
# A GUIDE TO DEVELOP AN AWARENESS OF GOOD FOOD HABITS

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The MANY FACES OF FOOD, a guide to develop an awareness of good food habits, was developed with the invaluable help of many Brownie, Junior, Cadette, Senior and Adult Girl Scouts.Camp Shadowbrook campers and staff, who tested activities and commented on plans and manuscript.

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WE WOULD LIKE TO HEAR FROM YOU!

Please fill out this page and mail to: MANY FACES OF FOOD,
Girl Scouts of Central Maryland, 4806 Seton Drive, Baltimore, MD 21215
Please contact the GSCM store for patch prices & information: 410-358-9711, ext. 202

Your Name: _____
Your Address: _____
City, County, State _____
Check age level of your troop:
Brownie Junior Cadette Senior Ambassador
What activity did you choose to do? _____
Why did you choose this activity? _____
_____
_____
What new things did you learn? _____
_____
_____
_____
Were the websites listed in “Food for Thought” useful to you? _____
_____
_____
Did you “Dig Deeper”? Yes No
Which project did you do? _____
_____
_____
_____

What would you say to others about MANY FACES OF FOOD?

____Exciting
____Fun
____Made me think
____O.K.
____Didn’t learn new things
____No fun
____Waste of time

*“Food for Thought” is a list of informative and fun websites. Many useful resources may be obtained from these sites.*

Consumer Information Center - www.pueblo.gsa.gov

American Dietetic Association - www.eatright.org

Maryland Dietetic Association - www.eatwellmd.org

U.S. Dept. of Health and Human Services - www.healthfinder.gov

National Dairy Council - www.nationaldairycouncil.org

American Diabetes Association Youth Zone - www.diabetes.org/wizdom

American Heart Association Recipes - www.deliciousdecisions.org

National Dairy Council - www.nutritionexploration.org

Gateway to Government Food Safety Information - www.foodsafety.gov

United States Dept. of Agriculture - www.usda.gov/news/usdakids

Partnership for Food Safety Education - www.fightbac.org

Facts, games, and info to teach about the benefits of maintaining a balanced diet - www.schoolmenu.com

Food & Agriculture Organization of the United Nations PhotoFile- www.fao.org



# TABLE OF CONTENTS

## SAMPLE FOOD LABEL

**Nutrition Facts**

Serving Size 1 cup (228g)
Serving Per Container 2

| Amount Per Serving | |
|---|---|
| **Calories** 250 | Calories from Fat 110 |
| | **% Daily Values*** |
| **Total Fat** 12g | **18%** |
| Saturated Fat 3g | **15%** |
| *Trans* Fat 1.5g | |
| **Cholesterol** 30mg | **10%** |
| **Sodium** 470mg | **20%** |
| **Total Carbohydrate** 31g | **10%** |
| Dietary Fiber 0g | **0%** |
| Sugars 5g | |
| **Protein** 5g | |
| Vitamin A | 4% |
| Vitamin C | 2% |
| Calcium | 20% |
| Iron | 4% |

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

| | Calories: | 2,000 | 2,500 |
|---|---|---|---|
| Total Fat | Less than | 65g | 80g |
| Sat Fat | Less than | 20g | 25g |
| Cholesterol | Less than | 300mg | 300mg |
| Sodium | Less than | 2,400mg | 2,400mg |
| Total Carbohydrate | | 300g | 375g |
| Dietary Fiber | | 25g | 30g |

**Tips:**

Daily Values (%) indicate an estimate of how the food meets the daily requirement for each nutrient based on a 2,000-Calorie diet.

According to most major health organizations, fat should be no more than 30% of total Calories. Total carbohydrate is normally recommended between 55-65% and protein between 12-15% of total calories.

It isn't necessary to eliminate a food just because it is high in fat. The key is to balance less healthy foods with

**How to Read a Food Label**

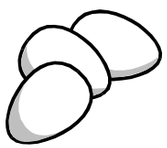
The "Nutrition Facts" printed on the side of every food label are standardized by the FDA. Here's how to understand them.

