



LiveWell Kids Nutrition

Grade: 2nd

Module 3: Food Labels & Marketing

Length of Lesson: 30 minutes

Objectives

Module Objectives:

- Increase nutrition fact and food label knowledge.
- Increase ability to make healthy food choices.
- Increase ability to think critically about common marketing tactics.

Grade Level Learning Objectives:

- Recognize examples of unhealthy foods in media advertisements.

Lesson Materials and Preparation – 20 minutes

- Chime (Found in classroom)

YouTube Links for TV commercials (**Send your teacher the links ahead of time to ensure classroom audio/visual access.**)

1. Burger King - Commercial #1
 - a. <https://www.ispot.tv/ad/ZAX5/burger-king-woah>
2. Coca-Cola - Commercial #2
 - a. <https://www.ispot.tv/ad/Zlai/coca-cola-snow-polar-bear-song-by-edvard-grieg>
3. Frosted Flakes – Commercial #3
 - a. <https://www.ispot.tv/ad/d1XH/chocolate-frosted-flakes-mmmm-chocolate>

NOTE: There is no visual aid for this lesson.

Preparation:

- ✓ Ask your teacher to have students sitting at their desks before starting the lesson. All activities can be done with the students at their desks.
- ✓ Let your teacher know you would like support with classroom management prior to the lesson.
- ✓ Ask your teacher what cues or words they use to get the students' attention.
 - Ex. Waterfall, waterfall. Shhhhhh.

Food Tasting: Upcycled, dried peaches

Food List & Supplies:

- 2 bags of dried peaches
- Soufflé cups
- Food handling gloves
- Teaspoon

Preparations and Servings: Make food sample in the LiveWell area so that other docents can use food supplies for their lessons.

1. Put on food handling gloves
2. Use a teaspoon and scoop one teaspoon of dried peaches into each soufflé cup

Food Allergen: Please check with the teacher for any known food allergy and provide appropriate substitute.

Report your lesson as delivered by going to http://bit.ly/LiveWellNutrition_19-20 or scan the QR code:



Did You Know?

- The dried peaches in our sample are upcycled from “ugly” fruit that would not be displayed in grocery stores because of its appearance, but is otherwise fine to eat. These peaches would have been thrown away, but in an effort to reduce waste, have been upcycled into dried fruit.
- Upcycling, also known as creative reuse, is the process of transforming by-products into new materials or products of better quality and environmental value.
- Dried fruit is high in fiber, which aids in digestion.

Facts about Processed Food:

- **Minimally-Processed Foods:** foods that are washed, peeled, sliced, juiced, frozen, dried, fermented and/or pasteurized.
- **Processed Foods:** foods that are milled, refined, crushed and/or exposed to chemicals.
- **Highly-Processed Foods:** foods that are baked, fried, smoked, toasted, puffed, shredded, artificially flavored or colored.
- Foods may be processed to preserve them (e.g., salting meats, pickling vegetables, pasteurizing milk), for safety reasons (e.g., heating, refrigerating, freezing, fermenting, salting), to add variety (e.g., flavoring, texturing, color), for convenience or fast food and for nutrition fortification and nutrition preservation.

Understanding Label Lingo:

- “Free” – an amount so small that it probably won’t have an effect on your body.
- “Low” – an amount specifically defined for each term, such as “low-calorie” or “low-fat.”
- “Reduced” – an amount describing a food with at least 25% less calories, fat, saturated fat, cholesterol, sodium and/or sugars than its original counterpart.
- “High” – an amount that’s 20% or more of the Daily Value for a nutrient (e.g., “high in Vitamin C”).
- “Good source of” – It’s an amount that’s 10-19% of the Daily Value for a nutrient (e.g., “good source of Vitamin C”).
- “More” – an amount that’s 10 percent or more of the Daily Value for a nutrient (e.g., “More Vitamin C”).
- “Light” – a food with a third fewer calories or 50% less fat than the traditional version.
- “Healthy” – a food that’s low in fat and saturated fat, has 60 mg or less cholesterol per serving, has 480 mg or less sodium per serving, and contains at least 10% of the Daily Value per serving of vitamin A, vitamin C, calcium, iron, protein or fiber.
- “Enriched” – replacing or adding back nutrients to foods lost during processing.
- “Fortified” – adding nutrients to foods that aren’t present before processing.
- “USDA Organic” – “100% Organic” means the product must contain only organically produced ingredients (except for water and salt). “Organic” means the produce must contain at least 95% organically produced ingredients (except for water and salt) and 5% are ingredients that aren’t available in organic form nor do they appear on an approved list.
- “Non-GMO” – foods that are not genetically modified. Genetically modified foods refer to foods where scientists remove one or more genes from the DNA of one organism and “recombine” them into the DNA of the plant they want to alter.

FOOD JOKE: What do you call a fruit that plays the trumpet?

A: Tooty fruity!

INTRODUCTION AND MINDFUL BREATHING – 2 Min.

SAY

Hi everyone. My name is _____ and welcome to another LiveWell Kids Nutrition Education lesson. First, we will start with a mindful breathing exercise.

