



LiveWell Kids Nutrition

Grade: 4th

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:

- Use the Nutrition Food Label to identify foods that are high/low in sugar and sodium.

Lesson Materials and Preparation – 20 minutes

- Chime (Found in classroom)
- Visual Aid: “Nutrition Label Comparison” and “Sugar & Sodium”

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:

- 3 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)
- Remind students that it’s important to try new foods.
- Ask students what new fruits and vegetables they’ve tried since their last lesson.

NUTRITION EDUCATION – 10 Min.

SAY

Today we are going to learn about the Nutrition Food Label. The package of some foods may be misleading, but we’ll see that by using the Nutrition Food Label, we can choose healthy options.

DO

- The focus of this lesson will be using the Nutrition Food Label to identify the sugar and sodium content of foods. Students will also see the comparison between the current food label and the new food label that was approved in 2016.
- Tell students that there is a lot of information on the Nutrition Facts Label including: calories, sugar, sodium, fats and added sugars.
- Let the class know that eating too many foods that are high in sugar and sodium can cause health problems. It can also make it harder to focus during school.
- Let the class know they will be looking at the serving size when identifying the sugar and sodium content. Remember, the amount shown on the Nutrition Food Label is for one serving. If we eat more than one serving, we will need to multiply each nutrient by the number of servings we consume.
- Discuss with the class the recommended amount of sugar and sodium:
 1. **Sugar:** 8-9 teaspoons (or about 32-36 grams) per day. (Tell students that’s less than a 12oz can of Coke.)
 2. **Sodium:** Less than 1,500mg (or less than 1 teaspoon) of sodium *per day*. (Tell students that’s about equal to one quarter pounder burger and a small fries at McDonald’s.)
- Use the **Visual Aid: “Sugar & Sodium”** to familiarize students with the sugar and sodium content on two common foods. Below are some talking points about the two visual aids (Cinnabon and bag of Doritos).
 1. Point out the sugar and sodium content of each package.
 2. Ask students if they can eat 1 serving of the food pictured (the Cinnabon or bag of Doritos).
 3. Ask students if they had 2 servings (i.e. 2 Cinnabons or 2 bags of Doritos) how many calories would they be consuming? (2 servings x 879 calories = 1758 calories, that’s the amount that some people have in one day!)

Cinnabon

- Sodium = 2 servings x 150mg = 300mg
- Sugar = 2 servings x 59g = 119g (that's more than 3 day's worth of recommended sugar!)

Doritos

- Sodium = 1 ounce (1 bag) x 140 = 210mg
 - Sugar = 1 ounce (1bag) x 0 = 0 sugar
4. The amount of sugar in just 1 Cinnabon exceeds what we should have in an entire day.
 5. If you eat 3 bags of Doritos, you are getting almost half of the sodium you need an entire day.
 6. Even though Doritos have 0 sugar, they do contain chemicals (i.e. food dyes and corn syrup solids) that are not healthy for our body. Ask the class why they might think Doritos are unhealthy.
 7. Let students know that these types of foods do not contain fiber and will not keep us full for long.
 8. Show the **Visual Aid: "Nutrition Label Comparison"** and discuss the changes to the new Food Label including the larger font for servings and calories, documenting added sugars and an updated daily values. (Most of the changes occurred because of the dietary related diseases that are common in the United States. Examples are decrease of the daily value for sodium from 2,400 to 2,300, increase of calcium from 1,000 to 1,300 mg a day and increase of fiber from 25 to 28g a day.)

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

- Read through the directions for the activity. Students will look at the current Food Label and the new Food Label and answer questions. Both labels are for the same product. Feel free to work on this as a group if necessary.
- 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! Next time you go grocery shopping with your family, make sure you look at the food labels so that you make an informed choice about the food you are buying.

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 write 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 home their worksheets 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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