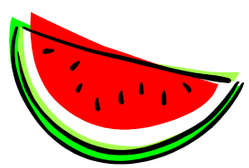
**Here's How:**

- Read the serving size. The FDA requires that serving sizes reflect amounts customarily consumed for a food item and mandates that all like-products use the same serving size.
- Determine total Calories per serving: must be listed.
- Divide total 'Calories from Fat' by total calories per serving and multiple the result by 100 to determine the percent from fat.
- Determine ratio of saturated fat : polyunsaturated fat : monounsaturated fat. Daily accumulated ratio should consist of no more than 1/3 from saturated fat.
- Determine if the cholesterol amount is less than the budgeted 300 mg per day.
- Determine sodium intake. While the average American gets more than his/her share of sodium, the daily value is set for 2400 mg.
- Find total carbohydrate. To determine what percent of total calories come from carbohydrate, multiply grams of carbohydrate by 4, divide result by total calories, and multiply by 100.
- Find fiber, sugar, and other carbohydrates: consume foods higher in fiber.
- Find total protein. To determine what percent of total calories come from protein, multiply grams of protein by 4, divide result by total calories, and multiply by 100.
- Vitamin A, Vitamin C, Iron, and Calcium levels are listed as percent of daily values required for each.
- Read the ingredients. The first ingredient listed is the most plentiful by weight.

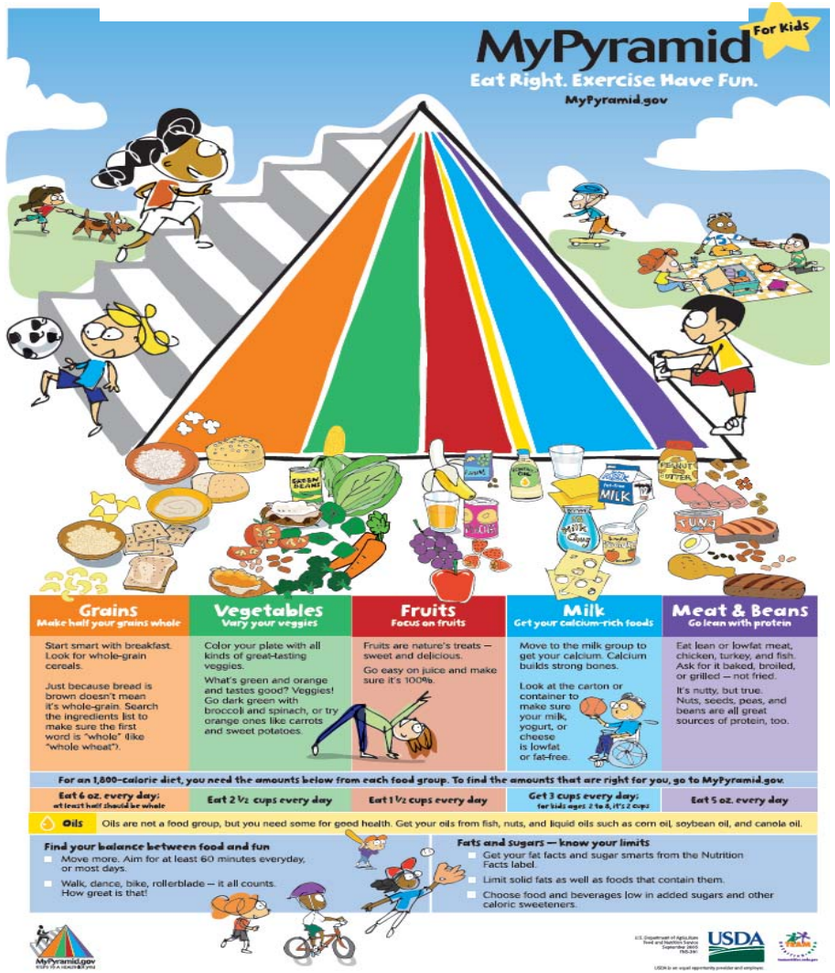


# Some Food for Thoughtuuu





## FOOD PYRAMID






# Face to Face with Food

UGH!

Food has many faces, just like people.
Some make us happy,
Some do not.
Some look "different,"
Some cost a lot.

YUM!

Many people never see all these faces. For them, food is what they like, or what they don't. It is what they have time for, or what they eat in a hurry. Most people only see this little bite. They don't know how **interesting** food can be.

When we come face to face with food, however, we see and smell and taste and feel something new. We look "behind the scenes" and find out things we never knew before, such as...

_ how food affects our bodies . . . (are we really what we eat?)

_ how to plan foods for ourselves, our families, and groups in our community.

