

Spotlight on Nutrition

Grade Band: 3-5

Overview: Students identify the benefits of using Nutrition Facts Labels and design a creative project to help their peers regularly use Nutrition Facts Labels when making food choices.

Corresponding Together Counts Lesson(s): Decisions, Decisions; What's the Pattern; Nutrient Detectives; Food for Thought

Suggested Time Frame: 1-2 class periods, potential time outside of class to complete project

Student Objectives:

- Identify the benefits of using a Nutrition Facts Label when making food choices.
- Design a project to help others use Nutrition Facts Labels when making food choices.

Materials:

- What's on the Label? activity cards (reproduced and separated before class)
- "Cool Tips for Kids: Use the Nutrition Facts Label to Make Smart Food Choices" (one per student)
- Access to a computer
- Paper
- Timer

Procedure:

1. Divide students into two teams. Distribute the "term" cards to one team and the "definition" cards to the other team. Set the timer for two minutes, and challenge students to find their Nutrition Facts Label "partner" by finding the matching term or definition for what is on their card. Invite each pair to introduce itself to the class. Then, ask students to check correct answers by going online to the [Understanding and Using the Nutrition Facts Label](#) resource.
2. Ask students to share what they already know about Nutrition Facts Labels and why they are included on packaged foods and beverages.
3. Direct students to divide a paper into two vertical columns. Label the left side "Give One" and the right side "Get One."

4. Write the following question on the board: How can reading Nutrition Facts Labels help you when making food choices? In the “Give One” column, direct students to list answers to the question. After a few minutes, instruct students to find a partner and list any *new* ideas from their partner in the “Get One” column. Repeat until students have compared lists with at least three partners. Invite students to share answers.
5. Ask students to share how often they actually read Nutrition Facts Labels when making food choices. Ask those who read labels frequently to share one tip they might give a friend who does not read the labels as frequently.
6. Distribute the “Cool Tips for Kids: Use the Nutrition Facts Label to Make Smart Food Choices” handout to each student. Ask students to explain how the handout is organized and what they believe its purpose is. Guide students to identify that the handout includes information on how to use the Nutrition Facts Label and tips to make using it easy and fun at home, at lunchtime, and at restaurants.
7. Ask students to imagine that they have been asked to create a project that will help kids their age regularly use Nutrition Facts Labels when making food choices. Encourage students to be creative! Project ideas include a blog post, series of school announcements, photo essay, commercial, PSA, poem, or rap! Their project must include the following:
 - a. An explanation of what a Nutrition Facts Label is and how it is organized
 - b. At least two reasons why reading Nutrition Facts Labels can help us make healthy food choices
 - c. At least three tips to help students easily use Nutrition Facts Labels at home, school, or on the go

Family Extension:

Challenge families to do the “Snack Food Scavenger Hunt” that is included in the “Cool Tips for Kids: Use the Nutrition Facts Label to Make Smart Food Choices” handout. To do the scavenger hunt, each family must choose a favorite snack and then guess which snack is higher or lower in a particular nutrient. Encourage students to share what they have learned about reading Nutrition Facts Labels and about which nutrients they should get more of and less of to help them as they make food choices.

National Standards:

National Health Education Standards

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

What's on the Label? Activity Cards

Serving Size	Based on the amount of food that is usually eaten at one time
Servings Per Container	Shows the total number of servings in the entire food package
Calories	The measurement of energy supplied in one serving of the food from fat, carbohydrates, and protein
% Daily Value	A way to measure how much of a nutrient is in one serving of the food
Ingredient List	Shows each ingredient in a food, starting with the ingredient that is in there the most
Nutrient	A substance in food that contributes to growth and health and provides energy, cell building and structural materials