

H9. Food Model Booklet

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OMB Number: 0584-XXXX
Expiration Date: XX/XX/20XX

Food Model Booklet (English)

Note to reviewers: Respondents use the Food Model Booklet during the Parent Interview for In-Care Day and Parent Interview for ASA24 Only (Appendices H3/H4 and H11/H12, respectively). The estimated burden reported in the burden disclosure statement on this document is not in addition to the burden of the Parent Interviews. As noted in cell C111 underneath the burden table (Appendix N), no separate burden is associated with the Food Model Booklet.

The Food and Nutrition Service (FNS) is collecting this information to understand the nutritional quality of CACFP meals and snacks, the cost to produce them, and dietary intakes and activity levels of CACFP participants. This is a voluntary collection and FNS will use the information to examine CACFP operations. The collection does request personally identifiable information under the Privacy Act of 1974. Responses will be kept private to the extent provided by law and FNS regulations. According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-xxxx. The time required to complete this information collection is estimated to average 0.5 hours (30 minutes) per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support, 1320 Braddock Place, 5th Floor, Alexandria, VA 22314. ATTN: PRA (0584-xxxx). Do not return the completed form to this address.

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Description:

The food model booklet was developed by the Agricultural Research Service of the United States Department of Agriculture for use in the National Health and Nutrition Examination Survey.¹ It is used during the dietary phone follow up interview.

The booklet includes a list of frequently forgotten foods, eating occasions, and pictures of plates, mugs, glasses, bowls, mounds, wedges, grids, circles, a shape chart, and chicken chart to estimate portion sizes of foods consumed.



¹ Centers for Disease Control and Prevention, National Center for Health Statistics. National Health and Nutrition Examination Survey. 2002+ Measuring Guides; Model Name: Food Model Booklet.
https://www.cdc.gov/nchs/nhanes/measuring_guides_dri/2002/fmb.htm#:~:text=%20%20%20%20Product%20Infor%20mation%20%20,%20Food%20Model%20Booklet%20%20%20USDA%20

Table of Contents

The drawings in this booklet are used to describe amounts of foods and beverages you ate and drank.

1

TO HELP YOU WITH THE INTERVIEW...

The 24-hour time period for yesterday's food intake, frequently forgotten foods, and eating occasions.

2

GLASSES AND MUGS... for beverages such as milk, soda, juice, coffee, cocoa, and tea

Four pages with drawings of glasses and mugs identified at the top by G1 - G8 and MG1 - MG3. Colored lines and letters represent different amounts.

3

BOWLS... for foods such as cereal, soup, stew, and popcorn

Two pages with drawings of bowls identified at the top by B1 - B5. Blue lines and letters represent different amounts.

4

MOUNDS... for foods such as butter, mayonnaise, catsup, casseroles, vegetables, pasta, and rice

On the left, drawings of two sets of small mounds and pats identified as M1 - M2.

On the right, three pages of larger mounds identified as M3 - M9 pictured on plates to help you visualize your food.

Use part of a mound, a single mound, or more than one mound to describe how much you ate.

5

CIRCLES... for round foods such as pancakes and tortillas

A set of colored circles identified as C1 - C9, ranging from 1 inch to 9 inches across. Use any circle or a size in between two circles to describe your food.

6

GRID... for foods such as lasagna, meatloaf, brownies, and cornbread

A 5-by-5 inch grid. To use the grid, imagine your food placed in the corner by the star. Use the numbers on the sides of the grid to describe the length and width of your food.

Thickness... On the opposite page, twelve black blocks identified as T1 - T12, ranging from 1/8 inch to 1-1/2 inches high for describing the height of your food.

7

WEDGES... a small one for foods such as pie and cake, and a large one for pizza

Two wedges to help you visualize your food.

To use a wedge, imagine the tip of your food in the corner by the star. First tell the interviewer the number on the bottom line that is the length of your food. Then, slide your finger up the curve until the space between your finger and the bottom line looks like the size of your piece. Tell the interviewer the letter closest to your finger.

8

SHAPES AND CHICKEN PIECES...

Drawings of a rectangle, a cylinder, and wedges that show how to describe food dimensions, and pictures of a chicken breast, wing, and leg that show how to describe pieces of chicken.

