



## LiveWell Kids Nutrition

Grade: 5th

Module 3: Food Labels & Marketing

\*\*\*GROUP ACTIVITY\*\*\*

**Length of Lesson:** 30 – 35 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:

- Create a media campaign to promote healthy living and well-being.

### Lesson Materials and Preparation – 20 minutes

- Chime (Found in classroom)
- Markers, Crayons & Pencils (Found in classroom)
- Butcher Paper
- Visual Aids: “Common Marketing Techniques” – two, 2-sided laminates

### 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](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.

## 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 eat healthy at social gatherings.
- Ask students if they’ve tried any of the tips discussed in the previous lesson.

## NUTRITION EDUCATION – 20 Min. (5 minutes for intro and directions)

### SAY

Did you know that 50,000 advertisements are viewed per year just on TV and most are for junk food like fast food, sugared cereal, candy and chips? You may not realize it, but every time you see or hear a commercial, view a picture or read a magazine, you’ve been absorbing messages from food manufacturers who want to influence what you eat and drink.

Today you are going to learn some of the strategies that food manufacturers use to make you want to buy their products.

### DO

Pick a few of the following questions or statements to determine how many students have been influenced by the food companies’ advertising. Feel free to bring in your own examples:

1. What fast food chain says, “I’m lovin’ it”? (McDonald’s)
2. What fast food chain says, “Finger lickin’ good”? (KFC)
3. Finish the statement, “Melts in your mouth, \_\_\_\_\_!” (Not in your hand. M&Ms)
4. What cereal ad says, “Silly Rabbit ... \_\_\_\_\_ are for kids?” (Trix cereal)
5. Finish the sentence, “Frosted Lucky Charms, they’re\_\_\_\_\_.” (Magically delicious)
6. Finish the sentence, “Break me off a piece of that\_\_\_\_\_.” (Kit Kat Bar)
7. What food advertisement says, “Taste the rainbow?” (Skittles)

**SAY**

How did you know the answers without even studying? Because the companies used advertisements to send you messages about their products. We’ve mentioned that food companies advertise their products using TV commercials, but they place ads all over the internet, and in online games, video games, mobile apps and on digital media, such as Facebook, Instagram and Twitter.

**DO**

- Use the **Visual Aid: “Common Marketing Techniques”** to familiarize the class with common advertising techniques organizations use to promote their product or idea.
- Break up class into 4-5 groups.

**GROUP ACTIVITY & WORKSHEET ACTIVITY****SAY**

For today’s activity, teams/table groups will decide on a healthy food to advertise to friends and family, and decide which advertising technique to use to promote that healthy message. (OPTIONAL: Set the stage by telling the students that they can pretend they are on a marketing team or work for a production studio that is pitching a commercial concept.)

After you and your team have chosen a health food and ad technique, you will create a healthy ad using the butcher paper provided.

To get our thinking started, let’s name three health foods we could advertise and the ad techniques we can use.

**DO**

- Write these steps and time stamps on the board:
  - STEP 1: Decide on the healthy food you’ll advertise (1 minute)
  - STEP 2: Choose the ad technique you will use (2 minutes)
  - STEP 3: Create your poster and SELL THAT FOOD! (7 minutes)
- While the students are working, circulate to encourage their work and provide time reminders.
- When the time is up, have the students post their advertisements on the board with magnets or tape (ask your teacher about the best location)
- Allow each group to present their poster (1 minute each)
- After each group has presented, tell the students to silently choose one group to review. Then allow students to complete the worksheet independently. Circulate to provide positive feedback and support. (2 minutes)

**SAY**

Great job everyone! I loved your creative ads and how you used marketing techniques to promote something healthy!

**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](http://www.bchd.org/lwk-resources)

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