Fruitful Minds
nutrition education

# Fruitful Minds Lesson 3: Nutrition Labeling

## Objectives

- The fundamental goal of this lesson is for students to understand how to make healthy choices with their knowledge of food labels. The students will learn what to look for in nutrition labels and the vocabulary necessary for them to understand the meaning of labels (i.e. scientific ingredient names).
- Supplementary goals are to teach the nutritional differences between fresh and processed foods.

## Materials

- PowerPoint presentation
- Fruitful Notes for lesson 3
- Label Reading Worksheet for lesson 3
- 4 lb bag of sugar in sealed bag
- 5000 mg of salt in sealed bag
- Crisco
- Teaspoons
- Two tall, transparent containers
- Empty can of Coke
- Empty cereal boxes, soda cans, snack boxes
- Laminated poster of chicken sandwich and smoothie vs. burger and fries (also available in slide 13 of "Lesson 3 Slides" if powerpoint presentation is used)

## Prior to Class

- Confirm that the program manager has asked the teacher to prepare the following:
    - Request the teacher to assign students different leadership tasks: distribute handouts, distribute snacks, distribute pre-curriculum survey, collect pre-curriculum survey, select speaker (first student selects who will answer a question, and the chosen student can choose the next, and so on…)
    - Write roles and students' names on the board.
    - Ask the teacher to make name tags for students to put on their desks
- Prepare for physical fitness activity
- **Before you start, please turn off your cell phones.**

## Lesson Three Overview

1. Do physical activity for lesson 3

2. Review materials from previous lesson
    - Ask students to verbally list food groups and add to the front page of Fruitful Notes for lesson 3. Ask students to list different nutrients and fill these in Fruitful Notes.

- Ask students to volunteer what a serving size looks like and how many servings of fruits and vegetables they need per day. *They should raise a fist and then open to show 5 fingers.*
- Ask students true or false? Oils on the food pyramid have a smaller band because they are less important. *Answer: All food groups are important for a balanced diet; the band for oil is thinner because it should be consumed in a smaller quantity.*

3. Present Powerpoint slides: Today, we will focus on nutrition labeling.

   Talking points for each slide:

| | | |
|---|---|---|
| Slide 2 | - | Allergies: you can read the label to see if you are allergic to any of the ingredients in the product. |
| | - | Nutrition needs: if you have diabetes you know about sugar content in the product. |
| | - | You should know where your food comes from. |
| Slide 3 | - | See slide |
| Slide 4 | - | See slide |
| Slide 5 | - | See slide |
| Slide 6 | - | *Are the items listed in the nutrition label food groups or nutrients?* |
| Slide 7 | - | *How many servings are in this container. How many calories are in each serving? If you drink the whole bottle, how many calories will you consume?* |
| | - | *Fill in Fruitful Notes for lesson 3, top of page 2* |
| Slide 8 | - | See slide |
| Slide 9 | - | **Do the Fat Demonstration Activity** |
| Slide 10-13 | - | See slide |
| Slide 14 | - | Show the 4 lb bag of sugar. This bag contains 4 lbs of sugar; an average person consumes 146 lbs of sugar each year! |
| | - | 4 grams = 1 teaspoon |
| | - | **Do the Sugar Measurement Activity** |
| Slide 15 | - | Show the sealed bag of salt |
| Slide 16 | - | Review:<br>1. *How many grams in a tsp of sugar?*<br>2. *If a box of cookies has 3 servings, and each serving contains 10 grams of sugar, how much sugars are there in the entire box? (3 x10 = 30 grams of sugar)*<br>3. *Is salt part of a food group or a nutrient group? (nutrient group), Which one? (minerals). Name a reason why we don't want too much salt in our diet? (High blood pressure, Heart disease)* |
| Slide 17 | - | Break students into groups of 4-5 and do side one of the Lesson 3 Worksheet |

4. Do the Food Label Reading Activity if there is additional time.

5. Talk about Family Discussion Points

6. Ask students to complete the questions at the end of Fruitful Notes for Lesson 3. Collect Fruitful Notes for Lesson 3.

**Activities**

- Fat Demonstration Activity
  - Show the kids the laminated poster showing the burger and fries vs. the chicken sandwich and smoothie.
  - Measuring out the amount of fat in a food with Crisco – spooning it into a zip lock bag. Walk through the classroom to show the difference in fat amount.
  - Burger and fries have 54 g (13.5 teaspoons of fat) while chicken sandwich and smoothie have 21 g of fat (5.25 teaspoons).

- Sugar Measurement Activity
  - The class is split into two teams, and each team picks one volunteer to come to the front of the classroom.
  - Each team decides if they want to do apple or soda; the team that picked apple goes first.
  - The volunteer from the apple team measures the amount of sugar they think and apple contains into a tall, transparent container (13 g = 3.25 teaspoons).
  - Repeat the same procedures with team soda (40 g = 10 teaspoons).
  - Write the answers on the board.
  - The team that guessed the closest to the correct amount wins.
  - What to tell students after activity
    (1.) Apples have less sugar than soda
    (2.) Is the sugar in apples and soda the same? Yes. Why are apples better for you then? Because apples are rich in fiber and important nutrients, but sodas don't have those nutrients.

- Additional Food Label Reading Activity (Save time by positioning containers where each group will be, before class begins.)
  - Break the students into groups of 4-5.
  - Pass out sample boxes
  - Refer to the lesson 3 worksheet and have students review their package labels.
  - Call on students to review their labels.
  - Ambassadors can write on the board: sodium, fat, sugar content of the packaged food.

**Family Discussion Points**

- *Name a food in your pantry that you intend to look at when you get home. What food do you think may be really high in sodium, fat, or sugar?*
- Use the backside of the Lesson 3 Worksheet to investigate cereal or snacks at home and discuss with your parents.
- Get 2 volunteers to report back for yogurt, cereal and/or snacks the class identified in the first lesson as favorites.

**Closing Comment**: *Remember: We are NOT telling you what you should eat. YOU make the decision. But make an informed decision so you know what you are putting into your body, the long term effects YOUR decisions have on your health and your ability to do your best right now!*