Frequently Forgotten Foods

Coffee, tea, soft drinks, milk, juice

Beer, wine, cocktails, other drinks

Cookies, candy, ice cream, other sweets

Chips, crackers, popcorn, pretzels, nuts, other snack foods

Fruits, vegetables, cheese

Breads, rolls, tortillas

Eating Occasions

Breakfast

Lunch

Dinner

Supper

Brunch

Snack

Drink

Feeding - infant only

Something else

GLASSES (G1-G8). There are 8 glasses of various sizes and shapes on 3 pages of the booklet as shown in the examples below (Exhibit 6-65). The glasses will be used most often to report the amounts of liquids, but may also be used to report solid foods. You will ask SPs to choose the glass that best represents the volume of the beverage they drank and identify the glass and the amount by the label and the red lettered level line. If they report a quantity between the lines, enter it in OS.

Exhibit 6-65. 2D glasses



Glass instructions - Behind Tab 2 of the FMB are three pages of glasses. Choose one and then tell me the number and the red line that shows the amount you drank.

MUGS (MG1-MG3). There are three different sizes of mugs (Exhibit 6-66). The mugs will be used most often to report the amounts of liquids, but may also be used to report the amounts of solid foods. Have the SPs choose the mug that best represents the volume of the beverage they drank and identify the amount by the label and the green lettered level line for that volume. If they enter a quantity between the lines, enter it in OS.

Exhibit 6-66. 2D mugs



Mug instructions - Turn to the mugs on the front of Tab 3. There are three mugs on this page. Choose one and then tell me the number and the green line that shows the amount you drank.

BOWLS (B1-B5). There are 5 bowls of varying sizes on 2 pages of the booklet. An example is shown below (Exhibit 6-67). The bowls are used to report both liquid and solid foods such as soup, spaghetti, and vegetables. As with the glasses and the mug pages, each bowl is labeled and has blue lettered level lines. Ask the SPs to choose the bowl that best represents the size of the vessel they ate from and report the label and the blue lettered level lines for the volume. If the SP reports an amount protruding from the top, have them estimate using another model. If they report a quantity between the lines, enter it into OS.

Exhibit 6-67. 2D bowls



Bowl instructions – Behind Tab 3, there are two pages of bowls. Choose one and then tell me the number and the blue line that shows the amount you ate.

PATS and SPREADS (M1 and M2). There is 1 page of spreads (Exhibit 6-68). There are 2 knives on the page with a pat on the knife and a spread below it. The pats and spreads at each knife are the same amounts. Use the pats and spreads to estimate small amounts of food such as butter, jam, cream cheese, mayonnaise, and peanut butter. Have the SP report the label that best represents the amount consumed. Do not ask the SP whether it was a spread or pat.

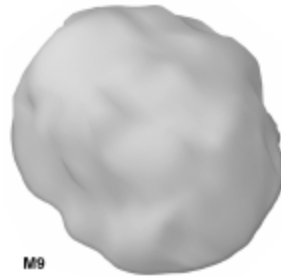
Exhibit 6-68. 2D pats and spreads



Pat/spread instructions – Behind Tab 4, on the left, are drawings of pats and spreads. Please tell me the one that looks like the amount you ate. If none of these look like the amount you ate, it is okay to use part of one or more than one.

MOUNDS (M3-M9). There are 7 mounds of increasing size on 3 pages of the booklet (Exhibit 6-69). The mounds will be used for foods that mound on a plate such as spaghetti, vegetables, and potato salad. Within the booklet these mounds are on a see-through sheet with a plate beneath them. You may have the SP pick the sheet up if it helps him to visualize his food better. Each mound is identified with a label. Have the SP report the label of the mound that best represents the amount of food he consumed. The SP may report part of a mound or combinations of mounds.

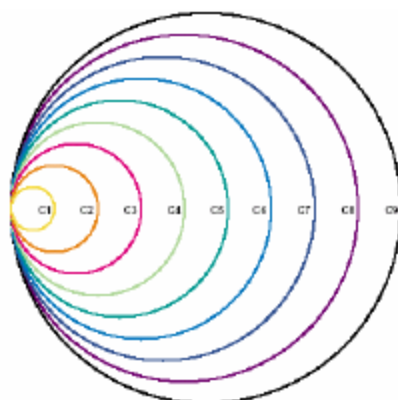
Exhibit 6-69. 2D mounds



Mound instructions – Behind Tab 4 on the right are three pages of drawings that represent different amounts of food. Please tell me the one that looks like the amount you ate. If none of these look like the amount you ate, it is okay to use part of one or more than one.

