic of each larger category. For instance, one can read a few paragraphs on ghee vs. standard butter in the larger chapter on dairy.

National Public Radio. Blog. The Salt. NPR. Web. 15 Mar. 2014.

<http://www.npr.org/blogs/thesalt/>

The Salt is a top-notch blog hosted by the Science Desk of National Public Radio. The Salt publishes articles on all topics related to food, cooking, nutrition and science. This resource is invaluable and quickly has become a classroom favorite of my students for extracurricular reading. The articles are concise and the available to search the enormous archive of topics is easy to navigate. If looking to extend this unit, additional articles can be collected from this blog for additional informational readings related to any and all of the Food Rules.

Owen, Sri. The Rice Book. New York: St. Martin's, 1993. Print.

A wonderful brief and clear explanation on the botany, science and cultural history of the cultivated rice plant. A truly clear and enjoyable read. Also contains a larger variety of international rice dish recipes.

Pollan, Michael. Food Rules: An Eater's Manual. New York: Penguin, 2009. Print.

This text is the foundation of this unit. In this compact volume, Pollan outlines 64 rules that he has collected over the years as a result of his research on food, food culture and food production. The rules are segmented into three parts: One: What should I eat? Eat food. Two: What kind of food should I eat? Mostly plants.

Three: How should I eat? Not too much.

Pollan, Michael. The Omnivore's Dilemma: A Natural History of Four Meals. New York: Penguin, 2006. Print.

In his usual colloquial style, Pollan explores the genesis of the ingredients that comprise different meals one would eat on a regular basis. His exploration brings him to a chicken farm, an Iowa corn town and even into the forest with a fungi forager. This text reads fluidly but also has many parts that can be easily extracted into smaller, shorter reading excerpts.

Socratic Smackdown. Institute of Play, June 2013. Web. 15 Oct. 2013.

<<http://www.instituteofplay.org/work/projects/print-play-games-2/socratic-smackdown/>>.

This variation on the Socratic Seminar is a great tool for critical thinking and speaking/listening skills. Teaching students how to score and play takes about one period. It is suggested to begin with the video on the front page of the sight.

Download and print out the “Print and Play Pack”, which includes instructions, handouts, scoring cards and sample discussion readings. Students can play in a large group or in smaller focus groups. This is a class favorite and an easy way to assess how deeply students understand content. The added bonus that it is well crafted and completely free makes it an even more appealing instructional tool.

Appendices

Appendix A

The following chart provides a daily activity and homework build out for a three-week implementation of this unit plan. As mentioned previously, this unit is designed to be flexible and can be compressed or extended as necessary. To exemplify, in some instances students may need explicit instruction in essay writing and formatting, which may take a few additional days, while other higher-level students may not need such instruction, eliminating length from the timeframe.

	Day One (55 mins)	Day Two (55 mins)	Day Three (55 mins)	Day Four (55 mins)	Day Five (55 mins)
Week One Activities	Intro to Unit Informational Reading: “A Daily 40-Minute Junk Food Vaccine”	Analyzing Food Labels and Misleading Food Labels	Informational Reading: “A Taste You Hate? Just Wait”	Investigation: Deconstructing Your Lunch Informational Reading: Excerpt from Deconstructing the Twinkie	Super Size Me Big Mac Decomposition Video Socratic Smackdown to follow
Week One Homework	Food in the News! – Each student must find an article related to some element of FOOD in the news. Provide a link to the article and a brief summary. Food Profile Activity – What do you eat? When do you eat? How do you eat?	Interview an older person (60+) about what school lunch and the average weeknight dinner were like for them. Prepare a report of your findings.	Bring in a food item that you eat regularly with packaging and nutritional information label	Find and interview a friend, relative, neighbor or teacher who gardens. Complete the guided interview questions and from that write a brief summary of your findings.	Food in the News! Due Today. Family Grocery Shopping Assignment, to be completed by Monday.
Week Two Activities	Investigation Jigsaw: What does it mean to eat like the French? Japanese? Italians? Greeks? Informational Reading: “Science Compared Every Diet, and the Real Winner is food”	Case Study: Additives, Preservatives and Coloring (Partner Work)	Case Study: Additives, Preservatives and Coloring (Partner Work)	Procedural Essay: Making your favorite fast food at home	Procedural Essay: Making your favorite fast food at home
Week Two Homework	Food in the News! – Each student must find an article related	Weekly Food Diary – Keep Track of everything you ingest	Weekly Food Diary – Keep Track of everything you ingest	Weekly Food Diary – Keep Track of everything you ingest	Weekly Food Diary – Keep Track of everything you ingest

