

Campaign Guidelines – Food Habits

1. The Issue:

Childhood obesity is a major problem in U.S. Many have called for food producers to provide consumers with nutritional information so that consumers can make wiser choices. This raises some interesting questions:

- 1) What is my snacking pattern?
- 2) How good am I at rating the healthiness of my snack?
- 3) Do I tend to eat healthy? How do I compare to my class? How does my class compare to the rest of the country?
- 4) Does knowing nutritional information about my snacks help me change my habits?

2. Objectives:

Upon completing this campaign, students will have the enduring understanding that interpreting graphs provides useful information regarding the data graphed. We can explore the relationship between two sets of data, and if there is a relationship, it is driven by the change in the independent variable, x, which causes a change in the dependent variable, y.

3. Survey Questions: (students will enter data for the activities in which they participated only):

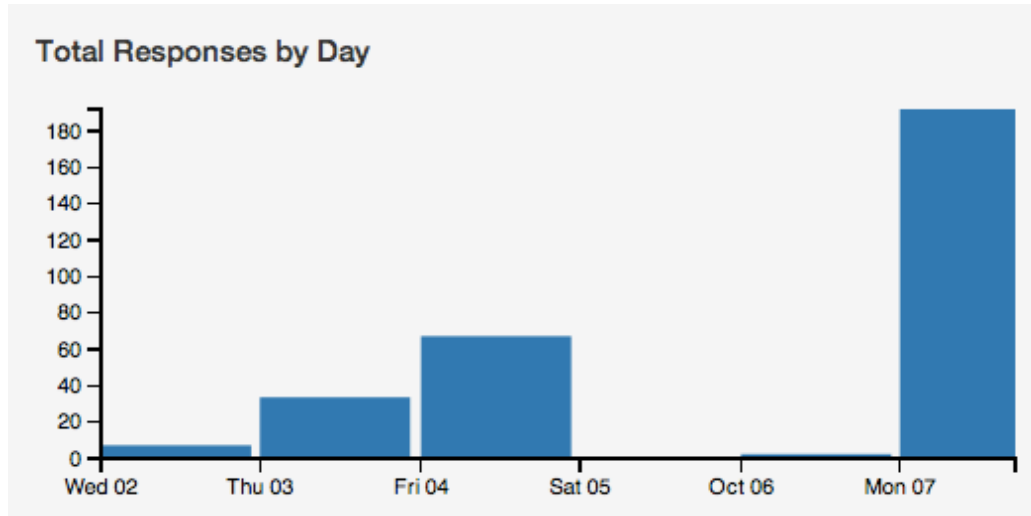
Prompt	Variable	Data Type
What's the name of your snack?	name	text
Is your snack salty or sweet?	salty_sweet	categorical
About how many servings did you actually eat?	serving_size	numerical
How many calories per serving?	calories	numerical
How many grams of total fat per serving?	total_fat	numerical
How many milligrams of sodium per serving?	sodium	numerical
How many grams of sugar per serving?	sugar	numerical
How healthy do you think this snack is?	healthy_level	categorical 5-Very Healthy 4-Healthy 3-Neutral 2-Unhealthy 1-Very Unhealthy
In one word, describe why you are eating this snack.	why	text
How much does this snack cost?	cost	numerical
How many ingredients are in your snack?	ingredients	numerical
Take a picture?	snack_image	photo
AUTOMATIC	location	lat, long
AUTOMATIC	time	time
AUTOMATIC	date	date
AUTOMATIC	user	user id

When? Surveys are taken every time a snack is eaten.

How Long? Four days. Ideally, two of these days will include a weekend.

4. Motivation:

Every student should collect at least four data points. After the first day, use the campaign monitoring tool to see who has collected the most data. After two to three days, direct students' attention to the Total Responses by Day plot and comment on any patterns. For example, if they see a plot like the one below, ask "What story does this tell us about our data collection?"



Story: They collected a lot of data together in class. Data collection increased everyday from Wednesday to Friday. There was little to no data collection over the weekend. Data collection peaked on Monday—there were over 180 responses!

Assign 1 pt for each snack.

Discuss data collection issues. What makes it hard? Does this affect the quality of data? What sort of snacks are you more likely to not enter

5. Technical Analysis:

Students will use the Dashboard and Plot App.

6. Guiding Questions:

- What time of day do we eat the healthiest snacks?
- We know that snacks high in saturated fats are bad for you. Do high-fat snacks get unhealthy ratings? In general, how good would you say you are, as a class, at judging healthiness? Why?
- When did you snack? How does this compare to the rest of the class?
- Typically, how healthy were your snacks? How does this compare to the class as a whole?
- If saturated fat is bad for you, do snacks with high salt content also seem to have high fat? Is high fat associated with high calories? Are there any other associations you can spot?

7. Report:

Students will complete a practicum in which they answer a statistical question based on the food habits data collected.