_ how people from other cultures enjoy different foods.

_ how food problems affect us, our families, our communities, and even our whole world.

This guide and the activities in it bring us face to face with food. They give us food for thought. Now let's give some thought to food—and its **many** faces.



**LET'S LOOK AT THE FUTURE!**

Interview or invite to a troop/group meeting a "Career Panel" of three to five people who work in a field of food and nutrition. Ask them how they got interested in their careers, what kinds of training and experience they needed, what they **do** on the job, and what they like best about their work. (You might include a restaurant or cafeteria manager, a hospital dietitian, someone who works for a company that manufactures or processes food products, a home economics teacher or an extension worker, someone who does food research, a public health nutritionist, etc.).

_ Which of the "Faces of Food" does each career involve?

**LET'S DO YOUR THING!**

Develop your own project using the guidelines in the introduction. Choose a theme that you like and present it in a way that will interest you and those with whom you will share it.

Some ideas might be — a film fair, a cookbook of recipes using new foods, a nutritional kaper chart, or . . . .let your imagination go wild!

**LET'S USE HAPPILY APPLEY!**
Do several activities that you like in this Girl Scout publication. You might want to share what you have learned with your family, your troop/group, a community group, a daycare center or a senior citizens club.

_ How have apples changed people's lives?
_ What food value do apples have?
_ Compare cost of apples with other fruits or other snack choices.

**LET'S DO YOUR OWN HAPPILY APPLEY!**
Select a food other than an appple and plan your own activities like those in the publication, HAPPILY APPLEY. You might use —

Curiously Carroty —

Perfectly Peachy —

or

another fruit or vegetable.

_ How has the fruit or vegetable you have chosen changed people's lives?
_ What food value does your fruit or vegetable have?
_ Compare the cost of your fruit or vegetable with another snack choice.



## Something to Chew On

Hi Girl Scout!

YOU are the reason this guide was written.

So . . . we want you to know how to use it.

First, look at one of the pages in Chapter 1, "Many Faces of Food." Pick any page that looks interesting to you. going down the left side of this page, you see three activities. these activities will help you explore three different faces of food:

_ "Why We Eat The Way We Do"
_ "Food: More Than Just Something To Eat"
_ "The Price Is Tight"

If you do all three activities on any page in this first chapter, you can get the "Many Faces of Food" patch to wear.

Now, keep looking at the same page in Chapter 1. Look down the right side of the page this time. You'll see questions all the way down the page to go with each activity. After doing an activity, you and other troop or patrol members should compare and discuss the questions. No one answer will be right for everyone. Several answers might be "right" for different people and groups. Understanding why many answers are possible is understanding the many faces of food.

Once you have finished three activities from a page in Chapter 1, you are ready to dig in deeper. You may now try one of the projects in Chaper 2, "Let's Dig In . . . Deeper!" Pick any project that looks good to you.

After you finish one of these projects, you can get a special addition to your "Many Faces of Food" patch. It's a smaller patch that, when sewn on the larger patch, will look like you have taken a bite from the apple. This will show everyone that you have dug in deeper.

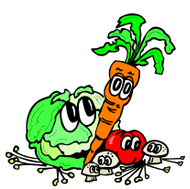
The last chapter of this guide is called "Some Food for Thought." It tells about informative and fun websites.

Now you are ready to discover the "Many Faces of Food."

**HAVE FUN! ! !**

CHAPTER 1

# Many Faces of Food





_ If you have limited space, a window-box garden of spices or herbs would be fun. With plenty of space, plant a regular garden. For either, find out what interesting meanings your plants have had to people in the past.
_ Have your plants been used for health treatments in the past? Look up the food value of the foods you grow.
_ What economical recipes can you make with your plants?
_ How much did it cost you to grow your crops? What would they have cost in a store?

### LET'S LOOK AT SEASONS AND REASONS

Make a Maryland food calendar. On each month list the foods that are popular in Maryland during that month. Include such foods as crabs, oysters, tomatoes, apples, corn, etc. Include the nutritional value of these foods and how much they cost at different times of the year. You might want to include a recipe using the food.

_ Why are these foods popular?
_ Are they associated with any special occasions?
_ Are they good sources of any particular nutrients?
_ When do they cost less? Why?

