

A close-up photograph of several triangular slices of watermelon. The slices are arranged diagonally, showing the bright red, juicy flesh and the dark, oval-shaped seeds. The background is a soft, out-of-focus green, suggesting a natural setting. The overall lighting is bright and natural, highlighting the texture of the watermelon.

Lesson 6: Understanding Influences on Food Choices



Opening Questions

A close-up photograph of several triangular slices of watermelon. The slices are arranged diagonally, showing the bright red, juicy flesh and the dark, oval-shaped seeds. The background is a soft, out-of-focus green, suggesting a natural setting. The text is overlaid on the center of the image.

**Explain what you know
about how our food
choices are influenced.**



Learning Activity

A close-up, slightly blurred photograph of a triangular slice of watermelon. The red flesh is prominent, with several dark seeds visible. The green rind is at the bottom right. The background is a soft-focus green.

Count off from 1 to 6 to form
six new groups.

Go to the scenario that
matches your number (e.g.
those assigned 1 meet at
Flipchart 1, and so on).

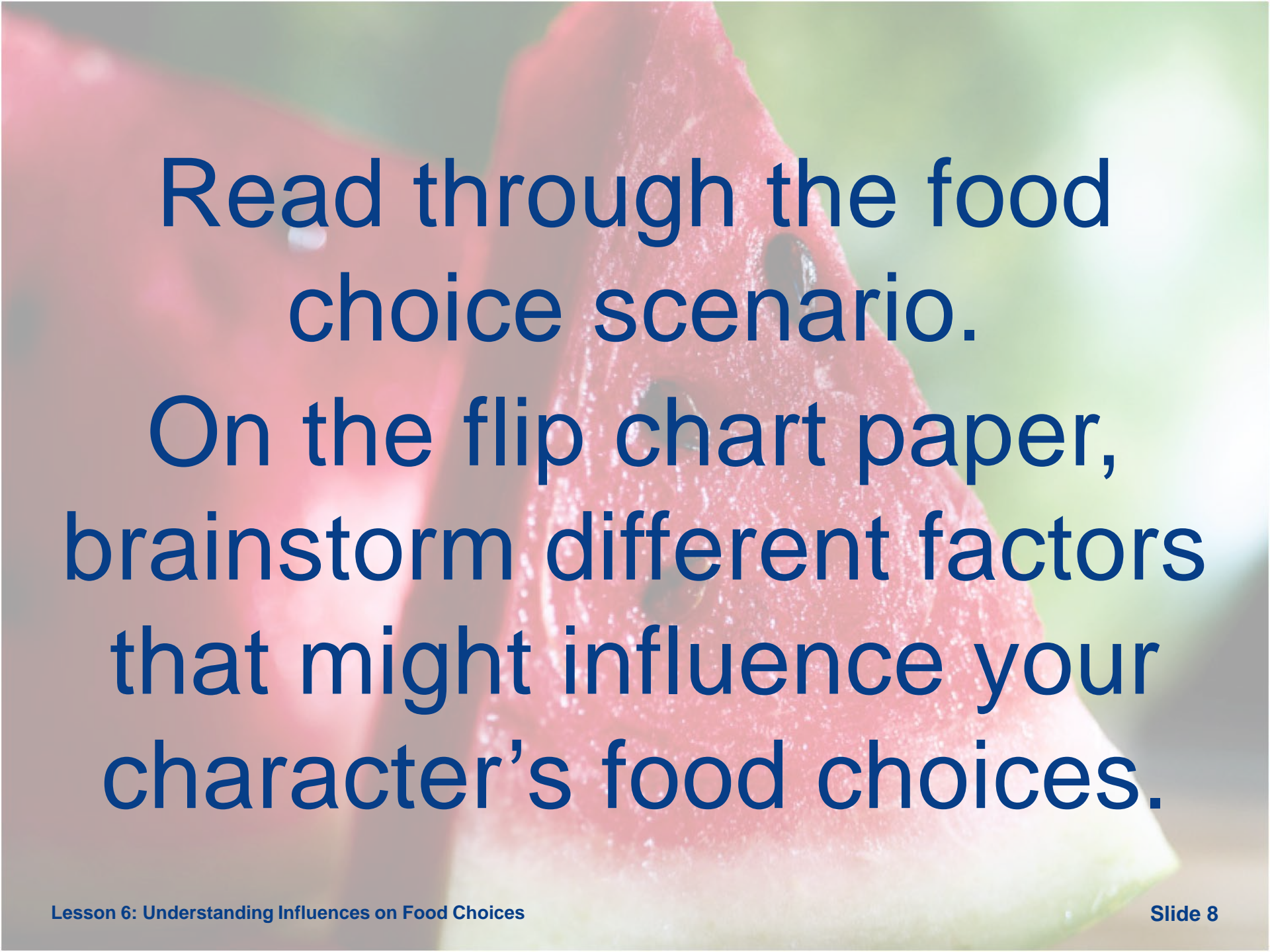
A close-up, slightly blurred photograph of a triangular slice of watermelon. The red, juicy flesh of the watermelon is the central focus, with several dark, oval-shaped seeds visible. The green rind of the watermelon is visible at the bottom and right edges of the slice. The background is a soft, out-of-focus green, suggesting more watermelon or a similar environment.