DO

- Ask the students to sit quietly at their desks and place their hands on their bellies. Tell students to turn on their “mindful bodies.” Remember “mindful bodies” are still and relaxed.
- Explain to your class that you will ring the chime and they will close their eyes and take several slow, deep breaths in through their noses and then slowly let the breath out through their mouths. During this time they should focus on their breath and feel it rise and fall in their bodies.
- Tell them that after 30 seconds you will then ring the chime again and they are to keep their eyes closed until they can no longer hear the sound of the chime. When they can’t hear the sound of the chime, they will then open their eyes.
- Ring the chime and practice mindful breathing with the students for 30 seconds by taking slow breaths.
- At the end of the 30 seconds, ring the chime again to end the exercise. Tell the students to slowly open their eyes when they no longer hear the chime. Ask a few students to share their experience.

PREVIOUS LESSON REVIEW – 1 Min.

DO

- Ask the class who remembers what the last lesson was about. (Fruits and Vegetables)
- Ask students if they can give an example of a balanced meal.
- Remind students that they should aim to get all 5 food groups on their plate.

NUTRITION EDUCATION – 10 Min.

SAY

Many companies try to sell their products to us. In order to get us to buy their products, they use different strategies or tricks to make us want their foods. Today we are going to be “food detectives” and we’ll look at a couple of TV commercials to point out these tricks.

DO

- Explain to the class that some commercials use tricks to get us to buy the foods they are trying to sell. Common tricks are:
 - Bright colors
 - Cartoon characters
 - Humor: Funny people or silly animals
 - Freebies (gift-with-purchase, “free” toy inside, etc.)
 - Tag lines (something easy to remember)
 - Positive feelings: happy, comfortable and cuddly
 - Glittering generalities (an emotionally appealing phrase; “If you buy this product, it will change your life”)
- Show TV Commercials #1 & #2. Have a dialogue with students about the commercials. Remind students that they are “food detectives” and ask them the following questions:
 - What is happening in this commercial? What do you like about it?
 - What is this commercial trying to sell you?
 - Does this commercial make you want to try the product?
 - Is this a high/low quality food?
 - (After the last commercial): Can anyone think of another food commercial they have seen on TV that uses cartoon characters or strategies we’ve just mentioned?

WORKSHEET ACTIVITY

SAY

Okay everyone, we are going to do an activity in our worksheets. For this, you will need either a pen or a pencil.

DO

- Show the TV commercial #3 – Frosted Flakes
- Read through the directions for the activity. Students will be a food & beverage ad reviewer.
- Allow students to work together in pairs or groups. (Optional)
- As students are completing the activity, walk around the classroom and acknowledge their work.
- Afterwards, ask for volunteers to share their responses.

SAY

Great job everyone! Remember, don’t be tricked in buying those low-quality foods!

PHYSICAL ACTIVITY BREAK – 3 Min. (Optional)

The physical activity break is optional and can be implemented at any point in the lesson. Please use child appropriate music for this section.

SAY

Now we will take a few minutes to do a physical activity break. Just like eating good foods, our body needs regular physical activity to keep us healthy and happy.

Warm-Up:

- March in place
- Shoulder rolls

Moves:

- Beat the drum
- Harvest
- Sun Salute

Cool-down:

- Slowly march in place
- Raise arms above head and take a deep breath (3 times)

MINDFUL TASTING – 5 Min.

Opening:

SAY

Since we know that nourishing our body with healthy food is good for us, today we are going to have a mindful tasting.

Remember that during this we should:

- Be respectful to food: please be open minded and try and take at least one bite.
- If you don't like the food, remember **"Don't Yuck My Yum!"**
- Use all of your senses.

DO

- Start with a mindful breathing exercise: sit tall and relax the shoulders.
- Ask them to close their eyes, breathe in slowly through the nose and slowly out through the mouth.
- Have students interact with the food using all of their senses. Engage them with the following questions.

See:

- What is the food's name?
- How is it grown? On a tree, bush, vine or underground?
- Notice the size, shape and color of the food.

Smell:

- Slowly smell the food. Does the scent remind of you a place, a person or experience?
- How would you describe this scent? Does it smell sweet, strong or spicy?

Touch:

- Use your finger and touch the food. Does it feel soft, spongy, hard or slippery?
- How does it feel in your hand? Heavy or light?

Taste and Hear: (Have students wait until after they swallow to share their experiences.)

- Take a bite of the food and let it sit on your tongue. Pay attention to how it feels in your mouth.
- Bite slowly and chew just a few times but don't swallow, notice the flavors. Is it sour, bitter, sweet, salty?
- Do you hear anything? Is the food crunchy or squishy? Is it making any noise when you chew?
- Keep chewing slowly several times but do not swallow yet. Does the taste change as you chew? When you're ready to swallow, feel the food going down into your stomach. Can you feel the food moving down your body?

Reflection

- Have students share their experiences. Have them put their thumbs up if they liked the food and thumbs sideways if they are not sure. Remind them that it may take several times of trying a new food before they may like it.
- Thank students for their attention and remind them to mindfully eat at their next meal and to show their families how to mindfully taste their food. Ask them to tell their families about their food tasting and to try this food at home, maybe in different ways.

REFLECTION – 3 Min.

SAY

Thank you, class. I hope you enjoyed your lesson today! As I clean up, I would like you to take out your worksheets and draw something that you learned today. You will have a couple of minutes to complete this.

DO

- Once the students are finished writing their reflections, tell them to take their worksheets home to share with their families.
- Thank the students, teacher and classroom aide (if applicable) for their time.
- Return all materials to your school's LiveWell area.

Education Standards

LiveWell Kids applies California Health Education and Common Core standards in each lesson. For more information, please visit our website at www.bchd.org/lwk-resources

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