### LET'S HAVE A SHARING FAIR!

Pick a theme and plan a troop/group fair to share recipes and information. Your fair could be about wild foods, world hunger, nutritional labeling, etc. Invite another troop/group, parents or friends. Any fair should have a theme that would explore **all** faces.

_ Do the fair activities explore interesting meanings or history or association of food?
_ Does the theme present some nutritional information?
_ Does the fair include cost information?

What will you do to help your audience understand your show?
What do you want your audience to learn and remember about food?
What do you want your audience to learn and remember about the cost of food?

### LET'S GO WILD!

Plan and serve some "far out" menus—for example, a meal that a family might have had in colonial times (no processed, convenience or imported foods); a meal with only foods that are grown or processed within 25 miles; a "Twenty-first Century" meal—(What do you think we will be eating in 2025?); a meal of "wild foods" (get an expert to help you choose any foods that are not cultivated).

_ Why did you choose the foods you did?
_ Would you have these foods again?
_ Was your menu well-balanced?

Compare cost of this meal to a "traditional meal."

### LET'S GROW WILD!

Plan and grow a window-box garden of spices or herbs, a jar of bean sprouts, or a backyard garden. Care for it well and at "harvest time" fix what you have grown in a meal for your family or friends.

Be ecology minded!—dry, can, freeze or share any extra food with friends.

_ If you sprout beans—find out where sprouts are grown and used as a food staple. What are the food value of the sprouts? Figure out the cost of a recipe using sprouts.



# Tracking Down Snacks

### WHY WE EAT THE WAY WE DO

Keep a snack diary for a week. Write down everything you eat between meals, the day, time and mood you were in when you snacked - (happy, angry, stressed). At the end of the week, share your diary with your troop/group

_ How many different kinds of food were there?
_ How many were sweet, salty, crunchy, liquid?
_ What do you think a snack is?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Use the snack diary you kept and see if you can place each item in a food category or food group. If possible, use a food composition table of snacks and write down the vitamins, minerals and calories that each snack contained.

_ Do some foods belong to more than one group?
_ Are there some foods that do not belong in any group?
_ What did you learn about your snacking habits?
_ Do you think snacks are important?

### THE PRICE IS TIGHT

Price each snack in your snack diary.

_ Which items cost the most?
_ Which items cost the least?
_ Which items could you have gotten for less money somewhere else?
_ Could you choose a food that costs less?

abcdefghiwmnoyqrzuvwxyz

# Charting Chowtime

WHY WE EAT THE WAY WE DO
Make up a day's menu for your family. Include three meals that your family likes to eat. Share your menus with other troop/group members.

_ Is a "meal" the same for everybody? Why? Why not?
_ Were some families' favorite foods considered "yucky" by others?
_ How do foods become favorites?
_ Why do people have different food likes and dislikes even when they live together?

FOOD: MORE THAN JUST SOMETHING TO EAT
Look at the "family menu for the day" that you made up. Put each food on the menu in the proper food group. The menus many people choose are short in the calcium, iron, vitamin "A" and vitamin "C" they provide. You could take a table of food composition and find out how much your menu provided.

_ Does your menu have variety in color, texture, shapes of food, and tastes?
_ If your menu does not contain vitamin "A", calcium, iron and vitamin "C" which you need, what foods could be added?

THE PRICE IS TIGHT
Visit at least two stores that sell food products (supermarkets, corner grocery stores, suburban grocery stores, city grocery stores, etc.) Compare the quality, the price and the available choices in the different stores you visited.

Add up the cost of the day's menu you planned for your family.

_ How could the meal be made cheaper?
_ Would you lose needed nutrients by these changes?
_ How does the Food Stamp Program help a family on a low budget meet its nutritional needs?



LET'S PLAY!
Plan a "Nutritional Game" party for your troop/group, or another level Girl Scout troop/group, a Senior Citizen's group, a daycare center, neighborhood children, or for when you are babysitting.

_ Did the people at your party learn the same facts about food as you did?

LET'S EAT!
Plan a nutritious luncheon or dinner with your troop/group or with your family. The meal could be made up from recipes from another country. You might like to dress up and decorate in a way that would be like that country. Make sure that the meal is well-balanced, that people will like to eat it and the cost is not too high. Fix the meal and then DIG IN!!!