CIRCLES (C1-C10). There are 10 circles from 1" to 10" in diameter on one page of the booklet (Exhibit 6-70). Circles C1-C9 are on a see-through sheet with a plate beneath them. The plate represents the 10" circle. Use the circles to estimate the diameter of round foods such as tortillas, pancakes, biscuits, and pies. The circles, like the mounds, are on a see-through page with the plate beneath. As with the mounds, you may have the SP pick up the sheet and lay it on the plate if that helps them to visualize the amount they ate. Have the SP choose the circle that best represents the size of his food. The SP may report the label or the color of the circle (for example, C3 or red). A size between two circles may also be reported.

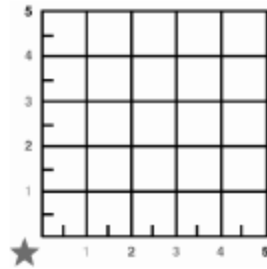
Exhibit 6-70. 2D circles



Circle instructions – Behind Tab 5 is a set of colored circles that you can use to estimate the size of your (FOOD). If the size of your food was between two circles, tell me that.

GRID. The grid is on one see-through page with a plate beneath and is a square with 1-inch columns and rows with $\frac{1}{2}$ inch delineations (Exhibit 6-71). Use the grid to estimate the dimensions of foods such as meatloaves, cake, or brownies. There is a star in the lower left-hand corner so that the SP can orient his food and visualize it on the grid. The SP may report the number on each side of the grid, or between the numbers. It does not matter which side is used to report length or width.

Exhibit 6-71. 2D grid



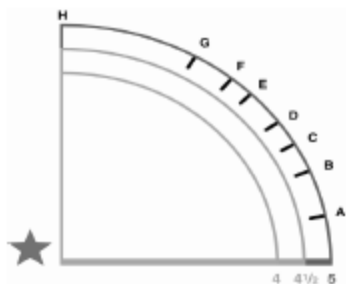
Grid instructions – Behind Tab 6, there is a grid you can use to estimate the size of your (FOOD). Imagine your (FOOD) is placed in the corner next to the star. Estimate its size by using the numbers or colors on each side of the grid.

WEDGES. There are two wedges: a large 9" long wedge and a small 5" long wedge (Exhibit 6-72). Each wedge has an overlapping arrow pointer that moves along the arc of the wedge. The wedge has a star in the lower-left corner so that the SP can orient his food and visualize it on the wedge.

- The **small wedge** is 5 inches in length. Use the numbered increments along the length (radius) of the wedge and move the arrow to the alphabetized segments to estimate the size of wedge shaped foods (e.g., 5E). This wedge is used primarily for cakes and pies.
- The **large wedge** is 9 inches in length. Use the numbered increments along the length (radius) of the wedge and move the arrow to the alphabetized segments to estimate the size of wedge shaped foods (e.g., 9E). This wedge is used primarily for pizza.

Introduce the wedge by saying something like "Now let's recreate your piece of (Food)."

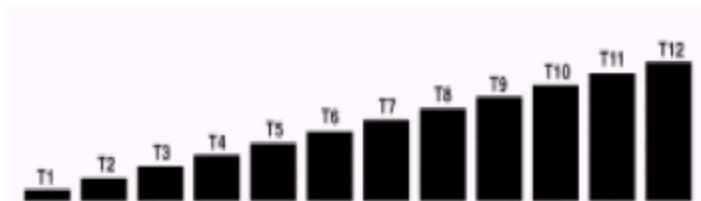
Exhibit 6-72. 2D wedge



Wedge instructions. Behind Tab 7 are two wedge shapes. Use the (small/large) one for your (FOOD). Move the arrow to the bottom line. Now, imagine the tip of your food in the corner next to the star. Starting from the large purple star, use the numbers on the bottom line to tell me the length of your (FOOD). Now with your finger on the arrow at that number, move the arrow up until the space between the arrow and the bottom line looks like the size of the piece you ate. Tell me the letter that is closest to the point of the arrow.

THICKNESS BLOCKS. The thickness blocks are located to the left of the circle, grid, and wedge pages (Exhibit 6-73). They are labeled with the size in inches. For example, 'T3' equals 3/8" thick. Have the SP use these blocks to report the height or thickness of foods when it is needed.

Exhibit 6-73. 2D thickness blocks



Thickness blocks instructions. Now look at the black blocks on the opposite page. Choose the one that looks like the thickness of your (FOOD) and tell me the number.

SHAPES AND CHICKEN PIECES. This chart is on the last page of the FMB. Use the shapes to describe the amount of food eaten with one or two dimensions. Since there are some foods that are not easily represented by food models, the shapes offer the respondent another alternative. The chart can also be used along with the ruler. Use the chicken pieces to specify the particular part of the chicken consumed.

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