	<p>to some element of FOOD in the news. Provide a link to the article and a brief summary.</p> <p>Weekly Food Diary – Keep Track of everything you ingest for one entire week (Monday thru Sunday)</p> <p>Family Grocery Shopping Activity Due!</p>	for one entire week (Monday thru Sunday)	for one entire week (Monday thru Sunday)	for one entire week (Monday thru Sunday)	for one entire week (Monday thru Sunday)
Week Three Activities	Procedural Essay: Making your favorite fast food at home	Food Diary Analysis Activity – What did I eat? What can I change?	<p>Investigation: What is Urban Foraging?</p> <p>Informational Reading: Excerpt from Omnivore’s Dilemma</p>	Politics of Food: Mini Workshop	Politics of Food: Mini Workshop
Week Three Homework	<p>Week Two Food Diary Due</p> <p>Food in the News! – Each student must find an article related to some element of FOOD in the news. Provide a link to the article and a brief summary.</p>	<p>A Farmer’s Market Near You Mini-Project: Spend some time researching local farmer’s markets in our area. Create a report about your findings.</p> <p>Extra credit if you go to the market and take a picture of yourself there!</p>	A Farmer’s Market Near You Mini-Project	A Farmer’s Market Near You Mini-Project	<p>Food in the News! Due Today.</p> <p>A Farmer’s Market Near You Mini-Project Due Today!</p>

Appendix B

The following chart demonstrates the alignment of the activities and readings listed in Three-Week Unit Build Out (Appendix A) with coverage of each of the 64 Food Rules.

Part One	Activity
1. Eat food.	Do Now Anticipatory Activity - Journal Entry #1: What are your food rules? Students type in rules to Google Form - Teacher sorts in WordSift.
2. Don't eat anything your great-grandmother wouldn't recognize as food.	Homework Assignment: Interview your grandmother or the oldest person you have access to. Ask them what a typical school lunch and weekday dinner was for them when they were your age. Create a brief report of your findings
3. Avoid food products containing ingredients that no ordinary human would keep in the pantry.	Investigation: Bring in a food item with a nutrition information label. Let's explore the origin of the ingredients. "Deconstructing your Lunch"
4. Avoid food products that contain high-fructose corn syrup,	Deconstructing the Twinkie Reading (67-72) Excerpt
5. Avoid foods that have some form of sugar (or sweetener) listed among the top three ingredients.	Investigation: For Homework, Bring in a food item with a nutrition information label. Students bring in resources from home – teacher should have a few "junk food" selections on hand for those who may forget
6. Avoid food products that contain more than five ingredients.	Deconstructing the Twinkie Reading ("Where does Polysorbate 60 Come from, Daddy?" 1-12) Excerpt
7. Avoid food products containing ingredients that a third-grader cannot pronounce.	Deconstructing the Twinkie Reading ("Where does Polysorbate 60 Come from, Daddy?" 1-12) Excerpt
8. Avoid food products that make health claims.	Deconstructing Food Labels Activity. See Classroom Activities for further detail.
9. Avoid food products with the wordoid "lite" or the terms "low-fat" or "nonfat" in their names.	Deconstructing Food Label Activity. See Classroom Activities for further detail.
10. Avoid foods that are pretending to be something they are not.	Research Opportunity: The Art of Food Painted Produce Disguised as Other Foods by Hikaru Cho
11. Avoid foods you see advertised on television.	Informational Reading: Super Bowl Ads Go Healthy Selling Yogurt with a Steamy Kiss by Allison Aubrey
12. Shop the peripheries of the supermarket and stay out of the middle.	Family Grocery Shopping Analysis Activity
13. Eat only foods that will eventually rot.	Video clip from Supersize Me Big Mac Decomposition Google: "YouTube Big Mac Decomposition" (first returned result)
14. Eat foods made from ingredients that you can picture in their raw state or growing in nature.	Investigation: Bring in a food item with a nutrition information label. Let's explore the origin of the ingredients. See Classroom Activities for further detail.
15. Get out of the supermarket whenever you can.	Informational Reading: Chapter Fifteen from The Omnivore's Dilemma (pages 277 to 286)

	Additional Resource: Free Omnivore's Dilemma Reading Guide online – Discussion Questions and Investigation Ideas
16. Buy your snacks at the farmers' market.	Mini-Research Project: Farmer's Market's Near You.
17. Eat only foods that have been cooked by humans.	Informational Reading: A Daily 40-minute Junk Food Vaccine by Yoni Freehoff
18. Don't ingest foods made in places where everyone is required to wear a surgical cap.	Video clip from Supersize Me Big Mac Decomposition Google: "YouTube Big Mac Decomposition" (first returned result)
19. If it came from a plant, eat it; if it was made in a plant, don't.	Reading Selection: Science Compared Every Diet, and the Winner Is Real Food by James Hamblin
20. It's not food if it arrived through the window of your car.	Video clip from Supersize Me Big Mac Decomposition Google: "YouTube Big Mac Decomposition" (first returned result)
21. It's not food if it's called by the same name in every language. (Think Big Mac, Cheetos, or Pringles.)	Video clip from Supersize Me Big Mac Decomposition Google: "YouTube Big Mac Decomposition" (first returned result)
Part Two	
22. Eat mostly plants, especially leaves.	Reading Selection: A Taste you Hate? Just Wait by De Gustibus
23. Treat meat as a flavoring or special occasion food.	Weekly Food Diary HW (Week 2)
24. "Eating what stand on one leg [mushrooms and plant foods] is better than eating what stands on two legs [fowl], which is better than eating what stands on four legs [cows, pigs, and other mammals]."	Weekly Food Diary HW (Week 2)
25. Eat your colors.	Weekly Food Diary HW (Week 2)
26. Drink the spinach water.	Weekly Food Diary HW (Week 2)
27. Eat animals that have themselves eaten well.	Weekly Food Diary HW (Week 2)
28. If you have the space, buy a freezer.	Informational Reading: A Daily 40-minute Junk Food Vaccine by Yoni Freehoff
29. Eat like an omnivore.	Weekly Food Diary HW (Week 2)
30. Eat well-grown food from healthy soil.	Weekly Food Diary HW (Week 2)
31. Eat wild foods when you can.	Weekly Food Diary HW (Week 2)
32. Don't overlook the oily little fishes.	Weekly Food Diary HW (Week 2)
33. Eat some food that have been predigested by bacteria or fungi.	Weekly Food Diary HW (Week 2)
34. Sweeten or salt your food yourself.	Informational Reading: The Vegetables Most Americans Eat Are Drowning in Salt and Fat by Maanvi Singh

