



## Grade 5 Sample Lesson Plan: Unit 13 Health Promotion – Labels and Ingredients

### SOLs

- 5.2.D Interpret information on food labels.

### Objectives/Goals

- Students will identify the components that make up a food label and interpret the information on it as it pertains to their dietary needs.
- Students will describe the 'red flags' or items to recognize in ingredient listed on food labels.

### Materials

- *Figuring Out Food Handouts* (Notes, Food Facts Bingo, and Nutrition Facts labels)
- *Figuring Out Foods* PowerPoint presentation
- Optional Nutrition Facts label from food product from home
- Optional healthy snack or prize for first student to get *Food Facts Bingo*

### Procedure

#### Step 1

- After providing the students with the *Figuring Out Food* informational sheet and *Figuring Out Food Notes*, introduce the lesson by giving them 3 examples of foods and asking "Which one is the healthiest? And why?" You could have the items to hold up in front of the class or write them on the board. Examples could be Lucky Charms, Honey Nut Cheerios, and Fruity Pebbles (they all have similar caloric intake however vary in the other nutrients and products listed on the label). There is no need to give them the 'correct' answer, rather create discussion on how to determine a healthy product based on the Nutrition Facts label.

#### Step 2

- Utilizing the PowerPoint presentation have the students complete the notes to help them understand the Nutrition Facts label.
- Slide 1: Introductory slide
- Slide 2: SERVINGS should be the first thing anyone looks at because they most likely consume more than one serving at a sitting. The best way to approach this is to take out one serving before eating. In the example provided, remove one cookie and put the

package away. If you ate an entire package (10 cookies) you would consume 900 calories – that's nearly half of the calories needed in one day. The CALORIES needed vary greatly depending on factors such as age, gender, weight, and activity level. The average teenage boy requires around 2,800 calories a day to maintain their weight, and the average teenage girl needs about 2,200 calories. \*Nutrition Facts labels are based on 2,000 calories!

- Slide 3: The % DAILY VALUE provides the information to calculate how much of each nutrient you are consuming. If the label states 2% calcium, it means that one serving provides 2% calcium you need in one day. You should eat more foods throughout the day that have calcium to meet your daily needs of 100%. There are several nutrients that you should avoid like SUGAR, SODIUM, and SATURATED FATS. Consuming high amounts can lead to heart disease and other health-related problems. When it comes to SUGARS, they can either be naturally occurring or added. Most of the time, the source of the sugar is more important than the amount. Avoid products with the added sugars. Many packaged foods have high amounts of SODIUM or salt; avoid foods that have more than 500 mg of sodium per serving. SATURATED FAT (and TRANS FAT) are the 'bad fats' that can tank your energy levels and increase your risk for diabetes and heart disease.
- Slide 4: INGREDIENTS are listed by quantity from highest to lowest. If you are looking at cheese the first ingredient should be milk. If it's a chemical or water than it's highly processed and less healthy. If the ingredient list is long and the words are difficult to pronounce, there are added sugars (see list), or it contains oils; avoid consuming these products. Also note that companies are required to list known allergens on the label. The example provided contains WHEAT, ALMONDS, and MILK. This is to make it easier for people with allergies. They do not have to look at the entire ingredients list to know if they are allergic to the item.
- There are several other factors to discuss when trying to decipher the information on the food label. If time permits, components such as the vitamins and minerals, cholesterol, and fiber could be added to this lesson or after a lesson on nutrients and healthy eating is taught.
- Slide 5 *Food Facts Bingo* (see Step 3 below).

### Step 3

- Have the students play *Food Facts Bingo*. They will each need a bingo paper and 1 Nutrition Facts Label. (Optional: prior to the lesson you could have students bring in a label from home and play bingo based on their own provided label.)
- *Food Facts Bingo* is slightly different than a normal bingo game, in that, the teacher will not 'call out' the information. Students will play bingo on their own by using the information on their Nutrition Facts label.
- An example is included on Slide 5 of the PowerPoint presentation to help students understand how to complete this assignment.
- Once a student achieves a 'bingo' there are several options
  - Provide the first one with a healthy snack or prize for completion
  - Have them continue and just mark ALL the boxes that apply to their product
  - Give them another bingo sheet and product to complete the activity again based on the new information

**Assessment Idea**

Students can be graded on proper completion of the *Food Facts Bingo* activity. They should turn in the product AND bingo card to check for correctness. To make grading more efficient, every student could be given the same Nutrition Facts Label.

**References**

- Adams, Stacy (2019), Health and Physical Educator; Shaler Area School District, Glenshaw, PA
- Healthline: How to Read Food Labels Without Being Tricked (<https://www.healthline.com/nutrition/how-to-read-food-labels>)
- What's Goo:D: 7 Things to Look for on a Nutrition Label (<https://whatsgood.vitaminshoppe.com/how-to-read-a-nutrition-label/>)

**Handout**

The next page includes handouts for the lesson. The handouts are designed for print use only.