Read through the food
choice scenario.

On the flip chart paper,
brainstorm different factors
that might impact your
character's food choices.

The background of the slide features a close-up, slightly blurred image of several triangular slices of watermelon. The watermelon has a vibrant red, juicy interior and a thin green rind. The slices are arranged in a way that creates a sense of depth and freshness. The text is overlaid on this background.

**Move to the next flip
chart paper.**

A close-up, slightly blurred photograph of a triangular slice of watermelon. The red, juicy flesh of the watermelon is the primary focus, with several dark, oval-shaped seeds visible. The green rind of the watermelon is visible at the bottom right corner of the slice. The background is a soft, out-of-focus green, suggesting more watermelon or a similar environment.

Read through the food
choice scenario.

On the flip chart paper,
brainstorm different factors
that might influence your
character's food choices.



Activity Wrap-Up



Expanding Knowledge

Food Choices

- Individuals make food choices for a variety of reasons.
 - Taste
 - Health
 - Convenience
 - Price
- In addition to more noticeable influences, there are also less obvious ways that the world around us can impact choices.

Personal Factors

- Factors that are different from person to person.
- Examples: taste preferences, genetics, age, knowledge, and health.
- What are some other factors that vary from person to person?

Environmental Factors

- Aspects of a setting, atmosphere, or location that influence an individual's choices.
- Examples: Layout, marketing, climate, weather, price, and availability
- What are some environmental factors from the scenarios in the activity?

Example of Different Influences



- Matt and his daughter Gina are at a family barbecue.
- Matt chose to eat spicy chicken wings and carrot salad. He avoids the green salad, because it contains cilantro.
- Matt selects a plate of food for Gina. Gina eats a hot dog (but not the bun) and some fruit salad. She picks out all the honeydew and only eats the watermelon, grapes, and strawberries.

Personal Factors

Taste preferences:
Hates spicy food,
loves watermelon and
strawberries.

Age:
At the age where
children are typically
resistant to trying new
foods.

Personal knowledge:
Has heard that some
foods help you run
fast.

Genetic factors:
Has a gene that
makes cilantro taste
bad.



Taste preferences:
Loves spicy food, hates
cilantro.

Hunger:
Didn't eat breakfast and
is very hungry by
lunchtime.

Health factors:
Allergic to strawberries.

Personal knowledge:
Knows that carrots are
good source of vitamin
A.

Genetic factors:
Has a gene that makes
cilantro taste bad.

Environmental Factors

Agriculture:
Watermelon and strawberries are in season.

Placement:
All of the food is laid out on a single table. There is one long line to get food.

Time:
Matt hurries when selecting food since others are waiting and Gina is hungry.



Setting:
The barbecue is at a park. Gina rushes to eat her lunch, so she can play on the playground equipment.

Park rules:
Glass containers are prohibited, so Matt brings canned beverages.

Weather:
88 degrees, humid.

Factors Changing Over Time

- Many of these influences are not set in stone.
- Even personal taste preferences can change.
- What are some examples of the way influences on our food choices can change over time?

Why does this matter?