35. Eat sweet foods as you find them in nature.	Reading Selection: A Taste you Hate? Just Wait by De Gustibus
36. Don't eat breakfast cereals that change the color of the milk	Weekly Food Diary HW (Week 2)
37. "The whiter the bread, the sooner you'll be dead."	Journal Entry #3: What does this mean? – Analysis Prompt
38. Favor the kinds of oils and grains that have traditionally been stone-ground.	Informational Reading: The Vegetables Most Americans Eat Are Drowning in Salt and Fat by Maanvi Singh
39. Eat all the junk food you want as long as you cook it yourself.	Procedural Essay: Giving directions on making your favorite junk food at home.
40. Be the kind of person who takes supplements – then skip the supplements.	Informational Readings. Soylent, Meal Replacements and the Hurdle of Boredom by Julie Beck
41. Eat more like the French. Or the Japanese. Or the Italians. Or the Greeks.	Investigation Jigsaw: What does it mean to eat like the French? Japanese? Italians? Greeks?
42. Regard nontraditional foods with skepticism.	Journal Entry #4: What does this mean? - Analysis Prompt
43. Have a glass of water with dinner.	At Home Experiment: Drink a full glass of water before your meal. Pay attention to how full you feel before, during and after
Part Three	
44. Pay more, eat less.	Informational Reading: Food Portion Sizes Have Grown – A Lot by John McKenzie
45. Eat less.	Informational Reading: Science Compared Every Diet, and the Winner Is Real Food by James Hamblin
46. Stop eating before you're full.	Reading Selection: Hara Hachi Bu: Eat Until You Are 80% Full by Irene Rubaum-Keller
47. Eat when you are hungry, not when you are bored.	Weekly Food Diary HW (Week 2)
48. Consult your gut.	Informational Reading: Gut Check: Microbes in our stomachs may be making us miserable by Jill Richardson Research Option: The Human Food Project – The American Gut
49. Eat slowly.	Reading Selection: Hara Hachi Bu: Eat Until You Are 80% Full by Irene Rubaum-Keller
50. "The banquet is in the first bite."	Journal Entry #5: What does this mean? – Analysis Prompt
51. Spend as much time enjoying the meal as it took to prepare it.	Procedural Essay: Giving directions on making your favorite junk food at home.
52. Buy smaller plates and glasses.	Informational Reading: Food Portion Sizes Have Grown – A Lot by John McKenzie
53. Serve a proper portion and don't go back for seconds.	Procedural Essay: Giving directions on making your favorite junk food at home.
54. "Breakfast like a king, lunch like a prince, dinner like a pauper."	Journal Entry #6: What does this mean? – Analysis Prompt
55. Eat meals.	Weekly Food Diary HW (Week 2)
56. Limit your snacks to unprocessed plant foods.	Weekly Food Diary HW (Week 2)

57. Don't get your fuel from the same place your car does.	Informational Reading: A Daily 40-minute Junk Food Vaccine by Yoni Freehoff
58. Do all your eating at a table.	Weekly Food Diary HW (Week 2)
59. Try not to eat alone.	Weekly Food Diary HW (Week 2)
60. Treat treats as treats.	Procedural Essay: Giving directions on making your favorite junk food at home.
61. Leave something on your plate.	Reading Selection: Hara Hachi Bu: Eat Until You Are 80% Full by Irene Rubaum-Keller
62. Plant a vegetable garden if you have the space, a window box if you don't.	Homework Assignment: Find and interview a friend, relative, or teacher who gardens. Complete the guided interview questions provided.
63. Cook.	Informational Reading: A Daily 40-minute Junk Food Vaccine by Yoni Freehoff
64. Break the rules one in a while.	Journal Prompt #7: "All things in moderation, even moderation" What does this mean? What are examples? – Analysis Prompt