What did you have to think about in choosing the menu to make it appropriate? Did your menu have foods from each

LET'S ACT!
Share what you have learned about any face of food by writing and putting on a skit or puppet show about it. Each patrol could perform for the whole troop. Or, your troop/group could perform for a school, a daycare center, a senior care facility, or another troop/group. Some titles for skits might be . . . . . .

VITA-MAN D AND THE SUNSHINE GIRLS
SUPER SHOPPER vs JUNKMAN
AROUND THE WORLD IN EIGHTY MEALS—Be creative—think of one on your own. If you serve refreshments, be sure they are nutritious and inexpensive.

# Putting The Faces of Food Together (Project Ideas)

A food-fun project can help your troop/group share what they have learned about nutrition with others—(with all the girls in the troop/group, parents and family, or others in the community). The **purpose** of a project should be to give you a chance to show that you really do have new attitudes about food, because you can use them in a different situation, or explain them to someone else.

This project should provide a chance to put the three "faces of food" together around one topic. When you are deciding exactly what your project will be, make sure you have thought about what its **purpose** will be. For example, you might decide to have a Scandinavian smorgasbord in order to explore what part food plays in this northern European country. Or, you might decide to make and write a puppet show in order to teach preschool children the importance of eating raw fruits and vegetables. The more you know about any subject, the more interesting it is—so dig in as deep as you can and make sure the facts you are using are correct.

A project for this unit can really be successful when it . . . . . .
lets all who take part use new facts in the right ways . . . . . .
involves sharing new learning with others . . . . . .
provides a chance to think about all three "faces of food" . . . . . .
gives YOU a chance to have fun! ! !



# Special Diets

### WHY WE EAT THE WAY WE DO

Find out what people eat on "different" diets, such as: low-salt, diabetic, reducing, or vegetarian.

_ Do you know someone who is a vegetarian? Someone who is reducing? Who is on a special diet for illness? Who is allergic to some foods?
_ What did she/he eat yesterday?
_ Does her/his food needs cause any problems? Explain.
_ How much would you have to change your family's menu if this person came to dinner at your house?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Look at the diet of the person you interviewed who is on a "special diet." See if the diet was short in servings of any of the food groups.

A dietitian is a specialist who helps people with food problems. Interview a dietitian, if possible, to see how she/he might have helped this person. If no dietitian is available, figure out for yourself how this person's diet might be improved if it is short of needed nutrients.

_ If you do not drink milk, how can you get the calcium you need?
_ If you do not eat meat, how can you get enough protein and iron?

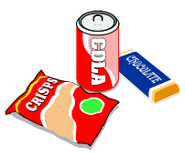
### THE PRICE IS TIGHT

Choose 10 items from the "diet shelf" of the supermarket. Compare the price of each item with the price of the same kind and amount of food from the regular shelf. Reading the nutritional labels on each food will help you compare the nutritional value as well.

_ How much difference is there in the cost?
_ How much difference is there in the ingredients and the nutritional value?
_ Could you make any of the diet items from regular ingredients at home? Would it cost less to do this?

# Mechanical Munchies

**WHY WE EAT THE WAY WE DO**
Make a list of foods that you and your friends buy from food vending machines.




_ Why do you buy these foods?
_ Which foods do you like best?
_ What other foods would you like to see in food vending machines?
_ When and where do you buy foods from vending machines?
_ How **else** could people get "snack" foods?

**FOOD: MORE THAN JUST SOMETHING TO EAT**
Take the list of foods available from food vending machines and see if you can put each into a "food group." Take a food composition table and find the number of calories in as many of these items as possible. Grade them "good," "fair" or "poor" with regard to nutritional value and low calorie content.

Now make a list of foods that you think could be sold in food vending machines that would be rated "good" and that you would like to buy.

**THE PRICE IS TIGHT**
Write down the price of all the items you found in the food vending machines.

_ What would these snacks cost if you bought them in a supermarket?
_ What could you buy with that same amount of money that you would like, but it would have more nutritional value?



CHAPTER 2

# Let's Dig In— Deeper!

# Hunger Here and Now

### WHY WE EAT THE WAY WE DO

Hold a poster contest in your troop/group, or even in a local school to make people more aware of hunger. After doing this, hold a troop discussion about personal experiences with hunger.

- _ Have you ever been hungry?
- _ How did you feel? How long did you go without food?
- _ When you were hungry, were you willing to eat food you usually don't like?
- _ What does being hungry mean to you?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Keep a record of everything you ate or drank in two or more days. From nutrition books, figure out the amounts and kinds of food you need each day.
Compare what you need with what you ate.