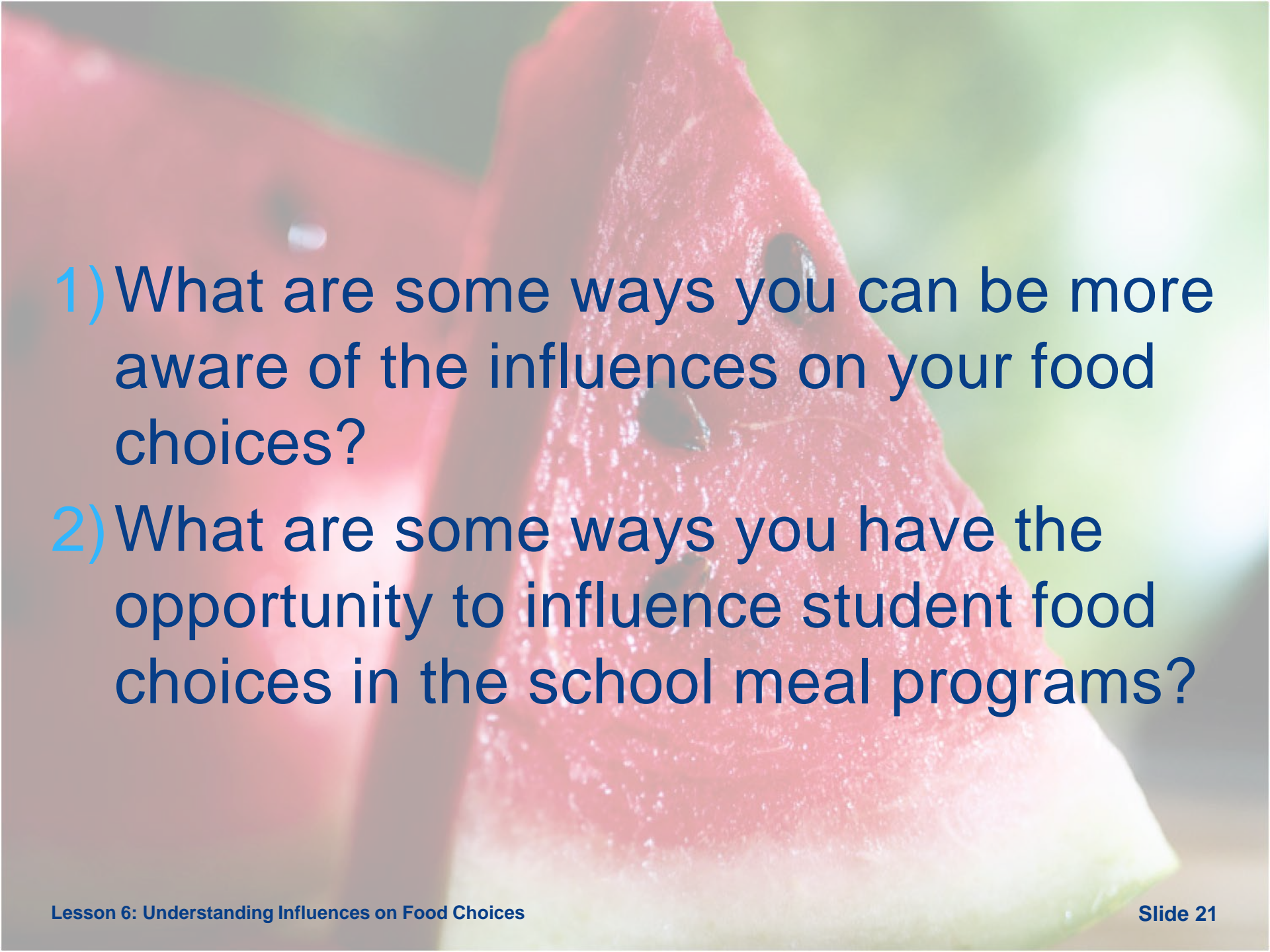
- By being more aware of environmental and personal factors, we can make smarter choices.

Using Environmental Factors

- Some of these can be very simple changes.
- At the barbecue Matt and Gina attended, the line for food was very long.
- Matt may not have been making the best choices because he was rushed.
- How could the food have been arranged differently to encourage smarter choices?



Goal Setting

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- A close-up photograph of several triangular slices of watermelon. The slices are arranged diagonally, showing the bright red, juicy flesh and the dark green rind. The background is a soft, out-of-focus green, suggesting a natural setting. The lighting is bright, highlighting the texture of the watermelon flesh.
- 1) What are some ways you can be more aware of the influences on your food choices?
 - 2) What are some ways you have the opportunity to influence student food choices in the school meal programs?

A close-up photograph of several triangular slices of watermelon. The slices are arranged in a way that they overlap, showing the bright red, juicy flesh and the dark, oval-shaped seeds. The background is a soft, out-of-focus green, suggesting a natural setting. The lighting is bright, highlighting the texture of the watermelon rind and the freshness of the fruit.

Thank you for
participating in Lesson 6!

This institution is an equal opportunity provider.