

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>Objective # 3: Without the use of resources, the student will create a new food product and food label according to the checklist with no errors. (Create)</p>		<p>A. Introduction/Motivation</p> <ol style="list-style-type: none"> 1. Review food guide pyramid. 2. Have a chart displayed on the overhead with all of the headings. <ul style="list-style-type: none"> • Have students to come forward and put one word under each heading that corresponds. 3. Show students a food label. <ul style="list-style-type: none"> • Ask students where they find food labels and to share what they know about food labels. 4. Tell students that by the end of the lesson they will create their own food label and product. <p>B. Study/Learning</p> <ol style="list-style-type: none"> 1. Ask students: “When you are purchasing food at the grocery store or from a vending machine what information, if any, are you looking for on the food label?” <ul style="list-style-type: none"> • Give examples; the words “low fat”, “no fat”, the number of calories, serving sizes, etc. 2. Have a display of canned and packaged foods set up for participants. <ul style="list-style-type: none"> • Ask students: “What usually catches your eye when looking at food labels on cans and other food packages?” • Ask students: “Do you choose foods based on the way the food looks on the package or do you choose the cheapest product?” 3. Break down the information on the food label. <ul style="list-style-type: none"> • Food’s name • Food’s weight • Company name and address that packages the food • A description of the product that may include something about its taste, health claims, or suggestions on how to serve the food • Cooking instructions • “nutrition facts” label – this is found on most food packages 	<p>Overhead Food pyramid chart</p> <p>Food label</p> <p>Canned and packaged foods</p>	

I. Main Ideas/Conceptual Understandings/Goals: to understand food labels

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		<p>4. Explain to students that a health claim is a statement on the package that tells how some foods may avoid some diseases.</p> <ul style="list-style-type: none"> • A food must meet certain nutrient requirements to make a health claim • Ask students if they have ever seen a health claim on a food package. • Ask students to give examples of health claims. <p>5. Give students examples of health claims and share that claims promote better health but they don't make any promises by using the word may.</p> <ul style="list-style-type: none"> • Low fat diets rich in fruits and vegetables may reduce risk of certain cancers. • Diets low in sodium may reduce risk of high blood pressure. • Reduction of dietary fat may reduce the risk of certain cancers. • Diets low in saturated fat and cholesterol may reduce risk of heart disease. <p>6. Ask students what some things are that are found on the nutrition facts part of the label.</p> <ul style="list-style-type: none"> • Allow response time • Serving size • Amounts per serving <ul style="list-style-type: none"> a. Calories b. Calories from Fat c. Nutrient information based on % Daily Value* (%DV) <ul style="list-style-type: none"> - fat, cholesterol, sodium, total carbohydrate, fiber and protein - Vitamins and mineral d. Ingredient list – The ingredients in the package/can are listed in order of amount. <ul style="list-style-type: none"> • The ingredient in the largest amount in the package/can is listed first. The ingredient in the smallest amount is listed last. 		

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		<p>7. (Guided Practice) Have students compare “similar” canned/packaged foods using the Nutrition Facts label. Examples of foods to compare:</p> <ul style="list-style-type: none"> • Sugar content in breakfast cereals • Total fat in crackers • Total fat in snack foods – popcorn, pretzels, corn chips, cheese puffs, etc. • Fiber in breads • Calcium content in different (fat free, 1%, 2% and whole) milks <p>8. (Independent Practice) Give students specific questions that are to be answered by reading food labels.</p> <ul style="list-style-type: none"> • Tell students to work on their own. • Tell students to read the labels carefully. • Go over answers to questions <p>C. Culmination</p> <p>1. Divide the class into pairs.</p> <ul style="list-style-type: none"> • Give each pair a food label and instruct them to come up with two questions that correspond with their food label. (Language arts) • Tell each group to write at the top of the paper their designated groups number. • Once all groups have completed their questions, have the students to exchange questions and labels with other groups. • The groups should write their answers and the group number that wrote the questions on a separate sheet of paper. 	<p>Food labels/boxes</p> <p>Food label questions</p> <p>Food labels</p>	

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		D. Follow-up 1. Tell students they will now be creating their own food product and food label that shows the nutritional facts of their product. (Art) <ul style="list-style-type: none"> • Give a copy of the checklist and an example of a food label to each student. • Tell students that this is to be completed individually. • Tell students to design a picture of their food or the cover of the package. 2. Tell students when they have completed their label to turn it facedown and I will be by to collect it.	Food labels Checklist	Grade student label and product according to the checklist