- _ Did you eat more or less than you needed?
- _ What does it mean to be malnourished?
- _ Can you be "malnourished" and not hungry at the same time?
- _ Can you be overweight and "malnourished" at the same time? Explain.

### THE PRICE IS TIGHT

Find out and write down how much food is wasted in your home for two days. Include food wasted in the kitchen during preparation, food on people's plates that is not eaten, and unused food in the refrigerator. Record as usable waste and non-usable waste. Discuss your findings with your family

- _ Are there any changes your family are willing to make to cut down on waste?
- _ Are there ways your family can make use of its usable waste at another time?
- _ Is there **one** your family is willing to try?
- _ Share what you found out with other troop members.

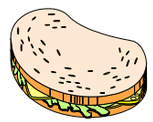


# Rise and ♦♦♦ Dine

### WHY WE EAT THE WAY WE DO

Keep a breakfast diary in your troop/group for one week. Each girl should write what she ate each day, the time she ate it, and who fixed it.

- _ What did each girl eat?
- _ When did most girls eat breakfast? Who fixed it?
- _ How many different foods were listed?
- _ What should a "breakfast" be?
- _ Why did people make the choices they did? Was it time, money, appetitie, or other reasons?



### FOOD: MORE THAN JUST SOMETHING TO EAT

Take a look at your breakfast survey. Decide what food groups should be in a "breakfast." Write several menus for "different" breakfasts and have a breakfast-tasting party to try some of your menus. Make a list of nutritious foods that might taste good to people who do not like to eat breakfast.

- _ How many breakfasts matched your idea of what a good breakfast should be?
- _ What changes would you suggest so each breakfast would be "good"?

### THE PRICE IS TIGHT

Add up the cost of each girl's breakfast in your breakfast survey.

- _ Do quickee breakfasts cost more than those that take longer to fix?
- _ How can we save money on breakfast without giving up nutrients or amounts?

# Try It ♦♦♦

### WHY WE EAT THE WAY WE DO

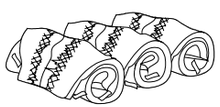
Have a food-tasting party. Try foods you have never eaten before—new snacks, meat substitutes, vegetables or fruits, different forms of milk, many kinds of cheeses, or whatever your troop/group wants. Perhaps the foods could even be from different countries.

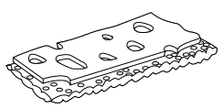
- _ What did you like the best? Why?
- _ What did you like the least? Why?
- _ Which food was gone first?
- _ Which food had the most left over?
- _ Which foods would you like to eat again?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Put the foods in your tasting party into the basic food groups.

- _ Did your tasting party include foods from each food group?
- _ Which snacks belong in more than one food group?
- _ Which food belongs in no food group? Why?





### THE PRICE IS TIGHT

Put a price per serving next to every food prepared for the tasting party. If it is a mixed dish, calculate the cost of all ingredients in the dish. Compare the foods you liked best and would eat again with the nutrition they contain and the amounts they cost.

- _ Do the foods you like and that are nutritious cost more? If they do, is it worth the extra cost? Why?
- _ Are there less expensive nutritious foods that you would like? What are they?
- _ How should you take care of the leftover food?



# Food for Many

### WHY WE EAT THE WAY WE DO

Visit a place that serves lots of meals at one time—such as a hospital, school, restaurant, senior-care facility, daycare center, meals-on-wheels or a catering kitchen.

- _ How are things prepared differently at home?
- _ How did seeing all that food make you feel?
- _ What did you see that made you think the people liked or did not like the meal?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Write down the meal you saw being prepared and served. If everyone did not eat the same food, write down what one person ate.

- _ How would the ways food is prepared in large quanities change the nutritional value?
- _ Why is it harder to plan meals for many people than for a family?

### THE PRICE IS TIGHT

Talk to the dietitian or person in charge of food preparation at the place you visited. Find out how much it cost to prepare this meal. Your list should include the food cost and the cost of other items, such as—electricity, salaries, cooking fuel, etc.

- _ When your family figures out the food budget, do they include the same costs?
- _ What costs are included somewhere else in your family budget?
- _ Considering all these factors, does your family spend more or less than a place that prepares food in quantity?

# A World of Food

**WHY WE EAT THE WAY WE DO**

Visit a specialty food store or supermarket aisle to see for yourself the different foods available in your community. Some possible foods might be kosher, deli, Italian, soul food, Korean, or Mexican. See how many others you can find.

- Were there any new sights, new smells or new experiences for you?
- How did you react to them?
- How many of these foods were new to you? Would you like to try them?
- If you tasted any, would you like to try them again?
- What foods do your family or other families that you know not eat because of religious beliefs?

**FOOD: MORE THAN JUST SOMETHING TO EAT**

Choose one food from each food group that was new to you in the specialty store/aisle you visited. Compare this to a similar food that you know. Find out how the new food is prepared and served.

- What are the different ways the new food can be prepared?
- How do these ways differ from ways that you would prepare a similar food?
- What is the difference in the nutritional value of the "new" food and your food?

**THE PRICE IS TIGHT**

Price the specialty food chosen in section two above. Price the item (s) used to do your comparison.

- Are the foods in the specialty store/aisle more or less expensive?
- Can you list advantages for buying foods from specialty places?
- When would **you** buy foods in a specialty store/aisle? Why?



# Dining Out

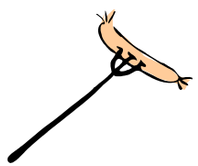
**WHY WE EAT THE WAY WE DO**

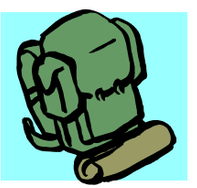
Plan meals you would like for special times when you can't be in the kitchen. For example-plan a nosebag lunch for a hike, a backpack supper for overnight, a day's meals for a canoe trip, a one-pot supper to cook over an open campfire, etc.

- How different are these meals from what you usually have?
- How does the place where you prepare and eat affect your food choices?

**FOOD: MORE THAN JUST SOMETHING TO EAT**

Identify the number of servings of each food group included in your meals.





- Was there any food group missing?
- Was the correct number of servings from each food group provided?
- Is there another form of the food or another food from the same food group that could be substituted?

**THE PRICE IS TIGHT**

How much does this special meal cost?

- Would this meal cost more or less if prepared in your kitchen? Why?
- What did you have to do to make sure this meal was safe to eat?
- Do you need to plan more or less time for preparing this meal out of your kitchen? Why?

# The Natural Cook

### WHY WE EAT THE WAY WE DO

Visit a “natural” or “health” food store. Talk to the owner or a salesperson about how her/his products are different from foods in other grocery stores. Look at the kinds of products the store sells and the people who shop there.

_ What **are** “natural” or “health” foods?
_ What foods do you see that you could also find in the supermarket?
_ what foods are new to you?
_ Why do some people prefer to shop here?
_ Why might some people prefer **not** to shop here?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Choose several foods that are new to you and try to assign them to the right food group.

_ What foods did not fit into any food group? Why?
_ What new information did you learn about these foods?

### THE PRICE IS RIGHT

Compare the cost of several food items in a “natural” or “health” food store with the price in a supermarket. Be sure you are comparing equal amoounts. See if foods are packaged or stored differently in a “health” or “natural” food store than in a supermarket.

_ Which food items are more expensive at the “health” or “natural” food store?
_ Which food itmes are cheaper?
_ What makes the price of food you buy at one store different than that you buy at another store?



# Lots and Lots of Eats

### WHY WE EAT THE WAY WE DO

Visit a place that produces food products in large amounts—a bakery, a dairy, a meat packing plant, a canning factory, etc.

_ How are things prepared differently from at home?
_ How did seeing all that food make you feel?
_ How do **they** know what people will buy?
_ How do you feel about eating these foods after seeing them prepared?

### FOOD: MORE THAN JUST SOMETHING TO EAT

Choose a product seen on your trip. Read and record the ingredients listed on the label or ask for and make a list of ingredients.


_ Which items listed are unfamiliar to you?
_ Find out what these items are and what they do in the product.
_ do any of these items improve the nutritous value of the product?

### THE PRICE IS RIGHT

Talk to someone at the place you visited who would know what is included in the cost of producing one product. Compare this to the price you pay for the product.

_ Could you make this food at home?
_ Would this food cost less if you made it? Why?
_ How would you decide whether to make the product at home or buy it?
_ Would there be any special precautions you should take to keep this product safe if you made it?